

<p><b>English</b> <b>How do you explain that?</b> After analysing a variety of explanation texts, the children will use simple organisational devices, for example, headings and sub-headings and will be able to organise paragraphs around a theme. The children will use their knowledge about sound to write an explanation text on how sound travels.</p> <p><b>What is the problem with the plastic bag?</b> This unit is based around the true story of Isatou Ceesay who saw the problem that the proliferation of plastic bags was causing in her country, the Gambia. The children will explore themes and issues, and develop and sustain ideas through discussion. They will develop creative responses to the text and will write with confidence for real purposes and audiences.</p> <p><b>Spelling, punctuation and grammar (SPAG)</b> Revise adjectives and adverbs; Look at patterns in grammar (comparative and superlative forms); Revise suffixes; Practise linking clauses with conjunctions in multi-clause sentences; Using full stops and commas to aid reading with expression and make meaning clear; Fronted adverbials.</p>	<p><b>Maths</b> <b>Times Table Focus:</b> Recall multiples of 3, 6 and 9 up to 12x in any order including missing number and division facts Fluently count in 7s up to 12x</p> <p><b>7 Times Table and Patterns – Unit 5</b> The children will represent counting in sevens as the 7 times table and they will explain the relationship between adjacent multiples of seven. They will use knowledge of the 7 times table to solve problems and they will identify patterns in the times tables. They will represent a square number and they will use knowledge of divisibility rules to solve problems</p> <p><b>Understanding and manipulating multiplicative relationships – Unit 6</b> We will explore what each factor represents in a multiplication and division equation. Children will explain where zero can be part of a multiplication or division expression and the impact it has. They will partition one of the factors in a multiplication equation in different ways and will solve two-part addition and subtraction problems. They will explore the relationship between multiplying a number by 10 and multiples of 10 and will explain why a zero can be placed after the final digit of a single-digit and a two-digit number when we multiply it by 10. They will explain why the final digit zero can be removed from a two-digit and three-digit multiple of 10, when we divide by 10 and they will explain the relationship between multiplying a number by 100 and multiples of 100. They will say why two zeros can be placed after the final digit of a single-digit and a two-digit number when we multiply it by 100 and why the last two zeros can be removed from a three-digit and four-digit multiple of 100 when we divide it by 100.</p>		<p><b>Science – What's the matter?</b> The children will 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, and they will measure or research the temperature at which this happens in degrees Celsius (°C). They will have plenty of opportunities to undertake practical experiments to help them understand the processes of evaporation and condensation, and the water cycle, as well as having the chance to express their understanding in a variety of ways.</p>
<p><b>Reading, Spelling and Homework</b> Please continue to read as much as possible and sign your child's journal. Spellings will continue to go home on a Monday. Please practise these spellings at home with your child. Assignments will be set on Ed Shed which will provide fun games using the weekly spelling lists. Informal spelling tests will take place each Friday.</p> <p>Maths tasks will be set on My Maths each Thursday. Homework Bingo will also be set at the start of each new half term. Completed tasks can be emailed to your child's class teacher, where your child will have the opportunity to share in class with their peers.</p>	<p><b>Year 4 Newsletter Spring 1 2024</b></p> <p><a href="mailto:Lyndsey.urwin@cragside.northumberland.sch.uk">Lyndsey.urwin@cragside.northumberland.sch.uk</a> <a href="mailto:Elle.burns@cragside.northumberland.sch.uk">Elle.burns@cragside.northumberland.sch.uk</a></p>	<p><b>Computing – How can we use ICT in the wider world?</b> The children will explore how font size and style can affect the impact of a text. They will use a simulated scenario to produce a news report and a simulated scenario to write for a community campaign.</p>	
<p><b>Religious Education – What does it mean to be Hindu in Britain today? (Dharma)</b> This unit supports the principal aim of RE: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p> <p><b>PSHCE – What are our rights and responsibilities within our families and the wider society?</b> Key vocabulary: Diversity, Community, Value and respect, Benefits</p>	<p><b>Music</b> <b>Building (Beat)</b> Building themed songs will allow the children to explore different music textures. They will use layers and rondo structure to combine ostinato using body percussion and tuned instruments.</p> <p><b>Around the World- (Pitch)</b> The children will explore pentatonic melodies and syncopated rhythms. They will learn that the fundamental dimensions of music are the same all over the world.</p>	<p><b>History – Why were the Norman castles certainly not bouncy?</b> The children will begin by looking at the three contenders for the throne in 1066, and the battles that were fought between these men before William, Duke of Normandy, was crowned King of England. Children will learn why castles were built, and how to become a Norman knight.</p>	
	<p><b>Gymnastics – Can I create a complex sequence?</b> Key vocabulary – Technique, perform, extension</p> <p><b>Football – Can I play for Newcastle United?</b> Key vocabulary – Control, pass, space</p>	<p><b>MFL – I can...</b> The children will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p> <p><b>Art – Castles</b> The children will draw a range of architectural features that can be found on castles. They will use different drawing methods to show light and dark, and shape and form. They will experiment with different architectural features using a range of materials. The children will use tools to experiment with mark making in clay and they will experiment with ways of joining clay using scoring and slip. Their final piece will be a clay relief of a castle.</p>	

