

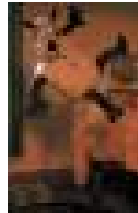
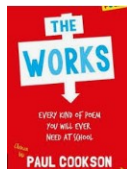
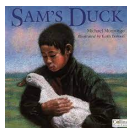
Year 4 Newsletter Summer 2026

Welcome back. We hope you have all enjoyed a relaxing Easter break.

Literacy

Our Literacy work will be based around:

- *Stories with an imaginary setting
- *Stories that raise issues and dilemmas
- *Plays
- *Explanations
- *Poetry



Reading

Please ensure that your child completes their reading record each time they read, which should be 3 times a week, minimum. They should always have a school scheme reading book (from our library) and reading record with them every day. Volume reading helps writing and spelling, whilst feeding into maths, science and all the other life skills your child needs.

Maths

This term our focus is on decimals, money, time, statistics, properties of shapes, position and direction. You can help your child by providing them with opportunities to discuss time, and to tell the time, using both analogue and digital clocks. Please practice reading the time on both analogue and digital clocks and ask your child time questions e.g. How many minutes till tea time? If the pizza takes 30 minutes what time do we need to take it out? We continue to work hard on our times tables with the aim of knowing all tables up to 12 x 12 by the end of the year. Please test your child at every opportunity and revisit the times tables learnt last term, we need to ensure they remain embedded. The Multiplication Tables Check will take place in June.



Our Big Questions this term are: Who were the greatest invaders? and Donde en Espana estoy? (Where in Spain am I?) Where in the UK am I?

In our Geography topic we will be learning about key human and physical Geography of Spain and the UK and comparing the regions of Catalonia and North-West England. We will use maps and atlases to locate places and plot information on our own maps. We will also compare data in a range of graphs and charts and use this information to draw conclusions.



Europe/Spain Knowledge Mat

Donde en Espana estoy? (Where in Spain am I?)
Where in the UK/World am I?

Subject Specific Vocabulary		Sticky Knowledge	
Capital city	A city where the central government and its buildings are located and important decisions are made.		
City	A large town e.g. Manchester is a city.		
Climate	The general weather conditions that are typical of a place.	Sticky Knowledge	
Continent	A very large area of land that consists of many countries. Europe is a continent.	<ul style="list-style-type: none"> <input type="checkbox"/> Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <input type="checkbox"/> Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). <input type="checkbox"/> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <input type="checkbox"/> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <input type="checkbox"/> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	
European Union	An association of a number of European nations with some shared monetary and political goals.		
Euros	Euros is the currency used by many of the European Union countries.		
Human Features	Features of land that have been impacted by human activity.		
Mediterranean	It is a body of water that separates the continents of Europe, Africa and Asia.		
Physical Features	Natural features of land.		
Village	A small group of houses in a country area.		



In our History topic we will be looking at factual evidence from the Anglo-Saxon times and researching key features. We will be focusing on Anglo-Saxon invasions; how they organised themselves into separate Kingdoms; what everyday life was like; Anglo-Saxon art and culture and the conversion to Christianity.



Year 4: Anglo-Saxons

Who were the greatest invaders?

Subject Specific Vocabulary	
Angles	People from Germany who invaded Britain around AD 410.
Anglo-Saxons	People from a mix of tribes from Germany, Denmark and the Netherlands.
artefact	An object made by human beings, usually with historical interest.
invasion	An enemy or hostile army entering a country or region with an armed force.
Jutes	People from the Jutland peninsula (Germany and Southern Denmark) who invaded Britain around AD410 and settling in regions including Kent and the Isle of Wight.
monk	A member of a male religious community.
pagan	A follower of a religion where many gods are worshipped.
paganism	A religion that worships many gods.
Picts	Ancient tribes who lived in northern Scotland and were fierce and powerful fighters like the Picts.
runes	Very old letters used by the Anglo Saxons. These were cut into stone or wood.
Scots	People from Ireland who eventually settled in Scotland.
settler/ Settlement	People who migrate to a new place. When people start a community, this is a settlement.
Kingdom	A piece of land that is ruled by a king or a queen.



Sticky Knowledge

- ❑ The western Roman Empire fell in 410 AD when the Romans withdrew from Britain to defend Italy. This left Britain vulnerable to invasion from the Irish **Scots** who invaded Scotland.
- ❑ During the second half of the fifth century, the **Anglo-Saxons** left their homelands in northern Germany, Denmark and The Netherlands and rowed across the North Sea in wooden boats to Britain. Many areas, towns and villages in Britain are named after the **Anglo-Saxons** who first settled here. The seven **Anglo-Saxon kingdoms** were Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.
- ❑ Anglo Saxon villages were usually very small and built near natural resources. Houses were huts made of wood with roofs thatched with straw.
- ❑ The **Anglo-Saxons** grew crops, kept pigs, sheep and cattle and hunted other animals and fish for food. They made household goods and farm equipment from pottery, wood and metal, clothes from cloth they wove themselves.
- ❑ The **Anglo-Saxons** were **pagans** when they came to Britain but influential monks such as **Aiden**, helped King Oswald to spread the word about Christianity and convert the Anglo-Saxons to Christianity.

Interesting Book



Important People

Aidan - A monk sent from Iona to Northumbria to help spread the word of Christianity.
Bede - A monk who wrote about life in Anglo-Saxon Britain.
Columba - A famous Irish abbot who was successful in introducing Christianity in Scotland.
Hengist and Horsa - the Jute leaders who were invited to Britain by Vortigen to help defend them from the Picts and Scots in exchange for land.
King Alfred the Great - The King of Wessex who eventually became the first king of England.
King Ethelbert - The King of Kent who converted to Christianity.
Oswald - The King of Northumbria
St Augustine - A monk who helped spread the word about Christianity.
Vortigen - A King in Britain who offered Hengist and Horsa land and food in exchange for protection.

Important Places

Sutton Hoo - The site of the grave of an Anglo-Saxon king in Suffolk, England.
Northumbria, Mercia, East Anglia, Essex, Wessex, Kent and Sussex - The seven kingdoms of Anglo-Saxon Britain.



P.E.

P.E. lessons will take place on Wednesdays (rounders) and Thursdays (athletics). Please ensure your child has their correct P.E. kit (indoor and outdoor kit) in school on each of these days. An outdoor P.E. kit consists of normal P.E. Kit with a warm top (ideally without a hood) and trainers.

Science

This term, we will continue with our 'Who should I be afraid of?' topic, constructing food chains and identifying producers, predators and prey. We will also be learning about sound - how it is created and travels and how we can muffle sound. The children will take part in a number of practical activities to investigate pitch and volume.





Year 4: Living Things and Their Habitats and Animals Including Humans- Knowledge Mat (Biology)

Where do I fit in? Who should I be afraid of?

Subject specific vocabulary	
Carnivore	An animal that eats meat
vertebrates	A vertebrate is an animal that has a backbone.
invertebrate	An invertebrate animal does not have a backbone and 97% of creatures belong to this group. (e.g. insect, worm, octopus)
species	This is the grouping together of similar species of plant, animal and other organisms.
Classification Key	A system which divides things into groups or types.
Criteria	A factor on which something is judged
Food Chain	A series of living things that are linked to each other because each thing feeds on the one next to it in the series.
Habitat	The natural environment in which an animal or plant normally lives or grows.
Biomes	A natural area of vegetation and animals
Herbivore	An animal that eats only plants
Omnivore	A person or animal that eats all kinds of food, including meat and plants.
Prey	an animal being hunted, caught, and eaten by another animal.
Predator	an animal that hunts other animals for food. Cats are important predators on farms, where they kill destructive rodents.
Producer	A plant is a producer because it makes its own food.
Consumer	Something that consumes something like a cow consumes the grass.
Organism	A living thing

Diagrams

• A **classification key** is a tool that is used to group living things to help us identify them.

interesting & important facts

How can living things be grouped?

• All living things, which can also be called **organisms**, have to do certain things to stay alive. These are the life processes:

- movement
- respiration
- sensitivity
- growth
- reproduction
- excretion
- nutrition

Sticky Knowledge

- Know that living things can be grouped in a variety of ways according to different criteria (where they live, what type of organism they are, what features they have). For example, a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs. Give reasons for classifying plants and animals based on specific characteristics.
- Know how to use a classification key to group, identify and name a variety of living things in their local and wider environment.
- Know how and why environments can change and how those changes can endanger living things. E.g: How a drought or the building of a new road can effect the creatures within a food chain.
- Know how to construct and interpret food chains.
- Know the terms producers, predators and prey and can identify them within a food chain.



Year 4: Sound Knowledge Mat (Physics)

Can you catch a scream?

Subject Specific Vocabulary	
vibrating	Sound is caused by the vibration of a medium (usually air) and it travels in waves.
pitch	A high sound has a high pitch and a low sound has a low pitch. A tight drum skin gives a higher pitched sound than a loose drum skin.
volume	Volume is the perception of loudness from the intensity of a sound wave. The higher the intensity of a sound, the louder it is perceived in our ears, and the higher volume it has.
insulation	Protecting something by surrounding it with material that reduces or prevents the transmission of sound.
outer, middle and inner ear	The ear is made up of three different sections: the outer ear, the middle ear, and the inner ear. These parts all work together so you can hear and process sounds.
cochlea	The cochlea looks like a spiral-shaped snail shell deep in your ear. And it plays an important part in helping you hear.
hammer	The ear has little bones called ossicles that help you hear! They are called the hammer (malleus), anvil (incus), and stirrup (stapes). They amplify the sound or make it louder.
frequency	Frequency is measured as the number of wave cycles that occur in one second.

How Can We Hear Sounds?

Sound is made when an object vibrates. That means it moves quickly back and forth.

All sounds you hear travel in waves. Those waves enter your outer ear and travel through your ear. Your inner ear sends a message to your brain and that is how you hear a sound.

Sticky Knowledge

- Know how sound is made.
- Know how sound travels from the source to the ears, through a medium.
- Know to associate sound with vibration.
- know the correlation between pitch and the object producing a sound.
- know the correlation between the volume of a sound and the strength of the vibrations that produced it.
- Know that a sound gets fainter as the distance from the source increases.

Interesting Facts

- Sound travels with a speed of 767 miles per hour but it cannot travel through a vacuum.
- Sound comes from vibrations. These vibrations create sound waves which move through mediums such as air and water before reaching our ears.
- Dogs can hear at a higher frequency as compared to humans.
- Our ears vibrate in a similar way to the original source of the vibration, allowing us to hear many different sounds.
- When traveling through water, sound moves four times faster than when it travels through air.
- Sound is used by many animals to detect danger, warning them of possible attacks before they happen.
- The loud noise you create by cracking a whip occurs because the tip is moving so fast it breaks the speed of sound!

R.E.

We will be looking at what was the impact of Pentecost for Christians and how and why people mark the significant events of life.

For Christians, when Jesus left; what was the impact of Pentecost? Year Four Knowledge Organiser

Wonderful words

Pentecost: the day when the Holy Spirit came to earth.

Holy Spirit: the third person of the Trinity, God spiritually active in the world

Disciples: the followers of Jesus

Lord's Prayer: the prayer Jesus taught his disciples to use.

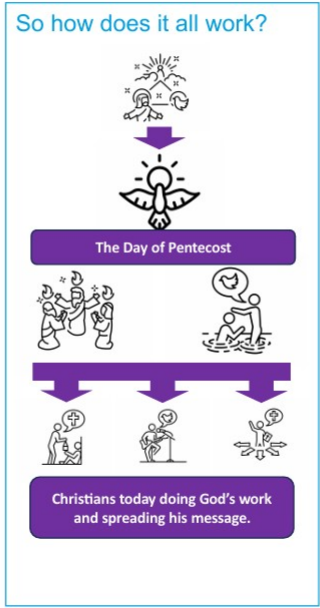
Tongues: being able to speak different languages, a gift given to the disciples on Pentecost

Acts: the book in the New Testament that contains the story of the early Church and the spread of God's message

Trinity: The Christian belief that God is Father, Son, and Holy Spirit; three in one

Apostles: the twelve followers of Jesus who went with him during his earthly ministry

Baptised: the act of washing that welcomes a person into the Christian Church



Important information

After Jesus' resurrection he spent time with his disciples and told them to wait in Jerusalem and then he went back to Heaven to be with God.

The book of Acts in the New Testament tells Christians about the events on the day of Pentecost when the Holy Spirit was received by the disciples, and this enabled them to speak in tongues. This amazed the people who saw it as the disciples were speaking the different languages of all the visitors in Jerusalem. This was important as the disciples could tell everyone about God and Jesus.

Many of the disciples who received the Holy Spirit at Pentecost were baptised to show that their sins had been washed away and they were part of the Christian community. After the day of Pentecost, the disciples followed the example of the Apostles and did God's work and spread his message of forgiveness.

Christians today follow this example and guided and supported by the power of the Holy Spirit to carry on this work and spread the message in the UK and around the world, just as the book of Acts tells people the disciples did.

The Holy Spirit is one of the three persons of the Trinity, a key Christian belief of one God, Father, Son and Holy Spirit.

How and why do people mark the significant events in life? Year Four Knowledge Organiser

Wonderful words

Significant: having a special meaning, something that is very important

Journey: a person's experience of changing or travelling from one point to another point

Baptism: a ceremony that welcomes someone into the Christian church

Commitment: a strong belief in something and a promise to do something

Marriage: a legal union between two people

Bar Mitzvah: a joining ceremony when a Jewish boy takes on the responsibilities of his religion.

Bat Mitzvah: a joining ceremony when a Jewish girl takes on the responsibilities of her religion.

Ceremony: a formal event linked to something special

Wedding: a ceremony when a couple make promises to be married and promises to God

Sacred Thread: a ceremony when a Hindu is ready to take responsibility for their religious life.



Important information

Many religious worldviews will hold a ceremony to celebrate significant points in the religious journey a person is taking. These take place at various points in a person's life and help to show their commitment to their religion.

Baptism is an important ceremony in Christianity as it celebrates someone becoming a member of the Christian community. This can happen for babies or for older people when they wish to join the Church.

At the age of thirteen many Jewish boys will have a Bar Mitzvah and many girls at the age of twelve will have a Bat Mitzvah. This ceremony shows they have reached the part of their journey to take responsibility for their religious life.

Many Hindu boys and some Hindu girls will have a Sacred Thread ceremony which means they are taking responsibility for their religious life as well.

Many religious people will choose to mark their marriage with a religious wedding ceremony to represent the next stage in their lives and to show commitment to their married partner.

Spanish

This term we will be learning the names of items in the classroom and how to talk and ask about the weather.

La clase

phonics

sound in:

ca

- calculadora
- sacapuntas

sound in:

cu

- culculadora
- cuaderno

accents

Accents indicate the vowel is stressed. As seen in the word lá-piz. They can also be used to indicate a question as seen in: '¿Qué tienes en tu estuche?'

vocabulary

The nouns & determiners for 12 common classroom objects.

The 2 words for the possessive adjective 'my' in Spanish:

mi **mis**

Language to describe what I have/do have not in my pencil case.

En mi estuche tengo un bolígrafo. **En mi estuche no tengo un bolígrafo.**

In my pencil case I have a pen. *In my pencil case I do not have a pen.*

grammar

To fully understand when to use the correct possessive adjective in Spanish.

mi lápiz **mi regla**

Singular possessive adjective 'my' for both masculine and feminine nouns.

mis tijeras

Plural possessive adjective 'my' for both masculine and feminine nouns.

The negative structure 'no tengo'.

Tengo una goma. **No tengo una goma.**

I have a rubber. *I do not have a rubber.*

What I will learn:

- Objective 1: I will learn the nouns and determiners for 6 classroom objects in Spanish.
- Objective 2: I will learn 6 more nouns and their determiners for classroom objects in Spanish.
- Objective 3: I will learn to answer the question '¿Qué tienes en tu estuche?' (What do you have in your pencil case?)
- Objective 4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in Spanish.
- Objective 5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.

¿Qué tiempo hace?

phonics

sound in:

b

- nublado
- buen

sound in:

v

- viento
- llueve
- nieva
- jueves
- viernes

accents

Accents can only appear on vowels in Spanish, and they show where to put stress in a word. This is seen in 'está' and 'qué'.

vocabulary

10 common weather phrases.

Key question:

¿Qué tiempo hace?

What's the weather like?

Compass points:

el norte **el sur** **el oeste** **el este**

the north the south the west the east

grammar

To understand better the use of the verb 'hacer' (to do/make) and 'hay' (there is/are) in set weather phrases:

Hace calor.

It's hot.

Hay tormenta.

It's stormy.

Both of these phrases translate as "it's..." in English in this context.

What I will learn:

- Objective 1: I will learn how to ask what the weather is like and respond in Spanish.
- Objective 2: I will learn how to recognise and recall the conjunctions 'y' (and) & 'pero' (but).
- Objective 3: I will learn how to recognise and recall the 4 core compass points in Spanish.
- Objective 4: I will learn how to recognise and recall numbers 1-31 in Spanish to say the temperature.
- Objective 5: I will learn how to recognise and recall the 7 days of the week and the time of day in Spanish.
- Objective 6: I will learn how to present a weather forecast in Spanish.

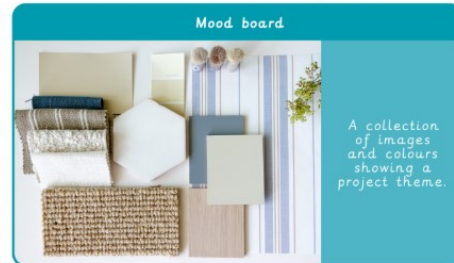
Art

In art we will be using PVA batik to create a floral fabric piece in the style of William Morris.

Year 4 - Craft and design



batik	A technique to create patterns on fabric.
colour palette	A range of colours grouped together to look nice.
craft	Something creative and useful.
design	A decorative pattern or drawing of what something might look like.
industry	Companies and activities that design and make products, sometimes in a factory.
pattern	A design in which shapes, colours or lines are repeated.
repeat	When the same thing occurs more than once.
theme	Similar ideas that work together as a group.



Artists

- Ruth Daniels
- Senaka Senanayake
- William Morris
- Megan Carter

Glue batik

Step 1

Paint the design onto fabric with PVA glue. Then allow it to dry completely.

Step 2

Use acrylic paints to add colour and patterns. Cover the entire piece of fabric, painting over and around the dry glue. Allow to dry.

Step 3

Wash out the glue. As it dissolves it will feel slimy. Keep going until you can't feel any more glue. Lay your fabric flat to dry.

Design and Technology

In DT we will be practising our sewing and joining skills to make an Anglo-Saxon money carrier.



Computing

We will be learning how to program a Microbit and using Lego WeDo; composing music and learning what Artificial Intelligence is, how we can communicate effectively using it and finding out some of the tasks it can carry out.

Music

In our music lessons we will be exploring improvisation, composition, notation, and singing, taking inspiration from Electronic Dance Music (EDM) from the late 1970s, Later in the term, we will be singing a 2-part song as a duet or melody with accurate pitching and accompaniment while developing an understanding of contrasting traditions and stories.

Homework - Thanks for your efforts in ensuring homework is completed on time. Remember spelling homework is set on a **Friday** to be handed in by **Wednesday**. Homework can always be handed in earlier if completed before it is due in. Spellings are handed out on **Friday** and tested the following **Friday**. Reading books are checked on a **Wednesday** and time children spend on TTRS is monitored every **Thursday**.



Times Tables Club - Thank you to all of you who attended our Times Table Club last half term. It is really helping the children remember more facts and improve their recall speed. The club will continue this term on **Monday, Wednesday** and **Friday** mornings at 8.40am.

This information is designed to help you all have an idea of the topics in the summer term so that you can support your children's learning at home.

Many thanks.

Mrs. Williams and Mrs. Booth