



Southhill Primary

Term Talk

Autumn Term 2026

Bright Futures Curriculum News for Year Four

Welcome to the Autumn Term

Welcome to **TERMTALK!** This is our termly year group newsletter that will update you on everything going on in class this term. We are always looking for ways to improve communication and close the gap between home and school and we hope that you enjoy finding out lots about what is going on in your child's class.

We are looking forward to having a wonderful term with some exciting new learning themes planned throughout linked to our new **BRIGHT FUTURES CURRICULUM**. Linked to these learning themes, we have some fantastic new books to share in class both in our English sessions and also in whole class reading and Book Talk sessions. This Termtalk should hopefully give you some key information about the year and the term ahead!

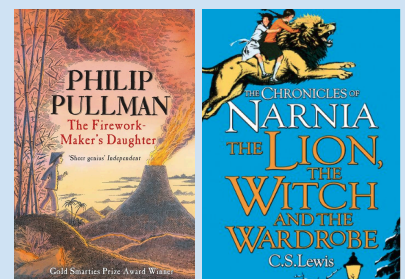
Reading

Our reading sessions are designed to enhance reading comprehension with sequenced activities that guide children through whole books, creating critical readers. These use novels, poetry collections, and high-quality non-fiction books to enhance children's learning.

For 3 days a week, Year 4 take part in guided reading sessions as part of our Little Wandle scheme. These are Fluency sessions which ensure a smooth transition into independent reading for pleasure.

We also have a twice weekly 'Booktalk' session. During these sessions, teachers ensure a language rich environment discussing themes and vocabulary in the class readers and ensuring 'working walls' reflect new knowledge and vocabulary. This has a direct impact on pupil's writing.

This term, our class novels are The Lion, the Witch and the Wardrobe by C.S. Lewis and The Firework Maker's Daughter Philip Pullman.

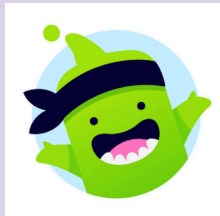


Writing	In our writing this year we are adopting book-based writing units that are based on a wide range of high quality and significant children's literature chosen to engage, challenge and support children to be critical readers and confident and informed writers. All National Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear. Our books this term are: "The Baker by the Sea," by Paula White "Shackleton's Journey," by William Grill "The Crown," by Emily Kapff "Leon and the Place Between," by Angela McAllister
Key Texts for writing	
Maths	We follow the White Rose Education scheme of learning that inspires maths to really focus on the 'WHY?' rather than the 'HOW?' in maths. We support our learners more thoroughly using the Concrete Pictorial Abstract approaches, but also extend through reasoning and problem-solving questions and Maths Journaling that flow throughout the whole scheme. This term, we are covering units on: • Place value • Addition and subtraction • Area • Multiplication and division A
Science	This term, we have two science units lined up: <u>Living Things and their Habitats</u> Pupils develop a secure understanding of how living things are classified, how they can be identified in local habitats and how environmental change impacts living organisms. They apply scientific vocabulary, classification skills and enquiry methods through practical exploration and reasoning. <u>States of Matter</u> Pupils develop a secure understanding of solids, liquids and gases and how materials change state. Through practical enquiry, they explore heating and cooling, evaporation and condensation, and apply this knowledge to explain the water cycle and patterns in evaporation rates.
Art	<u>Sculpture - What can pottery tell you about the past?</u> In this unit, pupils explore how pottery can provide insight into life in the past, focusing on Ancient Egyptian canopic jars. Pupils learn that art can reflect societal and religious beliefs and show what life was like long ago. They develop technical skill in clay through creating a coil pot and a decorative lid, mastering joining techniques such as score and slip. Pupils apply colour thoughtfully to enhance meaning and finish the unit by evaluating their own work and formally responding to historical pottery.
Computing	<u>Photo Editing</u> Learners develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They consider the impact that editing images can have, and evaluate the effectiveness of their choices.

Geography	<u>My Region and the South Aegean, Greece</u> In this unit, pupils develop their understanding of the world and how it is represented on maps. They locate and describe the United Kingdom, Europe and Greece, and study the South Aegean region as a European case study. Pupils explore physical processes including earthquakes and volcanoes, identify human and physical features, and compare a European region with their own local region. Mapping, fieldwork and comparison skills are applied throughout the unit.
History	<u>History - The Romans - How did the Roman Empire impact Britain?</u> Pupils will study the rise of the Roman Empire and its impact on Britain from 43 CE to 410 CE. They explore how Rome grew from a small settlement into a vast empire, how the Romans invaded and controlled Britain, and how Roman life differed from Celtic life. Pupils also study resistance to Roman rule, including Boudicca's rebellion, and evaluate the lasting legacy of Roman rule in Britain. Throughout the unit, pupils make specific connections to Roman Dorset, including the Roman town of Durnovaria (Dorchester), Maiden Castle, and the impact of Roman roads and settlements in the Weymouth area.
MFL	This term Year 4 is making the exciting switch to learning Spanish! We will learn how to introduce ourselves and talk about our homes, pets and school life.
Music	This term's musical Spotlight is from the Charanga scheme of learning. Pupils will learn about musical structures - that they are musical sections that repeat or change to help create the structure, or form, of a piece of music or a song. They will look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.
PSHE	In PSHE this term, we will explore two key questions: • What strengths, skills and interests do we have? • How do we treat each other with respect?
PE	This term, our PE lessons will take place on Wednesdays. Please send your children in wearing their PE clothes. We are starting the year by learning key ball skills to help with specific sports further on in the year.
RE	In RE this term, we will explore two key questions: • Sikhs: how does Guru Nanak inspire Sikhs today? • Natural world: what does dharma teach about attitudes to the planet?
Enrichment	On the 13th of October, we will take Year 4 on a trip to Dorchester to go to the Museum and visit the Roman Townhouse. This will support our history unit on the Roman Empire.

Other News

Communication



We are always looking for new ways to keep you, parents and carers, informed about what is going on in school.

We use a platform called Class Dojo as a window into the everyday school life of your child at Southill Primary. It provides a way of positively noticing and rewarding children's behaviour in school, a messaging service to allow you to directly contact your child's class teacher and a 'class story' which allows you to get direct, whole class updates from the classroom. As a parent, you are able to connect to this app from home and see your child's school account. Class Dojo offers a paid for and free version. **You do not need to opt for the paid for version of the app in order to use this from home.**

The school office will still be sending messages via the school messaging service and please continue to report absences in the normal way (not through Class Dojo). Urgent messages (such as change in who is collecting your child at the end of the day) should still be reported to the school office to ensure that the message reaches your child's class teacher (just in case they do not have time to check messages before the end of the day!).

Behaviour and rewards

We also use Class Dojo in school with the children to positively track behaviour where the children contribute to a whole class reward target. We have three key words to help the children remember our behaviour expectations at Southill Primary. They are:

Ready. Respectful. Safe.

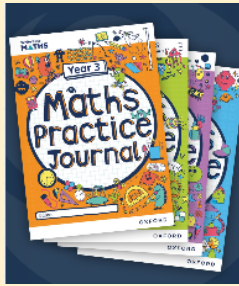
All classes have a 'class charter' which clearly explains the school expectations for behaviour and is in line with the school behaviour policy. We expect all children to demonstrate excellent behaviour to enable them to reach their full potential and set good examples to other children in school. In an instance of behaviour not meeting the required standard, the class teacher will inform you and will discuss this with you. This could be via the phone or through Class Dojo. If the behaviour concerns continue you will be invited into school to discuss this further. Please read the school behaviour policy which gives clear information regarding the expectations of behaviour within the school.

Helping At Home

Reading	By far the most important thing that a child can do at home is read. Children are expected to read each day at home (minimum 5 times a week) and this should be recorded in their reading records. Children are never too old to be heard read or to be questioned on a book that they are reading. The discussion that can come from reading with your child and questioning them can encourage a real love for reading that really helps them in all areas of the curriculum.
Times Tables	In maths there is an expectation that by the end of Year 4 all times tables are known and learnt fluently. Anything you can do to help that knowledge go in and stay in is fantastic. 1. Practise regularly and go back and repeat tables, previously practised. 2. Sing tables in the car; at mealtimes; before bed; walking the dog; at any spare minute! 3. Put a poster at the end of their bed or give them tapes to listen to in the car. 4. Download and regularly use Times Table Rock Stars to practise on a laptop or tablet. https://trockstars.com/ Your child will have an account already set up through school! Practising 'little and often' is always the best way! 
Numbots	 https://numbots.com/ As a school, we provide access to Numbots, which your child can access from home. NumBots is all about every child achieving the "triple win" of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating. The more that a child is exposed to these elements of maths early in their maths journey the better their understanding will be later on. Regular, short bursts of time on this platform work best to help develop their fluency.
Uniform	Please name all items of school uniform and PE kit. You will appreciate this later in the year if an item ever goes missing! Please read and support the uniform guidelines on the website which provides clear information regarding the expectations of uniform. Haircuts and colours must comply with the school guidelines. Long hair must be tied back (this is for safety and hygiene reasons!) Please send your child to school with a water bottle and a break time snack that is a fruit or vegetable. 
PE	On PE days, children should come into school in their PE kit. Please make sure that school PE kit guidelines are followed for PE kit. It is also important to note that children are not allowed to take part in PE whilst wearing earrings (for health and safety reasons). If they are unable to take them out themselves, children must not wear earrings to school on the days that they have PE. Taping over earrings is no longer permitted (in relation to health and safety guidelines issued to schools).
Additional opportunities to help from home	As a school, we believe that the most important thing that you can do from home is to support the children in their reading and developing maths fluency (through Numbots in KS1 and times tables in KS2). The school provides reading resources (through reading books linked to our scheme in KS1 and reading books that have been chosen after completing a Star Reader assessment in KS2) and maths licences to Numbots and Times Table Rockstars to complete as homework throughout the year. If you do wish for additional homework opportunities for your child, below are a few ideas and links to resources that can help. Should you choose to use these resources they do not

need to be brought into school (as teachers assess children based on in class work and activities) but they do link in with the school Bright Futures Curriculum.

Maths



The White Rose Maths Practice Journals provide a record of progress for each child and are a great way to rehearse learning at home that links in with our maths curriculum. Each homework activity is matched to the teaching and learning taking place in White Rose Maths lessons each week. It will take 20-30 minutes to complete. The homework books use the same layouts, colours and language used in the White Rose Maths Workbooks (that we use in school)- making them familiar and easy to access at home. You'll also find lots of great vocabulary tasks to support children's language in the maths classroom and beyond. As well as real world maths activities using items from around

the home.

The book for your child's year group can be purchased from [Amazon](https://www.amazon.co.uk/White-Rose-Maths-Practice-Journal/dp/1782941000).

Spelling

Each week, children will participate in 3 spelling practice sessions. These either link with our phonics scheme (in KS1) or with our book-based writing curriculum (in KS2). If you wish to practice spellings further at home, age-appropriate spelling resources that you could use at home can be found under 'Learning Resources' on the school website

