



**OLD BUCKENHAM
PRIMARY SCHOOL**

YEAR FOUR NEWSLETTER

News updates from Old Buckenham Primary School

February 2026: Spring 2

KEY DIARY DATES

24th Feb: Selected pupils from Y4 & Y5 attending Dodgeball Competition @ UEA

Thorpe Woodland Parent Information session @3pm in Maple Classroom

2nd Mar: Parent Rep Meeting with Mrs Mitchell @ 0845

4th-10th Mar: Book Fair @ OBPS-more information to follow

4th & 5th Mar: National Spelling Competition: Emile

5th Mar: Non-Uniform Day: World Book Day

Reading Café @ 2.45pm in Maple Classroom and share a book with your child

10th Mar: International Women's Day

11th -13th Mar: Thorpe Woodlands residential

16th Mar: STEM sharing assembly for KS2 parents @ 2.30pm

18th Mar: Choir singing at Norfolk Music Festival

25th Mar: Rugby taster sessions with Wymondham Rugby Club visiting

Rocksteady Concert to parents

26th Mar: Easter Service at All Saints Church, Old Buckenham

Spring 2!

Welcome back Maple Class. I hope you all had a restful break and are ready to continue our spring term.

This is a short but busy half term with lots to look forward to including world book day and Thorpe Woodlands!

At Home

Homework: As always, please read with your child and access TT rockstars regularly. One piece of homework is to complete a food diary. The children need to complete this by the second week back as we will be using this in class to learn about a healthy diet.

Reading: Reading is a vital part of learning. We ask that you try to hear your child read daily and log this on Boom Reader. If you have problems accessing this app then please let us know, I can reissue log ins.

Maths: 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 practice 3x a week or more on TTRS.

Our Lessons: Curriculum Information

Spelling: We continue to use Emile as our spelling scheme. We are learning spelling rules for the 'ous' suffix and how it is used with different word endings. There will be a task set on Emile for the children to complete as homework every week.

English (Reading): This half term we are going to be exploring a selection of poems from the book "Poems Aloud". We will be developing our fluency and performing poems thinking about adding expression to our voices and responding to punctuation. Next we will be exploring a selection of non-fiction texts and identifying key features.

English (Writing): We will create our own mystery text based on the book "The great chocoplot" by Chris Callaghan, using description to describe a character/setting and inverted commas in our writing to move the plot on. Our second unit will be focusing on a traditional tale based on "Aladdin". The children will be developing their complex sentences.

Maths: We will be continuing our learning on multiplication and division, exploring multiplying a 2 or 3-digit number by a 1-digit number. Then we are moving onto length and perimeter and measuring in kilometres and metres. We are continuing to practise our times table facts up to 12 X 12 ready for the Multiplication Tables Check this summer!

Science: We will discover how electricity moves through different materials as well as different components of an electrical circuit. Working scientifically, the children will undertake a range of experiments and record data, which can be used for analysis and grouping.

RE: Focusing on Christianity we will be exploring the following question: Is forgiveness always possible for Christians? We will be learning about the story of Easter and exploring how Christians might try to put into practice Jesus' teachings about forgiveness.

PSHCE: *Healthy me* – we will explore friendships and group dynamics as well as the negative impacts of smoking and alcohol.

History: Focusing on the Anglo-Saxons, we will be exploring the following question-Why did the Romans leave Britain? We will learn about how the Anglo-Saxons settled in Britain and how the introduction of Christianity impacted the country.

DT :Our focus is exploring a healthy and varied diet. We will be learning about the different food groups and how to plan a healthy, balanced diet. Pupils will then design and prepare their own healthy wrap to eat. Finally, we will evaluate our wraps, reflecting on the preparation process and how healthy the finished product was.

Computing: With a focus on photo editing, we will be manipulating digital images, and reflect on the impact of changes and whether the required purpose is fulfilled. We will use a range of editing tools: crop, rotate, duplicate, colour change and combine two or more pictures.

Music: This half term the children will learn to sing; let your spirit fly, Frère Jacques and The other side of the moon. They will practise playing these songs on their recorders and improvise their own notes.

PE: This will continue to be on Mondays and Thursdays. In Net and Wall, we will be learning about the appropriate footwork, underarm stroke and the ready position.

In Volleyball, we will be learning about teamwork, how to spike the ball and intercepting.

French: We will name and recognise various French cities, give and understand basic directions, talk about the weather and talk about the weather in a particular city.

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 Boom Reader 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 \(oxfordowl.co.uk\)](https://www.oxfordowl.co.uk/SpellingWordList_Y3-4.pdf)
- Please practice any spelling 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 log in to Times Tables Rockstar at least three times a week.
- 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!

Please ensure **all** belongings are labelled, including jumpers, wellies, coats and water bottles.

As the weather is changing, please ensure that your child has a change of shoes in school which they can use when playing on the field.

PE: Children should wear their PE kit (white T-shirt, dark shorts/tracksuit trousers, school jumper) to school, with long hair tied up and earrings removed.

PE days will still be Mondays and Thursday

Contact: If you have any queries or concerns, please speak to one of the team at the start or end of the school day. Alternatively, email using Year4@obps.set.education

Many thanks for your support,

Miss McConochie.