



Term: Summer 2 2025
Year Group: 4

Information to Parents

A prayer for our children as they embark on a new academic year

*Dear Lord,
Open my eyes to see new friends.
Open my ears to hear my teacher.
Open my mind to learn new things.
Open my hands to help others.
Open my mouth to speak kind words.
Open my heart to love like You.
I know You are always with me when I'm at school.
In Jesus' name,
Amen.*

Dear Parents and carers,

We extend a very warm welcome to all families as we begin the 2025/2026 academic year at Sacred Heart R.C. Primary School, Battersea. We hope that you managed to have a relaxing summer, spending quality time with friends and family.

As we commence the new academic year, we are prompted to reflect on our Federation's Mission Statement, which is based on the parable of '**The Mustard Seed and Yeast**' (**Matthew 13.31**)

"A man took a grain of mustard seed, and sowed it in his field. Indeed, the seed is smaller than all seeds but when it is grown, it is greater than the herbs, and becomes a tree, so that the birds of the air come and lodge in its branches."

At the heart of both the reading and the parable, is the notion of 'growth', that wonderful things can come from the smallest or humblest of beginnings and that each and every one of our children have God given talents that require nurturing and celebrating. In turn, these gifts from God can inspire and motivate others to succeed and to reach their full potential.

This academic year we will continue to guide our children in their learning and the choices that they make, via our **Sacred Heart Ethos**, which was drawn from our Federation Mission Statement (**The Parable of the Mustard Seed, Matthew 13:31**), Gospel values, Catholic Social Teaching (CST) principles and learning behaviours.

Our **Sacred Heart Ethos** uses the **SACRED** acronym:

S: Service

A: Affection and Appreciation

C: Consideration and Co-operation

R: Reflection and Reconciliation

E: Endeavour and Enjoyment

D: Dignity



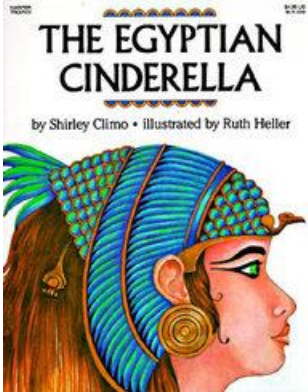
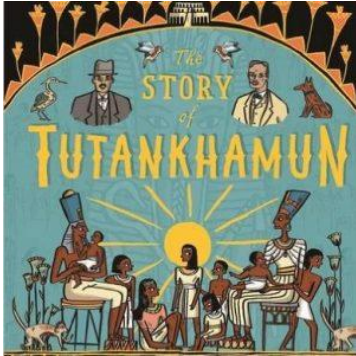
Service	Helping others and the world (Being 'Pilgrims of the Earth'); We are guardians of God's creation. (CST link/s-Stewardship ; Preferential Option for the Poor ; Distributive Justice)
Affection and Appreciation	Showing loving kindness and care; being thankful for each other and the world around 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)
Reflection and 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)

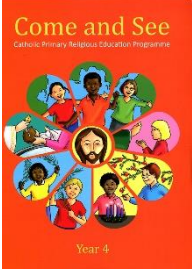
Please also support your child in achieving their academic goals by encouraging them to develop their learning behaviours. The **8 learning behaviours** we focus on at school are:

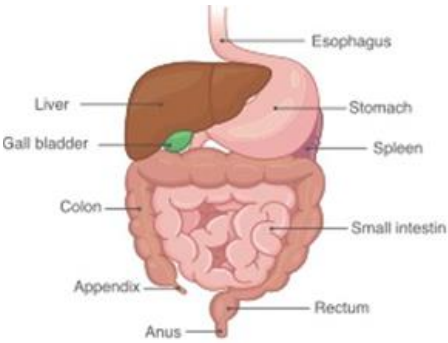
Not giving up Being curious Having a go Co-operating Enjoying learning
Improving Using your imagination Concentrating

We very much look forward to an enjoyable and rewarding year ahead at Sacred Heart, Battersea, working closely together with our wider school community, our parish and our partner school, St Mary's.

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  	There are hundreds of versions of Cinderella all over the world. As we are studying Ancient Egypt, we have decided to delve into the Egyptian version- it will help with discussing the culture of Egypt (today and 3000 years ago!). We will compare the Egyptian version of Cinderella with the well-known Western version. We will be writing a short narrative to tell our own version of The Egyptian Cinderella. We will also be writing a diary entry from the perspective of Howard Carter discovering the forgotten tomb of Tutankhamun. This will be inspired by our driver text, The Story of Tutankhamun. It looks at his incredible discovery and how this changed the way we view history. Focusing on both the famous Egyptian boy king and the explorer who discovered him, this fascinating read reveals the troubles Tutankhamun faced during his short life, explains how he died and the legacy that he left. We will also continue to build on from our Y3 work applying Alan Peat's 'Exciting Sentences' into our own work, as well as promoting the development of positive attitudes to reading and the understanding of what has been read, while consolidating the fundamentals of grammar and sentence construction. In our Guided Comprehension lessons, we will continue to develop our reading VIPERS skills, (vocabulary, inference, predicting, explaining and	Support your child at home with their reading, grammar and spelling homework. Quiz them throughout the week to help them embed new learning and to make learning a fun and enjoyable experience. Listen to your child read as often as possible. Please also encourage them to read for 20 minutes every day. Foster a love for reading in your child. Encourage them to read up on their Science and History topics this term. Help them to discover which genre of reading they most enjoy reading.

	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.	
Maths 	The main focus of this half term is reviewing column addition and subtraction and then moving on to building strong knowledge of place value of numbers to 10,000. This will support and develop children's number sense which will stand them in good stead or the rest of the Y4 Maths curriculum Children will reason (hypothesise, prove, question) about the relationship between numbers and their component parts (digits) through practical representing, counting, comparing and ordering. Pupils will apply their understanding of place value in a number of different, real-life contexts, such as money and measures. The children will understand the symbols related to Roman numerals and compare them to our numeric system. Children will be able to see and explain how place value supports their mental calculations; and they will have varied practice to develop fluency and problem-solving skills.	As part of national statutory assessments, Y4 students in England will be required to administer an online multiplication tables check, also known as MTC. The national curriculum specifies that pupils should be taught to recall the multiplication tables up to and including 12×12 by the end of year 4. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided. In order for your child to progress in maths this year, they must practise their tables and division facts frequently at home and/or on TTRS, Times Tables Rock Stars.
RE 	Our RE topic this half term is 'People'. We will be looking at what it means to be part of God's family. We will be looking at some of the important figures in Jesus' family tree. Pupils will begin to explore links into how the way these people lived their lives and how	Discuss questions related to the topics: What makes a family? Who are the important people in your life and why? What is sometimes difficult about sharing and being part of a group at home? What does it mean to be part of God's family?

	this contributed to Christian beliefs. These are the key questions we will be covering over the duration of the topic: LF1: I can create a family tree for King Charles III. LF2: I know who is in Jesus' family tree. LF3: I know the story of Abraham and why he trusted in god. LF4: I can discuss the story of Jacob. LF5: I can discuss how Ruth was living in God's way. LF6: I understand why Solomon was a wise ruler. LF7: I know how Joseph was a helpful role model to Jesus. We will then be moving on to our second topic, Called, in which pupils will study people who have been called to dedicated their lives to following Jesus and spreading the Good News. We will also explore the Sacrament of Confirmation.	Encourage your child to read the Bible. Bible stories can be great for teaching children. They have real meaning for anyone who wants to understand God and how He wants us to act. Encourage your child to think of people in need and be thankful for all the wonderful things that happen to us.
Science 	Animals including Humans During this topic, we will be discussing the different names and functions of the digestive system, branching into the animal kingdom to understand the process of a food chain including: producer, prey and predator and the different habitats in which various animals reside. By the end of the unit, the children should be able to answer the following questions: Can I research different types of human teeth and compare their functions and present the information to the class? Can I plan and test the effects of acid on teeth(eggshells)?	Visit the Science Museum where interactive resources will make the learning of this fascinating topic a real treat! Discuss your child's science learning. Try out some classifying experiments at home, a truly fun way to learn about living things and their environments. Check out BBC Bitesize to extend your child's learning even further.

	Can I identify and explain the functions of the main organs of the digestive system? Can I identify prey, predators and producers within a habitat? Can I research and construct food chains in an ecosystem? Can I research different types of human teeth and compare their functions and present the information to the class?	
PSHE (including online safety) 	We will be reminding the children of the “Zones of Regulation” and the tools they have to help them regulate and stay in the green zone (ready to learn) We also follow the Ten:Ten Plus scheme of learning, which helps to embed Christian values with understanding of our faith and how this impacts us and our community. As part of PSHE, we will be focusing on - following the rules, decision making, being active, giving to others, being connected; linking with our SH learning behaviours. We will also be covering Online Safety and the different ways children and adults alike can remain safe on the internet, discussing how somebody’s online identity can be different to their offline identity, explaining that others online can pretend to be someone else, including friends, and why they might do this.	Encourage your child to discuss what they have learnt at school and see if there is anything they have learnt at school that you can help them to develop in their home life too.
History 	This half-term in history we are going to focus on the Ancient Egyptians. The question that will be driving our focus is ‘What were the achievements of the Ancient Egyptian civilization and why are they important to us today?’	Take your child to the British Museum where they have a fantastic exhibit on the Ancient Egyptians, including a real-life mummy! Watch National Geographic or BBC Bitesize and find out more interesting facts about Ancient Egypt.

	The children are going to explore: • Ancient civilisations and what a civilisation is. • The importance of the River Nile. • Using artefacts to understand the daily lives of Egyptians. • Their belief system and compare the power of the different gods. • The discovery of Tutankhamen's tomb. • Why hieroglyphics were so important. The children's history knowledge will be complementing their English learning whilst writing their narratives and a diary entry from the perspective of Howard Carter.	
Computing 	This half term in Computing we will be focusing on digital literacy. We will be using 'Google Slides' to create a presentation on Ancient Egypt. The knowledge gained from History and English learning will support us in our presentation on the topic of Ancient Egypt. The skills that the children will be focusing on are embedding different media and developing their design techniques through experimentation with font, layout, designs and adding images to support them in presentation production.	Bearing E-Safety in mind; allow children positive access to the net and give them the opportunity to surf and explore safe sights with you! Research the Egyptians at home to discover more detail to bolster their fact files.
Art 	This half-term in Art, we will be covering the topic Drawing: Power Prints. We will be following the KAPOW scheme of work to investigate different ways of applying using pencils to draw from still life, creating different textures by adjusting our choice of 'HB pencil', smudging techniques and applying different pressures to create a 3D effect.	Encourage children to learn to draw from still-life, using observational skills of objects around them.

PE 	The sports this term are netball and tag rugby with children developing the key skills needed to play in each of these sports; passing and receiving the ball, good balance and footwork, attacking and defending skills.	To help your children at home, you can continue to practice the skills needed for netball and tag rugby, such as; throwing and catching using a variety of passes, chest, shoulder, bounce for netball and a two-handed backwards pass for rugby If possible, sign up to after school clubs and sports clubs outside of the school curriculum where possible. Alternatively, practise the many sports available with them, if and whenever possible.
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Where possible we like to take the children out of school, or invite visitors in to speak to the children to enrich their learning. This half term we are visiting Ark Academy to meet the poet Chris Riddell and hear him recite some of his poetry

All teachers at Sacred Heart 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 Monday – 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. Times tables tests will be conducted on a Friday. Please ensure that your child practises their spellings and times tables every day.

PE is an essential part of the curriculum. We are lucky enough to have specialist teachers and coaches. Please remember that the school rule is that if your child is unable to participate in PE owing to sickness, then they are not well enough to come to school.

PE days for Year 4 is a Monday

Please remember to remove your child's earrings on a Sunday Evening.

Kind regards,

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