

# Year 4 Newsletter Spring 2026

*Feliz año Nuevo! Happy New Year!*

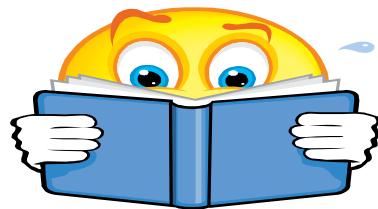
Welcome back to an exciting new term in Year 4. We hope you had a lovely Christmas and are ready for a fun-filled term of learning ahead. We are really looking forward to teaching you. Mrs. Williams will be in class Monday-Thursday and Mrs. Booth will teach on Fridays each week.

Our Big Questions this term are: Would you like to be in their shoes? (Exploring the Industrial Revolution) and Donde en Espana estoy? (Where in Spain am I?) Where in the UK am I?

## Literacy

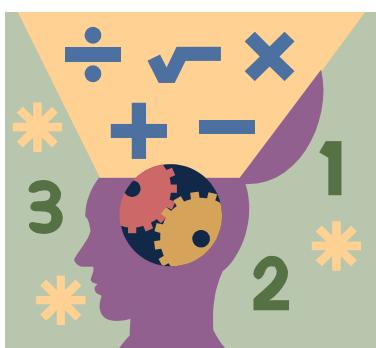
Our Literacy work will be based around:

- \*stories from other cultures
- \*persuasive writing
- \*stories set in imaginary worlds



Please help your child to learn the words/spelling patterns they are given. Spelling assessments will take place on Fridays with Grand Spell at the end of each half term. Please ensure that your child completes their reading record, in detail, (green book) at least 3 times a week. Reading records will be checked every Monday. They should always have a home reading book and their record with them. Volume reading helps writing and spelling, whilst feeding into maths, science and all the other life skills your child needs!

## Maths



We will continue to work hard in maths and this term our focus is on multiplication, division, length and perimeter, fractions and decimals. Your child will have a weekly times tables test and a fortnightly arithmetic test. Children will be encouraged to solve a range of puzzles or problems and explain how they found the answer. We continue to work hard on our recall of times tables facts as we prepare for the multiplication tables check in June. Children should be using TT Rockstars for at least 30 minutes each week. You can also practice the Multiplication Tables Check at the website below:

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

## P.E.

This term P.E. lessons will be gymnastics on Wednesdays and dance on Thursdays. Children will need an indoor PE kit school on both PE days. It is important that all items of clothing are labelled.

## R.E.

We will be presenting the Easter service in Church on the last day of term. During RE we will learn about what it means to be a Hindu in Britain today and we have a visit to a Hindu mandir on Tuesday 20th January. We will also look at why Christians call the day Jesus died Good Friday.



### What does it mean to be a Hindu in Britain today?

### Year Four Knowledge Organiser

#### Wonderful words

Hindu: a follower of Hinduism, sometimes referred to as Sanatan Dharma, the eternal teaching.

Puja: ceremonial worship at home or in the Mandir

Ramayana: one of the great stories of the Hindu Dharma

Shrine: a place of worship for a Hindu either in the home or the mandir

Rama: a very important deity and the hero of the Ramayana

Dharma: Duty. By fulfilling their duty Hindus believe they will attain Moksha

Deity: Brahman channeled into different forms

Mandir: a place where Hindus go to worship.

Diwali: Hindu festival of lights and a festival of good overcoming evil

Sita: the wife of Rama

#### So how does it all work?



Puja in the Mandir or the Home



Rama

Sita



Diwali celebrating good  
overcoming evil in the Ramayana



#### Important information

The Hindu Dharma has its origins in India and is the most ancient of the larger religious worldviews in the world today.

For many Hindus it is important that they connect with Brahman, the ultimate reality and they will perform puja in their home or in the mandir. The puja will take place at the shrine which is often dedicated to a deity within the Hindu Dharma. The shrine will often contain a murti which is a statue of the deity.

The puja focuses the Hindu on Brahman and helps them fulfil their dharma or purpose. Many stories in the Hindu Dharma try to explain what the dharma is for humans and they will help Hindus to fulfil their duty.

One of the great epic poems of the Hindu Dharma is the Ramayana which is connected to the festival of Diwali. The main characters of the Ramayana, Rama and his wife Sita are good examples to Hindus as to how they can fulfil their dharma. The story of the Ramayana is one of good overcoming evil and the festival of Diwali is celebrated all over the world to remember this.

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### Why do Christians call the day that Jesus died 'Good Friday'?

### Year Four Knowledge Organiser

#### Wonderful words

Salvation: being saved or rescued so that Christians are no longer away from God

Jerusalem: the city where the Jewish Temple was located.

Resurrection: Jesus' return to life after dying

Forgiveness: when someone is stopped being blamed or punished for something they have done

Crucifixion: the way Jesus was put to death by nailing him to a cross

Palm Sunday: the first day of Holy Week when Jesus rode into Jerusalem on a donkey

Disciples: the followers of Jesus

Sin: an act which goes against the God's laws

Easter: the Christian festival which remembers the resurrection of Jesus.

Calvary: the hill outside Jerusalem on which Jesus was put to death.

#### So how does it all work?



The Fall – God and humans are apart.



Holy Week



Salvation – God and humans are at one with each other.

#### Important information

The most important festival for Christians is Easter and it is a time when they remember the crucifixion of Jesus on Good Friday and his resurrection on Easter Sunday.

Holy Week is the title given to the last week of Jesus' life and begins on Palm Sunday. On this day Christians remember how Jesus entered the city of Jerusalem on a donkey. The events of Holy Week include Jesus and his disciples sharing a meal which is called The Last Supper, his trial, crucifixion and resurrection.

In the big story of the Bible, Christians believe that the Fall led to a split between humans and God and that Jesus died so that people would receive forgiveness for the sins they have committed. This belief is that Jesus' death led to the salvation of humanity so they can be with God as they were during the Creation and before the Fall.

Good Friday is called good because, by the act of Jesus being crucified on Calvary and by defeating death and being resurrected on Easter Sunday, he restored the relationship between God and humanity. His act of sacrifice although sad became good because Christians believe anyone can be saved and go back to God.

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## ART/DT

This term we will be developing our skills in painting and mixed media, exploring light and dark and sharing our ideas about paintings. In DT we will be designing our own healthy biscuit for a specified purpose and audience.

### Year 4 - Painting and mixed media

Composition	Putting different elements together in a pleasing way
Hue	Describing an exact colour: sky blue, dark green, rose pink
Proportion	How big a part of something looks compared to the rest of it
Shade	Adding black to a colour makes a shade
Shadow	A dark area created when light is blocked
Still life	An artwork showing a collection of things that don't move, e.g. objects rather than people
Tint	Adding white to a colour makes a tint
Tone	The light and dark something is



#### Still life



#### Creating contrast

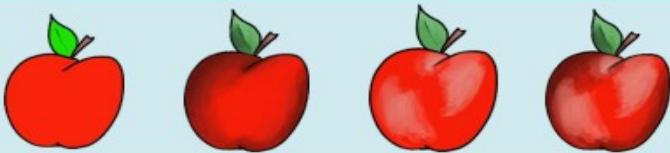


Contrasting texture



Contrasting colours

Using tints and shades can help a painted object appear three-dimensional



Portrait



Landscape

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### Year 4 - Painting and mixed media

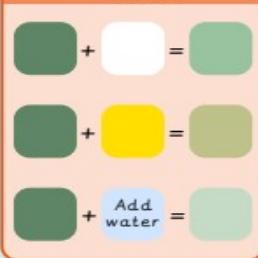


#### Colour mixing



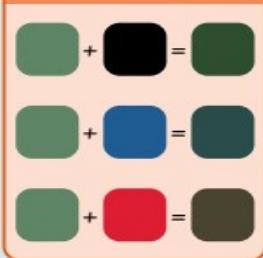
##### Making colours lighter:

- + a lighter colour
- + water
- + white



##### Making colours darker:

- + a darker colour
- + black



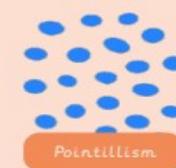
#### Painting techniques



Dabbing



Stippling



Pointillism



Washes



Adding texture to paint



Using different tools

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## SCIENCE

In Science, we will be learning about living things and their habitats, looking at classification keys and food chains and recognising that environments can change and this can sometimes pose dangers to living things.



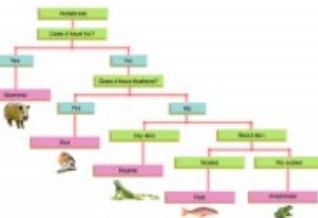
**Year 4: Living Things and Their Habitats and Animals Including Humans- Knowledge Mat (Biology)**

Where do I fit in? Who should I be afraid of?

Subject specific vocabulary	
<b>Carnivore</b>	An animal that eats meat
<b>vertebrates</b>	A vertebrate is an animal that has a backbone.
<b>invertebrate</b>	An invertebrate animal does not have a backbone and 97% of creatures belong to this group. (e.g. insect, worm, octopus)
<b>species</b>	This is the grouping together of similar species of plant, animal and other organisms.
<b>Classification Key</b>	A system which divides things into groups or types.
<b>Criteria</b>	A factor on which something is judged
<b>Food Chain</b>	A series of living things that are linked to each-other because each things feeds on the one next to it in the series.
<b>Habitat</b>	The natural environment in which an animal or plant normally lives or grows.
<b>Biomes</b>	A natural area of vegetation and animals
<b>Herbivore</b>	An animal that eats only plants
<b>Omnivore</b>	A person or animal that eats all kinds of food, including meat and plants.
<b>Prey</b>	An animal being hunted, caught, and eaten by another animal.
<b>Predator</b>	An animal that hunts other animals for food. Cats are important predators on farms, where they kill destructive rodents.
<b>Producer</b>	A plant is a producer because it makes its own food.
<b>Consumer</b>	Something that consumes something like a cow consumes the grass.
<b>Organism</b>	A living thing

**Diagrams**

- A classification key is a tool that is used to group living things to help us identify them.



**Interesting & important facts**

How can living things be grouped?

- All living things, which can also be called **organisms**, have to do certain things to stay alive. These are the **life processes**:

- movement
- respiration
- sensitivity
- growth
- reproduction
- excretion
- nutrition



**Sticky Knowledge**

- Know that Living things can be grouped in a variety of ways according to different criteria (where they live, what type of organism they are, what features they have). For example, a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs. Give reasons for classifying plants and animals based on specific characteristics.
- Know how to use a classification key to group, identify and name a variety of living things in their local and wider environment.
- Know how and why environments can change and how those changes can endanger living things. E.g: How a drought or the building of a new road can effect the creatures within a food chain.
- Know how to construct and interpret food chains.
- Know the terms **producers**, **predators** and **prey** and can identify them within a food chain.

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## COMPUTING

This term we will be looking at effective searching on the internet, learning how to rank results and use advanced searching and filtering. We will also be learning how to design, code, test and debug a program using IF/ELSE statements, coordinates and number variables.

## SPANISH

In Spanish, our topic will be **Mi Familia**. We will be learning how to name family members and ask and answer questions about our families.

**1** Introduce yourself.

Me llamo \_\_\_\_\_

**2** Do you have any siblings?

**Tengo...** (y = and)

Un hermano 

**Dos hermanos** 

**Tres hermanos** 

**3** Or are you an only child?  
(if you are a boy)

**Soy hijo único.** 

(if you are a girl)

**Soy hija única.** 

**4** Who do you live with?

**5** Introduce your family members. What are their names?

**6** How old are they?

**Vivo con...**

**tiene/tienen \_\_ años**

**Mi** **Mis**

Mi madre  Mi padre  Mi hermano  Mi hermana  Mi tía  Mi tío  Mi abuela  Mi abuelo  Mi madrastra  Mi padrastra  Mi hermanastras  Mi hermanastro 

mi madre  **se llama...**

Mi padre  **se llama...**

Mi hermano  **se llama...**

Mi hermana  **se llama...**

Mi hermano  **se llama...**

Mi abuelo  **se llaman...**

1 uno **11 once**  
2 dos **12 doce**  
3 tres **13 trece**  
4 cuatro **14 catorce**  
5 cinco **15 quince**  
6 seis **16 diecisésis**  
7 siete **17 diecisiete**  
8 ocho **18 dieciocho**  
9 nueve **19 diecinueve**  
10 diez **20 veinte**

21 veintiuno **30 treinta**  
22 veintidós **40 cuarenta**  
23 veintitrés **50 cincuenta**  
24 veinticuatro **60 sesenta**  
25 veinticinco **70 setenta**  
26 veintiséis **80 ochenta**  
27 veintisiete **90 noventa**  
28 veintiocho **100 cien**  
29 veintinueve

**REMEMBER:**

- 1 unit of ten
- 2 'y' (and)
- 3 number 1-9

**39** = treinta y nueve  
**78** = setenta y ocho  
**61** = sesenta y uno

## History

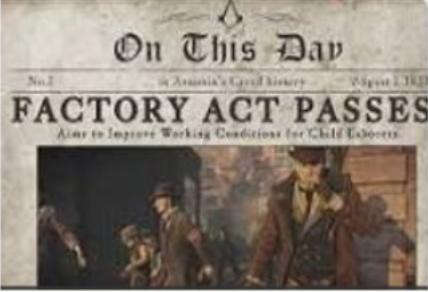
In our history unit we will explore the big question: Would you like to be in their shoes? We will find out about the big changes that happened in Britain and Manchester during the Industrial Revolution; learn about key inventions and their affect on society and explore what life was like for children across this period.



## Year 4: Industrial Revolution in Manchester

Would you want to be in their shoes?

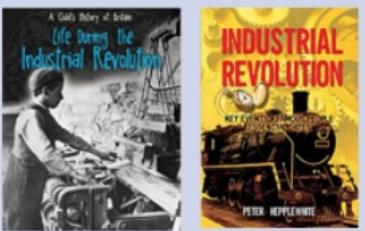
Subject Specific Vocabulary	
industrial	Having to do with industry, business or manufacturing.
revolution	A huge change or a change in the way things are done.
Industrial Revolution	Transition from making things by hand to use of machinery to manufacture things.
labourer	A person doing unskilled manual work for wages.
life expectancy	The average time someone is expected to live.
reform	To change something for the better.
machinery	Equipment using mechanical power to perform a task.
inventions	Something that has never been made before.
rural	Characteristic of the countryside rather than the town.
Urban	Characteristic of a town or city.
workhouse	A place that offered accommodation and employment for the poor.



### Sticky Knowledge

- ❑ Before the Industrial Revolution, Britain was a rural country, most people lived off the land with livestock.
- ❑ Manchester was the world's first industrial city. The Industrial Revolution happened between 1760 and 1840. Huge factories were built and towns expanded.
- ❑ The Industrial Revolution began when people began to realise that coal and steam could be used to power factories, large machines, flour and cotton mills.
- ❑ Children were forced to crawl into dangerous, unguarded machinery which led to many accidents and deaths. They worked up to fourteen hours a day, causing their growth to stunt due to the hard labour.
- ❑ There was frequent "strapping" (hitting with a leather strap) and other punishments which included nailing children's ears to the table, and dowsing them in water butts to keep them awake.
- ❑ In 1833 the Government passed a Factory Act to improve conditions for children working in factories and meant they could only work for a maximum of 10 hours a day.

### Interesting Books



### Significant People

Queen Victoria - Queen of the UK from 1837 to 1901.

Prince Albert - Husband of Queen Victoria

Lord Shaftesbury - Responsible for bringing about reform of Britain's factories.

Dr. Barnardo - Founder of the charity Barnardo's in 1867 - providing homes and education for poor children.

### Important Dates

1833 Factory Act -  
Two hours of education a day compulsory for children working in factories.

1842 Mines Act -  
No child under ten to work in mines.

1847 Ten Hour Act -  
No child to work more than ten hours a day.

## Geography

Later in the term we will begin a comparative study of Spain and the UK, exploring the big question: *Donde en Espana estoy? (Where in Spain am I?) Where in the UK am I?* focusing in further on NW Britain and the region of Catalonia in Spain. We will locate key towns and cities on maps and find out about physical and human features of the two places.



## Europe/Spain Knowledge Mat

Donde en Espana estoy? (Where in Spain am I?)

Where in the UK/World am I?

### Subject Specific Vocabulary

<b>Capital city</b>	A city where the central government and its buildings are located and important decisions are made.
<b>City</b>	A large town e.g. Manchester is a city.
<b>Climate</b>	The general weather conditions that are typical of a place.
<b>Continent</b>	A very large area of land that consists of many countries. Europe is a continent.
<b>European Union</b>	An association of a number of European nations with some shared monetary and political goals.
<b>Euros</b>	Euros is the currency used by many of the European Union countries.
<b>Human Features</b>	Features of land that have been impacted by human activity.
<b>Mediterranean</b>	It is a body of water that separates the continents of Europe, Africa and Asia.
<b>Physical Features</b>	Natural features of land.
<b>Village</b>	A small group of houses in a country area.



### Sticky Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).
- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

**Homework** - We will continue to set spelling, reading and maths homework each week. Please do your best to complete homework in full and on time. Your homework book should be handed in on Monday each week.

This information is designed to help you all have an idea of the topics and key times for some of the events in the spring term. We know we can count on your support for the children's learning. If you would like to discuss any issues, please feel free to call in after 3.30pm any day.

Many thanks.

Mrs. Williams and Mrs. Booth