



Dear Parents and Carers,

Welcome to the Autumn term 2 at Newhall Junior School. We must commend the children for how well they have settled into the challenges of Year 4 and we look forward to settling into our temporary new building over the next few months. The children began the half term with a visit from Widget Workshop, who hosted an Ancient Egyptian workshop. Please do consider paying a voluntary contribution for this experience through Beehive. We do hope that we are able to continue to offer children these experiences, but we do rely on voluntary contributions in organising such events.

Curriculum

This term, we will be asking 'How much did the Ancient Egyptians achieve?' in our History lessons. In Science, we will be Grouping Living Things, whilst in RE we will be studying Judaism, asking 'What is the best way for a Jew to lead a good life?'. In Writing, we will write a poem based on 'The Sound Collector' before writing a setting description and narrative based on The Midnight Fair. In Maths, we will cover place value, including representation and partition of numbers, addition and subtraction, using formal written methods. We are fortunate to be working with the South Derbyshire Music Centre this year and all children will begin a 30-week programme in learning to play the clarinet. These instruments will be provided as part of the programme.

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 Tuesday and Friday this term. Children will complete Outdoor Adventurous Activities (OAA) and gymnastics sessions. 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-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



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Lionheart Educational Trust

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Executive Principal Robert Prior
Head of School Clare Weaver

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 **Friday** afternoon, 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 Two Curriculum Map



Maths

We will focus on multiplication and division, using our division and multiplication facts to help. We will continue to focus on times tables and ensuring fluency. Additionally, we will study measurement, specifically area. We will count squares, make shapes and compare the area of given shapes.

Vocabulary: multiplication, division, multiples, area, shapes, compare, bar model, array, product, greater than, less than, division.

Science

Human Nutrition

Children will develop their understanding of personal health. We will learn about human nutrition, dentition and digestion. Children will be able to describe the functions and basic parts of the digestive system and identify different types of teeth in mammals.

Vocabulary: Herbivore, Carnivore, Digestive system, oesophagus, stomach, gall bladder, small intestine, pancreas, large intestine, liver, lungs, heart, tooth, canine, incisor, molar, premolar, producer, consumer.

RE

What is the most significant part of the Christmas story for Christians today?

We will be learning about which symbols we associate with Christmas are important for Christians today. We will focus on the nativity story and study the significance and symbolism of the Christingle.

Vocabulary: Christmas, Christingle, bible, nativity, Jesus, incarnation, symbol, angel, candle.

Writing

We will be learning to write a persuasive advert, a diary entry and a character description based on 'The Miraculous Journey of Edward Tulane' by Kate DiCamillo. We will continue to teach spelling rules and patterns.

Vocabulary: persuasion, diary, formal, informal, fronted adverbial, noun phrase, prepositional phrase, repetition, onomatopoeia, speech punctuation, inverted commas

History

How Much Did The Ancient Egyptians Achieve?

We will be learning about the achievements of the Ancient Egyptians: who they were, what they did and whether this period deserves to be known as one of the most important early civilisations.

Vocabulary: pyramid, shaduf, sarcophagus, sphinx, pharaoh, civilisation, scribe, mummification, hieroglyph, archaeology, timeline

PSHE

Celebrating Difference

In this unit, the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. The children talk about their own uniqueness and what is special about themselves.

Vocabulary: character, assumption, judgement, surprised, appearance, accept, influence, opinion, attitude, bullying

PE

Dance & OAA

In dance, we will be thinking on how to use movement to explore feelings and thoughts. In outdoor adventurous activities, we will continue to build resilience and our teamwork skills.

Vocabulary: coordination, balance, stamina, agility, formation, unison, rhythm, energy, dynamics

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

Craft and Design

We will be learning to create drawings that replicate a selected image and we will be making Ancient Egyptian scrolls. We will understand different methods of creating printed fabrics.

Vocabulary: symmetrical, texture, theme, craft, design, imagery, develop, imagery, pattern, organic

French

Core Vocabulary

We will be learning key vocabulary in lessons, including colours, conversational language, feelings and ages. We will also be recapping numbers up to 20 and days of the week, as well as months of the year.

Computing Creating Media

We will be exploring audio production and planning, recording and evaluating our own podcasts. The children will explore how sound is recorded before becoming their own podcast hosts!

Vocabulary: audio, podcast, evaluation, editing, input, microphone, digital.



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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.

