

Welcome To Year 4

Welcome to Year 4 where all are welcome and we strive to do our best in a caring, ambitious atmosphere. The core Year 4 Team includes Miss Gandy, Miss Foster and Mrs Pearson, but children may also spend time with Mrs Natton our Learning Support Teacher, or Mrs Mather who provides weekly cover in class.

Autumn— This term we aim to begin our focus on times tables and build on the maths children have learned in Y3. Our topics include rainforests, Animals & Digestion, Electricity, Anglo Saxons and exploring whether all religions are equal. Our class read this term is:

The witches by Roald Dahl.

Year 4 Key Information

The school day begins with a soft start from 8.40am, with registration by 8.50am. Year 4 finish is at 3.25pm.

P.E. PE will be on a Wednesday and Thursday. Thursday will be indoor and Wednesday outdoor. Please can children come into school wearing the correct PE kit of a white t-shirt and black shorts on indoor days and suitable warmer school P.E. kit on outdoor days. Children should not be wearing earrings or other jewellery.

Home Learning

Reading: Pupils will bring a school reading book home and a reading for pleasure book every day. Please can this be returned daily as the book is used in school as part of their guided reading session. New this year are digital reading diaries.

Spellings: Spellings will be set on a Wednesday, to be revisited in school the following Monday.

Maths and English : This homework will be set in their CGP workbook on a Friday to be completed by the following Thursday.

TTRS Each pupil has their own TTRS log in. They will get most benefit from at least 3, 10 –20 minute sessions a week. Y4 will take part in the Statutory Times Table Screening in Summer 2026, so regular practice is very important.



Year 4 Newsletter

Autumn 2026

How can you help at home?

In Maths, we are recapping column addition and subtraction and place value including numbers up to 1,000.

We would appreciate if you could explore the Statutory Spelling List for Year 4 and revisit the Y3 lists with your child at home, by not only discussing the spelling rules, but also the meaning of the words; this will enable the children to learn to use them in context. These spellings are attached.

The children are also asked to continue to practise their times tables and read at least 3 times outside school. Please check their reading records weekly and, hear them read and enjoy their books with them! We aim to instil a lifelong love of reading in all children!

Year 4 Curriculum Coverage

Autumn Term 2026

As mathematicians, we will develop our number fluency, reasoning and problem solving skills. We follow a mastery approach using varied fluency and a range of concrete apparatus, pictorial representations and abstract number work.

This term we will begin by recapping on addition and subtraction of 2 and 3 digit numbers by regrouping and exchanging. We will be exploring numbers to 10,000, including converting measures, comparing and ordering numbers and rounding numbers. We will also spend time learning about perimeter and calculating the perimeter of a range of polygons. We will spend a lot of time developing our recall of the 3, 6 and 9 times tables. We will explore the relationships between multiplication facts and division facts and how different times tables are linked.

All of the key mathematical concepts and times tables will be revisited regularly in our daily Mastering Number Maths sessions.

In **Computing**, children will use Purple Mash to explore how font size and style can affect the impact of a text. Children will use different software to present information and consider their audience for example, news reports. We will revisit coding and improve our skills. We will also refresh our understanding of online safety and delve deeper into how we can protect ourselves and our data.

In Literacy, we will develop our understanding of spoken and written English using the Talk for Writing approach, developed by Pie Corbett. Taking our inspiration from quality texts and advice from published authors, we will delve into genres including:

Poetry— Haikus

Narrative— (A mystery tale)

Explanation Texts (Related to our topics)

In writing, we will learn to consider the purpose, structure and shape of texts through our Talk for Writing lessons. We aim to improve our skill in using expanded noun phrases, fronted adverbials, conjunctions and ambitious language choices to engage the reader. We will learn to use speech as a tool for characterisation and strive to make sure all of our writing is punctuated correctly with capital letters and full stops.

In reading we will study a range of genres, through guided and whole class reading sessions.

We will also access Reading Plus three times per week.

As scientists, children will learn to describe the function of key organs in the digestive system. They will learn to identify the types of human teeth and investigate factors that impact our dental health. They will also compare human teeth to other animals' and take on the role of a naturalist investigating animal faeces for clues about diet and digestion.

We will explore **electricity** both as a natural phenomena and as one of the most widely used forms of energy. We will learn about where electricity comes from and the safety precautions that must be taken when dealing with electrical appliances. We will construct simple series electrical circuits, identifying basic parts including cells, wires, bulbs, switches and buzzers. We will represent our circuits with the correct scientific symbols. Our investigations will lead us to discover which materials are conductors and which are insulators.

As **Artists**, we will learn about the different grades of pencil and how we can create tone. We will explore proportion and use a range of media including drawing with scissors basing our work on that of Henri Matisse.

Our study of a **Modern Foreign Language** takes us to China. Together with our native speaking Chinese teachers, we will learn more about Chinese greetings, polite phrases, Chinese numbers and supplement our knowledge of how to talk about ourselves including our nationality.

As **Geographers**, we will learn how to identify where the world's rainforests are located. We'll describe the characteristics of each layer of the rainforest, using the Amazon as a case study. We will consider the lives of people who live in the Amazon and will explore how rainforests are changing and the threats they face. Finally we will think about how data is collected, used and presented to give us insight into the importance of forests and woodland.

Within **R.E.** we will learn how to talk about religion respectfully, think about how religious world views are connected and identify similarities and differences in how people understand God. We will look at the importance of religious harmony and how we can learn about each other through understanding each other's world views.

As **Global Citizens** we will spend time learning about families and relationships. We will learn strategies to develop our self-esteem and self-worth. Resilience will be a core theme of our PSHE lessons and how persistence can be both negative and positive. We will also continue to learn about online safety including key age limits.

Within **P.E.**, we will be able to explain the importance of warming up and cooling down before and after exercise. We will understand the importance of a healthy lifestyle and how exercise fits into this. In our outdoor PE lessons we will develop our tag rugby skills. We will practise passing, catching and safe tackling. We will strive to perform our best in team games and will always demonstrate good sportsmanship. In our indoor PE lessons we will develop our gymnastics skills. We will learn how to link movements in interesting ways to create routines individually and in groups.

In **DT** this term we will be designing and creating a torch using our knowledge of electricity and circuits. We will identify the different uses of torches and evaluate their uses.

As **Historians**, our key question will be 'What changed in Britain after the Anglo Saxon invasion?'

We will start by thinking about who the Anglo Saxons were and what their settlements looked like. We will look at sources from the past and interpret clues they give us.

We will look at how Christianity arrived in Britain as well as who King Alfred was and if he was really 'great'.

As **Musicians**, we are furthering our understanding of pulse and rhythm, timbre, structure and texture this term. We will start by studying body percussion linked to our geography topic. The children will create sounds with their body to mimic those of the rainforest. Then we will move on to Rock and Roll. We will even learn how to hand jive!