OLD BUCKENHAM
PRIMARY SCHOOL

YEAR FOUR NEWSLETTER

September 2026: Autumn 1

KEY DIARY DATES

10.9 Meet the Teacher @ 2.30pm

16.9 Individual School photos

18.9 Youth Mental Health Day – non uniform- wear bright colours

October Black History Month, Walk to school month, ADHD awareness month

1.10 National Poetry Day

5.10 You are Invited -parent drop in to class @ 0830-0855 & Harvest Festival

9.10 World Mental Health Day – Non-Uniform Day-wear yellow

16.10 Black History Month sharing @ 2.30pm in hall

19th- 30th October: HALF TERM

PE Days Monday and Thursday

Welcome to Year 4 Maple Class

Hello Maple Class families! We hope you've all had a wonderful summer break and are ready for the exciting year ahead.

I cannot wait to get to know you all and settle into life at Old Buck. We will have some wonderful learning opportunities which will enrich your education.

Warm regards, Miss McConochie
Year 4 Maple Class Teacher

At Home

Homework: We will continue to use a homework book. We will be using a termly grid for the children to complete one piece of work each week in any order.

Spelling: Word lists will be included in the homework sheet. Challenges will be set on Emile.

Maths: Times tables Rockstar: Fluency with multiplication facts reduces cognitive load, increases efficiency and accuracy. If children find maths tricky, playing frequent games of TTRockstars will help to break down this barrier. The less number facts you confidently know, the harder maths is, so practising times tables is vital. In year 4, children are expected to practise 3x a week or more on TTRS.

Reading: In Year 4 we are incredibly passionate about reading. Your child will be bringing home a leveled reading book and a reading for pleasure book. . In response to parent feedback we will be using paper reading records this year and not the online 'Boom reader' we previously used. Reading is a vital life skill and we ask that you try to hear your child daily.

Our Lessons: Curriculum Information

English (Reading) We will be reading "Counting on Kathrine" to develop our fluency and comprehension skills. This will link to our Black History month celebrations. We will also be practising our comprehension sills by examining a range of short passages from a range of genres.

English (Writing) We will continue using 'The Write Stuff' for our English writing so our children understand the lesson structure. Our first writing unit of the year is called "Feast" based on the Pixar animated short film. The children will be using a range of writing devices to write their own narrative. Children will also be writing a balanced argument based on the question "Should we feed animals in National Parks?

Spelling- We will be continuing with the Emile scheme of work focusing on a range of prefixes including in, im, il, super, sub, inter, anti and auto.

Maths – Place Value and addition and subtraction. The children will be consolidating and building on their understanding of place value using this knowledge to support their fluency in addition and subtraction.

Science – Animals including Humans. A fantastic first unit, building prior knowledge. We will be exploring the digestive system, human teeth and their functions, and food chains. We will be working scientifically and undertaking experiments.

RE – Children will be focusing on answering the following learning question: **How special is Allah to Muslims?** Learning about the different names for Allah and how Muslims show respect.

PSHCE – We will begin with getting to know our class and new class teacher to support with settling into year 4. Our unit for this term is 'being me'. This unit is about identifying goals for the year as well as the future.

Geography- In our lessons we will be trying to answer the question "How and Why is My Local Area Changing?" It would be wonderful if you could engage the children in discussion and exploration of the local area.

Art – The children will be focusing on story telling through drawing and creating a comic strip. Exploring different artist and experimenting with their style.

Computing – Our unit this term is Computing systems and networks. We will be learning how computers work together and share information. Using role play to demonstrate this.

French – Our children start learning French with Unit 1 Encore! We will be recapping and describing people using key characteristics.

Music- Following our Charanga scheme we will be learning to play the recorder and applying this to three different songs over the half term. We will also be listening and appraising different genres of music.

PE – Monday – Multi-skills – Exploring special awareness and techniques for throwing and catching a ball.

PE – Thursday – invasion games – We will be working on teamwork and how this can be used in a series of small games, celebrating working together and supporting our team.

How can you help your child at home?

- Please read regularly with your child asking them questions about what they are reading. These questions can be linked to V.I.P.E.R.S. Then please complete the school reading diary provided to confirm that they have read with you **every day**. Please also encourage them to read a variety of fiction, non-fiction and poetry texts.

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what will happen based from the details given or implied.	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.	Retrieve and record information and identify key details from fiction and non-fiction.	Summarise the main ideas from more than one paragraph.
Example questions • What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... • How can you tell that..... • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn from ..... from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

- Encourage your child to learn their spellings from the Year 3 and 4 Statutory Spelling list: SpellingWordList_Y3-4.pdf (oxfordowl.co.uk)
- Please practise any spellings sent home in their homework books.
- In maths, you can support your child at home by practising times tables up to 12 times 12 regularly. This can be incorporated into their day through quick questions, times table songs and games. Turn it into a family competition!
- Please also encourage your child to access Times Tables Rockstars at home. It is extremely important that the children practice regularly throughout the year to develop their recall. The soundcheck feature gives the children a countdown similar to the Multiplication Table Check.
- If your child shows any interest in their learning outside of school, I would love to see it. Whether this is carrying out their own science experiments, exploring their local area, using their DT skills, or doing some history research!

PE

PE lessons are on Monday and Thursday. Please can your child arrive in school wearing their PE kit on these days. Please bear in mind that outdoor lessons may continue in light rain and/or the heat, so a long-sleeved top/sweatshirt (in line with our uniform policy) would be suitable. Your child can also wear a hat.

Suncream

Please apply at home before children come into school and supply them with a named bottle of sunscreen if you wish them to reapply during the day.

Snacks and Water Bottles

We encourage children to have a healthy snack at break time. Fruit/vegetable snacks are welcome. We will not allow crisps to be eaten at break time. Children **must** bring a bottle of **still, plain water** to school so that they may drink whenever they are thirsty (a sip bottle is ideal). They are not allowed to bring fizzy or flavoured water.

Equipment

We provide stationery; therefore, your child does not need to bring in their own pencil case.

Please bring an oversized T-shirt to school. This will be their "**Messy T-shirt**" which they will wear when they undertake activities which could get a little messy! They will stay in a bag on their pegs at school.

Questions, Queries and Concerns

If you have any queries or concerns, please either telephone or email class email address: obpsyear4@obps.set.education

Thank you for your support,

Miss McConochie.