



Curriculum Letter Year 4

Summer - 2025/26



Maths

This term, we will begin by deepening the children's understanding of decimals, including comparing and ordering them and applying their place-value knowledge in practical contexts. We then move on to money, where the children will convert between pounds and pence, estimate totals and work out change using efficient strategies.

Later in the term, we will focus on time, including telling the time to the nearest minute, using both analogue and digital clocks, converting between units of time and solving time-related problems. After a short period of consolidation, we will explore shape, identifying angles, comparing and classifying 2D shapes and recognising symmetry.

We finish the term with statistics and position and direction. The children will interpret charts and graphs, including line graphs, and will describe movements on a grid using coordinates and directional language.

Homework

Homework will continue to be set on a Thursday in the CGP books. The expectation is that all children complete this by the following Tuesday.

Spellings are also set each Friday on the website EdShed. Please encourage your child to log on and play the games to practise these throughout the week too.

Science

This term, the children will begin by developing their skills in data collection, learning how to gather, record and interpret scientific information accurately. They will then move on to a unit on habitats, exploring how different environments meet the needs of the plants and animals that live there. This will include looking closely at how living things depend on one another for survival.

We will also study deforestation, investigating how changes to environments affect wildlife and ecosystems. The children will consider the impact humans can have on the natural world and discuss ways to protect and conserve habitats.

Later in the term, we will learn about the digestive system, identifying the main organs involved and understanding how food is broken down in the body. We finish with food chains, where the children will explore producers, predators and prey, and build clear, accurate food chains to show how energy is transferred between living things.

English

We begin the term with *The Wind in the Willows*, using the story to develop the children's descriptive writing and their understanding of character and setting. We then move on to a persuasive unit inspired by *Earth Heroes*, where the children will write a formal petition encouraging action to protect local habitats.

Our learning then links to our History topic as the children write clear, structured instructions explaining the process of mummification, followed by diary entries from the viewpoint of an archaeologist entering an Egyptian pyramid. We finish the term with a narrative unit based on *Night at the Museum*, where the children imagine Egyptian artefacts coming to life and create stories with well-developed settings and characters.

Throughout the term, we continue to focus on accurate spelling, joined handwriting and making thoughtful vocabulary choices.

Secrets of the Nile

Our topic this term is *Secrets of the Nile*, where the children will explore both the geography of rivers and the rich history of Ancient Egypt. In Geography, they will learn to name and locate major rivers in the UK and around the world, compare the River Thames with the River Nile and investigate how climate and geography influence how rivers are used. They will also study how rivers shape the landscape over time and use maps, atlases and digital tools to trace river paths, supported by some local fieldwork.

In History, the children will place Ancient Egypt on a timeline and learn how this civilisation overlapped with others across the world. They will explore daily life, beliefs about the afterlife, the role of pharaohs and the importance of farming along the Nile. As historians, they will examine artefacts, consider how reliable different sources are and use evidence to answer our key question: How do we know what life was like for ordinary people in Ancient Egypt, and can we trust all the evidence?

DT and Art

In DT, the children will design and make their own working shaduf, inspired by Ancient Egyptian irrigation systems. They will explore how forces such as push, pull and lift help the mechanism work, and use labelled diagrams to plan their ideas. The children will select suitable tools and materials, measure and cut accurately and build a stable structure with a pivot and counterweight. Once completed, they will test their shaduf, evaluate its effectiveness and suggest improvements.

In Art, the children will study Ancient Egyptian art, exploring why it was important to their culture and how features such as frontalism and repeated symbols were used. They will experiment in their sketchbooks with Egyptian drawing techniques and collect examples of patterns like lotus flowers, ankhs and scarabs. The children will then design and create their own artwork of an Egyptian god, pharaoh or scene from daily life, using pattern and colour purposefully. They will also evaluate their finished piece, reflecting on how it links to traditional Egyptian art.

PE

This term PE will be continue to be on Tuesdays and Wednesdays.

Tuesdays will be swimming and the children will be taught by a member of staff and two other qualified coaches. A fully qualified lifeguard will also always be on the poolside.

Your child will require a costume/trunks, a named towel and a suitable waterproof bag, which should also be named. Please ensure that earrings are removed for swimming and long hair is tied back. If you would like your child to wear goggles, please ensure that they also bring these with them.

It would be preferable if the children could wear their swimming stuff under their clothes - either PE kit or uniform, which ever is easiest to put on after swimming.