



Dear Parents and Carers,

Welcome to Summer Term 1 in Year 4 at Newhall Junior School. We hope that your family had a wonderful Easter break and we look forward to working with the children for their final term in Year 4.

We are excited to announce that we will be given the opportunity to take part in a **Bikeability** program on the school playground from **Wednesday 6th May** until **Friday 8th May**. Children will complete a Learn 2 Ride course, if necessary, and a Level 1 course (children will complete Level 2 when they are in Year 6). Further information shall be provided imminently, and consent can be provided via a QR code. There is an option to borrow a bicycle and a helmet.

Curriculum

This term we will be asking 'How does the Earth roll, rattle and shake?' in Geography and studying 'Changes of State' in Science. We will be learning how to edit photos and create media in our Computing sessions. In PSHE, we will be exploring building positive, healthy relationships and asking 'How does celebrating Shavuot help Jewish children feel closer to God?' in RE, as we focus on Judaism. Athletics and rounders are our PE topics and the children will be exploring light and dark in our painting and mixed media Art sessions. In Maths, we will explore decimals, before moving onto money and time. In writing, we will write an internal monologue, a setting description and then write an alternative ending to our new class book, 'The Firework-Maker's Daughter' by Philip Pullman. We will continue to read a variety of fiction and non-fiction texts, linked to our Science and Geography topics, in Reading. Please refer to the Curriculum Map, found on the school website, for further detail on your child's learning.

PE

PE this term will be on a Monday and Friday for **4I** and a Thursday and Friday for **4L**. These sessions will be outdoors where possible so please that your child is dressed appropriately. Children should be wearing their school PE kit - please refer to the school's uniform policy on the school website. Children also need to have hair tied back and have 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-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.



**NEWHALL
JUNIOR SCHOOL**
Lionheart Educational Trust

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Executive Headteacher Robert Prior
Head of School Clare Weaver

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 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 Five Curriculum Map



Maths

We will continue our work on decimals before moving onto money and time. We will learn to round, compare and order decimals, as well as how to partition them. Additionally, we will learn to compare, estimate and calculate money problems. Children will learn to convert between analogue and digital times, as well as converting to a 24-hour clock.

Vocabulary: decimal, partition, order, compare, tenth, hundredth, analogue, digital, convert, estimation, commutative.

Science

Changes of State

Children will identify, group and describe different materials as solids, liquids and gases. We will observe that some materials can change state when they are cooled or heated. We will explore evaporation and condensation and link these to changes in temperature.

Vocabulary: condensation, evaporation, solid, liquid, gas, particles, materials, properties, temperature.

RE

How does celebrating Shavuot help Jewish children feel closer to God?

We will be learning how Jewish people celebrate Shavuot, a Jewish holiday which celebrates the giving of the Torah. Children will learn about the importance of prayer and begin to explain how it impacts Jewish lives.

Vocabulary: Shavuot, promise, ceremony, Rabbi, pilgrimage, Torah, synagogue.

Writing

We will be writing an internal monologue based on an argument between 2 main characters centred on our class book, The Firework Maker's Daughter by Philip Pullman. We will write a setting description, describing the Indonesian jungle. Children will write a new ending, focusing on how to effectively use speech and speech punctuation.

Vocabulary: monologue, contraction, speech punctuation, conjunction, expanded noun phrase.

Geography

Volcanoes and Earthquakes - How does the Earth shake, rattle and roll?

We will be learning about the earth's structure, looking particularly at the causes of earthquakes and volcanoes. We will explore the effect they have on populations and discuss why people choose to live in these areas. Children will also learn about the Pacific Ring of Fire.

Vocabulary: tectonic plates, crust, lava, magma, mantle, epicentre, boundary, tsunami, Richter scale

PSHE

Relationships

In this unit, the children will explore what 'Relationships' both with humans and animals. We will explore friendships, why people may feel jealousy and discuss what 'love' and 'loss' mean. We will explore how to show appreciation to the people and animals that are special to us.

Vocabulary: jealousy, relief, compromise, relationship, love, loss, memory, feelings.

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.

Art

Painting and Mixed Media

Children will develop their understanding of contrast, colour mixing, and painting techniques through the exploration of still life. We will explore how to create contrast using texture and colour. Children will be introduced to a range of techniques, including dabbing, stippling, pointillism and washes.

Vocabulary: composition, abstract, mark-making, shade, texture, tint, stippling.

French

My Home

We will be using language linked to the home. Children will learn vocabulary linked to the bedroom, the kitchen and their home. We will explore language linked to our daily routine. We will continue to consolidate our understanding and knowledge of French phonics.

PE

Rounders and Athletics

In rounders, we will be developing our core skills of throwing, striking a ball and catching, as well as how to field. In athletics, we will be focusing on stamina, sprinting, jumping and throwing.

Vocabulary: throwing, jumping, sprinting, endurance, accuracy, fielding, flexibility.

Computing

Creating Media - Photo Editing

Children will develop their understanding of how digital images can be edited and changed. We will introduce learners to the concept of editing images and discuss whether it is ethical. We will learn to crop, experiment with colour effects and use photo editing software.

Vocabulary: edit, image, manipulate, project, crop, cut, storyboard, colour effects.



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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.

