

New Town Primary School
Our Learning: Year Four - Spring Term 2025-26
Hazel and Hornbeam

	Learning at school	Learning at home
English	<p>In Term 3 we will be looking at two similar fantasy stories: 'Winter's Child' by Angela McAlister and The 'Selfish Giant' by Oscar Wilde. Through these great stories we will be looking at poetry and descriptive writing together with letter and diary entries. Children will be writing sequel stories and narrative poems themed on kindness. In Term 4 'The Lion and The Unicorn' by Shirley Hughes together with 'Odd the Frost Giant' will provide our stimulus for writing. We will continue to use daily spelling, punctuation and grammar sessions to hone the children's writing skills, giving them the confidence to experiment with new vocabulary and sentence structures.</p>	<ul style="list-style-type: none"> • Challenge yourself to read a series of books from book one until the last book. Recommended series' Harry Potter The Magic Faraway Tree The Chronicles of Narnia • Listening to the news: can you bring in an interesting news item to present to the class? CBBC Newsround has a YouTube channel you could enjoy! • Write your own story/picture book and bring it in to share with the class
Maths	<p>We will begin the term by exploring multiplication and division. We will learn to multiply and divide by 10 and 100 as well as factor pairs. Then, we will learn how to multiply and divide using written methods as well as the most efficient way of doing this.</p> <p>We will learn how to multiply and divide using formal written methods of column multiplication and bus stop method for division. We will understand what scaling is and how it can be applied to multiplication and division. Then we will move onto measurements, looking at length, perimeter and area.</p> <p>After this, we will then recognise fractions, including equivalent fractions. We will explore what a mixed number is, how to order these, and how to turn these into improper fractions. After this, we will compare and order fractions and calculate fractions of an amount. Then we will add and subtract fractions.</p> <p>We will then move on to our topic of decimals, exploring tenths and hundreds. We will be able to place these on a number line and use our knowledge of place value to divide 1 and 2 digit numbers by 100.</p> <p>We will use our reasoning and problem solving skills to answer mathematical questions. We will reflect back on addition, subtraction and place value and will apply it to our new topics. There will be a continued focus on fast mental recall and use of multiplication and division facts for multiplication tables up to 12×12.</p>	<ul style="list-style-type: none"> • Revise your number bonds up to 20, 50 and 100. • Practice your times tables up to 12×12 – all children have a TT Rock Stars account to support this which can be accessed from: https://play.ttrockstars.com/auth/school/student/70062 • If you are unsure about using TTRS, please contact the school and we will be happy to assist. • Use 'Hit the Button' to practice their Times Tables. https://www.topmarks.co.uk/maths-games/hit-the-button • Remember, there is a standardised times table test at the end of Year 4. This test will primarily focus on the 6, 7, 8, 9, 11 and 12 times tables. • We will be checking weekly, to see your child's progress on TT Rock Stars.

<p>Topic</p>	<p>In Spring term one our topic focuses on the Polar Regions. We will look at what climate is like in the polar regions, some physical geography of Greenland and also research how humans live in the polar regions. We will learn about the effects that humans are having on the polar regions as well as what is being done to protect the polar regions. In spring two, we will study what Britain was like after the Romans left. We will investigate the reasons why the Anglo Saxons came to Britain and how society was organised in Saxon Britain and what life was like during the era often known as the 'Dark Ages'. In our Art lessons we will be exploring still life, which is when artists work in response to static objects around them. We will use line, shape, colour, texture and form to help us give meaning to our work, and explore composition, foreground, background and negative space. In DT We will examine the range of foods available to our Anglo-Saxon forbearers and creating nutritious warming soups and foods that were available before the advent of potatoes! In science we shall continue with our topic on the human body before moving onto – Changing State: an exciting topic which gives us lots of practical experiment opportunities. We will continue to practice using accurate scientific vocabulary to enhance our understanding of our topic. In RE we will be learning about Islam and how the Qu'ran and Mosque play a strong part in guiding Muslims in their daily lives. During PE lessons we will be improving our dance skills and techniques. We will work to develop our coordination, practical game skills through tennis, and work on our core strength and mindfulness in yoga, before moving on to exploring different dances.</p>	<ul style="list-style-type: none"> • Take a visit to a wildlife park or zoo. You can also take a virtual look at some animals though live cameras at some of the biggest zoos. https://www.mangolinkcam.com/webcams/zoos/edinburgh-zoo.html • Practice using the topic vocabulary by sharing your learning with your family - show off your knowledge organiser and explain what you have learnt. • Put 'for children' after your search topic and use search engines such as Swiggle, Kid Rex or Safe Search UK to keep children safe and bring up appropriate information.
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Our class expectations

<p>Every day</p>	<ul style="list-style-type: none"> • Arrive at school on time - 8.45 • Wear the correct uniform - both school uniform and PE kit. • Have a positive attitude to learning!
<p>Every week</p>	<ul style="list-style-type: none"> • Complete and hand in homework to your class teacher • Read at home at least five times, and record this in your reading record • Learn spellings and the related spelling rule in preparation for spelling test on Friday • Wear the correct school PE kit on your class PE day. • <u>Hazel – Wednesday and Thursday</u> • <u>Hornbeam – Monday and Friday</u> • Practice weekly times table ready for maths facts test on Friday.

Reading Expectation

All children should be reading at home **at least five times per week**. Books should be brought into school **every day**.

Parents/carers should be **signing reading records at least five times per week** to show when reading has been done. Reading records should be brought into school **every day**.

Some questions to ask your child while reading together

- Look at the front cover. What could the book be about?
- Who is the author?
- What is an illustrator? What do they do?
- What does that word mean? Read the words around it to help you figure it out (context)
- How can you read an unfamiliar word? Can you use your Fred talk and then blend?
- Who are the main characters in the story?
- What do you think will happen next?
- How do you think that character feels? Why? How would you feel in that situation?
- Can you predict how the book will end?
- Who is your favourite character? Why?
- Is there a hidden message in the story? What is it?
- Can you retell the story in your own words?
- Do you like how the story ended? Can you think of another way the book could have ended?



Reading tracker and competition

We are running a whole school reading competition. Teachers are tracking how many times pupils in their class have their reading records signed each week. These figures are then added to our reading race board and the class that has their reading records signed the most in a term wins the reading trophy.

There are also individual prizes to be won so get reading and signing.

Reading record signed 50 times: School book mark



Reading record signed 75 times: Reading book

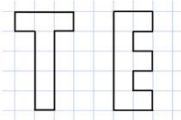
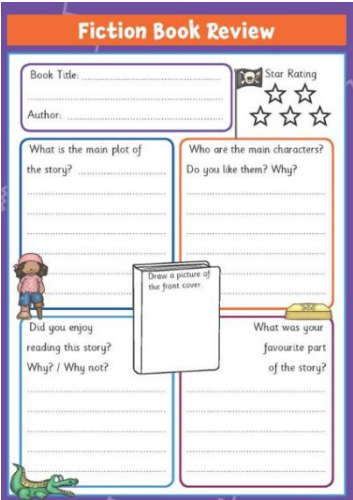

Reading record signed 100 times: Gold pin for jumper






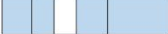


Reading record signed 150 times: Medal


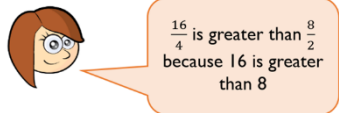
Reading record signed 250 times: Trophy

Reading record signed 300 times: Tea party with the headteacher

Week commencing	Topic based skills homework	Spellings	Maths												
<p>INSET DAY – 5th January</p> <p>6th-9th January 2026</p> <p>Due date 14th January</p>	<p>Science</p> <p>Research your favourite animal and create a fact-file about its natural habitat. Where does it live? Why does it live there? What does it eat and drink? Where does it get its food from? What is important for it to be able to survive? Could it survive anywhere else?</p> <p>Use the following websites to inform your research or ask to borrow books from school.</p> <p>www.wildlifetrusts.org www.wildlifewatch.org.uk www.rspb.org.uk</p>	List 1	<p>4x tables and division facts up to 12</p> <p>Here is one batch of muffins.</p>  <p>Teddy bakes 11 batches of muffins. How many muffins does he have altogether? In each batch there are 3 strawberry, 3 vanilla, 4 chocolate and 2 toffee muffins. How many of each type of muffin does Teddy have in 11 batches? Teddy sells 5 batches of muffins. How many muffins does he have left?</p>												
<p>12th – 16th January 26</p> <p>Due date 21st January</p>	<p>Life Skills</p> <p>It is important to recognise acts of kindness Create a poster showing different ways of being kind. Include: Heading Illustrations Short sentences/phrases</p>	List 2	<p>8x tables and division facts up to 12</p> <p>Teddy and his mum were having a reading competition. In one month, Teddy read 814 pages.</p>  <p>His mum read 4 times as many pages as Teddy. How many pages did they read altogether? How many fewer pages did Teddy read? Use the bar model to help.</p> <table border="1" data-bbox="1161 1088 1485 1149"> <tr> <td>Teddy</td> <td>814</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mum</td> <td>814</td> <td>814</td> <td>814</td> <td>814</td> <td>814</td> </tr> </table>	Teddy	814					Mum	814	814	814	814	814
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<p>19th – 23th January 26</p> <p>Due date 28th January</p>	<p>Geography</p> <p>Do some research and write a report answering the following questions</p> <ol style="list-style-type: none"> 1. What are some of the challenges affecting our frozen environments? 2. What are some of the wildlife that live in the frozen environments? 3. What is being done to help the frozen environments? <p>You can use this website to guide you: https://www.wwf.org.uk/where-we-work/frozen-environments</p> <p>Include a main title, subheadings, information written in paragraph/bullet point form, illustrations to support your content</p>	List 3	<p>2x tables and division facts up to 12 4x tables and division facts up to 12 (take note of the connection between these timetables)</p> <p>Choose three digit cards. Arrange them in the calculation.</p> $\square \times \square \times \square = \square$ <p>How many different calculations can you make using your three digit cards? Which order do you find it the most efficient to calculate the product? How have you grouped the numbers?</p> <table border="1" data-bbox="1217 1720 1449 1753"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> </table>	0	1	2	3	4	5	6	7	8	9		
0	1	2	3	4	5	6	7	8	9						
<p>26th -30th January 26</p> <p>Due date 4th February</p>	<p>RE</p> <p>What is the Muslim holy book called? Where do Muslims go to pray? Can you name places of pilgrimage that Muslims would visit?</p>	List 4	<p>4x tables and division facts up to 12 8x tables and division facts up to 12 (take note of the connection between these timetables)</p>												

			<p>Which of these shapes has the longest perimeter?</p>  <p>Explore other letters which could be drawn as rectilinear shapes.</p> <p>Put them in order of shortest to longest perimeter.</p> <p>Can you make a word?</p>
<p>2nd – 6th February 26 Due date 11th February</p>	<p>Reading Take a book from the book corner home and write a book review for us to photocopy and add to the book corner for other children in the class to see – present this as a poster.</p> <p>What is the title of the book? Who is the author of the book? Did you enjoy the book? Who was your favourite character? What was the book about? Would you recommend this book to someone else?</p> <p>Give the book a star rating.</p> 	<p>List 5 ·</p>	<p>3x tables and division facts up to 12</p> <p>You have 10 paving stones to design a patio. The stones are one metre square.</p> <p>The stones must be joined to each other so that at least one edge is joined corner to corner.</p>  <p>Use squared paper to show which design would give the longest perimeter and which would give the shortest.</p>
<p>9th – 13th February 26 Due date 18th February</p>	<p>Music Find out a family members favourite piece of music from when they were young and listen to it.</p> <p>Write a review of what you think of it, including your favourite / least favourite parts and give it a rating out of 5 stars.</p>		
<p>HALF TERM: 16th – 23rd February 2026</p>	<p>Enjoy your holiday!</p>		

<p>INSET DAY – 23rd Feb</p> <p>24th – 27th February 26</p> <p>Due date 4th March</p>	<p>PE – Games</p> <p>Create/adapt a game to play with your friends on the playground.</p> <p>Write a set of instructions to go with the game that you have thought of.</p> <p>Include:</p> <p>A title for your game</p> <p>The recommended number of players</p> <p>The skill your game is developing</p> <p>Step by step instructions to playing</p> <p>A set of game rules</p>	<p>List 6</p>	<p>4x tables and division facts up to 12</p> <p>Here is a rectilinear shape. All the sides are the same length and are a whole number of centimetres.</p>  <p>Which of these lengths could be the perimeter of the shape?</p> <p>48 cm, 36 cm, 80 cm, 120 cm, 66 cm</p> <p>Can you think of any other answers which could be correct?</p> <p>10 © White R</p>
<p>2nd -6th March 26</p> <p>Due date 11th March</p>	<p>History</p> <p>Do some research on Sutton Hoo – what is it? Why is it important?</p> <p>Combine your history and art skills. Draw a landscape picture of Sutton Hoo and write a short descriptive paragraph about its significance to the Anglo-Saxon period.</p>	<p>List 7</p>	<p>8x tables and division facts up to 12</p> <p>Ron has two strips of the same sized paper. He folds the strips into different sized fractions. He shades in three equal parts on one strip and six equal parts on the other strip.</p> <p>The shaded areas are equal.</p> <p>What fractions could he have folded his strips into?</p>
<p>9th -13th March 26</p> <p>Due date 18th March</p>	<p>PE – Dance</p> <p>Learn part of a traditional dance of the country your family originally came from?</p> <p>Share what you have learned with the rest of the class.</p> <p>Try to know the name of the dance and the country from which it originates.</p>	<p>List 8</p>	<p>2x tables and division facts up to 12</p> <p>4x tables and division facts up to 12</p> <p>(take note of the connection between these timetables)</p> <p>Which representations of $\frac{4}{5}$ are incorrect?</p>      <p>Explain how you know.</p> <p>3 © White</p>
<p>16th - 20th March 26</p> <p>Due date 26th March</p>	<p>Life Skills</p> <p>Rules are important in our society.</p> <p>Write down 5 rules that you follow in school.</p> <p>Write down 5 rules that you follow outside of school.</p> <p>Write down 5 laws that you can think of.</p>	<p>List 9</p>	<p>4x tables and division facts up to 12</p> <p>8x tables and division facts up to 12</p> <p>(take note of the connection between these timetables)</p>  <p>The school kitchen needs to buy carrots for lunch.</p> <p>A large bag has 200 carrots and a medium bag has $\frac{3}{5}$ of a large bag.</p> <p>Mrs Rose says,</p> <p>I need 150 carrots so I will have to buy a large bag.</p>  <p>Is Mrs Rose correct? Explain your reasoning.</p> <p>25 © White Rose M</p>

<p>23rd – 27th March 26</p> <p>Due date 15th April</p>	<p>Reading/Writing Become an author Write a horror story using this picture as a stimulus for your writing Include: A title for your story A beginning, middle and end Characters Plot of the story</p> 	<p>List 11</p>	<p>Revise 10,5,2,3,4,8 division facts up to 12</p> <p>Rosie says,</p>  <p>Do you agree? Explain why.</p>
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<p>EASTER HOLIDAYS</p> <p>30th March - 13th April</p> <p>INSET DAY 13th April</p>	<p>History Project: Make an Anglo-Saxon Great Hall fit for a great warrior king to feast in with his family and supporters. Here are some ideas but you can be as creative as you would like!</p> 
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Your topic homework will not be marked, but will be celebrated in class.
Your spellings and maths facts will be tested every week in school, so that you can see how you are improving.
Of course, the learning does not have to stop here: we would love you to continue their learning at home in any way you feel you would like to, and we are always happy to hear about extra facts you've found out, listen to stories you've written or how you might have cracked the next times table set you need to work on. Learning never stops!

Spelling lists for the Spring Term

Year 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
January	question	adoration	basically	treasure	poisonous
February	reign	admiration	kindly	creature	famous
March	separate	imagination	slowly	nature	enormous
April	strange	differentiation	loudly	leisure	glamorous
Wednesday	woman/women	damnation	crossly	puncture	outrageous
Thursday	strength	information	quietly	pleasure	dangerous
Friday	therefore	preparation	angrily	furniture	various
Saturday	though	concentration	gently	adventure	jealous
May	thought	taxation	simply	literature	vigorous
month	through	sensation	humbly	mixture	serious

<p>Spelling Rule: Common words from Key Stage 1 and setting nonnegotiables. Days of the week and months of the year.</p> <ul style="list-style-type: none"> • The word list should be introduced on Monday and revisited throughout the week. • Children should learn the meanings and be able to apply these words in sentences. 	<p>Spelling Rule: Year 3/4 Statutory word list</p> <ul style="list-style-type: none"> • Words from the Year 3/4 Statutory word list should be introduced on Monday and revisited throughout the week. • Relate to phonics and identify tricky bits • Develop word families where appropriate. • Children should learn the meanings and be able to apply these words in sentences. • Use dictionaries to find meanings. 	<p>Spelling Rule: Suffix -ation</p> <p>The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>Spelling Rule: The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with –le, the –le is changed to –ly. (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</p>	<p>Spelling Rule: Children will have visited ‘ure’ as a phoneme.</p> <ul style="list-style-type: none"> • Encourage them to count phonemes as revision • Encourage them to listen to the sounds in the middle of the words. <p>The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.</p>	<p>Spelling Rule: Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e</p>
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Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
March woman/ women differentiation hesitantly leisure crossly capture Thursday suppose serious	green white eighty three twelve blue orange turquoise four eleven	actual(ly) appear bicycle build calendar address arrive breath busy caught	corrosion mansion pension session occasion division decision mission submission version	expression permission action expression permission extension musician invention hesitation tension	gym gymn myth crypt crystal mystery pyramid symbol syrup typical
<p>Spelling Rule: Review and assessment of spelling taught this half term.</p> <ul style="list-style-type: none"> • Common Words – Words children are expected to spell correctly at all times. Statutory word list and adding prefixes and suffixes to these where appropriate • The Suffix -ation • The Suffix -ly • Words with endings sounding like /ʒə/ or /tʃə/ - ure • The Suffix -ous 	<p>Spelling Rule: Common words from Key Stage 1 and setting non-negotiables. Days of the week and months of the year.</p> <ul style="list-style-type: none"> • The word list should be introduced on Monday and revisited throughout the week. • Children should learn the meanings and be able to apply these words in sentences. 	<p>Spelling rule: Year 3/4 Statutory word list</p> <ul style="list-style-type: none"> • Words from the Year 3/4 Statutory word list should be introduced on Monday and revisited throughout the week. • Relate to phonics and identify tricky bits • Develop word families where appropriate. • Children should learn the meanings and be able to apply these words in sentences. • Use dictionaries to find meanings. 	<p>Spelling rule: Endings which sound like /ʒən/</p> <ul style="list-style-type: none"> • Make sure meaning is established. • Look at word families – divide, division • Challenge to find more words • If the ending sounds like /ʒən/, it is spelt as -sion. 	<p>Spelling rule: Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian.</p> <p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se.</p> <p>Exceptions: attend – attention, intend – intention. -cian is used if the root word ends in c or cs.</p>	<p>Spelling rule: The /ɪ/ sound spelt y elsewhere than at the end of words</p> <ul style="list-style-type: none"> • Use phonics to support spelling. Which bit is tricky? • Ensure ‘y’ is on phoneme grapheme chart under short ‘i’.

Challenge: Earn yourself some extra house points!

1 House Point – whilst learning each spelling list every week, could your child choose **five** of the words and put them into five separate interesting sentences.