

Year 4 Parent Planner - Summer 2026 - Where does our water come from?



AREAS OF LEARNING

As **Readers** we will explore a range of text types, developing a deeper understanding and learning skills needed to deduce information using clues within the text. We will also make justified predictions and develop our questioning skills. Our class text for Term 6 is 'Rivers' by Simon Chapman.

As **Writers** we will identify key features of text types and apply them within our own writing. The key text types that we will focus on include letter writing and an analysis of a Clerihew poem.

As **Mathematicians** we have a times table focus. We will continue our fractions unit before beginning looking at symmetry in 2D shapes, then moving on to time, and finally finishing up the year looking at division with remainders.

As **Scientists** we will continue to develop out science skills through investigations. We will explore the water cycle, making practical demonstrations of evaporation and condensation. We will investigate heating and cooling using scientific measurement tools such as thermometers.

As **Geographers** we will develop our knowledge of where water is stored on earth. We will explore the impact humans have on the water cycle and develop some ideas on how to protect rivers in our area.

As **Artists** we will learn to use water-colours to represent water, linking our ideas to other artists' work and creating a final piece to link to our science.

As **Musicians** we will learn how to play the recorder. We will also learn how to follow a beat, read musical symbols and compose our own body percussion pieces.

As **Sportspeople** we will develop our knowledge and skills in rounders and netball, as well as looking forward to our annual sports day.

As **Computer Scientists** we will be focussing on Repetition in games and design our own game.

The key question we will investigate in RE is: 'What is holiness for Jewish people: a place, a time, an object, or something else?' as we focus on Judaism.