

**English**  
**Did the Shang Dynasty really exist?**  
 In this unit, the children explore the Big Question: Did the Shang Dynasty really exist? They will read the interactive eBook, retrieving and collating information about China. They will explore historical evidence and timelines, answering questions and considering what information is true and relevant. They will answer the Big Question, planning and writing a non-chronological report.  
**How can we create images through poetry?**  
 The children will explore figurative language, metaphors, similes, personification, free verse, haiku and performance poetry.  
**Spelling, punctuation and grammar**  
 Revising capital letters, Determiners, Revising nouns, Introducing direct speech, standard and non-standard verbs, Noun phrases

**Maths**  
**Times Table Focus:** Introducing 6s in order up to 12 x 6 and relating to multiples of 3. Introducing 9s in order up to 12 x 9 and relate to multiples of 3 and 6  
**Measurement (Unit 4) Area**  
 Area is introduced by children using non-standard units and seeing how many of these will fit inside a shape. Children will be made aware of the need for standard units of measurement and will progress to measuring area by counting the number of centimetre squares that fit within a shape. This unit builds on children's understanding of the properties of squares, rectangles and rectilinear shapes. It extends children's basic comprehension of shapes being 'bigger' or 'smaller' than one another and gives them a tangible way of measuring this. Children already know how to measure the distance around a shape and now are taught how to measure the space inside it.  
**Number (Unit 5) Multiplication and Division**  
 This unit focuses on learning multiplication and division facts - a core part of maths at Key Stage 2. Children will explore multiplication and division, looking first at multiplying and dividing by 3, 6, 9, 7, 11 and 12, and then at multiplying and dividing by 0 and 1, the understanding of which is key to children's mastery of this unit. This unit encourages children to use visual representations to tackle multiplication and division questions. Mastering this unit will certainly have a positive impact on other areas of mathematics such as fractions, decimals and percentages.

**Science**  
**What do we know about sound?**  
**What is sound Year 4 science?**  
 The children will explore and identify the way sound is made through vibration in a range of different musical instruments from around the world. They will find out how the pitch and volume of sounds can be changed in a variety of ways.  

- <https://www.sciencekids.co.nz/sound.html>
- <https://www.topmarks.co.uk/Search.aspx?q=sound>

**Reading and Spelling**  
 Please continue to read as much as possible and sign your child's journal. Spellings will continue to be sent home, in your child's reading journal, every Monday. Please practise these spellings at home with your child. Informal spelling tests will take place the following Monday, each week.  
**Homework:**  
 Maths tasks will be set on My Maths each Thursday. Homework Bingo will 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.

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**Computing**  
**Audio production**  
 In this unit, children will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones). They will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, the children will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, they will evaluate their work and give feedback to their peers.

**Religious Education**  
**What do Hindus believe God is like?**  
 The children will explore the concept of Brahman/God in Hinduism whilst focussing on life as a Hindu in Britain today.  
**PSHCE with RSE**  
**What do we know about identify and diversity?**  
 The children will identify and celebrate similarities and differences in society. They will learn about the meaning and importance of value and respect. We will talk about the implications and dangers of making judgements.

**PE and Sport**  
**Fitness** - Physical: agility, balance, co-ordination, speed, stamina, strength. Social: support others, work safely, communication. Emotional: perseverance, determination, honesty. Thinking: identify areas of strength and areas for development  
**Tag Rugby** - Physical: throw, catch, run, change direction, change speed. Social: support others, inclusion, communication, collaboration, respect. Emotional: determination, honesty, independence, perseverance. Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development

**Geography**  
**Are all settlements the same?**  
 The children will explore different types of settlements, land use, and the difference between urban and rural. They will describe the different human and physical features in their local area and will make land use comparisons with New Delhi.

**MFL - Vegetables** In this unit the children will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.  
**DT - How should your puppets tell their story?** The big task is for children, working in groups, to write a short story with a message and then design and make the puppets and puppet theatre that can be used to tell the story. Planning the production is an important part of the activity, with the performance as its climax.  
**Music**  
**Sounds:** The children will explore the way sounds are produced and classified. They will use their voices to make beatbox sounds, learn to sing four-part songs and perform a jazzy round.  
**Recycling:** The children will create their own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical structures.