



# Year 4 Newsletter

## Autumn 2025

*¡Bienvenido a la clase cuatro!*

*Our Big Questions this term are: Why were the Romans so powerful and how do we know that they were in our area? Can you catch a scream and can you light up a room?*

We will be using these history and science topics to enhance the cross-curricular links in our teaching and learning.

### Literacy

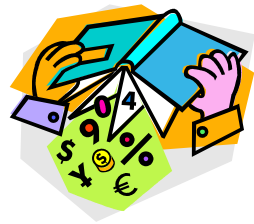
Our Literacy work will be based around:

- \*Stories with historical settings
- \*Recounts
- \*Information texts
- \*Creating images in poetry.



### Maths

We will be working on place value and the four rules of number, including formal written methods, length and area. Most lessons will have a problem solving element as this is key to their understanding. We continue to work on times tables as, at the end of this year, all Year 4 children will be tested nationally on their times table facts. Please test your child at every opportunity! If multiplication facts are not learned now, it will be very difficult to understand more complex maths later. Children will be having a weekly times tables and a fortnightly arithmetic test.



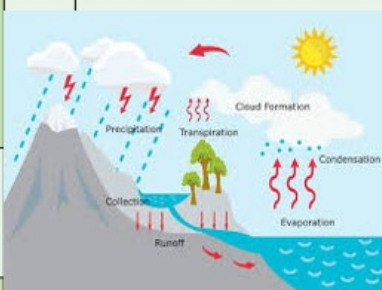
## Science

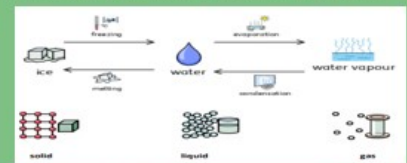
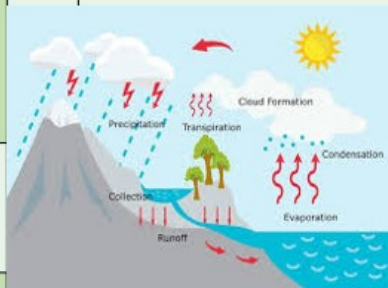
This term, we will be learning about states of matter and electricity. Children will be learning how to identify solids, liquids and gases by their properties and how to change the brightness of a bulb within a circuit. They will be taking part in a number of investigations and will be encouraged to evaluate their findings and prove their ideas.



### Year 4: States of Matter and The Water Cycle Knowledge Mat (Chemistry)

#### What is the matter?

Subject Specific Vocabulary		Sticky knowledge Know the Stages of the water cycle and the parts played by evaporation and condensation. Know how rate of evaporation is affected by temperature.		Sticky Knowledge States of Matter
water vapour	Water that is in the form of gas.	1	The sun heats up rivers, lakes and the sea	Know the states of matter (solids, liquids and gas)
condensation	When water vapour that is around us changes from a gas back to water.	2	Water evaporates into the air. This is called water vapour.	Compare and group materials based on their state of matter
evaporation	When liquid changes into gas, usually when it heats up.			Know the temperature at which materials change state (0 degrees and 100 degrees)
precipitation	Any watery substance such as rain, water, snow, hail or sleet that falls to Earth.	3	The water vapour rises, cools (condenses) and turns back to water in the form of clouds.	Know about and explore how some materials can change state when they are heated and cooled.
temperature	Measure of heat.	4	The droplets in the clouds become too heavy and fall as rain, snow or hail.	<b>Interesting Facts</b> Water can exist in three forms: liquid (water), solid (ice) or gas (water vapour).
substance	Any solid, liquid, powder or gas is a substance.	5	The rain, snow or hail is then collected in rivers that run off to the sea.	
matter	Any solid, liquid or gas that exists in the universe.			
solid	A substance that stays the same shape. It particles do not move In the solid state, the material holds its shape. Solids have vibrating particles which are closely packed in and form a regular pattern. This explains the fixed shape of a solid and why it can't poured. Solids always take up the same amount of space.	6	The cycle starts again.	About 70% Earth is covered in water.
				
gas	Gaseous matter is made up of matter that is so loose that it is always moving. In the gas state, particles can escape from open containers. Gases have particles which are spread out and move in all directions.			
liquid	Liquid is a state that takes the shape of a container. They can flow or be poured.			
				97% of water is in the oceans (this is salty water) and 2% is in the ice caps, leaving only 1% available for us to drink.
				Water can be used to create electricity through a hydro-electric power station.



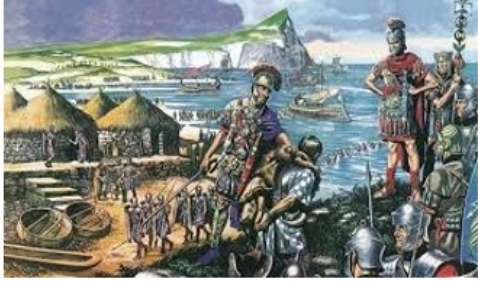




## History

We will be looking at how and why the Romans invaded Britain, the British resistance to the Romans, why, how and when Hadrian's wall was built, the religious beliefs of the Romans and how the Romans changed Britain.



## Year 4: The Romans KS2

Why were the Romans so powerful and how do we know they were here?

Subject Specific Vocabulary			Interesting Books
<b>aqueduct</b>	A large system for carrying water from one place to another.		   
<b>amphitheatre</b>	An open circular building surrounded by tiers of seats for the presentation of dramatic or sporting events.	Sticky Knowledge	Significant People
<b>bath house</b>	A complex of rooms designed for bathing, relaxing, and socializing, as used in ancient Rome.		
<b>centurion</b>	A commander of a group of 100 Roman soldiers.	<ul style="list-style-type: none"><li>❑ <b>Julius Caesar</b> was important Roman leader. He extended the empire through invading other lands. He attempted to invade Britain in 55 BC and 54 but was unsuccessful in both attempts.</li><li>❑ The Roman army was very powerful and successfully invaded Britain under <b>Emperor Claudius</b> in AD 43. Celts agreed to obey Roman laws and pay taxes.</li><li>❑ In 60 AD, the queen of the British Celtic Iceni tribe <b>Boudicca</b>, led a resistance against the occupying forces of the Roman Empire and demands to start paying taxes. Thousands of people died.</li><li>❑ During the '<b>Romanisation</b>' of Britain, in 75 AD, the Romans built '<b>Caerwent</b>'. The site covered about 45 acres and included farms and private homes, a market place, public baths and the forum (the settlement's public square or meeting place).</li><li>❑ The Romans believed in many gods feared the spread of Christianity because Christian ideas did not agree with the old Roman ways. The Romans did not embrace Christianity until after the period when they were in Caledonia (Scotland).</li><li>❑ <b>Emperor Hadrian</b> ordered a wall to be built in AD 122. <b>Hadrian's Wall</b> is a 117km long wall built across the north of England. It was built to keep out the Scots and is now one of Britain's most famous tourist attractions.</li></ul>	<p><b>Julius Caesar</b> - An important Roman leader. He extended the empire through invading other lands but he wasn't successful in invading Britain despite trying twice.</p> <p><b>Boudicca</b> - the queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire.</p> <p><b>Emperor Claudius</b> - A Roman Emperor from AD 41 to AD 54. He successfully invaded Britain in AD 43.</p> <p><b>Emperor Hadrian</b> - A Roman Emperor who ordered a wall to be built in AD 122 between Roman Britain and Caledonia.</p>
<b>conquer</b>	To overcome and take control of people or land using military force.		Important Places
<b>emperor</b>	The Roman emperor was the ruler of the Roman Empire during the Imperial period.		
<b>gladiator</b>	An armed combatant who entertained audiences in the Roman Republic.		<p><b>Colosseum</b> An oval amphitheatre in the centre of Rome which held up to 50,000 people.</p> <p><b>Hadrian's Wall</b> A long wall built by the Romans across the north of England. It was to keep out the Scots. It is now one of Britain's most famous tourist attraction.</p>
<b>invade</b>	To enter a place or land with the intention of occupying it.		
<b>Romanisation</b>	When the countries that the Romans conquered became very much like Rome. To be converted to Roman.		
<b>Senate</b>	The Roman version of our parliament. The Roman Senate was a major political body. Senators were elected.		

## Art

In art we will be developing our skills in sketching and learning to draw a building and face/body with the correct proportions.

## D.T.

In D.T. they will be designing and creating their very own light up Christmas card, containing an electric circuit.

## P.E.

P.E. lessons will take place on Thursdays and Fridays (Tag Rugby). Please ensure your child has both an indoor and outdoor kit available on these days. Please could you also ensure that all items of PE kits are clearly labelled.



## R.E/R.S.H.E

This term we will be looking at two new units that will allow the children to think about the following questions: what kind of world did Jesus want and what do Hindus believe God is like? They will be reflecting upon how Christians, and themselves, can make a difference through their actions and decisions, like showing love for others. In R.S.H.E. we will be looking at types of families, how to recognise and report feelings of being unsafe, friendships and respectful relationships.

### What kind of world did Jesus want?

### Knowledge Organiser

#### Wonderful words

**Jesus:** the second person of the Trinity or the Son, God in the flesh

**Disciples:** the followers of Jesus

**Follower:** a person who supports and admires a particular person

**Clergy:** all of the people who are ordained for Christian ministry

**Galilee:** a lake in Judea around which Jesus did much of his teaching

**Vicar:** a person in charge of a church

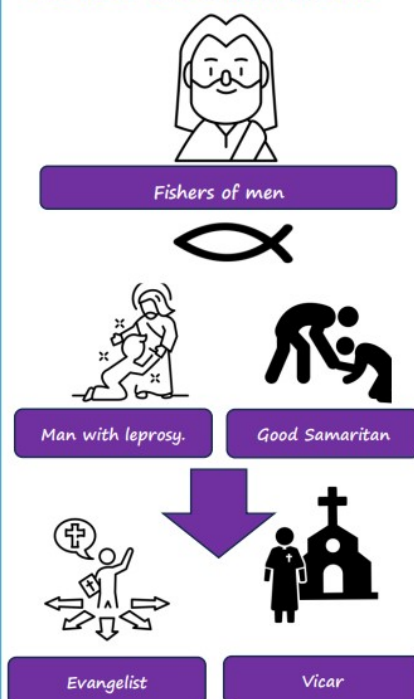
**Parable:** a story with a meaning

**Samaritan:** a person from the land of Samaria, a group of people whom the Jewish people disliked.

**Gospel:** the good news about Jesus, a book of the New Testament recounting Jesus' life

**Evangelist:** someone who shares the good news about Jesus through preaching and teaching

#### So how does it all work?



#### Important information

The first four people Jesus called to follow him were fishermen who were working on the Sea of Galilee. Each one of these decided to give up their work and become a **follower** of Jesus. Jesus asked them to become fishers of men.

To help people understand how they should live, and the kind of world Jesus wanted, he told them stories with meanings. One of these was the **parable** of the Good Samaritan. Each of the four books in the Bible which contain these parables and stories about the life of Jesus is known as a **gospel**.

**Disciples** is a name for those who follow Jesus and believe that he is the Son of God. The **clergy** are carrying on the role that Jesus gave his disciples to become fishers of men.

**Evangelists** will go out into the world and tell people all about Jesus and his message so they can follow his example and teaching. A Christian may decide to become a **vicar** and they work in their local community to tell people about Jesus and to help them as Jesus helped people, such as when he healed the man with leprosy.

## Wonderful words

**Hindu:** a follower of Hinduism, sometimes referred to as Sanatan Dharma, the eternal teaching

**Brahman:** a formless, ultimate reality, one energy or consciousness in the universe, the source of everything

**Deity:** Brahman channeled into different forms

**Namaste:** bowing slightly and putting hands together

**Shiva:** the destroyer of things so new things can begin

**Aum:** the sacred symbol that describes Brahman; the first sound of creation

**Atman:** the spark of Brahman in every living creature

**Lakshmi:** the deity of wealth and prosperity

**Vishnu:** the sustainer of all living things

**Brahma:** the creator of things who created the universe, people and creatures

## So how does it all work?

Aum



Brahma



Vishnu



Shiva



Lakshmi

## Important information

The Hindu tradition is diverse and ever changing and according to the 2021 Census, 1.7% of the population of the UK are Hindus.

The ultimate reality is known as **Brahman** who is the source of everything in the universe. The **atman** is a spark of Brahman in every living creature and the **namaste** welcome is a way of recognising the spark of Brahman inside every living creature. The **Aum** symbol represents Brahman but also the first sound in the creation of the universe.

Brahman can be found in many different forms, known as **deities**. For many Hindus the three most important deities are known as the **Trimurti**. **Brahma** is the creator deity who is responsible for the creation of the universe. **Vishnu** is the preserver deity who maintains the universe and **Shiva** is the destroyer deity so that new things can begin in the cycle of life and death.

Another important deity for Hindus is **Lakshmi**, at Diwali many Hindus will put statues of Lakshmi outside their homes in the hope that she will visit the home and bring the family good fortune for the new year.

## Computing

We will be learning how to stay safe online and creating spreadsheets.

### Formula Wizard

Automatically perform calculations.

**Simple** **Advanced**

1. Select the first cell in the calculation.
2. Choose the operation.
3. Select the last cell in the calculation.

Includes averaging and totalling calculations as well as + - x ÷

**Simple** **Advanced**

1. Choose a function which will be applied to a range of cells.
2. Select a range of cells for your function. Hold down shift to select multiple cells or drag the selection box.

### Copy and Paste

- 2 copy: Ctrl + C
- 2 cut: Ctrl + X
- 2 paste: Ctrl + P
- 2 on tablets: press and hold, then drag the blue border

### Spreadsheet

rows

columns

### Graphing

Distance completed over time

line graph

### Format cells

0.00

Format Cell:

0.00 £0.00 % 1/2

Set decimal places 2

### Totals

Copy Cell:

Totals:

### Controls

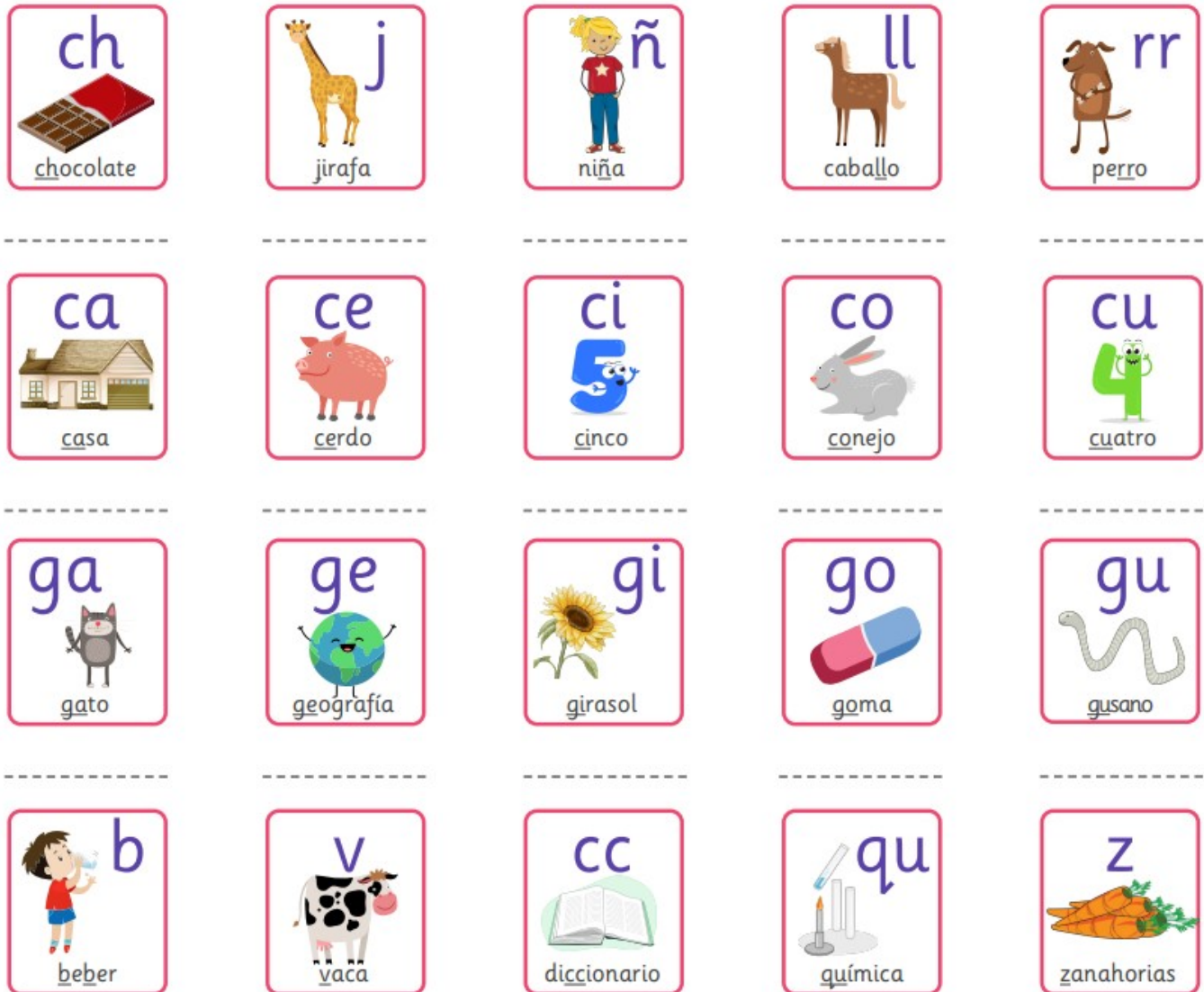
Controls:

equal to spinner timer random number



## Spanish

This term we will be learning the following Spanish units: 'Phonetics' and 'Presenting Myself'.



## Me presento

**phonics**

**ca** sound in: • catorce 14

**ce** sound in: • once 11 • oce 12

**ci** sound in: • cinco 5 • cinuenta 50

**co** sound in: • escocés

**cu** sound in: • cuatro 4

**ñ tilde** This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word español and española.

**vocabulary**

Numbers 1-20 in Spanish.  
1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

How to present myself:

 ¡Hola! Me llamo Claudia. Tengo diez años. Vivo en Salamanca.

*Hi! My name is Claudia and I am ten years old. I live in Salamanca.*

Key questions:

¿Cómo estás? How are you?

¿Cómo te llamas? What is your name?

¿Cuántos años tienes? How old are you?

¿Dónde vives? Where do you live?

**grammar**

To start to understand adjectives better in Spanish and how they may change spelling depending on what they are describing. This is called adjectival agreement.

 Soy española  
*I am Spanish*

 Soy español  
*I am Spanish*

1st person high frequency verbs:

**soy** **tengo** **vivo**  
*I am I have I live*

### Homework

Spellings will be sent home on a **Wednesday** and tested the following **FRIDAY**.

Children will be asked to complete a spelling related activity which will be sent home on a **Wednesday** and should be returned to school by **Monday**. Spelling overviews are available on the class page of the website. Green guided reading books will be checked on **MONDAY**.

Please ensure that your child completes their home reading record. They should clearly record the title of the book, the pages read, the date and exciting vocabulary. Please try to read daily as reading is an essential skill that help pupils develop and progress in all curriculum areas. If their reading record shows less than 3 reads, they will be asked to complete an extra read in the form of a reflection.

They should always have a home reading book, their book bag and their record with them every day. Home readers can be changed by your child during registration, home times and during guided reading sessions.

Children should also be spending a minimum of **30 minutes** each week on TT Rockstars, this will be checked every **Monday**. If children haven't spent a minimum of **30 minutes** on TT Rockstars, they will spend some time on it during breaktime.

*This information is designed to help you have an idea of the topics and key times for some of the events in the autumn term. Thank you for all your support,*

Mr. Amos