

# Welcome to Kingfishers ☺



# Class Dojo








*Points awarded for  
above and beyond*

## Our 3 School Rules

Ready	Respectful	Safe
		

## Our Learning Behaviours

Resilience	Independence	Collaboration	Accuracy	Reflection
				

We will continue to add information and share the great work your children do on Class Story as well as on the class page on the website.

# Class Dojo

- Main source of communication- I will contact through 'messages'
- Best way to see what we've been up to on 'Class Story'
- Work done by **just** your child appears on 'portfolio'
- It helps with the end of the day/ tea time conversation...

Don't forget to check Dojo together so your child can explain their learning to you in more detail. At school, I always show them any comments from parents as this is such a confidence boost.

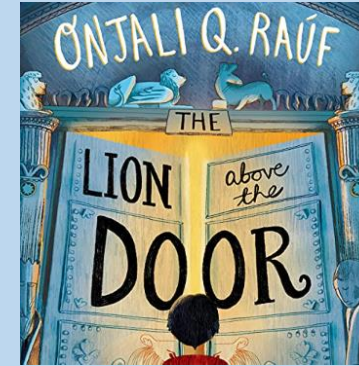
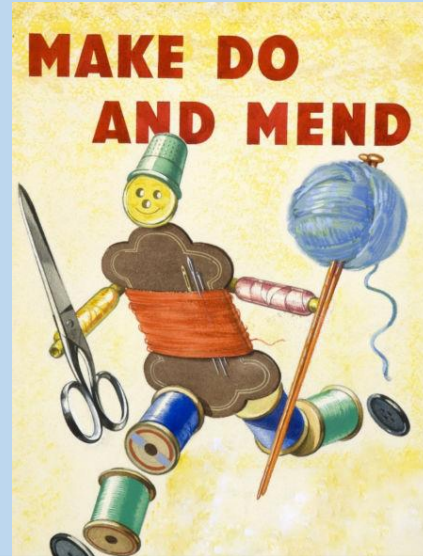


# What a super start to the year!

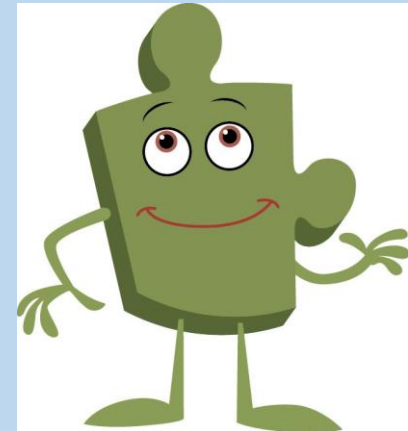
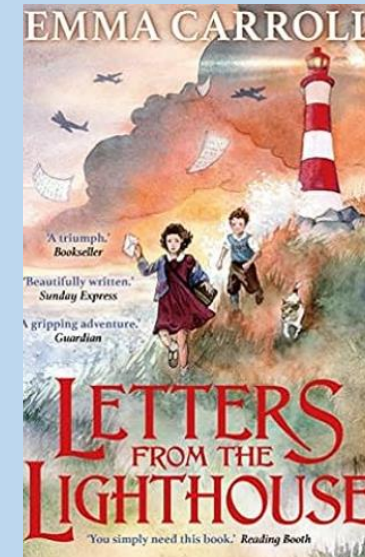




# What are we going to be learning this term?



Please provide your child with a pair of old socks, t-shirt, or shirt that we can repurpose through our DT for Monday 25<sup>th</sup> September



The yearly overview for Kingfishers is on the school website for you to read.





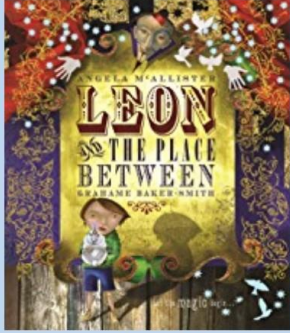
Our residential trip to Kilve will take place at the end of February. The deposit **(£50)** and consent is needed by **Friday 15<sup>th</sup> September**. This is all done through School Gateway.



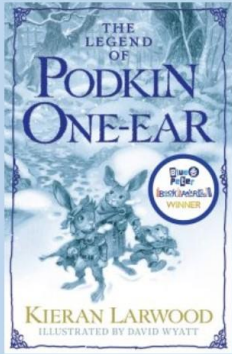


# Year Four

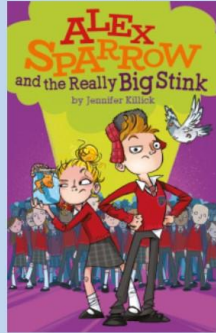
The picture book



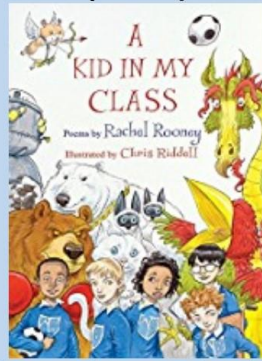
The adventure one



The funny one

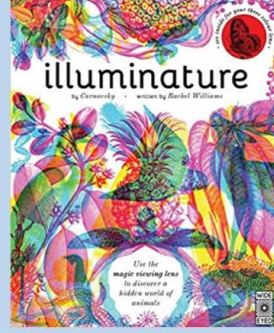


The poetry one

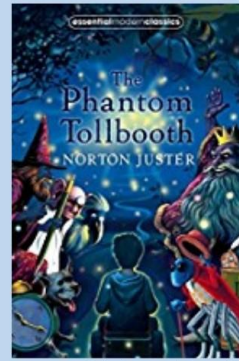


6 to get you started

The non-fiction one



The classic one



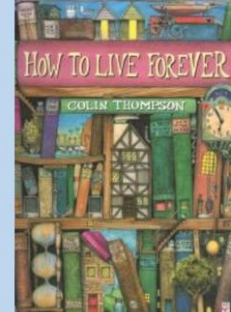
@MisterBodd

Reading for pleasure...

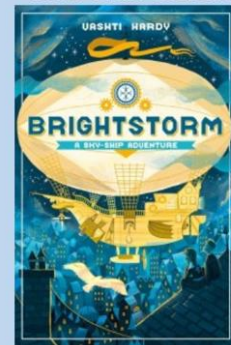
Recommended Book Lists are a large part of the 'supporting your child at home' document.

# Year 5

The picture book



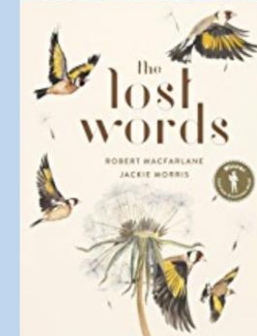
The adventure one



The funny one

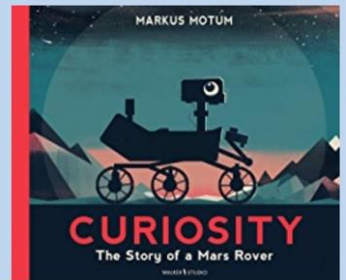


The poetry one



6 to get you started

The non-fiction one



The classic one



@MisterBodd

Just 2 in 5 (43.4%) children and young people aged 8 to 18 said they enjoyed reading in their free time in 2023. This is the lowest level since we first asked the question in 2005.

National Literacy Trust, Monday 4<sup>th</sup> September 2023

Within the 8 to 18 age group, 1 in 2 (52.9%) told us they had been encouraged to read by their parents/carers. 3 in 5 (58.4%) had seen their parents/carers read, while 1 in 5 (19.9%) had read with their family.

Home learning – set **Wednesday**, looked at **Tuesday**

Each week...

- 1 list on Spelling Shed. Children are expected to play 6 games a week. **Please play the web browser version, you do not need to pay for the app.**
- 15 minutes a week on Times Tables Rockstars
- One additional task each week directly linked to class work.
- Log in information is stuck on the back pages of reading records.

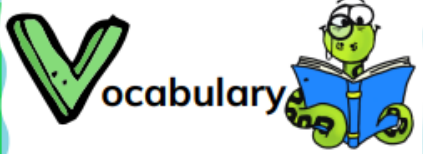


# Reading and responding at home

**Reading at least 4 times a week remains the main priority.**

Although children in Y4 can read in their head, at least one of their reads a week should be aloud to an adult, a sibling, or a grandparent to encourage expression, tone, intonation and conversation around a book.

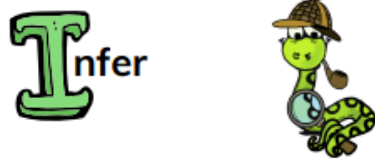
Reading records- parents and/or children – specific to child and family set up.



### Find and explain meaning of words in context

- 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.....

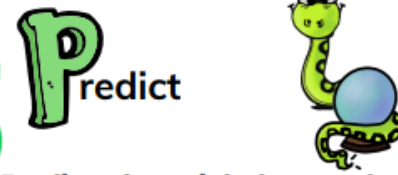
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### Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of ..... show...
- 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?

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### Predict what might happen from the details given and implied

- 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? Explain your answer using evidence from the text.

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### READING VIPERS



- > Explain how content is related and contributes to the meaning
- > 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.

- 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?

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### READING VIPERS



### Retrieve and record information and identify key details.

- 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?

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### READING VIPERS



### Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...

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Stuck inside the reading record as prompts when children are reading aloud to adults, or for children to choose one of the sentence stems to answer independently in their reading record.



# Children have had practice filling in their reading records in a purposeful way...

These responses can be recorded by you or your child in their Reading Record (see some examples below). We ask that this happens four times a week.

Date	Book and Page Number	Remarks
11/5		Can you think of another story with a similar theme? <b>Emily</b> - This reminds me of another book in the 'chocolate box girls' series called 'Marshmallow Skye' because Skye loves animals too and she feels left out always like Coco. Skye is very adventurous too!

18.03.21	Protect the Planet by Jess French	Our planet is precious, and it's up to us to take care of it. You may feel small but your actions can make a big difference.
18.03.21	Stars and Planets	Did you know that Jupiter is so large that the Earth could fit inside it 1,300 times?
18.03.21	Skysteppers page 9-14 by Katherine Rundell	High above the streets of Paris live the roosters, a secret gang of children who eat, sleep and tumble amongst the chimneys pot.

# What's new in Kingfishers?

For Year 4 children, they will need to sit the statutory government check in June 2023.

Although it seems a long time away, it does creep up. A separate meeting for reminders about this will be held in February 2024.

Guidance on how to help children at home is on the supporting document, the main ones to know...

Children in Year 4 have done really well the last two years we have taken part, achieving great results, above national average.



# Times Tables

1		2	
$4 \times 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$
$2 \times 5 = \underline{\quad}$	$10 \div 2 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$	$12 \div 2 = \underline{\quad}$
$6 \div 2 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$
$5 \times 2 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$	$10 \div 2 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$
$2 \times 4 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$
$2 \times 2 = \underline{\quad}$	$4 \div 2 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$
$2 \times 6 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$8 \div 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$
$3 \times 2 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$
$4 \times 2 = \underline{\quad}$	$12 \div 2 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$10 \div 2 = \underline{\quad}$
$8 \div 2 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$
$6 \times 2 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$
$2 \times 2 = \underline{\quad}$	$8 \div 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$
$2 \times 4 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$12 \div 2 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$

## Multiplication Tables Check

This activity exactly mirrors the 'Multiplication Tables Check' that will be given to children at the end of Year 4. They are tested on their multiplication tables up to  $12 \times 12$ . There are twenty-five questions and children have six seconds to answer each question and three seconds between questions. The questions are generated randomly using the same rules as the 'Multiplication Tables Check' (see below).

Results can be downloaded and printed at the end of the test.

A similar activity which tests recall of [number bonds](#) can be found [here](#).

[For more multiplication games click here.](#)

Multiplication Table	Minimum number of items in each form	Maximum number of items in each form
1	Not applicable	Not applicable
2	0	2
3	1	3
4	1	3

MAIN MENU

**Multiplication Tables Check**

Time left: 2

$3 \times 8 =$

Play game

1

2

3

4

5

6

7

8

9

$\times$

0

ENTER

Time allowed: 6 seconds

Tables selected: All

Question 1 of 25

MATHSFRAME

2-12x

2-20x

Kingfishers Y4 2023-24 heatmap as of 06 Sep 2023

Download

Share

	10	2	5	3	4	8	6	7	9	11	12
10	$10 \times 10$	$10 \times 2$	$10 \times 5$	$10 \times 3$	$10 \times 4$	$10 \times 8$	$10 \times 6$	$10 \times 7$	$10 \times 9$	$10 \times 11$	$10 \times 12$
2	$2 \times 10$	$2 \times 2$	$2 \times 5$	$2 \times 3$	$2 \times 4$	$2 \times 8$	$2 \times 6$	$2 \times 7$	$2 \times 9$	$2 \times 11$	$2 \times 12$
5	$5 \times 10$	$5 \times 2$	$5 \times 5$	$5 \times 3$	$5 \times 4$	$5 \times 8$	$5 \times 6$	$5 \times 7$	$5 \times 9$	$5 \times 11$	$5 \times 12$
3	$3 \times 10$	$3 \times 2$	$3 \times 5$	$3 \times 3$	$3 \times 4$	$3 \times 8$	$3 \times 6$	$3 \times 7$	$3 \times 9$	$3 \times 11$	$3 \times 12$
4	$4 \times 10$	$4 \times 2$	$4 \times 5$	$4 \times 3$	$4 \times 4$	$4 \times 8$	$4 \times 6$	$4 \times 7$	$4 \times 9$	$4 \times 11$	$4 \times 12$
8	$8 \times 10$	$8 \times 2$	$8 \times 5$	$8 \times 3$	$8 \times 4$	$8 \times 8$	$8 \times 6$	$8 \times 7$	$8 \times 9$	$8 \times 11$	$8 \times 12$
6	$6 \times 10$	$6 \times 2$	$6 \times 5$	$6 \times 3$	$6 \times 4$	$6 \times 8$	$6 \times 6$	$6 \times 7$	$6 \times 9$	$6 \times 11$	$6 \times 12$
7	$7 \times 10$	$7 \times 2$	$7 \times 5$	$7 \times 3$	$7 \times 4$	$7 \times 8$	$7 \times 6$	$7 \times 7$	$7 \times 9$	$7 \times 11$	$7 \times 12$
9	$9 \times 10$	$9 \times 2$	$9 \times 5$	$9 \times 3$	$9 \times 4$	$9 \times 8$	$9 \times 6$	$9 \times 7$	$9 \times 9$	$9 \times 11$	$9 \times 12$
11	$11 \times 10$	$11 \times 2$	$11 \times 5$	$11 \times 3$	$11 \times 4$	$11 \times 8$	$11 \times 6$	$11 \times 7$	$11 \times 9$	$11 \times 11$	$11 \times 12$
12	$12 \times 10$	$12 \times 2$	$12 \times 5$	$12 \times 3$	$12 \times 4$	$12 \times 8$	$12 \times 6$	$12 \times 7$	$12 \times 9$	$12 \times 11$	$12 \times 12$

# **‘Life in all its fullness for all our children’**

## **John 10:10**

During the year, your child will give a presentation to the class during our Monday worship slot. This will be a 5 minute presentation that is about them and what makes them fulfilled. What inspires them? Why do they take part in this? This could be about:

- their beliefs,
- an experience,
- a club/group
- something or someone important to them.

They can present this in any way they wish to.






# Zones of Regulation

## How can you help your child use The Zones of Regulation at home?

- Identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")
- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Engage your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated / calm.
- Teach your child which tools they can use. (eg: "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone.")
- Regular Check-ins. "How are you feeling now?" and "How can you get back to Green?"
- Modelling It is important to remember to show the children how you use tools to get back to the green zones. You might say "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterwards tell your child how using those tools helped you get back to the green zone.
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy / go into the Green Zone.



# Home School Agreement

School	Parent	Child
<ul style="list-style-type: none"><li>❖ Provide a safe, secure and caring environment</li><li>❖ Teach and encourage children to do their best and achieve their potential as a valued member of the school community</li><li>❖ Ensure children understand our Ready, Respectful, Safe rules so that our school is a safe and secure place</li><li>❖ Develop in each child positive Christian values and a caring attitude towards the school community and the environment</li><li>❖ Provide a balanced curriculum of the highest quality and meet the needs of every child</li><li>❖ Set regular home learning and mark when appropriate</li><li>❖ Inform children and parents/carers what teachers aim to teach the children each term and publish information on the website</li><li>❖ Be welcoming and offer opportunities for parents/carers to become involved in the daily life of the school</li><li>❖ Contact parents/carers as soon as concerns are raised about your child's learning, behaviour, wellbeing, attendance or punctuality</li><li>❖ Have a clear and consistent approach to our behaviour policy</li></ul>	<ul style="list-style-type: none"><li>❖ See that my child attends school punctually, is properly dressed and equipped and ready to learn every day</li><li>❖ Inform the school before 9am on every day of absence</li><li>❖ Raise any concerns or problems that might affect my child's ability to learn or behave appropriately in school</li><li>❖ Support the school to make sure my child maintains appropriate behaviour</li><li>❖ Support my child with home learning, other learning opportunities at home and listen to my child read daily</li><li>❖ Attend parent meetings with the teacher to discuss my child's achievements and progress</li><li>❖ Support all staff in their efforts to create a caring community which values all children</li><li>❖ Support the school by upholding the Parent/Carer Code of Conduct</li><li>❖ Support the school in getting any help my child may need</li><li>❖ Read all letters/messages/emails that are communicated by school</li><li>❖ Inform the school immediately of any changes to parent/carers and emergency contact details</li></ul>	<ul style="list-style-type: none"><li>❖ Follow the school rules: Ready, Respectful, Safe</li></ul> <div></div> <p>Ready:</p> <ul style="list-style-type: none"><li>❖ Come to school each day on time</li><li>❖ Bring all the equipment I need every day including my PE kit, book bag and reading books</li><li>❖ Do my home learning regularly to the best of my ability and return to school on time</li></ul> <p>Respectful:</p> <div></div> <ul style="list-style-type: none"><li>❖ Be polite, kind, friendly and helpful to all children and all adults at school</li><li>❖ Look after all school property and care for the school environment</li><li>❖ Do my best at all times and develop my learning behaviours – resilience, independence, collaboration, accuracy and reflection</li></ul> <p>Safe:</p> <div></div> <ul style="list-style-type: none"><li>❖ Behave appropriately at all times to maintain the safety of myself and others</li><li>❖ Tell someone if there is something I am not happy about or I feel worried</li></ul>

This will be shared electronically.

# Any Questions?

Please send any questions you may think of after through Class Dojo or feel free to hang around at the end if it's specific to just your child.