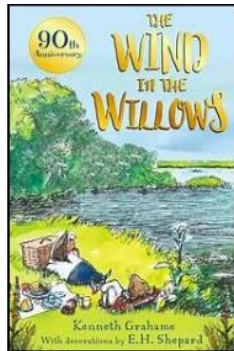
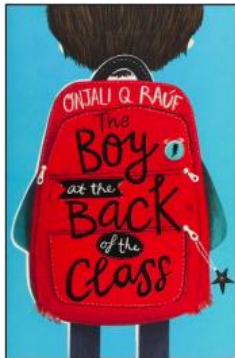


Year 4 Curriculum Letter - Summer Term 2026

We hope you had a wonderful Easter Break.

English

Reading:



Through the CUSP reading curriculum, children will study a range of carefully chosen, high-quality texts. Lessons will focus on developing fluency and key comprehension skills, including retrieval, inference, prediction, summarising and understanding themes, while encouraging discussion and personal responses.

The core texts we will be exploring this term are:

'**The Boy at the Back of the Class**' - Onjali Q. Rauf

'**The Wind in the Willows**' - Kenneth Grahame

The children will explore characters, themes and authorial intent, while using a range of additional texts, such as diary entries, news reports, poems and playscripts to develop their retrieval and inference skills.

Writing:

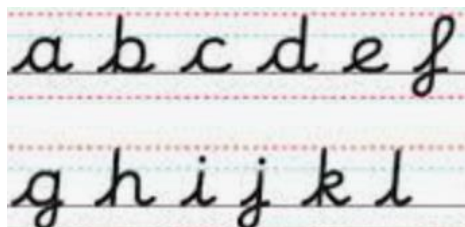
Writing will focus on a range of purposeful outcomes. Children will develop **persuasive writing** through speeches and letters inspired by '**Malala's Magic Pencil**' and '**Greta and the Giants**', and create **non-chronological reports** based on the **theme of playtime**. They will learn key features of each text type, including formal letter layout and organisational features such as headings, captions, glossaries and indexes, while developing their ability to write clearly for a purpose.

Spelling:

This term, children will continue the **Herts for Learning** spelling programme, revising key patterns and developing their understanding of spelling rules. They will focus on using apostrophes for possession, adding **suffixes** such as **-ing** (including doubling consonants) and **-ous**, and exploring spelling patterns such as **-sure**, **-ge/-dge** and words with silent letters. They will also learn words from the **Year 3/4 statutory word list**, including those with **unstressed vowels** and less predictable spellings. Regular practice at

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.



home will help children apply these patterns confidently in their writing.



Maths

In maths, the children will continue to build fluency, reasoning and problem-solving skills across a range of topics. They will learn to read, write and convert time on analogue and digital (12- and 24-hour) clocks, interpret and present data, and explore Roman numerals and negative numbers. In geometry, the children will study angles, properties of triangles, coordinates, position and direction, including plotting points and describing movement. They will also revisit key concepts such as multiplication and division, fractions and area, applying their knowledge to a range of problem-solving contexts.

Please continue to support your child in practising their multiplication tables regularly, as this underpins many areas of maths. Useful online resources such as Times Table Rock Stars and BBC Bitesize can help make practice engaging and effective.

Art & Design:

In Art, the focus is on **sculpture**, with the children developing their skills in creating **3D forms using paper**. They will explore techniques such as **origami** and **papier mâché** to shape, form and construct sculptures. They will use sketchbooks to plan and develop their ideas. Children will also learn about the work of **Li Hongbo** and **Brian Dettmer**, using their creative approaches to paper sculpture as inspiration.



Computing:

This term, the children will develop their computing skills through two key units: **Data & Information** and **Computing Systems & Networks**. In the Data Logging unit, they will learn how to collect, record and analyse data over time using digital tools. They will develop their understanding of how computers can monitor and measure change. In the Computing Systems unit, they will explore how the internet works, including how data is shared and the importance of staying safe online. Throughout both units, children will develop their understanding of key computing concepts, including data

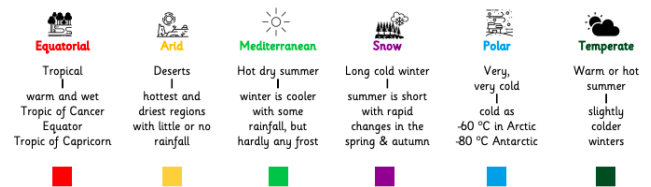
handling, networks, problem-solving and digital literacy.

Design Technology (DT):

In Design and Technology, the children will develop their skills across **electrical systems** (linked to their science learning on electricity), **structures** and **textiles**. They will design, build and evaluate simple electrical products, learning how circuits work and how components can be used in a functional design. They will also explore structures by planning, building and testing strong and stable models, and work with textiles to design, cut and assemble products using a range of joining techniques. Across all areas, they will focus on planning, making and evaluating to improve their designs and ensure they are fit for purpose.

Geography:

In Geography, **map skills** will be developed by learning about **environmental regions** around the world. They will explore how different regions are defined, what they are like, and how **human** and **physical** geography shape them. The children will also use **maps** to locate and compare different **environmental regions**, developing their understanding of **place**, **scale** and key **geographical vocabulary**.



History:

In History, the children will explore the achievements of the earliest civilisations, with a focus on **Ancient Egypt**. They will develop their understanding of how this civilisation developed and what made it significant, including key aspects of **daily life**, **beliefs**, **rulers** and **major achievements** such as **pyramid building** and **writing systems**. The children will investigate themes of **civilisation**, **knowledge**, **power** and **invasion**, exploring who the Ancient Egyptians were, where they lived, and how their society changed over time through the Old, Middle and New Kingdoms. They will study significant figures such as Ramesses the Great and Tutankhamun, and learn about the importance of the River Nile, Egyptian beliefs and gods, and how evidence from archaeology helps us understand the past. Throughout the unit, they will continue to develop their historical enquiry skills by

Leader in Me & The 8 Habits:

Leader in Me lessons will continue to develop children's understanding of leadership and the 8 Habits through a range of focused modules. Pupils will explore how to stand up for others, listen empathetically, speak respectfully and work effectively with others. They will also learn about valuing differences, understanding community needs, and celebrating personal growth and achievements.

Leadership roles remain an important part of daily school life, giving children opportunities to take responsibility, support others and contribute to the smooth running of the school community.

<p>exploring chronology, cause and consequence, change and continuity, and the use of evidence.</p>	
<p>Modern Foreign Languages (MFL):</p>	<p>Religious Education (RE) & Worldviews:</p>
<p>In French, Year 4 will study the unit 'Chez moi' (My home), developing their vocabulary and confidence in speaking and writing simple sentences. They will learn to say where they live using the first person verb j'habite, and build their knowledge of nouns and determiners for rooms in the house, such as un salon and une cuisine.</p> <p>The children will also explore key linguistic structures, including gender agreement, the use of singular determiners, and how to form negative sentences (e.g. Chez moi, il y a... / il n'y a pas de...). They will practise describing their home and what rooms they do or do not have, using their growing vocabulary with increasing accuracy and confidence.</p>	<p>This term we will be exploring the religion, Buddhism. We will be learning about the life of Siddhartha Gautama as well as learning about the Four Noble Truths and the Eightfold path. We will explore different Buddhist festivals and learn how they link to key events in the Buddha's life.</p>
<p>Physical Education (PE):</p>	<p>Personal, Social, Health & Economic Education (PSHE):</p>
<p>This term, the children will take part in a range of PE lessons designed to develop their physical skills, teamwork and problem-solving.</p> <p>In Outdoor Adventurous Activities (OAA), they will work collaboratively to solve challenges, build resilience and develop communication skills.</p> <p>In net/wall games, the children will focus on tennis, developing coordination, control, and the ability to rally and return the ball effectively.</p> <p>In striking and fielding, they will learn key skills through rounders, including batting, bowling, fielding and teamwork.</p>	<p>This term, the children will continue to develop important life skills through the EC Publishing PSHE programme.</p> <p>Summer Safety: Children will learn how to stay safe during the summer months, including understanding the Water Safety Code and how to behave safely near water. They will also explore basic first aid linked to asthma awareness.</p> <p>Relationships: The programme will focus on respectful relationships, including positive and committed relationships, honesty, trust, and how to build healthy connections with others.</p>

In **athletics**, the children will develop their running, jumping and throwing techniques, focusing on improving personal bests and applying skills in competitive situations.

PE 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.

Growing and Changing: We will explore how bodies and emotions change as they grow, including topics linked to puberty (for boys and girls), managing changing emotions, and understanding personal hygiene.

Health and Wellbeing: Pupils will also learn about the importance of dental and sleep hygiene, and how these habits support overall health and wellbeing.



Music:

In **Music**, we will explore a range of musical styles and develop skills in singing, performing, composing and improvising.

In the first unit, they will study **traditional Chinese folk music**, focusing on its stylistic features and the use of pentatonic scales to create melodies. They will improvise and compose their own music using this scale and begin to notate their compositions using standard stave notation, inspired by **Fisherman's Song at Dusk**.

In the second unit, they will explore jazz music, focusing on its key features such as scat singing and improvisation. Children will listen to and respond to jazz music, including the work of **Ella Fitzgerald**, and will sing, play and improvise within a given structure.



Science

In **Science**, the children will develop their understanding of **electricity** and **sound** through practical investigation and enquiry.

In the **Electricity** unit, they will identify common appliances that use electricity and construct simple series circuits using components such as cells, wires, bulbs, switches and buzzers. We will learn how circuits work, recognise when a circuit is complete, and investigate how switches control whether a lamp lights. The children will also explore conductors and insulators, identifying that metals are good conductors of electricity.

In the **Sound** unit, we will explore how sounds are made through vibrations and how these travel through a medium to the ear. They will investigate how pitch is affected by different features of objects and how volume relates to the strength of vibrations. They will also learn that sound becomes quieter as the distance from the source increases.

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 valued behaviour and this system includes stickers, class rewards, house tokens and certificates. There are warnings and consequences for detrimental behaviours which does not meet the school's 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 and 45 minutes on most tasks.

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

Year 4 Multiplication Table Check:

The Multiplication Table Check (MTC) will take place in June. This is a statutory assessment where children are asked to answer 25 multiplication questions, with a time limit of 6 seconds per question.

It is important that children are confident in recalling their multiplication facts up to 12x12 quickly and accurately. We kindly ask that parents support their children at home by regularly practising times tables and encouraging a rapid recall of answers to help build confidence and fluency ahead of the check.

Parents can support their child at home by practising times tables regularly in short bursts of 5-10 minutes. Quick recall is key, so children should aim to answer within 6 seconds rather than counting on their fingers. Simple activities such as asking quick-fire questions or chanting tables together can be very effective.

There are also a number of useful online resources to support learning, including Times Tables Rock Stars, Hit the Button and BBC Bitesize. These provide engaging ways for children to practise and improve both accuracy and speed. Regular practice and encouragement will help children build confidence and fluency ahead of the check.

Key Dates:

Monday 4th May - Bank Holiday
Thursday 7th May - Year 4 Water Safety Assembly
Friday 22nd May - INSET Day - Parent Consultations Online
Monday 25th - Friday 29th May - Half Term
Monday 1st June - Return to school
Friday 12th June - Year 4 Assembly
Thursday 18th June - Year 4 Egyptian Workshop
Monday 22nd June - Occasional Day
Friday 26th June - KS2 Sports Day AM
Friday 3rd July - Children's reports available to view on Arbor
Wednesday 8th July - Open Afternoon 3:20 - 4:15pm
Thursday 9th July - Transition to Year 5 Session 1
Tuesday 14th July - Transition to Year 5 Session 2
Tuesday 21st July - Last Day of term at 2pm
Wednesday 22nd July - INSET Day
Thursday 23rd July - INSET Day

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 Brooks (Year Group Leader and Year 4 Picasso Class Teacher)
 Miss Bird (Riley Class Teacher)
 Mrs Sadat (Year 4 Learning Support Assistant)
 Mrs Shah (Year 4 Learning Support Assistant)
 Mrs Nolan (Year 4 Learning Support Assistant)
 Mr Passade (PPA Lead & Sports Coach)
 Mrs 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	Handwr iting	Leader in Me	Handwriting	Maths		Reading	Writing		PE	CUSP		
Wed	Timesta bles practice	Curriculum Assembly	Timestables practice	Maths		Reading	Writing		CUSP	CUSP		
Thurs	Handwr iting	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 Registration 8.50 - 9.00	Assembly /Morning work 8.50-9.05	9.10-9.15	9.20 - 10.20	Break 10.20 -10.35	10.40-11.45	11.45 - 12.15	Lunch 12.15- 13.15	13.20 - 14.20	14.25 - 15.05	15.05-15.15
Mon	Timestables practice	Music / OPAL Assembly	Timestables practice	Maths	Duty	Reading	Writing		CUSP	CUSP	Story time / Home time
Tues	Handwriting	Leader in Me	Handwriting	Maths		RE	Writing		Reading	PE	
Wed	Timestables practice	Curriculum Assembly	Timestables practice	Maths		Reading	Writing		CUSP	CUSP	
Thurs	Handwriting	Spellings	Handwriting	Maths		Reading	Writing		Music	French	
Fri	Achievement Assembly 8.50-9.15		PE 9.20 - 10.20			Maths Reasoning 10.40 -11.00	PSHE 11.00 - 11.40		Reading	Writing	

P.E is Tuesday and Friday

Uniform Expectations:

The 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 **PE 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. PE 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 suncream** are recommended. For wet weather, **wellington boots and waterproofs** should be kept at school.

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.