Year 4 Newsletter
Autumn 2026

¡Bienvenido a la clase cuatro!

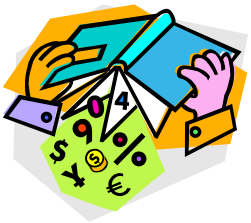
Welcome back! We are so glad to be teaching you and we are looking forward to a fun, exciting term of learning ahead.

Mrs. Williams will teach the class Monday to Thursday and Mrs. Larder will teach each Friday. We will be supported by Mrs. Procter each morning and Mrs. Hague each afternoon (Monday to Thursday) and Mrs. Stephenson (Friday afternoon).

Literacy

Our Literacy work will be based around:
* Recounts
* Stories with historical settings
*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 – What Is the Matter? Can You Light Up a Room?

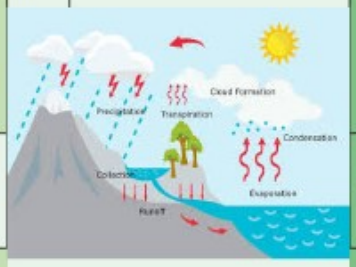
This term, we will be learning about states of matter and electricity. Children will be learning how to identify solids, liquids and gases by their properties and how to change the brightness of a bulb within a circuit. They will be taking part in a number of investigations and will be encouraged to 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	
water vapour	Water that is in the form of gas.
condensation	When water vapour that is around us changes from a gas back to water.
evaporation	When liquid changes into gas, usually when it heats up.
precipitation	Any watery substance such as rain, water, snow, hail or sleet that falls to Earth.
temperature	Measure of heat.
substance	Any solid, liquid, powder or gas is a substance.
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.
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.

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.

1	The sun heats up rivers, lakes and the sea
2	Water evaporates into the air. This is called water vapour.
3	The water vapour rises, cools (condenses) and turns back to water in the form of clouds.
4	The droplets in the clouds become too heavy and fall as rain, snow or hail.
5	The rain, snow or hail is then collected in rivers that run off to the sea.
6	The cycle starts again.



Sticky Knowledge States of Matter

Know the states of matter (solids, liquids and gas)

Compare and group materials based on their state of matter

Know the temperature at which materials change state (0 degrees and 100 degrees)

Know about and explore how some materials can change state when they are heated and cooled.

Interesting Facts

Water can exist in three forms: liquid (water), solid (ice) or gas (water vapour).

About 70% Earth is covered in water.

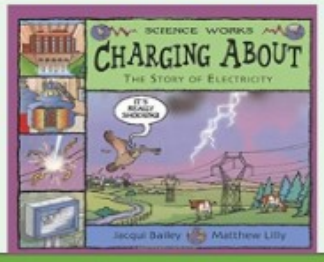
97% of water is in the oceans (this is salty water) and 2% is in the ice caps, leaving only 1% available for us to drink.

Water can be used to create electricity through a hydro-electric power station.

Year 4: Electricity Knowledge Mat (Physics)
Can I light up a room?

Subject Specific Vocabulary	
circuit	An electrical circuit is a path or line through which an electrical current flows.
buzzers	A buzzer is an automatic signalling device. They are used as alarms and door bells.
conductor	A conductor is an object or type of material that allows the flow of an electrical current in one or more directions
battery	A battery is a device that stores chemical energy and makes it available in an electrical form.
cells	An electrical cell is a device that is used to generate electricity
switch	A switch is an electrical component that can "make" or "break" an electrical circuit.
socket	Sockets allow electric equipment to be connected to the alternating current (AC) power supply in buildings and at other sites.
appliance	An electrical appliance is a device that uses electricity to perform a function
series circuit	Components connected in series are connected along a single path, so the same current flows through all of the components.
Wire	A thin rod or thread of metal , used to connect a circuit together.
insulator	An insulator is a material whose internal electric charges do not flow freely.

Interesting Book



Sticky Knowledge Important facts to know by the end of the electricity topic in Year 4

- ❑ Know about common appliances that run on electricity
- ❑ Know how to construct a simple series electrical circuit
- ❑ Identify and name the basic parts of the circuit, including cells, batteries, wires, bulbs, switches and buzzers
- ❑ Know that a switch opens and closes a circuit
- ❑ Know about and give some examples of some common conductors and insulators
- ❑ Know that metals are good conductors
- ❑ Identify whether a lamp will light within a simple series circuit and why

Interesting Facts

- ❑ Electricity comes from power stations, wind, the sun, water and even animal poo!
- ❑ Electricity is a type of energy that can build up in one place to flow to another.
- ❑ A power station is a place where electricity is created and sent to our homes.
- ❑ Electricity travels at the speed of light, which is more than 186,000 miles per hour.
- ❑ One flash of lightning could power 1000 houses for a whole year.
- ❑ When an electric charge builds up on the surface of an object it makes static electricity. This is why we sometimes have a small electric shock.
- ❑ The first power plant opened in 1882 and was opened by a famous person called Thomas Edison.
- ❑ **Thomas Edison** was a very famous inventor who developed many electrical devices including the light bulb.

History – Why Were the Romans So Powerful and How Do We Know They Were Here?

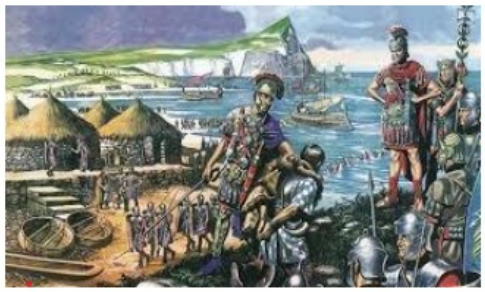
We will be looking at how and why the Romans invaded Britain, the British resistance to the Romans, why, how and when Hadrian's wall was built, the religious beliefs of the Romans and how the Romans changed Britain.

Year 4: The Romans KS2

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

Subject Specific Vocabulary

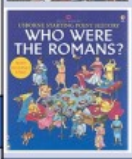
aqueduct	A large system for carrying water from one place to another.
amphitheatre	An open circular building surrounded by tiers of seats for the presentation of dramatic or sporting events.
bath house	A complex of rooms designed for bathing, relaxing, and socializing, as used in ancient Rome.
centurion	A commander of a group of 100 Roman soldiers.
conquer	To overcome and take control of people or land using military force.
emperor	The Roman emperor was the ruler of the Roman Empire during the imperial period.
gladiator	An armed combatant who entertained audiences in the Roman Republic.
invade	To enter a place or land with the intention of occupying it.
Romanisation	When the countries that the Romans conquered became very much like Rome. To be converted to Roman.
Senate	The Roman version of our parliament. The Roman Senate was a The *senate* was a major political body. Senators were elected.

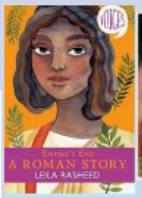


Sticky Knowledge

- **Julius Caesar** 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.
- The Roman army was very powerful and successfully invaded Britain under **Emperor Claudius** in AD 43. Celts agreed to obey Roman laws and pay taxes.
- In 60 AD, the queen of the British Celtic Iceni tribe **Boudicca**, led an resistance against the occupying forces of the Roman Empire and demands to start paying taxes. Thousands of people died.
- During the **'Romanisation'** of Britain, in 75 AD, the Romans built **'Caerwent'**. 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).
- 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).
- **Emperor Hadrian** ordered a wall to be built in AD 122. **Hadrian's Wall** 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.

Interesting Books





Significant People

Julius Caesar - An important Roman leader. He extended the empire through invading other lands but he wasn't successful in invading Britain despite trying twice.

Boudicca - the queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire.

Emperor Claudius - A Roman Emperor from AD 41 to AD 54. He successfully invaded Britain in AD 43.

Emperor Hadrian - A Roman Emperor who ordered a wall to be built in AD 122 between Roman Britain and Caledonia.

Important Places

Colosseum
An oval amphitheatre in the centre of Rome which held up to 50,000 people.

Hadrian's Wall
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.

Geography – Where in the World/UK Am I?

In Geography we will develop our understanding of place by learning how to use maps, globes and digital tools to locate countries and describe their features. We will also learn the 8 compass points and use grid references, symbols and keys. In addition to this we will explore the significance of key terms such as latitude, longitude, equator and hemisphere.

Where In the World? Knowledge Mat

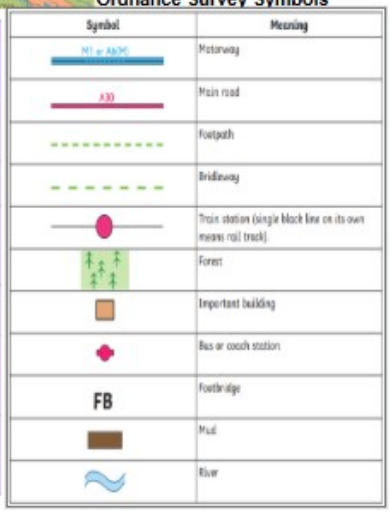
Subject Specific Vocabulary

Capital city	A city where the central government and its buildings are located and important decisions are made.
Continent	A very large area of land that consists of many countries. Europe is a continent.
Compass Points	Used to describe location and direction. The four main compass points are North, East, South and West.
Grid Reference	Numbers or letters used to pinpoint a specific place or feature on a map.
Hemisphere	The division of the Earth from the equator line.
Human Features	Features of land that have been impacted by human activity.
Ordnance Survey	Maps and geographical data provided by the UK's National Mapping Agency.
Ordnance Survey Symbols	Standardised symbols used on Ordnance Survey maps.
Physical Features	Natural features of land.

Sticky Knowledge

- Locate European counties on a world map and identify their capital cities.
- Know what hemisphere Europe is in.
- Recognise OS map symbols and use them to locate human and physical features of the UK on a map
- Use compass points to plan simple journeys.
- Use four-figure grid references to locate features and places on a map of the North West
- Describe land use in the local area and how it has changed over time.

Ordnance Survey Symbols



Art – Drawing (Tone, Texture and Proportion)

In art we will be developing our skills in drawing by learning how to create a three-dimensional effect using contrasting tones to show light and dark; combining lines and marks to represent different textures; using lines and marks in different ways to represent dark and light areas (tone); representing objects proportionately and creating textures in a collage.

D.T. – Electrical (Circuits and Switches)

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

P.E. - Netball, Tag Rugby, Dance and Gymnastics

P.E. lessons will take place on Thursdays and Fridays. 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 – What Kind of World Did Jesus Want? What do Hindus Believe God is Like?

This term we will be looking at two 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.

What kind of world did Jesus want?

Year Four
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

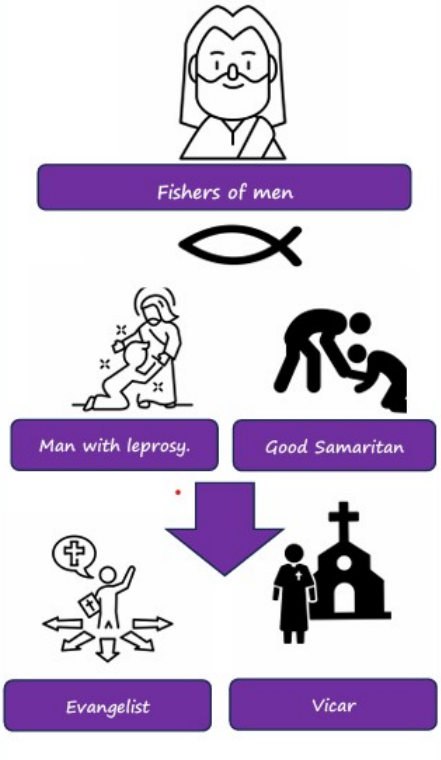
Parable: a story with a meaning

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.

What do Hindus believe God is like?

Knowledge Organiser

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

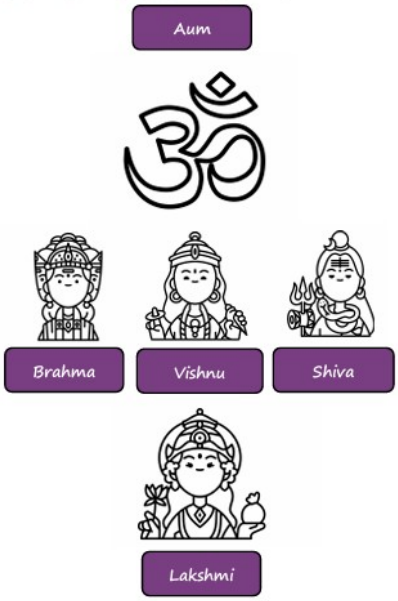
Atman; the spark of Brahman in every living creature

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?



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.

R.S.H.E – Emotions, Communities, Healthy Relationships with Friends, Power in Relationships

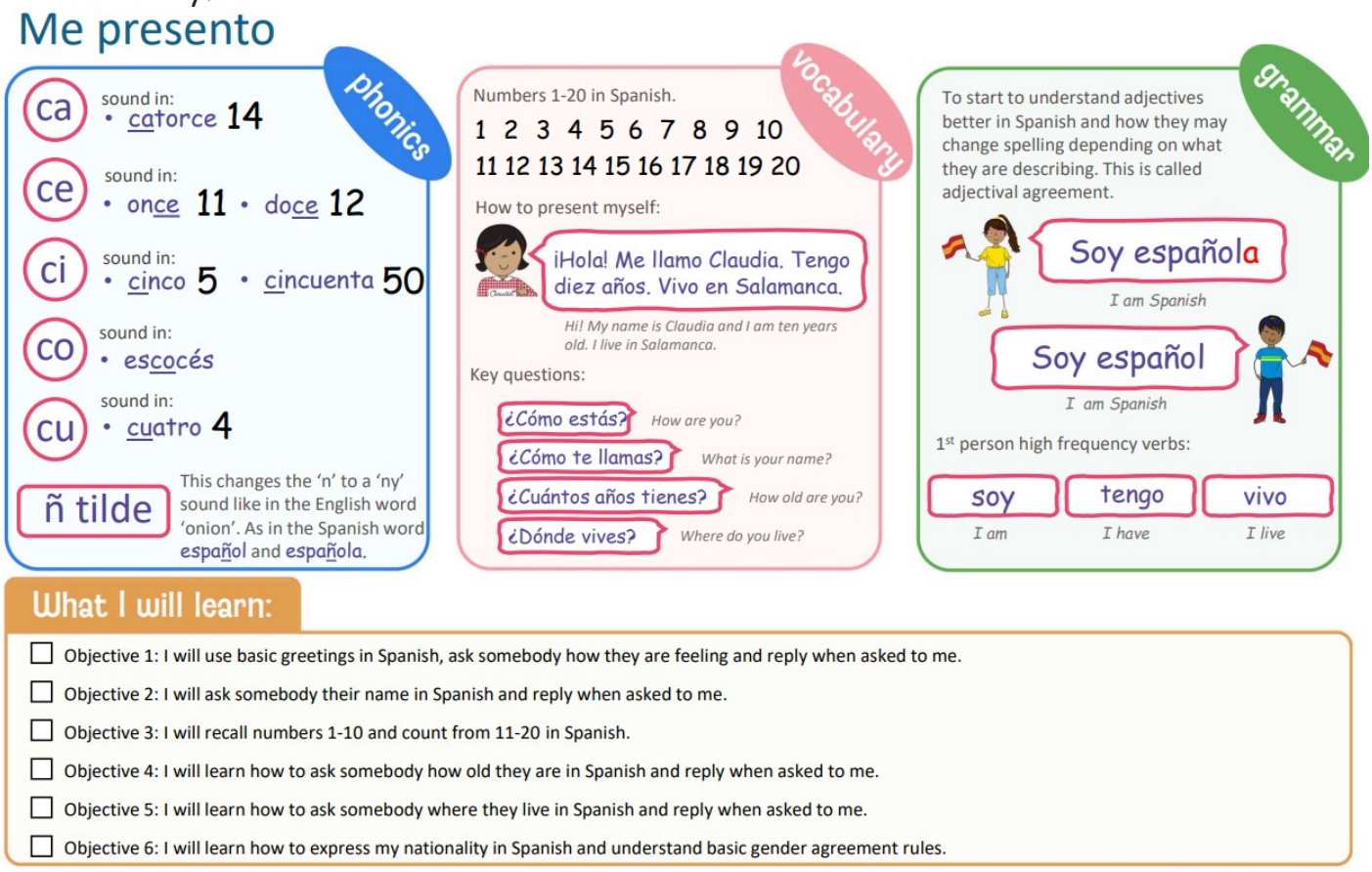
In R.S.H.E. we will be exploring how it feels to experience and manage emotions such as jealousy, joy and fury. We will learn about prejudice and discrimination in Britain, and how the law protects people from unfair treatment. In addition to this we will learn to celebrate diversity, challenge unfair treatment and build inclusive friendships. We will explore healthy friendships and families while learning how to recognise and resist pressure from friends and adults.

Computing – Unpacking Hardware and Software, Animation, Logo and E-Safety

In Computing we will be learning about hardware and software and how we use it to complete everyday tasks. We will learn about animation and explore ways to enhance and create our own animations using animation software. In Logo we will learn how to input commands and use procedures to write instructions. We will also develop our e-safety skills by exploring the

Spanish – La Fonetica (Phonics and Pronunciation) and Me Presento (Presenting Myself)

This term we will be revising and learning a selection of the key phonemes to facilitate accurate and authentic pronunciation. We will also use grammar to manipulate language and start to create sentences of our own using a range of personal details including name, age, where we live and nationality.



Homework

Spellings will be sent home on a **FRIDAY** and tested the following **FRIDAY**. Children will be asked to complete a spelling related activity which will be sent home on a **FRIDAY** and should be returned to school by **WEDNESDAY**. Spelling overviews are available on the class page of the website and in the front of your child's homework book. 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 at lunchtime. 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 any day. Children should also be spending a minimum of **30 minutes** each week on TT Rockstars, and this will be monitored each week.

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.

Mrs. Williams and Mrs. Larder