

**English****How do you explain that?**

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.

**What is the problem with the plastic bag?**

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.

**Spelling, punctuation and grammar (SPAG)**

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.

**Reading, Spelling and Homework**

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.

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.

**Religious Education - What does it mean to be Hindu in Britain today? (Dharma)**

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.

**PSHCE - What are our rights and responsibilities within our families and the wider society?**

Key vocabulary: Diversity, Community, Value and respect, Benefits

**Maths**

**Times Table Focus:** 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**

**Number (Unit 6) Multiplication and division (2)**

The children will learn to solve more complex problems building on n objects related to m objects, find all solutions and notice how to use multiplication to solve questions. They will use partitioning to divide 2- and 3-digit numbers by a 1-digit number. The children will recap on the concept of a remainder after division, and move on to predicting whether a number will have a remainder and what the number could be if the remainder is given. The children then move on to solve simple 2-step problems that involve all of the four operations.

**Measurement (Unit 7) Length and perimeter**

The children will be introduced to the kilometre and will be using its equivalence to express distances in kilometres and metres. They will then be introduced to the concept of perimeter as the distance around a 2D shape. They will begin by considering squares and rectangles drawn on squared paper and then progress to work with rectilinear shapes where the side measurements are labelled.

**Number (Unit 8) Fractions (1)**

This unit introduces the concept of mixed numbers and improper fractions. The children will explore what happens when a fraction is more than 1 (that is, the numerator is greater than the denominator). They will use this to write, compare and order mixed numbers and will then look at how mixed numbers can be written as improper fractions and vice versa. They will then move on to equivalent fractions using fraction strips and a fraction wall to aid understanding of fraction families.

**Science - What's the matter?**

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><b>Year 4 Newsletter Spring 1 2026</b>  <a href="mailto:Lyndsey.urwin@cragside.northumberland.sch.uk">Lyndsey.urwin@cragside.northumberland.sch.uk</a>  <a href="mailto:Samantha.grice@cragside.northumberland.sch.uk">Samantha.grice@cragside.northumberland.sch.uk</a></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>Cricket</b> - Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier, balance, catch, run</p> <p><b>Football</b> - Dribble, pass, receive, track, balance, jump, run</p>	<p><b>Computing - Logo</b>  This unit introduces the children to Logo programming, focusing on developing their understanding of basic commands and programming concepts. They will learn to create shapes and letters using instructions.</p> <p><b>2BeSafe - Online Reputation</b></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>MFL - Presenting Myself</b>  This unit provides children with the knowledge and skills to present themselves both orally and in written form in French. They will focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and will start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</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. They will use clay in their finished piece.</p>
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