

Year 4 Parent Curriculum Letter Autumn Term 2026		We welcome your child to Year 4 and look forward to working with them. We have an exciting curriculum planned and will continue to encourage the children to become independent learners.
English	<u>The Lost Happy Endings:</u> We will look at the genre of 'Fairy Tales', using 'The Lost Happy Endings' as a model for descriptive writing. The children will revise figurative language, complete character analysis and explore the illustrations to consider ways to describe characters and settings. <u>Boy:</u> Linking with our class novel, 'Boy', the children will write their own recount in the form of an autobiography. There will be a focus on writing in the first person, proper nouns, past tense and considering the use of pronouns to avoid repetition. <u>The Lion, The Witch and the Wardrobe:</u> We will look at the genre of fantasy, using 'The Lion, the Witch and the Wardrobe' as inspiration for informal recounts in the form of diary entries. There will be a focus on writing in the first person, past tense, including feelings and opinions, paragraphs and fronted adverbials. <u>The Polar Express (poetry):</u> We will explore narrative poems based on an imaginary journey to the North Pole to see Santa Claus. There will be a focus on storytelling, figurative language, powerful vocabulary and use of stanzas. <u>Spelling:</u> Discrete Spelling Shed sessions throughout the week. <u>Guided Reading:</u> Daily whole-class sessions with a focus on summarising, inference, retrieval, vocabulary, predicting, analysing, authorial intent and making connections with additional practise on how to use a dictionary effectively. <u>Handwriting:</u> Discrete sessions throughout the week practising joined cursive handwriting and presentation.	
Maths	<u>Place Value:</u> The children will build on their knowledge of place value. They will recognise, read, write, count forwards and backwards, order, compare and partition the place value of a 4-digit numbers (thousands, hundreds, tens, ones) using a variety of representations e.g. digits, words, diagrams, number lines, Dienes/Base 10, counters, Roman numerals etc. <u>Addition and Subtraction:</u> We will explore efficient mental and formal written methods for adding and subtracting up to 4-digit numbers and checking strategies. They will practise their multiplication and division knowledge through revision of times tables. They will continue to develop their problem solving and reasoning skills. <u>Multiplication and Division:</u> The children will build on their knowledge of multiplication and division. They will be multiplying and dividing numbers by 0, 1, 10 and 100 and practising the 3, 6, 9, 7, 11 and 12 times tables. They will learn to multiply three numbers, identify factor pairs and use efficient mental and written methods for multiplying and dividing up to 3-digit numbers by 1-digit numbers. They will use a variety of representations e.g. digits, words, diagrams, number lines, Dienes/Base 10, counters, Roman numerals etc. They will continue to develop their problem solving and reasoning skills. <u>Area:</u> The children will be introduced to area for the first time and define it as the amount of space taken up by a 2D shape or surface. They will explore the most efficient methods to measure area using strategies such as counting the number of squares. They will be working systematically to make rectilinear shapes using a given number of squares before comparing areas of shapes where the same number of squares have been used. They will continue to develop their problem solving and reasoning skills. <u>Times Tables:</u> It is expected that they majority of children will be fluent up to the 12 times tables by the end of the year so it is vital to regularly revise multiplication and division facts to help with future learning in many areas of mathematics and the statutory Year 4 times tables test.	
Science	<u>States of Matter:</u> We will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). They will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <u>Electricity:</u> We will learn about the differences between mains electricity and batteries, construct simple circuits, including those with switches, bulbs and buzzers. Pupils will define and identify conductors and insulators. Safety aspects related to electricity will also be covered.	

<u>Computing</u>	<u>Block Coding Programming – Scratch:</u> During this unit, the children will learn the basics of programming in Scratch, children will create a simple script, use decomposition and understand what variable are. <u>Physical Computing – Sphero Mini</u> Creating and evaluating code using a physical output.
<u>PSHE</u>	<u>Being Me in My World:</u> Becoming a Class 'Team', Being a School Citizen, Rights, Responsibilities and Democracy, Rewards and Consequences, Our Learning Charter and Owning Our Learning Charter. <u>Celebrating Difference:</u> Judging by Appearances, Understanding Influences, Understanding Bullying, Problem-solving, Special Me and Celebrating Differences: How We Look.
<u>Geography</u>	<u>Frozen Places and Northern Lands; Poles and Norway:</u> This unit focuses on frozen lands, specifically the Poles and Norway. Pupils will be taught locational knowledge of hemispheres, poles, Norway and the UK. They will compare the geographical features of the relevant biomes (polar desert and tundra) and their climates and understand how people and animals adapt. They will explore the human and physical features of Norway. Throughout this unit, pupils will develop map skills and geographical vocabulary.
<u>History</u>	<u>Anglo-Saxon and Vikingss:</u>
<u>Art</u>	<u>Northern Lights:</u> Linking to our geography unit on Norway, children will explore pastels and colour combinations to create a Northern Lights composition. They will learn/ practise smudging techniques, sketch silhouettes and consider composition before creating their finished piece.
<u>DT</u>	<u>Torches:</u> In this topic, children apply their scientific understanding of electrical circuits to create a torch made from easily available materials and objects. They will also design and evaluate their product against set design criteria.
<u>PE</u>	<u>PE days are Tuesday and Friday</u> The children will be partaking in autumn games, football, tag rugby and hockey. <u>PE kit needs to be in school every day</u> with each item clearly named. Please ensure children have a tracksuit for colder weather as well as indoor kit.
<u>French</u>	In French pupils will continue to focus on the skills of listening and speaking. Reading and writing skills work will gradually increase. Photos will be used to promote pupils' knowledge of France and French culture. Pupils will learn some new questions, look at gender agreement of adjectives and learn more numbers. They will revise previous work covered including phrase of the week. There will also be games, songs, French work linked to their topic and some Christmas activities. In addition, we will celebrate European Day of Languages.
<u>Religion and worldview;</u>	Throughout the year, children will explore a variety of religious and worldview questions allowing for discussion, comparison and reflection. <u>Are all religions equal?</u> Investigating the origins and connections of different religions by exploring their geographical and historical development. Pupils examine Sikh and Bahá'í beliefs about unity and equality. They will compare multiple worldviews, including Bahá'í, Sikh and Zoroastrian worldviews. <u>What makes some texts sacred?</u> Examining the role of scripture in different religions by exporing how sacred texts are used and treated. Pupils investigate what these practices reveal about the value placed on scripture, recognising how the Guru Granth Sahib is treated with great respect and analyse information collaboratively. They will compare Sikh, Hindu, Buddhist and locally represented worldviews.
<u>Music</u>	<u>Glockenspiels:</u> The children will learn to play a pattern of notes on the glockenspiel and use the language of music to describe sounds. <u>For the Christmas play, we will learn and perform several songs.</u>
<u>Home Learning</u>	Set on Tuesday, complete by following Tuesday via Google Classroom. <u>Times Tables:</u> Home learning will be online activities set on Times Tables Rock Stars. We recommend the children practise daily - https://ttrockstars.com/ <u>Spelling:</u> Home learning will be set on Spelling Shed. <u>Reading:</u> Five times a week with an adult at home, to be recorded in their Reading Record Book. <u>Other subjects:</u> Additional tasks that will be suggested when relevant in the curriculum.