



Dear Parents and Carers,

Welcome back to Highwood and we hope you had an egg-cellent Easter break! We are delighted to share with you the content of the Year 4 curriculum for this half term. We hope that this gives you a window into your child's learning and enables you to have conversations with your child about what is happening in school. We hope that you find this newsletter helpful. If you require further detail about what skills and knowledge will be taught in each subject, please have a look at the curriculum page on our school website.

If you have any questions about our curriculum, or any concerns, please do not hesitate to get in touch.

Many thanks,

Miss May, Mrs Jolly and Mrs Rowland.

### Reminders

#### PE lessons:

Hawthorn: Friday  
Hazel: Friday



*Please ensure your child comes to school in their PE Kit. Also, long hair must be tied back, and no earrings should be worn on PE day.*

#### Forest School:

Hawthorn: Tuesday  
Hazel: Monday

#### Library:

Hawthorn: Friday  
Hazel: Thursday

Reading Records- hand  
Monday



### Home Learning



#### Home Learning book -

handed in on Monday and returned to the children on Wednesday.

Please see home learning grid for further details.

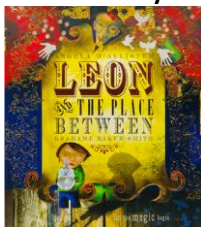
#### Daily Home Learning

- Daily reading and sharing stories.
- Learn Spellings by using Spelling Shed.
- Daily times tables TTRS online.

### English



This half term the children will be reading these key texts:



They will be producing the following pieces of written work linked to the key texts:

A narrative and Non-Chronological Reports.



Please continue to use Spelling Shed this term.

[www.spellingshed.com](http://www.spellingshed.com)

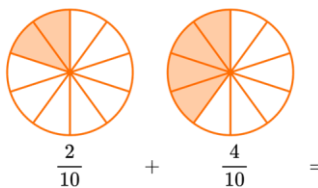
This term's spelling rules are:

- Homophones
- C before l and e
- Words containing 'sol' and 'real'
- Words containing 'phon' and 'sign'
- Prefixes super-, anti-, auto-
- Bi meaning two

### Maths

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- Decimal problem solving
- Money
- Adding and Subtracting Fractions
- Fractions of Quantities
- Formal written multiplication



### Science: Sound

In Year 4, children explore sound and investigate:

- How sounds are made.
- How sound travels.
- Pitch and volume.
- The relationship between distance and sound.



## Geography

### Where does our food come from?



In this unit, children explore the journey food takes before it reaches our plates. Through maps, enquiry, and real-life examples, they develop a clearer understanding of where different foods originate and how they are produced.

Children will:

- Explore the origins of different types of food.
- Investigate farming and food production.
- Discuss the global food trade.
- Investigate the seasonality of food
- Consider the environmental impact of food

## Art

### Big Piece: To design and make our own sculpture

This half term, the children will explore **sculpture** linked to the English artist, Barbara Hepworth. The children will learn how to design and make forms in 3 dimensions using air dry clay and mod roc, understanding how to finish and present their work to a good standard.

They will become more confident at modelling materials, working safely and sensibly and persevering when the work is challenging.



## PE



In our PE lessons we will be developing our batting and fielding skills in rounders.



## RE



### What is the best way for a Sanatani to lead a good life?

This term, the children will look at some key concepts of Sanatana Dharma and how this impacts on how they choose to live their lives.

## P.S.H.E- 'Relationships'



This half term, the children will explore the feelings of jealousy, love and loss. We will be learning about how to cope with and solve problems involving these feelings.

## Computing



This half term in computing the children will be investigating Sound and Music Creation using technology. Focussing on creating a movie soundtrack.

As part of E-Safety, we will be looking at safe internet use and safe searching.

## Music



We will explore how to create atmosphere and mood through sound. For this, we will improvise and compose music for different scenes, listen to and appraise how elements like rhythm shape mood, and discuss the effect of different instrument sounds (timbre). We will also create a short storyboard with accompanying music and learn about folk artists.

## French



The children will explore what a traditional French town will look like. They will learn to say, read and write names for places in a town in French. They will also learn to ask 'Où vas-tu?' (Where are you going?)