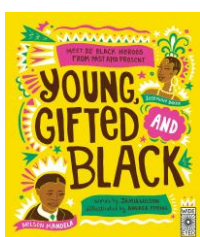
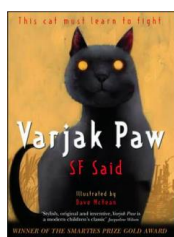


Year 4 Curriculum Letter - Spring Term 2026

We hope you had a lovely Christmas and New Year.
Thank you very much for all the cards and generous gifts.

English

Reading:



Through the CUSP reading curriculum, the children will study a range of carefully chosen, high-quality texts. Lessons focus on developing **fluency** and **comprehension skills**, including **retrieval, inference, prediction, summarising** and **vocabulary development**, while encouraging rich discussion and critical thinking.

The core texts we will be exploring this term are:

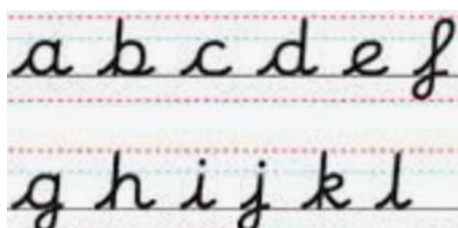
- 'Varjak Paw' - S.F. Said
- 'Young, Gifted and Black' - Jamia Wilson
- Poetry focus: 'Caged Bird' - Maya Angelou

Children will explore **themes, character development, language choices and authorial intent**, as well as **making connections** between texts and the wider world.

Writing:

Writing (HFL Essential Writing) will include a range of purposeful outcomes. Children will write **newspaper articles**, recounts linked to *Real-Life Mysteries* by Susan Martineau, create persuasive **travel leaflets** using *non-fiction texts* about *Africa, India and the UK*, develop **narrative writing** inspired by 'Leon and the Place Between' by Angela McAllister, and write **haiku poetry** using 'The Works' by Pie Corbett.

Handwriting:



A weekly handwriting lesson will be used to extend and polish learning that has taken place previously. Some children may have additional practice if this is helpful.

Spelling:

This term, the children will review tricky sounds and patterns, including **w and qu spellings, homophones, and apostrophes for possession**. They will also explore **common suffixes** such as **-ous, -ious, and -eous**, as well as suffixes in **longer words**. Regular practice at home will help the children **apply these patterns confidently in their writing**.

Maths

In maths, the children will build fluency, reasoning, and problem-solving skills through work on shape and symmetry, decimals (including money and problem solving to two decimal places) and fractions. They will add and subtract fractions with the same denominator, find fractions of quantities, explore fractions in the context of measure, and compare equivalent fractions. The children will also strengthen their calculation skills by multiplying and dividing two- and three-digit numbers by one-digit numbers using formal written methods.

Please continue to help the children practise their **multiplication tables** regularly. Secure knowledge of times tables supports many areas of maths, including fractions, division, and problem solving. Interactive online resources such as **Times Table Rockstars** and **BBC Bitesize** can make practice fun and effective.

Art & Design:

In Art, the children will focus on **drawing**, developing their ability to create realistic **shadows and reflections**. They will use **shading techniques** to add depth and interest, select **different grades of pencils** for purpose, and draw from **first-hand observation**. The children will study the work of **Maurice Denis** and **Maurits Cornelis Escher**, using their styles and techniques as inspiration.



Computing:

This term, the children will develop their understanding of **computer science** through two programming modules. In **Module A: Repetition in Shapes (Logo)**, they will use **Logo**, a text-based programming language, to create shapes and patterns. They will **plan, write, and debug code**, using **loops and repetition** to develop logical solutions and algorithms.

In **Module B: Repetition in Games (Scratch)**, the children will build on their Logo learning using **Scratch**, a visual programming environment. They will explore **count-controlled and infinite loops**, modify animations and games, and **design their own game** using repetition.

Throughout both modules, the children will develop **problem-solving, logical thinking, and coding skills**, applying their understanding of computer science to create practical and creative projects.

Design Technology (DT):

Geography:

In textiles, the children will design and make a **book cover**, learning to measure, cut, and join fabric accurately. They will explore how **fastenings have different functions**, including making a **shank** to provide space between a button and fabric, and will learn to **select and attach appropriate fastenings** carefully.



The children will continue to develop map skills by learning about **lines of latitude and longitude**, exploring how these help describe a location and what it is like. They will also learn how to **find exact locations around the world** and investigate **time zones** and how they affect daily life.

In their new module on the **water cycle**, the children will explore how water moves around the Earth, understanding the processes involved and the factors that can affect it. They will consider how evaporation, condensation, and precipitation work together to create the cycle and how these processes influence the environment and our daily lives.

History:

In History, the children will explore the **Viking and Anglo-Saxon struggle for the Kingdom of England**. They will develop skills in **historical enquiry**, including understanding chronology, cause and consequence, change and continuity, similarity and difference, evidence, and significance.



The children will investigate themes such as **invasion, power, and community**, asking questions about key events, including Viking raids, the Battle of Edington, the Danelaw, and the Battle of Stamford Bridge. They will explore how Christianity and Viking beliefs influenced life in England and use **evidence from manuscripts and**

Leader in Me & The 8 Habits:

Leader in Me lessons cover leadership and all of the habits. Pupils will learn to lead themselves and others, with weekly modules on topics such as perseverance, proactive language, loyalty and empathy, to name but a few. Leadership roles are an important part of daily life at Applecroft and children enjoy the responsibility and independence that they are given. They have a key part to play in the smooth running of the school.

After half term, pupils will run their own **leadership event**, taking full responsibility for planning and organising it themselves, with adults only providing guidance when needed. This gives children the chance to put the 8 Habits of Highly Effective People into practice and make a real contribution to their school community.

archaeology to understand the Viking way of life and their impact on the country.

Modern Foreign Languages (MFL):

This term's French unit, '**Ma Famille**', will give children the opportunity to **talk and write about their own or an imagined family**. They will build on language they already know and add new words and phrases to communicate more confidently. The children will also develop their understanding of **French grammar**, including the use of **possessive words**, and will begin to write about others as well as themselves. This helps them create more personalised sentences and express ideas independently.

Physical Education (P.E):

This term, the children will take part in a range of P.E lessons designed to develop both their physical skills and teamwork.

In **dance**, children will explore creative movement through two modules: one themed around **cats**, and the other inspired by **World War II**, combining expressive movement with storytelling and coordination.

In **invasion games**, children will develop skills in **basketball** and **hockey**, focusing on teamwork, spatial awareness, passing, dribbling, attacking

Religious Education (RE) & Worldviews:

This term, Year 4 will be learning about **Hindu Dharma**. Pupils will explore **Hindu beliefs, key deities** and different forms of **worship**.



As part of their learning, we will be visiting **Bhaktivedanta Manor**, a local Hindu temple, on **Friday 6th March**. More information about the visit will be sent to parents nearer to the date.

Personal, Social, Health & Economic Education (PSHE):

This term, the children will continue to develop important life skills through the EC Publishing PSHE programme.

Digital Boundaries: Using the EC resources, the children will learn how to manage their internet and screen time, understand age restrictions, communicate safely online, recognise harmful content and contact, and know how to respond if they encounter secrets or uncomfortable situations.

Respectful Communities: The programme will also explore respecting difference, understanding diverse communities, and recognising prejudice, discrimination and racism.

and defending. They will also learn how to apply rules fairly, make quick decisions in game situations, and work cooperatively to achieve a shared goal.

P.E kit should be worn to school on **Tuesdays** and **Fridays**. Please ensure all items are **clearly labelled**, and that children are dressed appropriately for outdoor lessons in all weather conditions.

Respectful Behaviour: Finally, the children will focus on preventing bullying and understanding the impact of hurtful behaviour, developing the skills to contribute positively to their school and wider community.



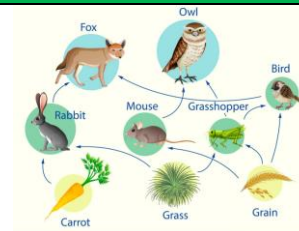
Music:

The children will explore the **classical period** through Mozart, developing their **tuned percussion** skills to play melodic patterns alongside his works. They will build on Year 3 knowledge of **stave notation**, use musical vocabulary to describe **tempo and dynamics**, and perform with increasing control.

In singing, the children will study the **history of singing for entertainment**, from early church music to **Victorian music halls**. They will sing a range of songs, improving **pitch, dynamics, and diction**, and create their own **music hall-style performance** with simple percussion accompaniment.



Science



This term, the children will begin a **new Science module** on 'animals, including humans', developing their understanding of **biology**. They will explore **teeth and eating, the digestive system, and food chains**. The children will learn the functions of the basic parts of the human digestive system, identify the different types of teeth and their roles, and construct and interpret food chains, including producers, predators, and prey. This will help them understand how animals, including humans, survive and interact with their environment.

Attendance & Punctuality:

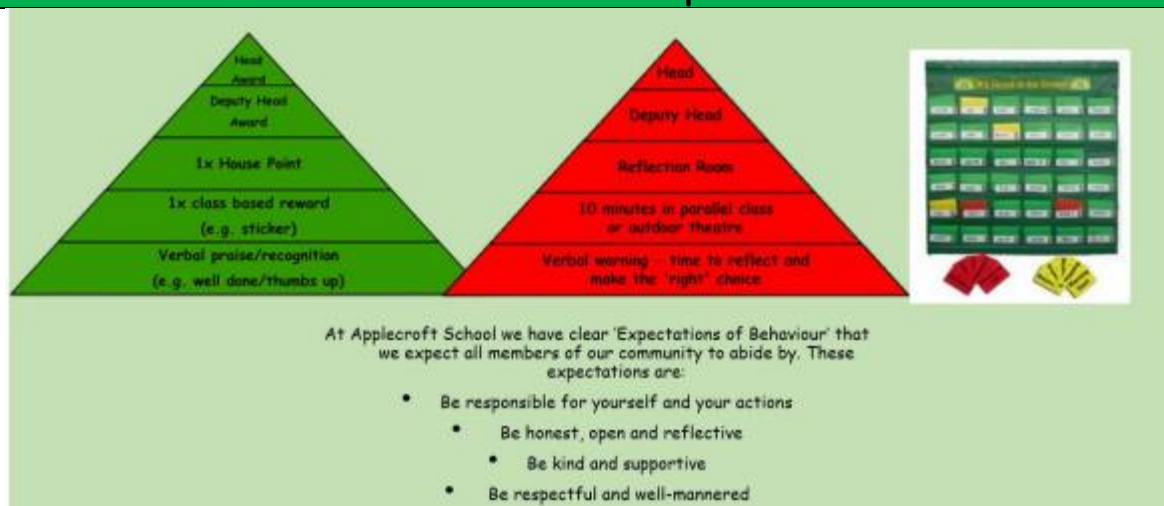
Registration takes place promptly at 8.45am and the school day runs until 3.15pm. Children should arrive from 8.35am for a 'soft start'. Punctuality is important: children arriving in class after 8.45am will be marked as late in the register. If your child is absent, please

inform the school office as soon as possible. Children are expected to attend school every day, unless they are unwell.

96+% = good attendance



Behaviour & Discipline:



Our behaviour & discipline policy encourages positive, helpful and socially acceptable behaviour and children are aware of the school's behaviour expectations: to be responsible for yourself and your actions; to be honest, open and reflective; to be kind and supportive; to be respectful and well-mannered. In addition, both classes have created their own class mission statement to support this behaviour and their learning. The green triangle is used to recognise and reward positive behaviour and this system includes stickers, class rewards, house tokens and certificates. There are warnings and consequences for unsocial or anti-social behaviour which does not meet the behaviour expectations.

Communication:

If you wish to speak with us in person regarding your child, we will be holding a weekly surgery on Thursdays between 3:20pm and 3:40pm. Please email the school office if you wish to book an appointment.

We also communicate home learning to the children via Google Classroom, so please ensure they regularly log on to check for assignments and messages.

Home Learning:

Home Learning tasks will be set as Google Classroom assignments, where appropriate.

Children are expected to spend between 30 on most tasks.

All home learning will be set on a Friday and all homework, other than reading which may vary, will be due the following Friday.

Key Dates:

Monday 16th - Friday 20th February - Half Term

Monday 23rd February - Children return to school

Wednesday 25th February - Young Voices Concert & O2 for members of the choir

Thursday 5th March - World Book Day (more information to follow)

Friday 6th March - Year 4 Trip to Bhaktivedanta Manor (more information to follow)

Monday 9th -12th March - Travelling Book Fair at Applecroft

Friday 20th March - Open Afternoon for parents 2:15-3:05pm

Friday 27th March - Last day of term; 2pm finish.

Safeguarding:

Should you have any concerns over a child's welfare please contact any of our Designated Safeguarding Leaders (DSL) via the school office:

Mrs Ruth Johnson (Lead DSL)

Mrs Lisa Withe (DSL)

Mr Paul Wyatt (DSL)

Ms Jale Apicella (DSL)

Mrs Carey O'Connor (DSL)

Miss Eloise Yates (DSL)

They can also be contacted via safeguarding@applecroft.herts.sch.uk. If urgent please contact the school office.

Staffing in the Year Group:

Miss Charlotte Brooks (Year Group Leader and Year 4 Picasso Class Teacher)

Miss Bird (Riley Class Teacher)

Mrs Rijvana Sadat (Year 4 Learning Support Assistant)

Mrs Sarah Nolan (Year 4 Learning Support Assistant)

Mr Bradley Passade (PPA Lead & Sports Coach)

Mrs Vikki Wake (PPA Lead & Joint RE Leader)

Timetable:

Picasso

	8.45 Regist ration 8.50 - 9.00	Assembly /Morning work 8.50-9.05	9.10-9.15	9.20 - 10.20	Brea k 10.20 -10.3 5	10.40-11.40	11.45 - 12.15	Lunch 12.15- 13.15	13.20 - 14.20	14.25 - 15.05	15.0 5-15. 15	
Mon	Timesta bles practice	Music / OPAL Assembly	Timestables practice	Maths		Reading	Writing		CUSP	CUSP	S t o r y t i m e / H o m e t i m e	
Tues	Handwri ting	Leader in Me	Handwriting	Maths		Reading	Writing		PE	CUSP		
Wed	Timesta bles practice	Curriculum Assembly	Timestables practice	Maths		Reading	Writing		CUSP	CUSP		
Thurs	Handwri ting	Spellings	Handwriting	Maths	Duty	Reading	Writing		Music	French		
Fri	Achievement Assembly 8.50-9.15		RE 9.20 - 10.20			PE	Writing		Reading	Maths Reasoning		PSHE

Riley

	8.45 Regist ration 8.50 - 9.00	Assembly /Morning work 8.50-9.05	9.10-9.15	9.20 - 10.20	Brea k 10.20 -10.3 5	10.40-11.45	11.45 - 12.15	Lunch 12.15- 13.15	13.20 - 14.20	14.25 - 15.05	15.0 5-15. 15
Mon	Timesta bles practice	Music / OPAL Assembly	Timestables practice	Maths	Dut y	Reading	Writing		CUSP	CUSP	S t o r y t i m e / H o m e t i m e
Tues	Handwri ting	Leader in Me	Handwriting	Maths		RE	Writing		Reading	PE	
Wed	Timesta bles practice	Curriculum Assembly	Timestables practice	Maths		Reading	Writing		CUSP	CUSP	
Thurs	Handwri ting	Spellings	Handwriting	Maths		Reading	Writing		Music	French	
Fri	Achievement Assembly 8.50-9.15		PE 9.20 - 10.20			Maths Reasoni ng 10.40 -11.00	PSHE 11.00 - 11.40		Reading	Writing	

P.E is Tuesday and Friday

Uniform Expectations:

Children are expected to **wear full school uniform every day**, and all items must be **clearly labelled**. Long hair should be **tied back** using hair ties in school colours (red, grey, or black). **Black school shoes** must be worn (not trainers or boots), and **no nail varnish or jewellery** is allowed other than a pair of small stud earrings.

Our **P.E kit** consists of a **white T-shirt and black shorts** (no branded items). A plain black sweatshirt or joggers may be worn if the weather is cold. P.E kits should be worn to school on **Tuesdays and Fridays**.

Children should also be **dressed appropriately for the weather**, as we are an **OPAL school** and children will be expected to be outdoors in all weathers. In sunny weather, **sunhats and sun cream** are recommended. For wet weather, **wellington boots and waterproofs** should be kept at school. In colder weather, **hats, gloves, scarves and a winter coat** are essential.

A **small pencil case** is useful to have in school daily, containing a **black writing pen** (not a ballpoint), pencil, eraser, sharpener, scissors, glue stick, and a small selection of coloured pencils. A **reading book** from school or home should also be in school each day.

Please note: Pencil cases or stationery items with **fidgets or other distracting features** should **not** be brought into school, as these **can impact learning**.

All stationery items are available from the **school shop**, which is open each morning.