



Term: Summer

Year: 4

Year 4 : Our Key Adults

Class teacher: Ms Masserick

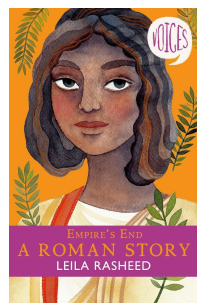
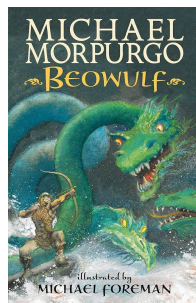
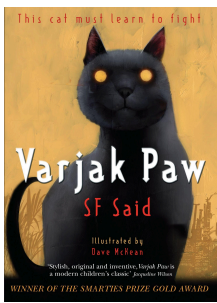
Support staff: Ms King (teaching assistant)

Other important adults: Ms Mackenzie (Headteacher), Ms Mather (Deputy head), Mr Gorner- Patel (Assistant Head and SENDco), Chelsea Sewell (Admin officer), Mr Aaron (Attendance officer and PE coach).

Homework return and reading book change day - Friday

Texts we will read in English lessons

Mathematics



- Unit fractions
- Non-unit fractions
- Fractions greater than one
- Time

For more information on the Maths curriculum we use at Holy Trinity, please click here:

[NCETM Year 4 Curriculum Map](#)

Year 4 will be taking their Multiplication Check in June, and pupils are expected to know all of their times tables up to 12 x 12 really fluently (recalling them, out of order, within 6 seconds). Practising at home is essential, as this consolidates all of the work we do in school to teach times tables. For more information about the Multiplication Check, the government has produced this useful booklet. Click here: https://assets.publishing.service.gov.uk/media/690cb4ebb5e5a06aefd46b58/Multiplication_tables_check_information_for_parents.pdf

Reading

<p>Retrieved</p> <p>At the beginning of the story... At the end of the story... The character thinks that... This book belongs to the 'genre' The word/phrase is important because...</p>	<p>Inference</p> <p>The word "tells us that... because... The phrase "tells us that... because... The part "tells us that... because... Think the mood is " because... The characters get " because... This suggests that... The character "tells" because... The mood is "because...</p>	<p>Prediction</p> <p>I predict that" because... I believe the character will " because... The next event will be " this is because... I anticipate the character will " because... Evidence from the text suggests that the character/s will " because...</p>
<p>Vocabulary</p> <p>The word " suggests that... The phrase " suggests that... The author has used the word/phrase " to... I think the word " means... because...</p>	<p>Summarising</p> <p>The paragraph " is about... This chapter is about... The character " reminds me of... The setting is similar to... The theme is " this is because... The story is " this is because... The book is about... I think the genre is " this is because... It " words the character... It " words the mood is...</p>	<p>Making links</p> <p>This reminds me of " because... This is similar to... The character " reminds me of... The setting is similar to... This makes me think of... The plot is similar to... I think the genre is " this is because... The theme is similar to" because...</p>

Strong reading skills are vital for success across the curriculum, but they also nurture creativity and expression. By seeing how authors use language, structure, and style our methodology ensures reading is about more than just recognising words — it's about understanding, enjoying, and thinking deeply about what we read. From year 2 upwards, children are taught strategies such as predicting what might happen next, working out tricky vocabulary, asking questions, and making inferences to

uncover hidden meanings. These skills not only help them make sense of stories and information but also inspire their own writing. The more children read, the more ideas, words, and styles of writing they absorb, which strengthens their imagination and expression.

Science	Religious Education
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Sound - pupils will be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

Living things and their habitats - pupils will be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

At Holy Trinity, we follow the RE Curriculum

designed by the LDBS. More information about the LDBS curriculum can be found [here](#).



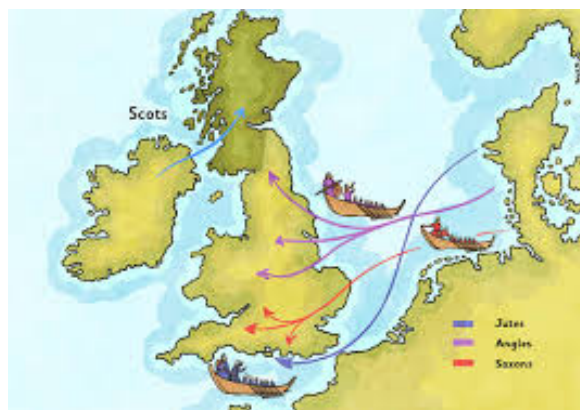
This term we will answer the following questions:

- What does it mean to be a Hindu?
- Why is liturgy important to many Christians?

History

Anglo - Saxon Settlements:

- Explain who the Anglo Saxons were, where they came from and why they came to Britain
- Place the Anglo-Saxon period on a timeline, including other known settlers in the UK
- Know the meaning of the word heptarchy, and the names and locations of the 7 Anglo-Saxon kingdoms
- Understand St Augustine's role in bringing Christianity to Britain
- Explain what life was like during Anglo-Saxon times
- Investigate Anglo-Saxon place names and how this impacted on London today



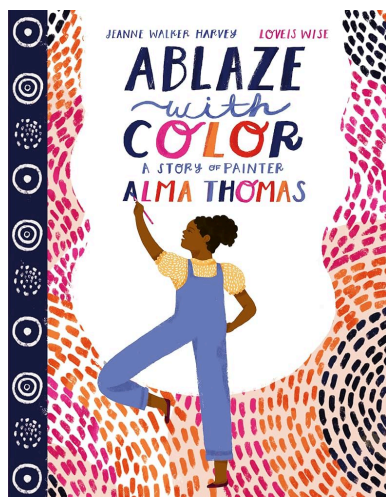
- Determine what caused the Anglo-Saxon period to end

Art and Design Technology

Personal, Social, Health and Citizenship Education

Art – Abstract Expressionism

- Study the work of Alma Thomas
- Explore colour, pattern and composition
- Create artwork using collage and painting techniques



DT – Vikings

- Design and build Viking longships
- Use modelling and construction techniques
- Evaluate and improve designs



PSHE is taught using the Jigsaw scheme of work.



Healthy me

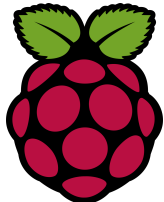
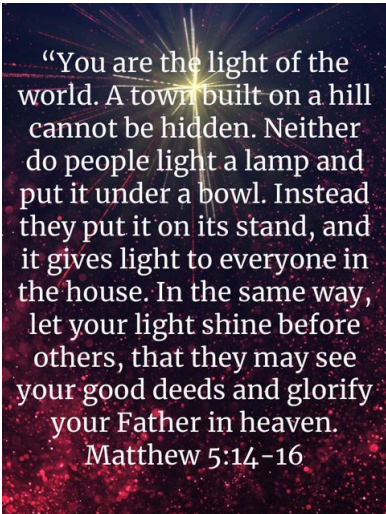
- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations
- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- I know myself well enough to have a clear picture of what I believe is right and wrong

Changing me

- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
- I know there are many types of

	<p>family and that often our family members form part of our inner circle</p> <ul style="list-style-type: none"> ● I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty ● I know how the circle of change works and can apply it to changes I want to make in my life ● I can identify changes that have been and may continue to be outside of my control that I learnt to accept ● I can identify what I am looking forward to when I move to a new class
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Physical Education	Wider Curriculum
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<p>PE Day - Tuesday. Please wear your PE kit to school every Tuesday.</p> <ul style="list-style-type: none"> ● Summer 1 - Athletics ● Summer 2 - Team Games 	<p>British Values are taught and discussed through our whole school acts of collective worship and in our RE and PSHE lessons.</p> <ul style="list-style-type: none"> ● Music and singing are taught by our specialist music teacher. ● Computing is taught via iPads, or through hands-on practical resources using the scheme Raspberry Pi. <div style="text-align: right;">  </div> <div style="text-align: center; margin-top: 20px;">  </div>
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School Trips: This term Y4 will visit:

- The Garden Classroom at King Henry's Walk - 23.04.26 and 11.06.26
- Tate Modern - Date TBC
- Sports Inspired Festival at Britannia Leisure Centre- 17.06.26
- Southend on Sea- 17.07.26

Many parents are keen to help their child by doing activities which support their education in school. Some suggested activities are listed below, linking to what we are studying this term.

- Visit Dalston Library and re-read some of the texts shown above. Consolidating texts is really helpful for your child to make connections with, and deepen understanding of, the stories they read.
- Use times tables rockstars to help you with your multiplication practice. You can also trial what the Multiplication Check will be like here:
<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>
- Visit The Science Museum to explore repeating patterns and symmetry.
- Check out this video related to Alma Thomas, by The Art Hub:
<https://www.londonsoutharthub.org/art-video-lessons/colour-travels-alma-thomas>
- Why not help out your community and start a litter picking campaign? You can explain all your knowledge of degradable and non degradable rubbish. You could also put up posters explaining the importance of not using single use plastic. Hackney have lots of guidance on their website about how to reduce the amount we use: <https://hackney.gov.uk/reduce-reuse-and-repair>
- Practise learning to ride a bike. The Velodrome in Stratford offers great learn to ride sessions, starting with Velo-balance- where children can ride balance bikes and begin to learn how to pedal a 2-wheeler.
<https://www.better.org.uk/leisure-centre/lee-valley/velopark/kids-activities>
- Children over the age of 4 can begin swimming lessons (without a parent needing to get in the water). Learning to swim is great for improving confidence, as well as being a life saving super skill. You can find out more about swimming lessons at our local Better Leisure Centres here:
<https://www.better.org.uk/what-we-offer/lessons-and-courses/swimming>

Important dates for your diary:

- Monday 27th April- Y4 Parent / Carer Meetings
- Tuesday 28th April – Y4 Parent / Carer Meetings
- Wednesday 29th April - Holy Moly
- Wednesday 29th April Y1- Y6 - PTA School Disco

- Monday 5th May – Bank Holiday (school closed)
- Friday 8th May – 8.45- 9.15am- Family Friday
- Friday 15th May – After School- PTA Bake Sale
- Thursday 21st May – 3.45- 5.00pm- Holy Trinity's Got Talent
- Friday 22nd May – After School- PTA Bake Sale
- Friday 22nd May - Break up for half term

- Monday 1st June – Return to school
- Thursday 11th June – 9.30am- Y4 Garden Classroom Trip
- Wednesday 17th June- Y3 and Y4 at Sports Inspired Festival
- Thursday 18th and Friday 19th June - School Photographs - Class Photos
- Friday 19th June- PTA Coffee Morning- Fathers' Day
- Tuesday 23rd June- Y4 Sharing Assembly- Parents/ Carers welcome
- Wednesday 24th June- Holy Moly

- Thursday 2nd July- Transition Day
- Friday 3rd July (TBC)– Sports Day
- Thursday 9th July- last day of Enrichment Clubs
- Friday 10th July- 8.45- 9.15am- Family Friday
- Saturday 11th July - PTA Summer Fair
- Wednesday 15th July- Holy Moly
- Thursday 16th July- Last day of Extended day
- Friday 17th July- Whole School PTA trip- Southend on Sea
- Friday 17th July – End of term