



St. Mary's Catholic Primary School, Chiswick
Year 4: Summer Term 2026
Mrs Baker and Miss Bryant

Topic Themes: The Early Christians and The Church, How did the achievements of the ancient Maya impact their society and beyond? What are rivers and how are they used?

**Living & Learning,
inspired by our faith**

How you can help...

Reading

-Please make sure your child reads every night for at least fifteen minutes and that the adult who listens to them signs their reading record. Your child's reading books will be changed on their reading day.

-Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers. Please use the questions leaflet which will be provided to you at the beginning of the spring term.

-After you have read a page, ask your child to point out any **proper nouns, verbs, adverbs, adjectives** or **conjunctions** (it is imperative that your children understand the meanings of these word classes).

-Use the blank section on each page of the reading record to help your child incorporate new vocabulary in their writing and spoken language. Please go through any unknown spellings with your child. Begin to discuss how a dictionary is used to help explain the meaning of any unknown vocabulary. This is how we will be modelling it to the children in

R.E.

The Early Christians

Knowledge:

The children will develop their knowledge and understanding about the mission entrusted by Jesus to his followers to tell everyone the 'Good News'. They will know that Peter was chosen by Jesus to be the leader of the disciples, the first Pope and learn about what happened to Stephen and Saul. The children will also learn about the challenges of being an apostle, as well as Pentecost and Paul's missionary journeys.

Skills:

- ask and respond to questions about how the disciples, especially Peter before and after Easter.
- suggest ways they live out the good news and make links with beliefs.
- reflect on the importance of the Holy Spirit in their lives.
- reflect on how God brings good out of evil.
- reflect on how God worked through Paul and Saul.
- describe the life and work of key figures of the history of the People of God.
- reflect on Paul's faith and courage.

The Church

Knowledge:

- understand what it means to belong to the Church community and family.
- know about the nature of community and that we belong to the Church.
- know what it means to belong to the community of the Church.
- know about the different seasons in the Church's year.
- know about the Communion of the Saints.

	<p>- know about the life and work of St. Teresa of Calcutta or Pope St. John Paul II.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - describe at least four different roles in the parish community. - make links between Christian teachings and parish practice. - think about why the different seasons in the Church year are important to us. - describe some important signs and actions used in worship during the Church's liturgical year and give reasons for why they are used. - make links between the Creed and the 'Communion of the Saints'. - reflect on how Mary can help us. 	<p>class.</p> <p>-Learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to help them to understand what skilled readers do.</p> <p>-Please use the bookband guide which is in your child's reading record to help you support your child with reading at home.</p>
<p>RSE/PSHE</p>	<p><u>Life Online</u></p> <ul style="list-style-type: none"> - know that their increasing independence brings increased responsibility to keep themselves and others safe. - know how to use technology safely <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> - know that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. - know that bad language and bad behaviour are inappropriate. - judge well what kind of physical contact is acceptable or unacceptable and how to respond. - know that there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. - know that medicines are drugs, but not all drugs are good for us. - know that alcohol and tobacco are harmful substances. - know that our bodies are created by God, so we should take care of them and be careful about what we consume. - know that in an emergency, it is important to remain calm. - know that quick reactions in an emergency can save our lives. - know how to help in an emergency using their First Aid knowledge. <p><u>Religious Understanding</u></p> <ul style="list-style-type: none"> - know God is Love as shown by the Trinity- a 'communion of persons supporting each other in their self- giving relationship' - know that the human family reflects the Holy trinity in charity and generosity. 	<p><u>Writing</u></p> <p>-Complete the English homework each week. Ask your child to write more spelling sentences if you feel that they need further practice.</p> <p>-Ensure your child focuses on forming lower-case letters using cursive handwriting when completing their homework. The children should be using the style of cursive handwriting which we have been teaching in school. Examples of the cursive style we use at school can be found on our class page on the website.</p> <p>-Please encourage your child to read over their work after they have finished. A good way of doing this is to let them read over their English homework and see if anything has been left out or needs changing (e.g. missing full stop or using a capital letter). Then read through the work together and see how</p>

	<ul style="list-style-type: none"> - know we are made in the image of God, which means we are made to love God and others, and be loved by God and others. - know Church family comprises home, school and parish (which is part of the diocese). - know that God wants His Church to love and care for others. - know practical ways of loving and caring for others. 	<p>it could be improved (e.g. could they include some of the new vocabulary from their reading books or add an expanded noun phrase for description in their writing). We will continue to encourage the children to read through their work and edit in class.</p>
<p>Reading</p>	<p>Our core texts for the Summer Term are Varjak Paw by SF Said and Jemmy Button by Jennifer Uman and Valerio Vidali. Please do not read these books with your child, we will be learning about inference and prediction which the children cannot do if they have already read the book.</p> <p><u>Varjak Paw by SF Said</u> focuses on themes of courage, identity, and the importance of stepping outside one's comfort zone.</p> <p><u>Jemmy Button by Jennifer Uman and Valerio Vidali</u> focuses on the sensory experience of his journey, highlighting the loss, confusion, and ultimate homecoming of an outsider.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -To identify themes and conventions -To ask questions to improve understanding of the text. -To explore how an author uses language to create empathy for an issue -To explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives -To show understanding through intonation, tone, volume and action. -To discuss words and phrases that capture the readers' interest and imagination. -To draw inferences about a character's feelings, thoughts, emotions and actions. -To draw inferences and justify influences with evidence. -To identify how language and structure contribute to meaning. 	<p>-Ask your child to include conjunctions in their sentences to create more detailed pieces of writing, such as and, because, if, but, so, that, or, when.</p> <p>-Remind your child to check the spelling of key words, particularly words that have been set as homework and the Common Exception Words from the year 4 list.</p> <p>-Practice words which have been sent as spellings each week. Discuss ways in which your child can remember the spelling.</p> <p>-Other ways to help improve spelling and punctuation are to write down some unpunctuated sentences for your child to punctuate correctly or dictate a sentence, either made up or read from a book, for your child to write down with the correct punctuation and spelling.</p>

<p>Writing</p>	<p><u>Knowledge:</u> We will be using our class texts, listed above, to develop and embed the skills below. The narrative of Jemmy Button is a good model for their own narrative and non-fiction writing. The children will continue to broaden their understanding of language and build varied vocabulary. They will write persuasively to demand change as well as creatively through descriptive writing focusing on dialogue.</p> <p><u>Skills:</u> -To plan writing by discussing writing similar to that which they are planning to write, learning from structure, vocabulary and grammar. -To draft and write by composing and rehearsing sentences orally -In narrative to create settings, characters and plot. -To develop creative and imaginative writing by adopting, creating and sustaining a range of roles. -To draft and write by organising paragraphs around a theme. -To use simple organisational devices in non-narrative writing. -To write for different purposes including about fictional personal experiences. -To assess the effectiveness of their own and other's writing and suggest improvements. -To proof-read for spelling and punctuation errors.</p>	<p>Maths</p> <p>-Complete the Maths homework each week. Set your child more questions if you feel that they need more practice. -Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.</p> <p>-Ask your child to revise all their number bonds to 20 and 30 as well as the related subtraction facts.</p> <p>-Continue to give your child some missing number problems e.g. $? - 10 = 4$.</p> <p>-Your child should partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction.</p> <p>-Recap counting in 2s, 3s, 5s and 10s.</p> <p>-Encourage your child to use the different websites which support this including Times Tables Rockstars. I have provided each child with a login for Times Tables Rockstars so they can practice these tables at home on a laptop, computer or iPad.</p>
<p>Spelling Punctuation and Grammar</p>	<p><u>Knowledge:</u> Children will continue to develop their knowledge of different spelling rules as well as implement, practise and review different punctuation and grammar aspects in their writing independently.</p> <p>Our Grammar topics are: Use of Standard English, Paragraphs and Consolidation of Grammar across LKS2. This includes:</p> <ul style="list-style-type: none"> -Determiners -Coordinating Conjunctions -Subordinating Subjunctions -Adverbs -Prepositions -Speech -Tenses -Noun Types -Root Words 	<p>-Rehearse telling the time to the nearest 5 and 10 minutes on an analogue clock and then link these times to the digital form.</p> <p>-Practice the weekly mental arithmetic task that has been set each week.</p> <p>-Practise the KIRFS (Key Instant Recall Facts) for Maths for this term, which can</p>

	<p>-Fronted Adverbials -Apostrophes</p> <p><u>Skills:</u> -Editing and evaluating our own and other's work We will develop skills in using these across the term and have the opportunity to apply them in our writing.</p>	<p>be found on the Year 4 class page on the website.</p> <p><u>Dates for the Diary:</u> Autism awareness Month – April 2026</p> <p>Earth Day – Wednesday 22nd April</p>
<p>Mathematics</p>	<p>This term the children will complete units on Decimals, Money, Time, Shape, Statistics, and position and direction. Students will also take part in the Year 4 Multiplication Check.</p> <p><u>Decimals</u> -Recognise tenths as fractions, decimals, on a place value chart and number line. -Recognise hundredths as fractions, decimals and on a place value chart -Divide 1 and 2-digits by 10 and 100 - Compare, order and round decimals.</p> <p><u>Money</u> -Write money as decimals -Estimate and calculate with money - find pounds and pence using a decimal point. - order money</p> <p><u>Time</u> -Convert between the analogue and digital clock -use a.m. and p.m. (review from last year) - use the 24-hour clock (review from last year) - use the number of minutes in an hour and seconds in a minute to convert between different units of time. - use the knowledge of a year, month, week and day to convert between different units of time.</p> <p><u>Shape</u> -Identify and Compare angles</p>	<p>St Georges Day – Tuesday 23rd April 2026 – red, white and blue MUFTI</p> <p>Visit from Neal Zetter Poet - Wednesday 30th April</p> <p>Bank Holiday – Monday 4th May</p> <p>Rosary In Prayer Garden 8:55am – Tuesday 5th, 12th and 19th May</p> <p>Marian Liturgy – 11:00am Wednesday 6th May</p> <p>Solemnity of the Ascension – 10.00am Mass at Church - Thursday 14th May</p> <p>Walk to school week – Week beginning Monday 18th May 2026</p> <p>Half Term – week beginning Monday 25th May – Friday 29th May</p> <p>Y4 Class Mass – Monday 1st June - 10.00am</p> <p>Y4 Multiplication Tables Check – Monday 1st - Friday 12th June</p> <p>Other Faiths Week – Islam - week beginning Monday 1st June</p>

	<ul style="list-style-type: none"> - Explore polygons, quadrilaterals and triangles - identify angles. - compare and order angles. - recognise, describe and draw 2-D shapes accurately - classify and compare triangles and quadrilaterals. - identify horizontal and vertical lines of symmetry in shapes and symbols - find and identify lines of symmetry. - complete 2-d shapes and patterns using symmetry. <p><u>Statistics</u></p> <ul style="list-style-type: none"> - interpret bar charts, pictograms and tables and present their own data. - solve comparison, sum and difference problems using discrete data with a range of scales. - use line graphs in the context of time. - solve comparison, sum and difference problems using line graphs. <p><u>Position and direction</u></p> <ul style="list-style-type: none"> -Plot coordinates -Draw 2D shapes on a grid - Explore Translation on a grid 	<p>Father's Day – Sunday 21st June</p> <p>Year 4 Class Assembly – Wednesday 1st July -9.05am</p> <p>Transition Morning – Friday 10th July</p> <p>Reports to be sent out – Friday 10th July</p> <p>Sports Day – Thursday 16th July at Kings School Sports Ground</p> <p>End of Term – Friday 17th July at 1.15pm</p>
<p>Science</p>	<p>Year 4 will continue their unit of electricity before moving on to explore habitats, living things and food chains.</p> <p><u>Electricity</u></p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - identify common appliances that use electricity. - ask relevant question and use different types of scientific enquires to answer them. - build and draw series circuits. - understand conductors and insulators. - set up simple practical enquiries, comparative and fair tests. - understand conductivity within a circuit. <p><u>Habitats</u></p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - recognise that living things can be grouped in a variety of ways. 	

- ask relevant questions and using different types of scientific enquires to answer them.
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- gather, record, classify and present data in a variety of ways, to help in answering questions.
- recognise that environment can change and that this can sometimes pose dangers to living things.
- report on findings from enquiries, including oral and written explanations, display or presentation of results and conclusions.

The Digestive System

Skills:

- compare the teeth of carnivores and herbivores and suggest reasons for differences.
- identify differences, similarities or changes related to simple scientific ideas and processes.
- identify different types of teeth in humans and their simple functions.
- ask relevant questions and use different types of scientific enquiries to answer them.
- recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.
- set up simple practical enquiries, comparative and fair tests.
- describe the simple functions of the basic parts of digestive system in humans.
- report on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions.
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Food Chains

Skills:

- construct and interpret a variety of food chains, identifying producers, predators and prey.
- use straight forward scientific evidence to answer question or to support their findings.
- record findings using simple scientific language, drawings, labelled diagrams,

	<p>keys, bar charts and tables.</p> <ul style="list-style-type: none"> -report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	
<p>P.E.</p>	<p>PE will take place on Tuesday (Swimming) and Thursday</p> <p>Swimming (Summer 1 & 2)</p> <ul style="list-style-type: none"> -Develop confidence and competence in the water -Learn a range of swimming strokes and breathing techniques -Develop stamina when swimming longer distances -Lessons will focus on water safety <p>Hockey (Summer 1)</p> <ul style="list-style-type: none"> -Develop control, dribbling and passing skills using a hockey stick -Learn and apply rules of play, including stick safety and correct hand position -They will apply their skills in small-sided, competitive games -Lessons will focus on attacking and defending tactics in game situations <p>Cricket (Summer 2)</p> <ul style="list-style-type: none"> -Develop batting skills, learning to strike the ball with control and accuracy -Improve their bowling, throwing and catching skills -Develop communication and teamwork when fielding as a group and batting in pairs -Develop decision-making when deciding when to run <p>Athletics (Summer 2)</p> <ul style="list-style-type: none"> -Develop running, jumping and throwing techniques -Take part in both individual and team-based challenges -Build confidence and apply skills in Sports Day preparation <p>Lessons will focus on improving speed, power and coordination</p>	
<p>Music</p>	<p><u>Knowledge:</u></p> <p>In Summer 1, students are taught the basic individual strokes used when playing the various Samba drums and percussion and are encouraged to put these together to play rhythms of varying complexity. Students will learn the importance of keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble. Participants will learn and develop</p>	

	<p>intermediate and advanced musical skills that can be applied to other instruments and musical activities.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - explain the origins of Samba music. - perform basic rhythms on each Samba instrument. - play the intro break and groove on multiple instruments. - follow the conductor to play Samba music with confidence. - play groove rhythm to a steady pulse within a small group. - <p><u>Knowledge:</u></p> <p>In Summer 2, students will have a more in-depth understanding of how the Boomwhackers can be utilised. They will be able to play with more accuracy and use different playing techniques confidently. Pupils will be able to explain the meaning of keywords such as pitch, chords, melody, harmony, improvisation, ternary structure and duets.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - explain what the word pitch means. - demonstrate how to play the boomwhacker confidently. - identify Crotchets, Quavers and Semiquavers. - play an accompaniment to a song using chords. - can play a song in a ternary structure. 	
<p>Computing</p>	<p><u>Multiplication Tables Check Preparation</u></p> <p><u>Knowledge:</u></p> <p>The children know and understand their times tables. They will also know how to use a computer to complete an online test.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - know how to use a mouse. - know how to use a keyboard. <p><u>Data Handling: Investigating Weather</u></p> <p><u>Knowledge:</u></p> <p>The children will understand that computers use different forms of input to sense</p>	

the world around them so that they can respond to and record data. They will understand that a weather machine is an automated machine that responds to sensor data. They also will understand that 'green screen technology' is a green background in front of which moving subjects are filmed so a separately filmed background can be added to the final image.

Skills:

- use chroma key technology to change a background.
- understand that weather stations use sensors to gather and record data that predicts the weather.
- use key words to effectively search for information on the internet.
- search the internet for data.
- design a device that gathers and records sensor data.
- record data in a spreadsheet independently.
- sort data in a spreadsheet to compare using the 'sorted by...' option.
- understand that data is used to forecast weather.

History**How did the achievements of the ancient Maya impact their society and beyond?**

In this unit children will learn that the Ancient Mayans faced many challenges settling in the rainforest, including dangerous animals, dense vegetation and shady conditions, which made growing crops difficult. They will learn about the Mayan inventions and how each invention was linked to their beliefs about the world.

Skills:

- Sequencing events and placing the time studied on a timeline
- Noticing connections over a period of time
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world
- Interpreting evidence in different ways
- Describing changes and continuity between different periods of history
- Explaining similarities and differences between people's daily lives in the past and today

Geography**What are rivers and how are they used?**

In this unit children will build on their understanding of the water cycle, discover how a river is formed and where we can find rivers around the world. They will discover how rivers are used and attend a trip to the Wetlands centre to discover how local rivers are used.

Skills:

- Locating the world's most significant mountain ranges on a map and identify any patterns
- Locating the world's most significant rivers on a map and identify any patterns
- Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact on the surrounding landscape and communities.
- Using atlases to identify countries, continents, rivers and mountain ranges
- Creating their own map of a local area.

**Art &
Design**

Sculpture and 3D Mega Materials

Knowledge:

Our focus this term will explore how different materials can be joined and learn about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp in order to create their own sculptures. They will know how that simple 3D forms can be made by creating layers, by folding and rolling materials. They will also know that three dimensional forms are either organic(natural) or geometric (mathematical shapes, like a cube).

Skills:

- work selectively, choosing and adapting collage materials to create contrast and considering overall composition.
- explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.
- show an understanding of appropriate finish and present work to a good standard.
- respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.
- use subject vocabulary confidently to describe and compare creative works.
- use their own experiences of technique and make processes to explain how art works may have been made.
- evaluate their work more regularly and independently during the planning and making process.

**Design &
Technology**

Textiles: Fastenings

Knowledge:

In Textiles: Fastenings, the children will analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve. The children will know that a fastening is something that holds two pieces of materials together and know that different fastenings types are useful for different purposes. They will know that creating a mock-up(prototype) for their design is useful for checking ideas and proportions.

Skills:

- write design criteria for a product and articulate decisions made.
- design a personalised book sleeve.

	<ul style="list-style-type: none">- make and test a paper template with accuracy and in keeping with the design criteria.- measure, mark and cut fabric using a paper template.- select a stitch style to join fabric.- sew neatly using small regular stitches.- incorporate a fastening to a design.- test and evaluate an end product against the original design criteria.	
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