



Dear Parents and Carers,

Happy New Year and welcome to Spring Term 1 in Year 4 at Newhall Junior School. We hope that you had an enjoyable, peaceful Christmas and that the children are well rested. We are looking forward to continuing to work hard and make further progress this half term.

### Curriculum

This term we will be asking 'How does water go round and round?' in Geography and studying Dangers to Living Things in Science, whilst we will be focusing on programming with a focus on repetition in shapes in Computing. In PSHE, we will be considering our Dreams and Goals and asking 'How do Jewish beliefs, teachings and stories impact on daily life?' in RE. Football and dodgeball are our PE topics and the children will be focusing on adapting recipes in our DT lessons. In Maths, we will explore 'Multiplication and Division', before moving onto 'Length and Perimeter'. We will write a persuasive letter based on green living and sustainability and then write a character description and a retelling of a narrative based on our class book, *The Legend of Podkin One-Ear* by Kieran Larwood. We will continue to read a variety of fiction and non-fiction texts, linked to our Science and Geography topics, in Reading.

We will continue to collaborate with the South Derbyshire Music Partnership. Your child, if they have not already, will have the opportunity to bring their clarinet home with them to practice, should they wish to. Please ensure the relevant paperwork has been returned to school. Please note, music lessons will take place on a **Thursday** and clarinets will need to be brought to school.

A long-term plan and a curriculum map are available on the school website, under the 'curriculum' tab. These documents will provide more detail on the curriculum here at Newhall Junior School.

### PE

PE lessons will be on a **Thursday** and **Friday** this term. These sessions will be outside, where possible, so please ensure that your child is dressed appropriately. Children should be wearing their PE kit – please refer to the uniform policy on the school website. Children will need to have their hair tied back and have either removed their earrings or be able to take them out themselves.

### Communication

At Newhall Junior School, we believe that strong communication between home and school is essential to supporting your child's success. To help ensure that information is shared clearly and concerns are addressed promptly, we follow a structured communication plan.

This plan outlines the key channels through which parents and carers can connect with the school. Your child's class teacher is always your first point of contact. They know your child best and are well-



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placed to support their learning and well-being. We are committed to working in partnership with you to create the best possible experience for your child. The Communication Plan is attached.

### **Homework and Spellings**

A reminder that children should be accessing Times Tables Rockstars and Spelling Shed (please see your child's reading diary for their login details) 4 times per week. This will continue to be monitored by your child's class teacher. Spelling Tests will be completed on a **Thursday** morning, with new spellings given out afterwards.

### **Lost Property**

To cut down on the amount of lost property each term, please could you ensure all of your child's belongings are clearly labelled. This includes uniform, coats, lunch boxes and water bottles.

### **Reading**

Your child is encouraged to bring their reading book home each day, along with their reading diary. Please set aside time at home for your child to read quietly or to an adult. Reading at home, when it is a regular habit, has a remarkable impact on reading progress. We ask that children read at least 4 times per week at home and that this is evidenced in their reading diary by an adult.

If you have any issues, please do not hesitate to get in touch.

Yours faithfully,

The Year 4 Team



## Year 4 Unit Three Curriculum Map



### Maths

We will focus on multiplication and division, using our division and multiplication facts to help. We will learn to multiply and divide up to 3-digit numbers by a 1-digit number. Additionally, we will study length and perimeter, learning how to find missing lengths in rectilinear shapes.

**Vocabulary:** multiplication, division, multiples, factor, method, area, perimeter, rectilinear, polygon, rectangle, kilometres, metres.

### Writing

We will be focusing on sustainability and how we can reduce plastic pollution before writing a persuasive letter. We will use our class book, *The Legend of Pooking One-Ear*, to write a character description and a diary entry. We will focus on authorial choice and how to use emotive language effectively.

**Vocabulary:** persuasion, diary entry, fronted adverbial, compound sentence, complex sentence, co-ordinating conjunction.

### Reading

We will be learning to develop our reading skills across different text types, including fiction, non-fiction and poetry. We will develop our oracy skills through classroom-based discussion. We will build on and develop our inference, retrieval, prediction, language understanding and summarising skills.

**Vocabulary:** retrieval, inference, predict, summarise, decoding, fluency, structure, root word, prefix, suffix.

### Science

#### Dangers To Living Things

Children will recognise that environments can change and that this can pose danger to living things. We will construct and interpret food chains, identifying producer, prey, consumer and predator. Children will realise the availability of food is an important factor when considering how animals adapt to changes in habitat.

**Vocabulary:** producer, prey, consumer, predator, environment, habitat, herbivore, omnivore, carnivore, ecosystem, pollution, wildfire, drought.

### Geography

#### Rivers and the Water Cycle

We will be learning about the water cycle and introduce the concept that water flows downhill. We will focus on mountains and carry out a case study on the River Thames, as well as focusing on other major rivers of the world.

**Vocabulary:** source, meander, tributary, mouth, tributary, U shaped valley, V shaped valley, evaporation, condensation, collection, precipitation

### Art

#### Painting and Mixed Media

We will be exploring various painting techniques, concluding the unit with a still life. Additionally, we will learn to create mix tints and shades by adding white or black paint, before exploring how to create a 3D effect when painting.

**Vocabulary:** tint, vivid, shade, shadow, mark-making, texture, technique, portrait, pattern, composition, grid.

### RE

How do Jewish beliefs, teachings and stories impact on daily life?

We will be learning how the teachings of the Jewish holy texts impact on the lives of members of different Jewish groups today. We will reflect on food choices and why people would choose to eat certain groups of food.

**Vocabulary:** Jews, Torah, synagogue, kosher, vegan, authority, Passover, Kishrut, Seder.

### PSHE

#### Dreams and Goals

In this unit, the children will explore how it feels to have hopes and dreams, considering how to overcome obstacles when working towards a goal. We will discuss how to manage feelings of disappointment and how it might help to think positively, reflecting on our experiences.

**Vocabulary:** determination, resilience, commitment, disappointment, self-belief, motivation, perseverance.

### French

#### At School

We will be using language linked to school. We will discuss how the children get to school, discussing the items inside a pencil case and learning about different subjects at school. In addition, we will learn how to use language relating to units of time.

### PE

#### Dodgeball & Football

In dodgeball, we will be learning how to throw, dodge and manipulate our bodies to effectively play dodgeball. In football, we will be developing our skills of passing, shooting and tackling.

**Vocabulary:** stamina, agility, dodge, throw, shooting, passing, tackling, movement, teamwork.

### Computing

#### Programming A - Repetition in Shapes

We will explore our first of two units of programming and explore loops and repetition within shapes and patterns. The children will use Logo, a text-based programming language to create programs by planning, modifying and testing commands.

**Vocabulary:** loop, program, modifying, language, command, pattern, repeat.



# NEWHALL JUNIOR SCHOOL

Lionheart Educational Trust

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## Communication at Newhall Junior School



The following plan outlines the communication channels at Newhall Junior School.

### Stage 1 – Child's Class Teacher

Please speak to your child's class teacher regarding your concern or question. The class teacher is the best person to speak to first as they know your child so well. They will always endeavour to come back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



### Stage 2 – Phase Leaders: Mr Lander (Year 3 & Year 4) or Mr Wibberley (Year 5 and Year 6)

Yourself or the class teacher may decide to move to stage 2. The Phase Leaders are all on the Leadership Team. An appointment or phone call will be arranged either via the school office or through direct contact with the Phase Leader themselves. Please note that our Phase Leaders are also full-time class teachers, but they will endeavour to get back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



### Stage 3 – Assistant Head of School: Mrs Smith (Inclusion Lead)

If you have spoken to the Phase Leader but would like further support from school, you will be directed to speak to the Assistant Head of School. Alternatively, if your concern is regarding SEND or Inclusion then you may contact the Assistant Head of School directly. An appointment or phone call will be arranged either via the school office or through direct contact with the Assistant Head of School. There may be several meetings or conversations that take place at this stage.



### Stage 4 – Head of School: Mrs Weaver

If you have spoken to the Assistant Head of School and your concern or question continues then you will be directed to speak to the Head of School. Please request an appointment with the Head of School by contacting the school office. There may be several meetings or conversations that take place at this stage.

