





Corsham Primary School





Parent/Carer Curriculum Newsletter






Year: 4 Class Teachers: Mrs Kendall and Mrs Besant

Summer Term 2025 (22/04/25 – 24/07/25)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful.

<p>Being a Mathematician</p> 	<ul style="list-style-type: none"> • Decimals - comparing, ordering and adding • Money - converting between pounds and pence, using decimal notation • Time - analogue and digital, converting between a 12 and 24-hour clock • Shape – identifying angles, differences between shapes, drawing lines of symmetry • Statistics - interpreting and drawing a variety of charts, collecting and analysing data • Geometry - properties of shape and transformations • Times tables focus – weekly practise of all tables securing knowledge and recall skills
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none"> • Identifying pronouns and understanding their function • Understanding how paragraphs are used to collect, order and build up ideas • Scanning texts to locate key words or phrases • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency • Understanding how writers use types of language • Using writers’ styles • Using speech • Using paragraphs, commas and apostrophes correctly • Organising text effectively • Writing poems • Writing diary entries
<p>Being an Author – Reader</p> 	<ul style="list-style-type: none"> • Understand what they read by predicting what might happen from details stated and implied • Identifying different points of view and audiences • Performing poetry • Retrieving and recording information from non-fiction
<p>Being a Scientist</p> 	<p>What should you flush down the loo?</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • 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 danger to living things <p>Where does our water come from?</p> <p>States of matter</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

<p>Being an Engineer (Design Technology)</p> 	<p>What should you flush down the loo?</p> <p>D&T: Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
<p>Being a Musician</p> 	<ul style="list-style-type: none"> • Developing context of the history of music • Sing and play musically with increasing confidence and control. • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
<p>Being a Geographer</p> 	<p>What should you flush down the loo?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Where does our water come from?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, coasts and rivers) <p>Human and physical geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use the 8 points of a compass, symbols and key to build their knowledge of the UK and the wider world
<p>Being an Historian</p> 	<p>Who has stood here before us?</p> <p>History skills</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of primary and secondary sources <p>History knowledge:</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • The settlement of Britain by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England

<p>Being an Artist</p> 	<p>Where does our water come from?</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques - painting with a range of materials • Learn about great artists in history • Explore artists whose main influence is water e.g. Hokusai, Monet, Turner <p>Who has stood here before us?</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing and sculpture, with a range of materials (for example, pencil and clay) • Know and practice techniques to join clay, including the use of slip • Add materials to clay and use simple tools to create detail
<p>Being an Athlete</p> 	<ul style="list-style-type: none"> • Badminton • Rounders • Athletics • Real PE – Health and fitness, focus on agility and balance
<p>Being a Philosopher (Religious Education)</p> 	<p>Judaism What is the best way for a Jew to show commitment to God?</p> <p>Christianity Do people need to go to church to show they are Christians?</p>
<p>Being a Philosopher (PSHE)</p> 	<ul style="list-style-type: none"> • Relationships • Changing me
<p>Being a Linguist</p> 	<ul style="list-style-type: none"> • Learning Spanish words and phrases about the classroom • Phonics in Spanish (fonetica) to help with pronunciation

Other Information:

Home Learning will continue to be set fortnightly. Children should be practising their spellings, reading and times tables regularly at home as on-going tasks. We will be testing the times tables weekly with bookmarks coming home to help focus on the ones that are not secure.

There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit and their own labelled water bottle. We are looking forward to the term ahead. If you have any questions then please do ask.