

4CH Newsletter Autumn 2026-2027

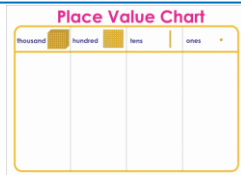


Maths: Place Value

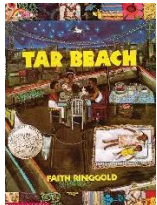
We will learn how to:

- Represent numbers to 10,000.
- Partition numbers to 10,000.
- Find 1/10/100/1,000 more less within 10,000.
- Compare numbers to 10,000.
- Order numbers within 10,000.
- Use Roman numerals.
- Round to the nearest 10/100/1,000.

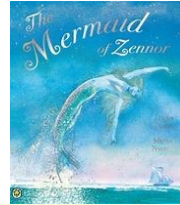
This half term's times table focus is the 9x table.



English: This half term we will be reading 'Tar Beach' and 'The Mermaid of Zennor'



- Poetry -using similes, metaphors.
- Setting description -noun phrases.
 - First person narrative.
 - Letter -fronted adverbials.
 - Third person narrative



History: The Romans

We will answer the following questions:

- Who were the Romans and why did Julius Caesar want to invade Britain?
- Who were the Britons and why did Claudius invade Britain in 43CE?
- Why was the Roman army so successful in spreading the Roman Empire?
- Who was Boudicca and how did she challenge Roman rule in Britain?
- How did the Romans try to defend the land they took while taking more?
- What caused the decline of Roman Britain and the end of Roman rule?

Guided Comprehension:
(Whole autumn term)



RE: What does it mean to be a Hindu living in Britain today?
(See knowledge mat for whole autumn term)

PSHE:  iDecision

Keeping / Staying Healthy
Keeping / Staying Safe (See knowledge mats)

Science: Digestion and Food

During this unit we will look at:

1. The human digestive system.
2. Human teeth.
3. Investigating dental hygiene.
4. Teeth of carnivores, herbivores and omnivores.
5. Producers, predators and prey in food chains.
6. Poo clues: recognising that animal poo can give us clues about digestion, teeth and diet



Computing: We will learn about the following during our lessons this half term term:

- Networks.
- What the internet is made of.
- Sharing information.
- What a website is.
- Who owns the web.
- Accuracy of online information.

We hope you have had a wonderful summer holiday.
We have a busy first half term. Spellings and homework will continue to be set on a Tuesday and tested / marked the following Tuesday.

All spellings will be set on Edshed where children can play games to help them practise and a copy glued into their diaries. Please continue to read every day and use TTRS and Nessy.
Forest School will be on a Thursday afternoon (starting 17th September) and swimming will be on a Monday and Wednesday for the first three weeks (starting September 7th). These sessions will be our PE lessons.

Our first class assembly will be on Thursday 22nd October.

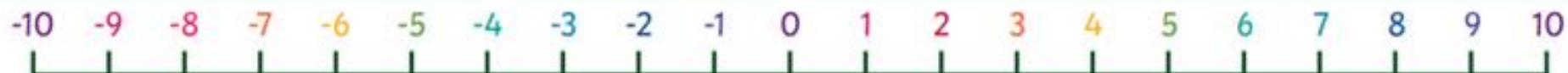
Art: We will be studying the work of Vincent Van Gogh. We will use sketching and painting to create our own Vincent Van Gogh inspired landscapes.

Knowledge Organiser

Key Vocabulary	Counting										
thousands	Counting in 6s										
hundreds	0	6	12	18	24	30	36	42	48	54	60
tens	Counting in 7s										
ones	0	7	14	21	28	35	42	49	56	63	70
zero	Counting in 9s										
place value	0	9	18	27	36	45	54	63	72	81	90
greater than	Counting in 25s										
less than	0	25	50	75	100	125	150	175	200	225	250
order	Counting in 1000s										
round	0	1000	2000	3000	4000	5000	6000	7000	8000	9000	10 000
rounded to											
negative number											
partition											
digit											
Roman numeral											
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Compare and Order								1000 More or 1000 Less				
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Negative Numbers



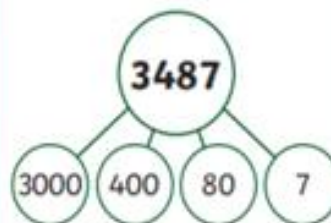
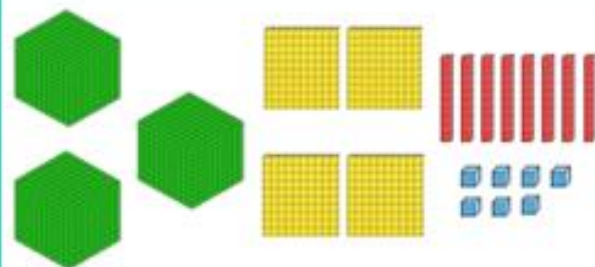
Represent 4-Digit Numbers

3487

three thousand, four hundred and eighty-seven

1000s	100s	10s	1s

Thousands	Hundreds	Tens	Ones



Roman Numerals

one	1	I
five	5	V
ten	10	X
fifty	50	L
one hundred	100	C

XVIII = 18

XXIX = 29

LXXXIV = 84

Rounding

Look at the place value column to the right of the value you are rounding to. If this digit is a 4 or less, round down. If the digit is a 5 or more, round up.

Rounding to nearest 10

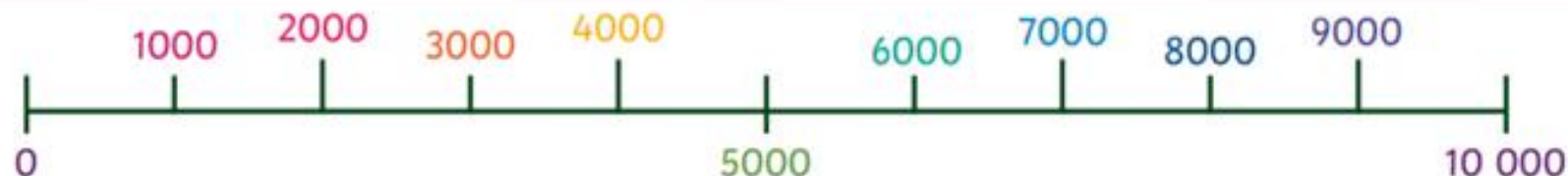
20	21	22	23	24	25	26	27	28	29	30
← round down					round up →					

Rounding to the nearest 100

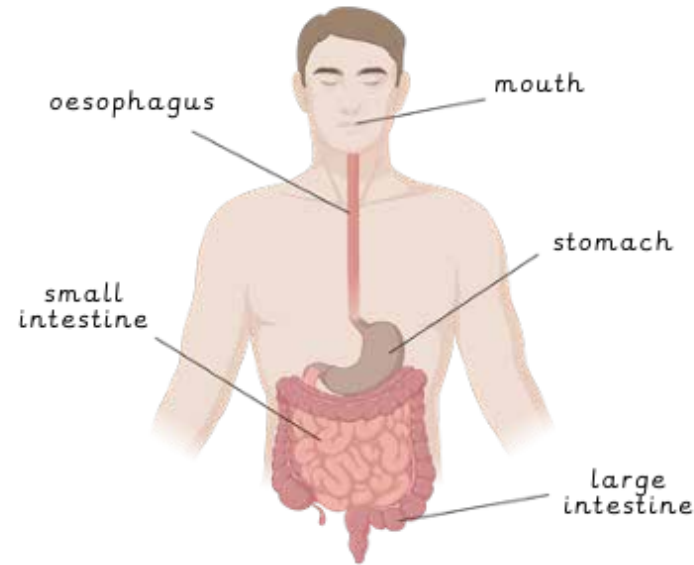
200	249	250	300
← round down		round up →	

Rounding to the nearest 1000

2000	2499	2500	3000
← round down		round up →	



The human digestive system



Mouth: teeth are used for cutting and grinding and saliva softens and breaks up food.

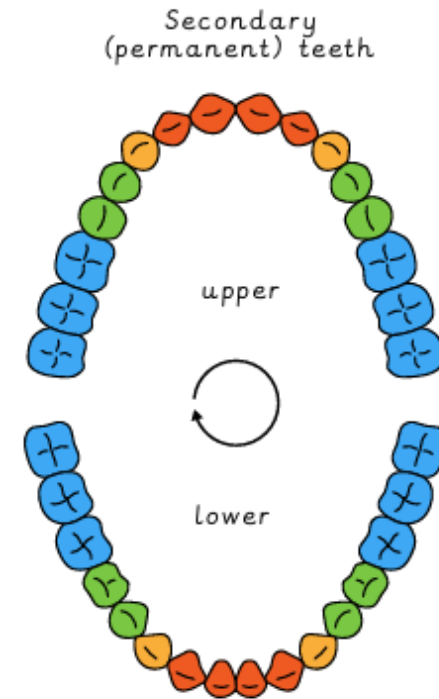
Oesophagus: carries food from the mouth to the stomach.

Stomach: breaks up food using acid.

Small intestine: breaks up food and absorbs nutrients into the blood.

Large intestine: absorbs water into the blood.

Human teeth



Incisor: a tooth at the front of the mouth, useful for cutting.



Canine: a pointed tooth, useful for tearing.



Premolar: a tooth in front of the molars, useful for grinding.



Molar: a tooth at the back of the mouth, useful for grinding.

Teeth in different animals

Animals have different shaped teeth depending on their diet.

Carnivores tend to have much larger canines to help catch and tear their prey.

Herbivores tend to have larger, flatter molars to grind and crush the plants they eat.



Evidence scientists use



X-rays are used to produce images of inside the body. They help doctors and dentists to find and treat problems.



Fossils are the remains or traces of an animal or plant that lived long ago. Fossilised teeth can give clues about an animal's diet by comparing their teeth to those of modern animals.

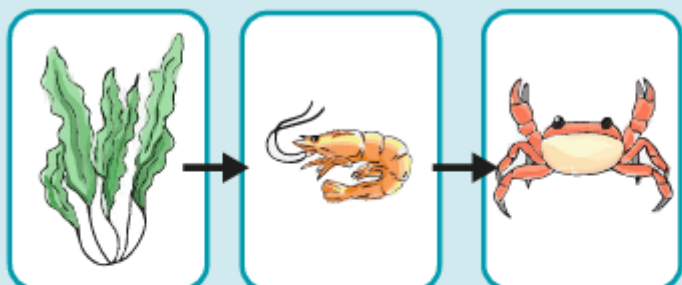


Faeces are the solid waste from the **digestive system**. The contents of the faeces can show what an animal has eaten and if it is living nearby.

Further vocabulary

absorb	To take in or soak up.
digest	To break up food into smaller pieces.
predator	Something that hunts and kills its food.
prey	Something that is hunted and killed for food.
producer	A living thing that makes its own food.
saliva	The liquid added to the mouth to help chewing, swallowing and digestion.

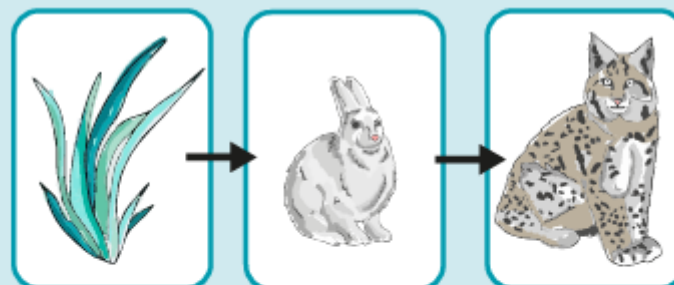
Food chains show the energy being passed between living things in a habitat



seaweed → shrimp → crab

Food chains usually contain three or four living things.

Food chains always start with a **producer** (plant), followed by an animal that eats the plant (**herbivore** or **omnivore**) and an animal that eats other animals (**carnivore** or **omnivore**).



grass → snowshoe hare → lynx

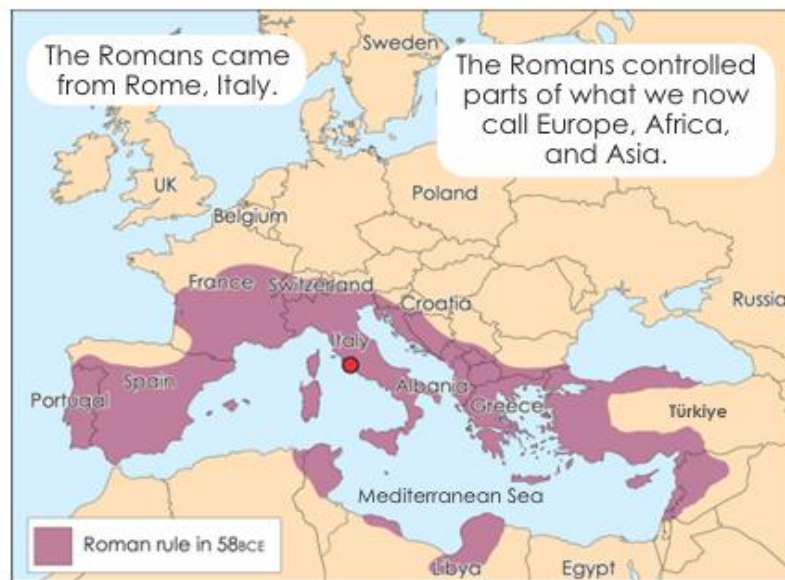
What does it mean to be a Hindu living in Britain today?

<u>Word</u>	<u>Definition</u>
Hinduism	A major world religion originating from the Indian subcontinent, focusing on dharma (duty), karma (action), and moksha (liberation).
Dharma	The moral or religious duty one has in life; a key concept in Hinduism.
Artha	The pursuit of economic development and prosperity through honest means in Hindu thought.
Kama	The enjoyment of life's pleasures in a balanced way, one of the four aims in Hindu life.
Moksha	Liberation from the cycle of birth and rebirth, the ultimate goal of life in Hinduism.
Karma	The principle that actions have consequences; good actions bring good <u>karma</u> , bad actions bring bad karma.
Puja	A Hindu ritual performed as an offering to God, involving prayer, offerings, and worship.
Murti	An image or statue of a deity that is worshipped in Hindu homes and temples.
Shrine	A place, often within a home, where religious images or objects are kept for worship.
Aarti	A ceremony involving the worship of deities with light from wicks soaked in ghee or camphor, often accompanied by hymns.

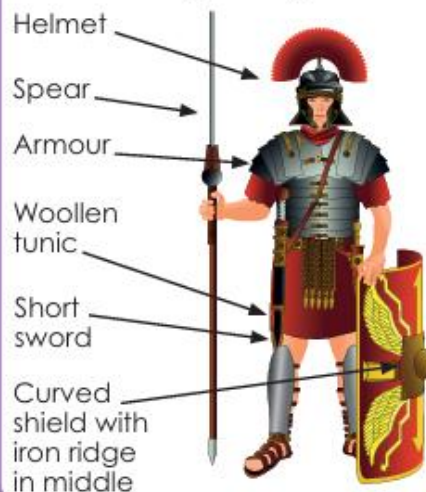


Key Learning

1. Describe Hindu beliefs about God.
2. Identify and describe the significance of common objects found in Hindu homes such as murtis, shrines, and puja items.
3. Describe the daily practices of Hindu families, including puja and aarti, and explain their importance.
4. Explain the four aims of life in Hindu thought (dharma, artha, kama, moksha)
5. Understand the concept of karma and how actions influence one's future in Hindu belief.
6. Identify ways in which Hindu values encourage community service and social responsibility.
7. Reflect upon examples of historical figures: Mahatma Gandhi, as representations of Hindu beliefs in action.



Roman legionary



Britain when the Romans invaded

Britain was split into different areas.

Areas were ruled by separate communities who often fought each other.

The leader of one group fled to Rome to ask for support in defeating another group.

Emperor Claudius used this as a reason to invade Britain.



Emperor Claudius

The Roman army

There were positive and negative factors of joining the army.

divided into units

the largest military force of its time

The Roman army was ...

well organised

strict

strong

The army's strength was key to the success of the Roman Empire.

Who was Boudicca?

1. Boudicca was Queen of the Iceni people, who lived peacefully with the Romans.
2. She raised a rebel army after the Romans took control of Iceni lands.



3. The rebel army successfully attacked three Roman towns before they were defeated by the Roman army.

58BCE

The Romans controlled much of the area around the Mediterranean Sea.

55BCE and 54BCE

A Roman general called Julius Caesar led invasions of Britain.

27BCE

Augustus became Roman Emperor. The Roman Empire began.

43CE

Emperor Claudius invaded Britain successfully.

60CE

Boudicca led a rebellion against the Romans.

122CE

Hadrian's Wall was built to protect the Romans from Caledonian armies.

192CE and 273CE

There were many problems in Rome.

410CE

Emperor Honorius ended Roman rule in Britain.



Word	Definition
alliance	An agreement between countries to support each other, especially in a war.
army	A large group of people who are trained to fight on land in a war.
barbaric	Savage and cruel.
barracks	The buildings where soldiers live.
Britannia	Roman Britain.
Caledonia	Scotland.
centurion	A person in charge of 100 soldiers.
century	A century is a hundred years.
citizen	A citizen of a place is someone who was born there or who lives there.
decline	To slowly become smaller and weaker.
defence	Something that protects you.
emperor	The ruler of an empire.
empire	A group of states or countries ruled over by a single ruler (an emperor).
expand	When something gets bigger.

Word	Definition
fort	A building that has been strongly built against attack.
Gallia	The name for Roman France, in western Europe.
general	An army officer of high rank.
Honorius	The emperor who ended Roman rule in Britain.
Iceni	One of the peoples of Britons.
invade	To invade a country or place is to attack and enter it with force.
legion	A division of the ancient Roman army.
legionary	A Roman soldier.
province	A region or division of a country.
rebellions	When people fight against people in charge.
Roman	A person who lived in ancient Rome.

Keeping/Staying Healthy

TOPICS: What I Know Now and Healthy Living - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent

In Year 4, children revisit and reflect on their understanding of how to keep their bodies healthy before exploring more complex aspects of health and wellbeing.

They develop their knowledge of balanced diets, learning how different foods contribute to a healthy lifestyle and how too much sugar, salt and saturated fat can affect their bodies now and in the future.

Pupils also begin to interpret nutritional information on food packaging and consider how everyday choices support long-term health and wellbeing.

Curriculum Links

Statutory RSHE Links

General wellbeing; Health protection and prevention; Physical health and fitness; Healthy eating

Ask me a question!

What different types of food do our bodies need to stay healthy and grow?

How can we stay healthy?

How can you encourage others to stay healthy?



Knowledge & Skills Progression

What I Know Now - Pupils can...

- share and reflect on their understanding of how to keep their bodies healthy as they begin to explore more complex health topics
- recognise choices and behaviours that can affect their health and wellbeing
- identify people and support who can help them stay healthy and make positive choices
- suggest and explain healthy habits that support physical and personal wellbeing in everyday life

Healthy Living - Pupils should...

- explain what is meant by a balanced diet and plan a balanced meal
- recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older
- understand nutritional information on packaged food and explain what it means
- describe different ways to maintain a healthy lifestyle



I will learn the following new words/phrases:



Lifestyle	The way a person or group of people live.
Balanced diet	A diet that includes a variety of different types of food to help you get the nutrients you need.
Blood pressure	Measures how the heart pumps blood around the body.
Saturated fat	A type of fat found in meat and other animal products, such as butter and cheese.
Vital organs	The main organs inside the body, such as the heart, lungs, and brain. It is important to keep these healthy.
Mind map	A diagram, often drawn on paper, to present your ideas.
Food chart	A chart that can be used to see how many servings of each food should be eaten each day.
Carbohydrates	Substances, found in certain kinds of food, that provide you with energy.
Protein	A nutrient which builds, maintains, and replaces the tissues in your body.
Calorie	A unit of energy that can be found in food.

Keeping/Staying Safe

TOPICS: What I Know Now and Cycle Safety - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about keeping safe before building on this through more complex learning. They revisit how to recognise risks and identify strategies that help keep themselves and others safe in a wider range of situations.

Pupils explore the possible consequences of accidents or incidents and consider how their actions affect others. They also learn about cycle safety and the importance of listening to trusted adults.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety

Ask me a question!

How can we keep safe at home, at school, and in the community?

How can we stay safe when riding a bike?

Knowledge & Skills Progression

What I Know Now - Pupils can...

- share and reflect on their understanding of how to stay safe as they begin to explore more complex safety topics
- recognise situations that may place themselves or others at risk
- identify trusted people and support that can help them stay safe
- suggest and explain safe actions in a range of everyday situations

Cycle Safety - Pupils should...

- identify strategies we can use to keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident
- identify what is a risky choice
- create a set of rules for and identify ways of keeping safe



I will learn the following new words/phrases:



Statement	Something someone says or writes officially.
Opinion	A thought or belief about someone or something. An opinion is not necessarily based on facts.
Fact	Something known or proved to be true.
Strategies	A plan put in place to achieve a goal.
Junction	A point where two or more things are joined.
Cycle safety	The use of road traffic safety practices to reduce risk associated with cycling.

