

# Year 4 Overview Summer 2026

6	In class your child will....	At home you could.....
<b>Science</b>		
<b>States of Matter</b>	Children will learn to compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled, identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Children will also develop scientific skills of enquiry, setting up and learning from the results of investigations.	<i>Observe the washing drying – what makes it dry faster or slower? What happens on a hot day or a cold day? Kitchen Scavenger Hunt: Find 5 solids, 5 liquids and 5 items that can change state (like butter, ice, or chocolate).</i>
<b>Living things, Habitats and Food Chains</b>	Children will learn how living things are grouped and classified. They will learn about the different habitats that plants and animals live in, and how this affects them. They will learn about some of the threats to animals and plants in their environments. Children will also learn about food chains; producers, prey and predators.	<i>Talk about the habitats and environments near where we live. What plants and animals live there and how do they interact with each other? Encourage your child to think about whether recycling is important.</i>
<b>Religious Education</b>		
<b>How do people from religious and non-religious communities celebrate key festivals?</b>	Children will make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. They will describe how people show what is important to them at a festival in how they mark it. The children will identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas). The children will also raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.	<i>Talk about the festivals that you celebrate in your family.</i>
<b>How and why do people mark the significant events of life?</b>	We will consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. Children will explore how these practices show what is important in the lives of those taking these steps and we will further explore the significance of symbols and rituals used.	<i>Talk with your child about key milestones in your own life and their life so far and other milestones they may expect or look forward to. For example, naming ceremonies or christenings, weddings, moving through school years or different career milestones.</i>
<b>Computing</b>		
<b>Multimedia and technology in our lives</b>	Children will link their knowledge of branching databases (reinforcing their science learning) through a fun project to create a 'choose your own adventure' style story using Powerpoint. They will practise skills of manipulating text and images.	<i>Practise word processing skills, being able to select, edit and manipulate text and images in different ways. Ask your child to show you how a hyperlink works.</i>
<b>Databases</b>	Children will consider how and why data is collected over time. Children will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Children will collect data as well as access data captured over long periods of time.	<i>Talk with your child about where they might see data being collected (e.g. weather reports) and how this is used.</i>
<b>Geography</b>		
<b>Water Cycles and Rivers</b>	Children will learn about the key aspects of physical geography - rivers and the water cycle/hydrological cycle. Children will explore the water cycle, including condensation and evaporation. Children will have the opportunity to complete fieldwork to observe, measure, record and present the human and physical features of the local area.	<i>Talk about water courses that you see discussing where they begin and where they end. Discuss the importance of water for day-to-day life.</i>



Art		
<b>Collage</b>	Children will learn about the skills needed for collage, including paper tearing, cutting and layering. The children will study the work of Megan Coyle, sharing their likes and dislikes and creating pieces of work that emulate her style.	<i>Share different works of art with your child. Discuss how it was made and what materials were used. Discuss your likes and dislikes with your child and compare those thoughts.</i>
Design Technology		
<b>Mechanisms – Moving Pictures</b>	In D.T this term we will learn about linkages, levers, fixed and moving pivot points. Children will apply this knowledge and develop their mechanical skills to create their own moving picture.	<i>Children can spot moving pictures in existing books- how might they work? At home, children could create a simple sliding picture such as a chick popping out of a cracked egg.</i>
Music		
<b>Feelings through music</b>	We will learn how music is used for many reasons and can help us express our feelings. We will explore music which is loud or quiet, fast or slow, smooth and connected or short and detached. We will listen and respond to a range of music and connect our feelings with what we hear.	<i>Listen to a range of different music at home and note down how it makes you feel.</i>
<b>Expression and improvisation</b>	In this unit we will learn about improvising – making music up on the spot. We will look at how improvisation can be used to express our feelings. We will explore how to make our improvisations more expressive by adding dynamics.	<i>Improvise on any instruments that you have at home. If you don't have instruments, try using any items you may have such as pots and pans, or bottles filled with rice or pasta. You could also improvise using body percussion</i>
Personal, Social and Health Education		
<b>Relationships</b>	This term, children will explore friendships and healthy relationships. Children will learn facts about smoking and alcohol and the effects they have on their body.	<i>Talk to your child about who is in their safety network. Encourage them to think about what choices they can make to stay healthy.</i>
<b>Changing Me</b>	Children will understand how everyone is unique and special; we will explore how they feel when change happens. Children will discuss and develop understanding of menstruation. They will discuss how boys' and girls' bodies change during the growing up process. They will identify what they are looking forward to about moving to their next class.	<i>Discuss with your child how they have changed since they were a baby. You could look at some family photographs together. Be prepared for questions when we cover aspects of puberty in school.</i>
Modern Foreign Languages		
<b>Ma famille</b>	Children will learn how to tell somebody the members, names and various ages of either their own or a fictional family in French. They will continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. They will develop their understanding of the possessive adjectives 'mon', 'ma' and 'mes'.	<i>Play some games to practise the vocabulary for this topic. Go to the website <a href="https://www.languageangels.com/schools/">https://www.languageangels.com/schools/</a> Click on 'LOGIN' Select 'PUPIL LOGIN' The username and password are the same. <b>4MA - y4mc</b> <b>4WL - y4h</b>  Select which device you will be playing the games on (computer or tablet) Click on 'Karaoke' to sing along to French songs Click on 'Games'. Then select "Level 2" then you can select any of the units we have been learning about to practise.</i>
Physical Education		

<b>Athletics</b>	Children will develop and improve skills in jumping, running, throwing and catching, as part of their Athletics lessons. They will practise putting sequences of jumps together and devise throwing and catching challenges.	<i>To develop their skills, play throwing and catching games to develop hand eye coordination and gross motor skills. Try different types of running, e.g. sprint races in the park or jogging longer distances together. Look out for athletics events that you could enjoy together on the TV.</i>
<b>Tennis</b>	Children will develop knowledge of the rules of Tennis and improve skills in gripping the racket correctly. They will practise rallying, focusing on improving their accuracy.	<i>Discuss why it is important to get regular exercise and how different sports or activities develop certain muscles, coordination, or flexibility in our bodies. The tennis championships at Wimbledon will be on TV from 29<sup>th</sup> June to 12<sup>th</sup> July.</i>