



Year 4 Newsletter

Summer term 1 2026



Year 4 Curriculum



In **English** this half term, we will base our writing around the book 'Tuesday' by David Wiesner. We will be learning about the structural and language features of newspapers before writing our own newspaper report on the events of 'Tuesday'. We will also be writing a narrative on a section of the text using appropriate language and varying sentence types to create tension. The children will have many opportunities to read, individually, in pairs or groups and as a class.

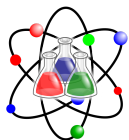
Reminder: It is an expectation that your child reads a minimum of 15 minutes daily, 5 times a week. Please record your child's reading in their reading record. To support their comprehension, please ask them questions about what they have read, focussing on retrieving information from the text and using what we know to answer inference questions about a character's personality, feelings and actions.



In **Maths**, the children will practise reading and writing decimal numbers up to two decimal places, as well as understanding key decimals like $\frac{1}{4} = 0.25$, $\frac{1}{2} = 0.5$, $\frac{3}{4} = 0.75$, $\frac{1}{10} = 0.1$, and $\frac{1}{100} = 0.01$. They will then order, add, and subtract decimals, explore tenths and hundredths, and round decimals to the nearest whole number. Children will also divide 1- and 2-digit numbers by 10 or 100 and apply this knowledge to solve problems involving money and measurements (e.g., $1.2\text{kg} = 1200\text{g}$). Additionally, we will focus on time, with problem-solving activities, so please encourage your child to wear a watch and practise reading both 12-hour

and 24-hour times at home.

Reminder: Please remind your child to complete their weekly TTRockstars homework. As we prepare for the multiplication check, continue helping them practise and improve speed and confidence in recalling times tables, particularly random facts from the 12x12 tables they've already learned.



Our new focus in **Science** is *Animals, Including Humans* with an emphasis on understanding the animal kingdom. We'll begin by exploring food chains and food webs, learning how energy flows between living things in an ecosystem. Children will have the opportunity to create their own food chains and discuss what happens when a part of the chain is removed.

Key Vocabulary: canine, carnivore, classification key, energy, environment, food chain, food web, habitat, herbivore, incisor, life processes, microhabitats, molar, nutrition, omnivore, organism, predator, prey, primary consumer, producer, secondary consumer, tertiary consumer.



In our **Computing** unit, the children in Year 4 will be writing Simple Wikipedia entries. This unit will enable the children to understand the conventions for collaborative online work, be aware of their responsibilities when editing other people's work, and become familiar with Wikipedia, including potential problems associated with its use. They will write for a target audience and develop both collaboration skills and proofreading skills.

In **RE** we will be reflecting on the question, 'What stories are important to those with non-religious beliefs, such as Humanism?'

Vocabulary: humanism, humanist, non-religious, belief



This half term in **Music**, our topic is 'Pitch.' Our aim will be to reinforce pulse, rhythm and pitch intervals using a pentatonic song. The children will be able to use tuned instruments to play pulse, rhythm and to pick out melodies. We will experiment with ostinatos and begin to layer sounds, and continue to explore different ways our voice can be used. The children will learn to recognise the solfa names and hand signs to enable them to read simple notated rhythm and pitch patterns. Additionally this half term, Joules will learn to play a brass instrument.

Vocabulary: So, Mi, Do, La,, Re,, La, pitch, interval, pulse, rhythm

In **PSHE**, we will consider the people around us. Through identifying similarities and differences, we will recognise that we are all connected and explore how we can work cooperatively together. We will also learn how to recognise and challenge different types of prejudice and explore gender stereotypes.

Vocabulary: multicultural, race, disability, customs, diversity, respect, celebrate, connection, tolerance, acceptance, teamwork, cooperation, prejudice, racism, sexism, victim, aggressor, assumption, expectation, categories, contribution, motivation, satisfaction.



In **French**, we will be continuing our learning about "My Family" before moving onto our new topic, "In the classroom". We will learn the names of items found in the classroom in French and answer the question, 'Qu'est-ce qu'il y a dans ta trousse ?' (What do you have in your pencil case?)

Vocabulary: un livre (a reading book), un cahier (an exercise book), un crayon (a pencil), un stylo (a pen), un taille-crayon (a sharpener), un sac à dos (a rucksack) une calculatrice (a calculator), un bâton de colle (a glue stick), une règle (a ruler), une gomme (a rubber), une trousse (a pencil case), des ciseaux (scissors)



In **Geography** this half term, we will be looking at the features of a coastline: bay, headline, beach, dune, cave and cliff. We will then explore how coastlines change through the processes of erosion and deposition. After that, we will look at land use in coastal regions. During the unit, we will debate geographical issues such as the impact of humans on the natural environment and vice-versa.

Vocabulary: beach, bay, cliff, coast, deposition, erosion, harbour, headland, port, sand dunes, sea, spit



In **Art**, our topic is European Artists where we will be looking at the work of Michelangelo, and Vincent Van Gogh. We will be further developing sketching skills focusing on

observational drawing, shape, proportion, line, tone, texture and form. We will experiment with different types of media.

Vocabulary: architect, architecture, renaissance architecture, fresco

A more comprehensive overview of what we will be covering can be found on our school website under Curriculum and then Knowledge Organisers. Please find the attached link:

<https://www.haslett.org.uk/curriculum/knowledge-organisers>

Physical Education

In **PE** this term, the children will be participating in athletics, fitness, cricket and rounders.

PE, Games and Outdoor Learning in Year 4 will take place on the following days this half term:

	Murrey	Joules
Session 1	Tuesday	Monday
Session 2	Friday	Friday
Outdoor Learning	Monday	Thursday

Reminders

HOMEWORK: Homework is set each Friday and is due each Wednesday. Spelling tests and maths target tests will be every Friday.

TTROCKSTARS: In Year 4, there is an expectation that children will complete a minimum of 10 garage games on TT Rockstars, as part of their homework. These games are set on a Friday, and are expected to be completed by the following Thursday.

OUTDOOR LEARNING: The children need to have a complete change of clothes and footwear for outdoor learning. The children will be outside whatever the weather and will get dirty.

PERSONAL ITEMS: Any personal items need to be clearly named and recognisable by your child. These include water bottles, lunchboxes, snacks, jumpers, bags and coats.

COMMUNICATION: Please be reminded to use your child's reading record as a way of communicating with us, send messages via Google Classroom, or you can contact the school office.

How to support your child's learning at home:

To ensure your child gets the most out of school, it would be great if you help them at home as well. This can be done through supporting them to complete their homework and TT Rock Stars each week, along with helping them practise both their spellings and times tables.

READING: In Year 4, it is an expectation that your child reads a minimum of 15 minutes daily, 5 times a week. Please record your child's reading in their reading record. Whilst listening to your child read, focus on the new vocabulary they come across, but also question their understanding of the text - can they find an answer within the text? Can they use the text to help support an idea, or an answer to a question you have asked? Can they use evidence of what they have just read to predict what might happen next? Can they summarise what they have just read? In addition to this, look at how characters' thoughts and feelings influence their actions.

Thank you for your continued support,
Miss Cartlidge, Miss Hristova, Mrs Khan, Mrs Dearaujo and Mrs
Jackson,
The Year 4 Team.