



Y4 Spring 1 2026 Curriculum Letter

Dear Parents/Carers,

Happy New Year! Thank you for your generous gifts, they were much appreciated. This term the children's learning will be based around a whole school writing project and the topic Roman Britain. The following table gives a brief overview of what we aim to cover during the first half of the Spring Term. The activities are voluntary to enhance learning opportunities at home, if needed.

| | Curriculum covered this half-term | Optional suggestions for home-learning |
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| English | <p>Spelling:</p> <ul style="list-style-type: none"> • Words ending in '-sion' • Words ending in '-ous' • Words ending in '-ous' inc those where 'ge' from the base word remains • Words ending in '-ious' and '-eous' • Common exception words <p>Grammar: Dialogue, Formal and Informal language, subordinate clauses, commas for clarity.</p> <p>Writing: Diary Entry based on the book Journey by Aaron Becker.</p> <p>Reading: Analysing non-fiction texts. We will be asking questions, summarising, predicting, inferencing and making connections.</p> <p>Handwriting: We will be continuing with our joined-up handwriting and be focusing on the size and orientation of letters.</p> | <p>Year 4 Spelling Word Bank: Page 16 from link below-The national curriculum in England - English Appendix 1: Spelling (publishing.service.gov.uk)</p> <p>SpellingShed Spelling Shed - Spelling Shed - Spelling game for school and home</p> <p>What is a subordinate clause? Oxford Owl (youtube.com) This explains what subordinate clauses are.</p> <p>Books: We would like to encourage children to read a wide range of materials for pleasure and to get in the habit of using a dictionary to check unfamiliar vocabulary. Even if your child is a fluent reader, we would recommend they continue to read aloud with expression and discuss themes and conventions in their book.</p> <p>Recommended books: Best children's books about Ancient Rome TheSchoolRun</p> <p>Please support your child in presenting their homework neatly and taking pride in it; for example, underlining the title and date and using a black ink pen or a sharp pencil. Please do also encourage them to check that they have punctuated accurately.</p> |
| Maths | <p>Area Counting squares, comparing areas, drawing and measuring rectilinear shapes.</p> <p>Length and Perimeter Measuring in kilometres and metres, perimeter of a rectangle, perimeter of rectilinear shapes, perimeter of polygons.</p> <p>Fractions Compare and order fractions, convert mixed number and improper fractions.</p> | <p>Children MUST practise their times tables for 5 mins each day.</p> <p>Times Tables Rock Stars: Play</p> <p>Times Tables Games for 7 to 11 year olds</p> <p>ABCya! Learn Roman Numerals • ABCya!</p> <p>Times tables test</p> |
| Science | <p>States of Matter Exploring solids, liquids and gases and the water cycle.</p> | <p>Solid, liquid and gases - BBC Bitesize</p> |

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| Computing | <p>Programming – Repetition in shapes Pupils will create programs by planning, modifying and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p>Online Safety: Privacy & security</p> | <p>Explore activities</p> <p>Turtle Academy</p> <p>Tetherdown School - Online Safety</p> |
| History | <p>Roman Britain Enquiry question: How did Romans change Britain? Hands-on archaeology and local Roman history workshop.</p> | <p>Roman Britain British Museum The surprising diversity of Roman London London Museum</p> |
| PE | Football and Fitness | <p>PE Days Leopards: Thursday and Friday Jaguars: Wednesday and Friday</p> |
| Art | <p>Print making and textiles We will explore the symbolic significance of colour, whilst looking at art forms: Tie Dye, Weaving and Collagraphy.</p> | <p>Look at images of Traditional Kente cloth and the works of the artist Gilbert (Bobbo) Ahiagble. You could also read the story - The Spider Weaver by Margaret Musgrove and Julia Cairns.</p> |
| PSHE | <p>Keeping Safe Understanding and managing risks (online safety, alcohol use, vaping).</p> <p>Brain Buddies - increasing emotional literacy and understanding the tools and techniques to help manage emotions. This programme will run for Leopards class this half term and Jaguars will start in Spring 2.</p> | <p>Zones of Regulation- This is a whole school approach to enable children to regulate their emotions and be ready for learning.</p> |
| RE | <p>Judaism How important is it for Jewish people to do what God asks them to do?</p> | <p>Judaism - KS2 Religious Education - BBC Bitesize</p> |
| Music | <p>Ukulele Developing chords</p> | |
| Mandarin | <p>Transportation Train/tube/airplane/bus/Bike/boat Travel mode On foot/ drive Take bus sentence pattern: How do you go to school? I go to school by bus</p> | |

We look forward to a happy and successful term with the children.

With best wishes,

Ms Armstrong (4L) and Mr Buckeridge (4J)

Year 4 Class Teachers