



Information for parents

"Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin. "

Saint Teresa of Calcutta

Making a new start

Dear Parents and carers,

A very happy new year to you all! We hope you managed to have a relaxed and restful Christmas break with your families and friends. We wish you and your family a blessed 2026.

As the new year brings resolutions, personal goals and renewed focus, this is a perfect time to remind your child of their targets from Parent/Teacher consultations, which took place in November. Please support your child in achieving these goals by encouraging them to develop their learning behaviours. The 8 learning behaviours we focus on at school are:

Not giving up **Being curious** Having a go **Co-operating** Enjoying learning
Improving Using your imagination **Concentrating**

As mentioned in the *Wednesday Word*, (in reference to the Gospel for Sunday 11th January 2026-*Matthew 3: 13-17 The Baptism of the Lord*):

"January is traditionally the month of beginnings-a time for making a new start. In Church this Sunday we celebrate a special feast-The Baptism of the Lord.

In this Sunday's Gospel, John the Baptist didn't see the need to baptise Jesus, because Jesus was sinless. But Jesus insisted because he wanted to stand alongside the community-to help them make a new start and give them an example to follow.

Jesus, God's beloved Son, came for everyone to draw us all into his family so that we can become more like him and joyfully share in God's own life...

This new year presents an opportunity for us to make a new start. Ask your child if they have made any new starts in 2026. If so, how is it going? It may help your child if you mention any new starts or resolutions which you have made for 2026 and tell them how it's going for you. How does your new start help you or others? As we begin this new year, are there any new starts that we can make with our family, friends or with God?"

*Dear Lord Jesus,
Please help me to be always ready to make a new start with you and with each other, as we start this New Year
Amen*

In school, we will also be helping our children to make 'a new start' by encouraging them to make choices that are aligned with our **Sacred Heart Ethos**.

Our Sacred Heart Ethos is structured using the **SACRED** acronym:

S: Service

A: Affection and Appreciation

C: Consideration and Co-operation

R: Reconciliation

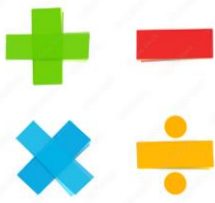
E: Endeavour and Enjoyment

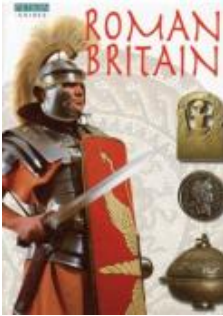
D: Dignity

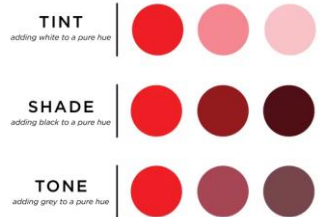
Service	Helping others and the world (Being 'Pilgrims of the Earth'); We are guardians of God's creation. (CST link/s-Stewardship ; Preferential Option for the Poor ; Distributive Justice)
Affection and Appreciation	Showing loving kindness and care; being thankful for each other and the world around us. (CST link/s-Solidarity ; The Common Good)
Consideration and co-operation	Showing thoughtfulness, thinking about the views of others, and working together for the common good in school and the wider world. (CST link-Subsidiarity , Distributive Justice)
Reconciliation	Always being honest, listening to others, reflecting on choices & showing forgiveness and friendship. (CST link/s-Promoting Peace ; Participation)
Endeavour and Enjoyment	Always trying our best and finding joy in all that we do, for both ourselves and others. (CST link/s The Common Good)
Dignity	Recognising that everyone is special and unique-valuing and respecting ourselves and others (CST link/s Human Dignity ; The Common Good)

-Here is a brief outline of what your child will be learning about this half term:

Subject	Coverage	Suggestions as to how you can support learning at home
English 	In English, our focus text will be 'Wonder' by R.J. Palacio. We will be using extracts from the book to form SPAG starters to help us build our punctuation, grammar and presentation skills all working up to us writing a persuasive text further into the term. This book links in closely with PSHE elements, where we will be discussing the importance of equality and kindness to everybody and appreciating the fact that everybody is unique through the use of various activities including hot-seating as the main character Auggie and generating adjectives to describe his personality. Building on this, we will generate speech between two different characters to extend our knowledge of inverted commas and the punctuation element that comes with this. In our Guided Comprehension lessons, we will continue to develop our reading VIPERS skills, (vocabulary, inference, predicting, explaining and summarising). We will keep up with developing our fluency, expression and prosody when reading out loud, thinking how we read to engage an audience. We will engage with a variety of texts and genres, written by a diverse range of authors and poets.	Support your child at home with their reading, grammar and spelling homework. Please encourage your child to read out loud as often as possible, thinking about fluency, expression and pace, as well as understanding what they are reading. Quiz your child on their spellings throughout the week to help them embed new learning and to make learning a fun and enjoyable experience. Please do use the online platform Spelling Shed to help with spellings.
Maths	In Maths, multiplication and division will be the focus at the start of the term to secure our knowledge. We	By the end of Year 4 all children should be secure in their understanding of the four operations, as well as knowing

	will begin by developing and securing our knowledge of multiplication and division facts up to 12. We will then develop this further by multiplying and dividing by 10 and 100. This will lead us onto multiplying a 2 digit number by a 1 digit number, 2 digit number and 3 digit number, skills that will help us to answer correspondence problems towards the end of the half-term.	and reciting their times tables and division facts to 12 x 12 with increasing fluency. In order for your child to progress in maths this year, they must practise their tables and division facts daily. It must not be taken for granted since multiplication underpins so much of the maths curriculum! Rehearse, Rehearse! Rehearse! Please use TTRS and Numbots to support this learning at home.
RE 	In R.E we will explore the importance of COMMUNITY. We will discuss the importance of belonging to a community through learning about our own local community and how the Parish community serves the Church. We will be learning about the important figures in the community and how each member of the Church community has an impact on the running of the Church. We will apply our knowledge of Community to explain how we can include people and the importance of welcoming people into a community.	Encourage your child to read the Bible and pray at home. Bible stories can be a great way for teaching children. They have real meaning for anyone who wants to know God better and to learn how he wants us to behave. Encourage your child to think of people in need and be thankful for all the wonderful things that happen to us. Try your best to attend Mass each Sunday.
Science 	This half term we will be focusing on States of Matter, identifying the properties of solids, liquids and gases. Experiments will lead us to explore why different materials have different properties and how they change on heating and cooling. We will look at separating solids from liquids and seeing what happens to a solid when it dissolves in a liquid.	Visit the Science Museum website where interactive resources will make the learning of this fascinating topic a real treat! Discuss your child's science learning. Try out some experiments at home, a truly fun way to learn about digestion. Later in the term, log into Developing Experts with your child and explore some of the activities, vocabulary and other fun Science lessons to do with

	We will also investigate the Water Cycle.	our topic.
History/ Geography 	We will delve back in time over 2,000 years ago this half term as we study The Roman Empire and the impact it had on the United Kingdom. We will use maps and timelines to understand the meaning, size and timescale of the Roman empire and understand that when we talk about Romans we mean people from anywhere in the Roman empire. We will use historical sources to suggest reasons why the Romans came to Britain and find out about the successes and failures of Caesar and Claudius. We will learn about Boudicca and look at how history has portrayed her in different ways and form our own opinions about her actions. We will justify reasons why the Roman army was so powerful. We will compare and contrast life in Roman Britain with previous knowledge of The Iron Age and Celtic life. We will focus on the changes made by the Romans and the impact on our lives today.	https://www.bbc.co.uk/bitesize/topics/zqtf34j To the Roman world, Britain was an unknown and mysterious land across the sea when Julius Caesar invaded in 55–54 BC. Despite inflicting defeats on the British, Caesar soon made peace with his opponents and returned to Gaul. For almost a century afterwards the kingdoms of Britain were kept quiet with gifts and diplomacy.’ ~English Heritage Website Together with your child, visit other Museum of London websites, keep an eye out for Roman influences around your city (Roman numerals) or get arty!  You may want to take a trip to the British Museum or the Museum of London to see the impact the Romans have had on our society! There are many lovely books on this subject. Here are a few we recommend: The Thieves of Ostia by Caroline Lawrence Meet the Ancient Romans by James Davies Empire's End - A Roman Story by Leila Rasheed So You Think You've Got It Bad: A Kid's Life in Ancient Rome by Chae Strathie & Marisa Morea Romans on the Rampage by Jeremy Strong Queen of Darkness by Tony Bradman A Roman Adventure (The Histronauts) by Frances Durkin &

Computing 	This half-term we will continue with developing our coding skills, focusing on repetition in games. We will be generating loops, animating a name, designing a game and creating a game. We will continue to use Scratch to develop our coding knowledge. We will continue to use technology safely, respectfully and responsibly.	Grace Cooke Please ensure you continuously discuss with your child the importance of E-safety (how to stay safe on electronic devices with internet access). Find out what your child hopes to achieve through using ICT. For them to benefit fully it is important to maintain a specific learning focus when using the internet. Help your child to decide what is appropriate for them and to work out what information is unreliable.
PE 	This half term we will be focusing on gymnastics and dance, developing strength, flexibility, balance, co-ordination and creativity. The children will learn to execute forward and backward rolls accurately and with good technique, strengthen their ability to hold their body weight through counter balancing and handstands and power moves using a spring board and vault. In dance, the children will develop their skills in following sequences and linking moves together with music.	Encourage your child to take part in extra-curricular activities or join sports clubs outside of school. Work on specific skills, like throwing and catching, kicking, or balancing, through simple games.
Music 	This half term we will be learning to play the ukulele – playing the chords G, F, C, D7 and playing in simple rhythms to accompany songs.	Encourage your child to practise any instruments that they play at home or encourage them to take up lessons.
Art 	This half-term, we will continue following the KAPOW scheme. Our art lessons will focus on exploring painting and mixed media techniques. The children will learn how to add white and black to colours to create different shades and tones, helping them understand how to depict depth and	Explore free or family-friendly art galleries and museums, such as the Tate Modern or the Victoria and Albert Museum. Many offer workshops for children. Take inspiration from street art in areas like Shoreditch or murals across London. Incorporate Everyday Inspiration Encourage your child to sketch scenes from London landmarks (e.g., Big Ben, Tower Bridge) or

	dimension. We will also develop their painting skills by experimenting with light and dark to enhance their understanding of contrast and highlights. To conclude the unit, the children will apply these techniques by drawing and painting objects from a still-life arrangement, allowing them to combine their skills in observation and creativity.	nature in local parks. Use objects around the house or food to create unique art, like fruit stamping or cardboard sculptures.
RSE 	Children will recognise that people are unique and that our similarities and differences should be celebrated. Pupils will also be given an opportunity to reflect on God's love as the foundation of our self-confidence. In this session, we meet for the first time the animated character of AJ and the characters Sophie and Aidan, who will be played by different pupils in each session. They enable pupils to engage with the topics through drama exercises such as hot-seating and roleplay. We explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. Children will explore problems and solutions through role-play and discussion. Children will reflect on their bodies as a gift from God that He wants us to look after and respect.	Encourage your child to discuss what they have learnt at school and see if there is something they have learnt at school that you can help them to develop in their home life too.

Upcoming dates:

23-01-26 4P prayer group at 8:40

06-02-26 4O prayer group at 8:40

All teachers at Sacred Heart R.C Primary School follow the homework policy.

In year 4 we will follow this homework timetable:

Subject	Handed out	Due in on	How you can help
English (May be cross –curricular)	Wednesday	Monday	Your child may need extra time and/or take longer to finish tasks, so encourage them to do their homework in small chunks over the course of the week rather than all in one night. Help your child to organise the things they need for their homework. Develop a good routine of when homework is done. Give your child a break after school to relax before starting. Try to provide a quiet place and time for homework.
Reading Please bring reading books to school every day.	Please read for 15 minutes a day.	Please read for 15 minutes a day.	Encourage your child to read a variety of things, e.g. books, comics, newspapers, signs. If your child is interested in a particular book, but is unable to read it, please read it to or with them. It would also benefit your child to listen to audio books or e-Books. Your child will need to have their reading book and reading record in school every day. Listen to your child read with expression and talk about the books they read to support their comprehension. Please sign your child's reading record to say that you have listened to them read. Reading records will be checked every Friday – 4P Thursday – 4O
Maths (Includes daily practise of times tables in preparation for the weekly tests.)	Wednesday	Monday	Practise multiplication and division facts. Y4 children are expected to know timetables to 12 by heart. REVISE, REVISE, REVISE There are many interactive number games and websites your child could access. Please remember to use Times table Rock Stars for 7 minutes 3 times a week.

Weekly spelling tests and times table tests.	Wednesday	Monday/Friday	Spelling tests will take place on a Monday. Please ensure that your child practises their spellings and times tables every day. We will be having a weekly times tables test – check the Maths homework sheet for more information about which times tables we will be testing on which week
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PE is an essential part of the curriculum. We are lucky enough to have specialist teachers and coaches. Please send your child wearing his or her PE kit to school on a Friday. Any absences from PE need to be explained in a letter.

PE for Year 4 is on a Friday.

Please remember to remove your child's earrings on a Thursday evening.

Kind regards,

Mrs Parker, Miss Oladapo, Miss Taylor, Miss Debbie and Mr Martin