

# St James the Great Catholic Primary School



## Newsletter - Year 4 2025

I hope you have had a restful Summer holiday.

**I have planned a meeting for the Yr4 parents on Tuesday, the 9th September, 2025 at 9.00-9.30am in the school hall . This is to share how best we could work together to support your children.** Please endeavour to attend.

Below are the topics we plan to cover this half term.

Visits	Horniman Museum / British museum / Local Survey
<b>Handwriting</b>	<p>This term, a key focus will be on developing handwriting skills. To support your child's progress, we encourage you to continue practising at home. A few helpful tips for good handwriting include:</p> <ul style="list-style-type: none"> <li>• Posture: Ensure your child is sitting upright with both feet flat on the floor.</li> <li>• Grip: Encourage a relaxed but firm pencil grip using the thumb, index, and middle fingers.</li> <li>• Paper position: The paper should be tilted slightly, depending on whether your child is right- or left-handed.</li> <li>• Letter formation: Remind your child to form letters from top to bottom and left to right.</li> <li>• Spacing: Encourage leaving equal spaces between words for clarity.</li> <li>• Slow and steady: Quality is more important than speed—neatness will improve with practice.</li> </ul> <p>Your support at home makes a big difference, and we appreciate your partnership in helping children develop clear, confident handwriting</p>
<b>English</b>	<p><b>Texts for writing focus:</b>  <b>-Whole School focus for the first week - 'Journey'</b> by Aaron Becker : It fosters a shared learning experience around one text with the theme: Coming together &amp; community; and to engender identified written outcomes  <b>-The Baker by the Sea by Paula White:</b> It explores the importance of community where everyone works together to support one another. It will give the children opportunity to do the following:  <b>Writing:</b> Create job applications, write advertisements and setting descriptions, write letters in role and they will create tourist brochures.  <b>Grammar, vocabulary and punctuation:</b> skills taught and learn will include using present perfect verb forms, paragraphs, expanded noun phrases, fronted adverbials and using a comma for a fronted adverbial, as well as exploring the use of conjunctions, adverbs and prepositions.  <b>Escape from Pompeii by Christina Balit:</b> Writing: Setting descriptions, diaries, letters, thought bubbles and Newspaper report  <b>Grammar, vocabulary and punctuation:</b> Express time, place and cause using conjunctions, adverbs or prepositions and inverted commas to punctuate direct speech.  <b>Texts for shared and guided reading comprehension:</b> <i>Zombierella</i> by Joseph Coelho</p>
<b>Maths</b>	<p><b>-Read and write numbers to 1,000 in numerals and words;</b> begin to read numbers beyond 1,000 in numerals and words; <b>-Round two- digit and three-digit numbers to the nearest 10;</b> extend by rounding numbers to the nearest 100  <b>-Use place value to add/subtract tens to a three-digit number;</b> to add hundreds to a three-digit number, including bridging 1,000; <b>-Solve one-step and two-step word problems involving addition/subtraction using the formal written methods</b>  <b>-Multiply a teen number by a one-digit number</b> e.g. <math>16 \times 5 = 80</math>; extend with other two-digit numbers multiplied by a one-digit number e.g. <math>24 \times 6 = 144</math> &amp; solve word problems that involve multiplication  <b>-Recognise the place value in numbers with one decimal place,</b> identifying the value of the digits as hundreds, tens, units/ones and tenths; <b>-Partition numbers with one decimal place;</b> Connect tenths to decimal fractions and use decimal notation to one decimal place i.e. <math>1/10 = 0.1</math>, <math>2/10 = 0.2</math>, <math>3/10 = 0.3</math>... Recognise that <math>0.5</math> (<math>5/10</math>) is equivalent to <math>1/2</math>;  <b>-Order and compare (using &lt; and &gt;) numbers</b> with up to one decimal place; Round numbers with one decimal place to the nearest whole number</p>
<b>RE</b>	<p><b>Family – Domestic church &amp; Baptism and Confirmation – Belonging</b>          Explore – Our Family; understand that Jesus had a family and to give thanks for my own family, Explore and consider different ways in which we are called by God; learn about the Sacrament of Confirmation. Consider and express what it would feel like to be called by Jesus</p>
<b>Science</b>	<p><b>Living things and their habitats:</b> The children will explore a variety of ways to identify, sort, group and classify living things. They will be learning about how animals are split into 'vertebrates' and 'invertebrates'</p>

	<p>and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit children work scientifically by gathering, recording and presenting information in different ways.</p> <p><b>Electricity:</b> Explore how electricity is generated. Sort electrical and non-electric devices. Understand how electricity gets from point to point. Explore circuits: draw and create electrical circuits; investigate conductors and insulators as well as switches</p>
<b>PSHE</b>	<p><b>-Internet safety</b></p> <p><b>-Achievements- Going for Gold:</b> - To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. To develop an awareness of a range of types of jobs.</p> <p><b>-Relationship &amp; Sex education</b> – Using the ‘Life to the full’ approved scheme: To learn that God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation); To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>
<b>Geography</b>	<p><b>London and the South East:</b> To know how London is divided- Boroughs. Name and locate counties (Kent, Essex, Surrey, Herts...) and cities of the United Kingdom using the 4-grid reference. To understand the different types of landscapes found in London and South East. To know how land is used in London (Peckham) and a county in the SE. To know how to draw a sketch map of the landmarks in Peckham using keys. Compare and contrast London to another location in the SE.</p>
<b>History</b>	<p><b>The Romans :</b>To know key facts about the invasion of Britain and the eventual conquest- when (time line), why and how. To know about the resistance of Boudicca from different perspectives- Romans and the Celts; To know how, where and why the Hadrian wall was built; To know what the Romans left behind- the legacy of the Romans</p>
<b>Art</b>	<p><b>Monochromatic: How do artists draw perspective?</b></p> <p>Children will learn how artists create perspective, how they use line, shape, and value to create a sense of form, and about different shading techniques. They will learn from the work of great painters, modern artists, and collagists. They will develop their ability to evaluate their own work, and they will become more confident while creating their own more divergent outcomes.</p>
<b>Computing</b>	<p><b>Computing systems and networks – The Internet</b></p> <p>Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p><b>Creating media - Audio production:</b> To identify that sound can be recorded; To know that audio recordings can be edited; To recognise the different parts of creating a podcast project; To apply audio editing skills independently; To combine audio to enhance a podcast project and to evaluate the effective use of audio.</p>
<b>PE</b>	<p><b>Attacking and Defending:</b> To be able to find and move in space / To be able to move with a ball and avoid others / To develop and improve ‘dribbling’ skills / To move with a ball at feet around obstacles / To move away from a defender and protect the ball / To be able to pass the ball to a target over a short distance and later with a partner</p>
<b>Music</b>	<p><b>Exploring Pentatonic Scale:</b> To understand the term pentatonic / To see how to use the pentatonic scale / To find pentatonic song tunes on tuned instruments / To understand and improvise a 4-phrase rhythm</p>
<b>Mandarin</b>	Special Days

PE lessons will be on **Thursday and Dance on Friday**. Please ensure that your child bring into school their full PE Kit in a bag ready to change into: **white tee-shirt, black shorts or tracksuit bottom and black plimsoles /trainers**.

Swimming is on **Friday** afternoons, children will need to bring swimming costume, swimming hat and towel.

**Homework** will normally be given on **Monday** to be brought back to school on **Thursday**. However, the days may change depending on other prevailing circumstances.

I will let you know of any changes or further developments. If you have any questions, please don't hesitate to ask.

Regards,

Yours sincerely,

Mrs Justina Oduko (Class teacher)