

# Dear Parents & Guardians,

## About Homework

Your child will receive homework each week. This homework will be set on a Friday and will be expected to be returned by the following Wednesday. Encourage your child to work independently on their homework. Please feel free to email/ask any questions regarding the children's homework. Homework is to be completed in the children's homework books, to a standard that reflects their work in class.

## Learning logs

Learning logs will be sent home every half term. This is done in place of the normal, weekly homework and should be 2 pages in length. This does not mean two whole pages of writing, or information copied from the internet. The best learning logs will be creatively presented with an interesting layout.

## Spellings

Children will work on their spellings in school and we encourage them to do the same at home. Words will be taken from the year 4 spelling list and from the 'Get Spelling' scheme that we use in school. At the beginning of each two-week unit, they will get a list of words to learn at home and will be continuously tested on during these two weeks at school.

## Times Tables

All pupils are expected to know all of their times tables by the end of Year 4. The children are required by the government to take the Multiplication Check at the end of the year. Therefore, times tables are an important part of both home and school learning. All pupils have Times Tables Rockstars accounts that they can log onto to help them learn their times tables!

## Reading

Your child will choose a school reading book. They can read this alongside other books of their choosing. Reading to your child can be just as beneficial as hearing them read at any age. We encourage you to do so. Please read as much as possible with your child each day.



# Curriculum Newsletter



Term: Pentecost 2026

Class: St Bernadette / St Teresa

Year: 4 Mr Thonet/Williams

*'Growing Together in Faith & Love'*

## RE

### To the Ends of the Earth

Pupils will explore the life and role of St Peter, making links between Peter's declaration of faith, his denial of Jesus and Jesus' renewed calling of Peter after the Resurrection. They will learn why Peter is important in the Church, including the link between Jesus calling Peter the "rock" and the role of the Pope as Peter's successor. Pupils will also learn about the meaning of the word apostle, the Apostles' Creed, the structure of the one, holy, Catholic and apostolic Church, and how Christian communities continue the work of Jesus today. They will also reflect on the communion of saints and Mary's special place as Mother of the Church and Queen of Heaven.

### Dialogue and Encounter

Pupils will learn about the life of St Paul and why he is an important figure for Christians. They will make links between St Paul's teaching on love in Corinthians and the theological virtues of faith, hope and love. Pupils will also explore different liturgical traditions within the Catholic Church and consider why these traditions developed in different parts of the world. They will learn how Christians work together locally for the common good, and they will encounter Islam by learning about the Five Pillars and why these are important for British Muslims today. to God's love.

## Literacy

**So Good To Me:** In this unit, pupils develop narrative and non-fiction writing skills through the Literacy Shed film *So Good To Me*. They will explore prediction, character inference and suspense as they follow the mystery of a missing pet, before creating pieces such as missing posters, diary-style reflections, instructions and narrative writing. Pupils will practise using DADWAVERS sentence openers, expanded noun phrases, fronted adverbials and carefully chosen vocabulary to build detail, atmosphere and humour in their writing.

**Frankenstiltskin:** In this unit, pupils explore Joseph Coelho's *Frankenstiltskin*, a playful and spooky twist on traditional fairy tales. They will develop reading skills by making predictions, discussing characters and comparing the text with familiar tales such as *Rumpelstiltskin*. Pupils will use rich vocabulary, figurative language, dialogue, expanded noun phrases and varied sentence structures to create their own descriptive and imaginative writing, while also exploring how authors use humour, suspense and unusual characters to engage the reader.

**The Miraculous Journey of Edward Tulane:** In this unit, pupils explore Kate DiCamillo's *The Miraculous Journey of Edward Tulane*, a moving story about a china rabbit who learns about love, loss and empathy through the different people he meets. Pupils will develop their narrative and descriptive writing skills by tracking Edward's changing emotions, using inference to understand character development and exploring how authors create atmosphere. They will practise using expanded noun phrases, fronted adverbials, figurative language, dialogue and varied sentence structures to write diary entries, character descriptions, setting descriptions and emotive narrative pieces inspired by Edward's journey.

Our Class Novels for this term are: 'Varjak Paw' by S.F. Said, and 'Planet Omar' by Zanib Mian

## Numeracy

### **The topics for this term are:**

**Decimals:** Making a whole, writing decimals, comparing decimals, ordering decimals, rounding decimals, halves and quarters

**Money:** Pounds and pence, ordering money, estimating money, the four operations using money

**Time:** Telling the time to 5 minutes, telling the time to the minute, using a.m. and p.m., 24 hour clocks, hours, minutes and seconds, years, months, weeks and days.

**Properties of shape:** Turns and angles, comparing angles, identifying angles, recognising and describing 2D shapes, triangles, quadrilaterals, polygons, lines of symmetry

**Statistics:** Interpret charts, comparison, sum and difference, introducing line graphs, line graphs

**Position and Direction:** Describe position using coordinates, plot coordinates, draw 2D shapes on a grid, translate on a grid, describe translation on a grid

## Science

**Electricity:** We will construct simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.

**Living Things and their Habitats:** We will recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in the environment, recognise that environments can change and this can sometimes pose dangers to living things.

## Foundation Subjects

**History - Maya Civilisation:** Pupils begin by learning where and when the Ancient Maya lived – the location of Central America, the different types of Ancient Maya lands and the city-states. Then they move on to study a range of artefacts and, using those, try to piece together a picture of what life was like for the Ancient Maya. They will discover how Ancient Maya society was structured and what life was like for each of the different classes. They will explore Ancient Maya religion and foods, as well as the Maya writing system, number system and the three calendars. They will be given information about the decline of the Ancient Maya civilisation.

**Geography - The USA:** The unit begins by providing pupils with knowledge of North America as a whole. Once pupils have explored the countries in North America, they explore the location of and climate across the USA. Pupils next discover that the USA has 50 different states—each with its own flag, state capital, laws, and systems. They learn the names and locations of those 50 states and discover how the population of the USA is spread unevenly across them. They first look at some of the key physical features of the USA—exploring the different land and water formations, and the different locations they are found in. Pupils next look at some of the key human-made features across the USA—the locations of some famous landmarks, when they were built, and why they were built. Pupils learn about the state of California. Once pupils have a secure understanding of California and its key human and physical features, they then study the state of New York and, in particular, New York City.

**PE:** This term the topics include athletics and cricket. The Year 4 children will attend swimming lessons. More information about this will follow. Our PE day is Wednesday.

**Music:** The children will continue to have singing lessons every week taught by a specialist.

**Design Technology - Electrical Systems:** Torches In this unit, we will identify electrical products and explain why they are useful, help to make a working switch, identify the features of a torch and how it works, describe what makes a torch successful and create a functioning torch with a switch according to their design criteria.

**Italian:** The children will be taught by Mr Luigi, our specialist Italian teacher.

**Art and Design - Craft and Design:** Fabric of Nature In this unit, we will describe objects, images and sounds, create drawings that replicate a selected image, select imagery and colours to create a mood board with a defined theme and colour palette, understand the work of William Morris, describing his work and style, create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it, identify and explain where a pattern repeats, understand different methods of creating printed fabric in creative industries and produce ideas to illustrate products using their designs.