



**St. George's Cathedral Catholic Primary School**  
**Year 4 Termly Curriculum Newsletter**  
**Summer Term – Overview**

<b>Maths</b>	<p><b>Problem solving and reasoning</b> in maths through investigations, which provide a fun, stimulating context in which children can develop and exercise their ability to <i>reason</i> mathematically and think creatively.</p> <ul style="list-style-type: none"> <li>● <b>Decimals</b> – recognise <math>1/10 = 0.1</math>; <math>2/10 = 0.2</math> etc</li> <li>● <b>Data handling - Statistics</b> – Reading and interpreting a range of data (time graphs) using a range of scales, such as units of 2, 5 and 10</li> <li>● <b>Geometry</b> – learn about acute, obtuse and right angles</li> <li>● <b>Measurement – Time</b> convert between 12-hour digital clocks and 24-hour digital clocks using simple examples e.g. 1.30 PM = 13.30; 8.25 AM = 08.25</li> <li>● <b>Measurement – Money</b> – convert between pounds and pence and solve problems involving money.</li> <li>● <b>Measurement – Length and perimeter</b> - Use mixed units and decimal notation for length e.g. 215cm = 2m 15cm and solve problems involving perimeter.</li> <li>● <b>Position and direction (co-ordinates)</b> - Describe positions on a 2-D grid as coordinates in the first quadrant.</li> </ul> <p><i>In the Summer term, Year 4 pupils will take a <b>statutory</b> multiplication times table check on the computer. It is important the children are regularly practising their times tables to become fluent in these.</i></p>
<b>English</b>	<p>This term, the children will be reading <b>FaRtHER</b>, in which children explore, and are immersed in the theme of the story, making predictions about what might happen and introducing the concept of dreams and how important they are in our lives. We will continue to explore the text through a range of activities that include explicit grammar teaching, opportunities for shorter written outcomes and book talk.</p> <p>The next book we will read is 'The Lion and the Unicorn' by Shirley Hughes, and the children will write predictions. They will make inferences about the characters and explore vocabulary and write in role.</p> <p>This term will also see the children having the opportunity to create the text in its historical context and discuss the themes and imagery.</p>
<b>RE</b>	<p><b>New Life</b> – Children will answer the Big Question: What's so important about new life?</p> <p><b>Reconciliation – Building Bridges</b> – Children will be answering the Big Question – 'Why are bridge-builders important in life?' They will also learn why it is important to build bridges.</p> <p><b>God's People</b> – Children will be answering the Big Question - 'Why do some people do extraordinary things?'. They will also learn why people do extraordinary things.</p> <p>Children will explore, reveal and respond to church teachings and scripture during these topics.</p>
<b>Science</b>	<p><b>Living things: classification and changing habitats</b> – Children will explore ways to group living things. They will create classification keys and study how habitats change over time.</p> <p><b>Making connections: How does the flow of liquid compare?</b> Children will explore the relationship between viscosity and the flow of liquids through experiments. They will also analyse data and write conclusions.</p> <p><b>Whole School Investigations</b> – Making Ice Cream and Elephant toothpaste</p>
<b>Computing</b>	<p><b>Creating media – Photo editing</b> – Children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p><b>Programming B – Repetition in games</b> – Children will explore the concept of repetition in programming using the Scratch environment. They will begin with a Scratch activity similar to that carried out in Logo in Programming Unit A.</p> <p><b>Online Safety</b> – The children will discuss and consider their own online safety.</p>
<b>DT</b>	<p><b>DT (Pavilion Structure):</b> Children will investigate and frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.</p> <p><b>DT (Mechanical system):</b> Children design and make different mechanical cars that use different methods of movement.</p>
<b>History</b>	<p><b>Maya</b> – The children will explore the timeline, beliefs, and architectural sophistication of the Ancient Maya while comparing their development to concurrent events in British history. Through this study, they will analyse the challenges of rainforest life and evaluate the historical evidence regarding the civilisation's ultimate decline.</p>



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<b>PE</b>	<b>PE Teacher</b> – Racket skills: Children will focus on developing hand-eye coordination, spatial awareness, and fundamental skills like forehand, backhand, and serving using tennis or badminton equipment. <b>Class Teacher</b> – Invasion Games: Children will learn essential and universal skills needed to play a range of invasion games, such as dodging, dribbling, passing and marking an opponent. It focuses specifically on attacking and defending skills, such as fake dodging, interception and goalkeeping and the children will also develop their understanding of both attacking and defending strategies of invasion games and working as a team.
<b>PSHE</b>	<b>Keeping Safe:</b> The children will learn about how to keep themselves safe against different forms of abuse through a series of animated stories. <b>Linking in the Wider World:</b> The children will explore in greater detail the community aspect of the Trinity and encourage them to think about what the Trinity means to them and how, as they were made in God's image, they too are created to live in community.
<b>French</b>	Children will Learn: <b>Unit 11: On Mange</b> – Children will be able to ask for food in a shop; ask for and understand how much something costs; talk about activities at a party and give opinions about activities and food. <b>Unit 12: Le Cirque</b> - Children will identify various francophone countries; talk about which languages they speak; identify different items of clothing and describe the colour of items of clothing.
<b>Music</b>	Children will learn to tap a 4-beat rhythm accurately including quavers, crotchets and crotchet rest. Children will perform a playground song in a small group.
<b>Homework</b>	<b>Reading (Daily):</b> Please spend 10–15 minutes reading with your child. This can include reading to them or listening to them read. Please take time to discuss the plot, characters, and their personal reactions to the story. <b>English &amp; Maths:</b> Each week, children will receive one task linked to SPaG (Spelling, Punctuation, and Grammar), and one task related to our current or upcoming Maths topics. <b>Spelling:</b> Children will be provided with 12 spellings to learn weekly. Please use Spelling Frame for practice. <b>Maths Fluency:</b> We ask that children practice their times tables independently on a daily basis to build fluency and confidence.
<b>Activities to do with your child linked to their topic</b>	Natural History Museum, Science Museum, Horniman Museum, Cutty Sark and the British Museum.