



**OLD BUCKENHAM
PRIMARY SCHOOL**

YEAR FOUR NEWSLETTER

News updates from Old Buckenham Primary School

April 2026: Summer 1

KEY DIARY DATES

15th April & 16th April: Parent Consultation Meetings (3.15-6pm)- please make an appointment via MCAS

17th April: PTFA Non-Uniform Day Fundraiser: Rainbow Day

24th April: RSHCE Information session for parents with Miss Moll- more information to follow

WB 27th April: MTC Mock Window opens

28th April: Class Photographs

4th May : May Day Bank Holiday – school closed

6th May: PTFA Bag 2 School Fundraiser

15th May: Non Uniform Day: Mental Health Week: 'Take Action'- wear green- more information to follow

18th - 22nd May :Walk to school Week- more information to follow

21st May: Y6 Fundraiser- Make Day

25th – 29th May: Half Term

PE days are Mondays and Thursdays

Welcome back Maple Class.

We hope you have all had a fantastic Easter break and are ready and raring to begin the summer term. We have a very busy half-term planned.

At Home

Homework: The homework sheet will go home with your child at beginning of Summer 1. As always please read with your child and access TT rockstars regularly.

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.

Spelling

Each week, spelling homework tasks will be uploaded to Emile. This task will be based on the skills we have been learning in class. Please support your child to log on and practice these skills every week.

Our Lessons: Curriculum Information

Spelling: We continue to use Emile as our spelling scheme. We are learning spelling rules for the suffixs -ary -er and -ar and word families. There will be a task set on Emile for the children to complete as homework every week.

English (Reading): This half term we will be reading Charlotte's Web We will be using our VIPERS skills and developing our fluency. Thinking about adding expression to our voices and responding to punctuation. Next we will be exploring a selection of poems and performing them.

English (Writing): This half term will be a busy one in our English writing lessons. We will begin with looking at father by Grahame Baker-Smith then explore Journey by Aaron Becker. Continuing to develop our narrative writing skills.

Maths: This half term we will be continuing with our unit on length and perimeter. Then we will be consolidating our understanding of decimals and exploring money. We are also preparing for our MTC and our practice window opens this half term.

Science: In Science this half term, we will be exploring the topic of states of matter. We will focus on how matter can change from one state to another, while developing a range of scientific enquiry skills, including observing and predicting.

RE: In RE we will continue our study of Islam using the key question 'How does the Qur'an influence Muslims today?'. We will be discussing books that are important to us and discussing why the Qur'an is so important to Muslims.

PSHCE: This half term, our topic will be relationships. We will explore how to build and maintain friendships, as well as learn strategies for resolving friendship challenges. We will also discuss how and why friendships can change over time.

Geography: In Geography this term, we will link our learning in Science to investigate the question, "Why are jungles so wet and deserts so dry?" We will explore climate graphs and examine how climate influences the plants and animals that live in different environments.

Art: In art this half term we will be exploring a unit entitled 'Festival Feast' along with the question 'How might we use art and food to bring us together?' we will be creating individual sculptures and seeing how they can form part of a larger artwork

Computing: Photo editing – Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. Using a range of editing tools: crop, rotate, duplicate, colour change and combining two or more pictures.







Music: In music this half term, we will be learning to sing and play a series of songs. We will also compose a piece of music using the graphic score – the river.

PE: This half term we will be taking part in athletics and Tennis, learning how to develop running, throwing and jumping techniques. PE days will be Mondays and Thursdays.

French: Our new unit is "On Mange". We will be learning the names of basic foods, how much it costs, activities at a party and Apply their learning to creating a French shop.

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/resources/spelling/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.

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 be Mondays and Thursdays

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.