

## Supporting your child at home

### Reading



Your child will bring home two reading books every Friday. One will be a class reading book, matched to their reading ability and the other will be a library book.

Encourage your child to read aloud daily and:

- Use their storyteller voice (reading with expression)
- Pause for punctuation
- Use a different voice for when characters speak.

**After reading the book, ask questions: to help to develop your child's comprehension skills.**

### Vocabulary

Can you tell me what \_\_\_\_\_ (choose a word) means?

Can you find a word that means the same as ...?  
e.g. quiet and your child finds timid in the text.

### Inference

Choose one of the characters and tell me what you think about them.

What did the author write that made you feel this way? (Ask if they can find the evidence in the text and show you).

### Retrieval

Who are the main characters in the text?

What can you tell me about each of them? (their appearance and what happens to them)

### Prediction

When reading - What do you think might happen next?

Tell me why you think this based on what you have read so far.

### Summary

Can you tell me the key event on one page or one chapter?

At the end of a book. Can you tell me what happened at the beginning, middle and end of the story?

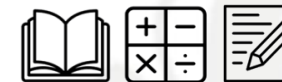
### PE

Our PE days are Mondays and Wednesdays



On these days, your child should come to school in their PE kit: a plain white t-shirt, black joggers or leggings and a school jumper or fleece.

### Homework tasks



- Daily reading (reading book and library book)
- Reading Plus/Reading eggs – 3x per week
- TTRockstars 3x per week
- A weekly maths and phonics/spelling task.  
These will be shared every Friday and returned to school by the following Friday.

### Instagram

We'll be sharing and celebrating our learning with you at:

oakfield\_hyde

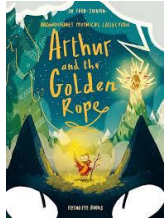


A Teams sharing platform will be launched in Autumn 2!

# Year 4 Autumn 2026

## Our learning this term

In English, we will be focusing on these texts:



In reading, we will be developing our comprehension skills: predicting, summarising, retrieving, clarifying, deducing and inferring and providing evidence to support our answers.



In history, we are delving into the Romans and the Anglo-Saxons. Understanding why the Saxons chose to settle in Britain and what life was like for a Saxon after Roman rule.



In writing, we will be learning about types of nouns, subject and verbs and clauses. We will be writing as diary entries as characters from our class texts, continue the narrative and write a fact file.



Geography is linked to support our history learning of Anglo-Saxons. We shall be revisiting the Vikings raid on Lindisfarne and how it impacted Britain, understanding what 'Scandinavia' refers to and where in Europe it is.



In maths, we will be looking at the place value of each digit in numbers to 10,000. Recognise and show, using diagrams, fractions, multi-step problems, geometric shapes, rounding and division.



In art, we will be looking at his inspirations from past artists with focus on Viking carvings linking to our geography and history topics.



In Science, we will be looking at states of matter. Explore an Oobleck (non-Newtonian fluid). Sort a range of materials (solid/liquid/gas) with cognitive conflict (e.g. jelly, sand, sponge). As well as sound, Identify how sounds are made (sound energy, vibrations). Sound energy/vibrations travel from a source, through a medium (solid, liquid or gas), to your ear.



This term computing is about digital literacy; discussing being safe online, how to protect yours and other's identities and who to report to if you need help.



In P.E. we will be focusing on fundamentals, gymnastics and dodgeball. In Gymnastics we will be focusing on balance, travelling and sequencing movements. In dodgeball, we will learn how to throw, block and catch the ball as well as game tactics.



In music, we will be exploring musical structures and exploring feelings when you play



In R.E. we will be focusing on what it is like to be a Hindu today and discussing the question: Why do some people think life is a journey? Describing some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.



In PSHE, our overarching topic is healthy lifestyles and mental health where we will investigate whether mental health and physical health are the same and the importance of both.



In Spanish, we are exploring Animals, classroom instructions, parts of the body, Spanish poetry, colours, size and adjective agreement