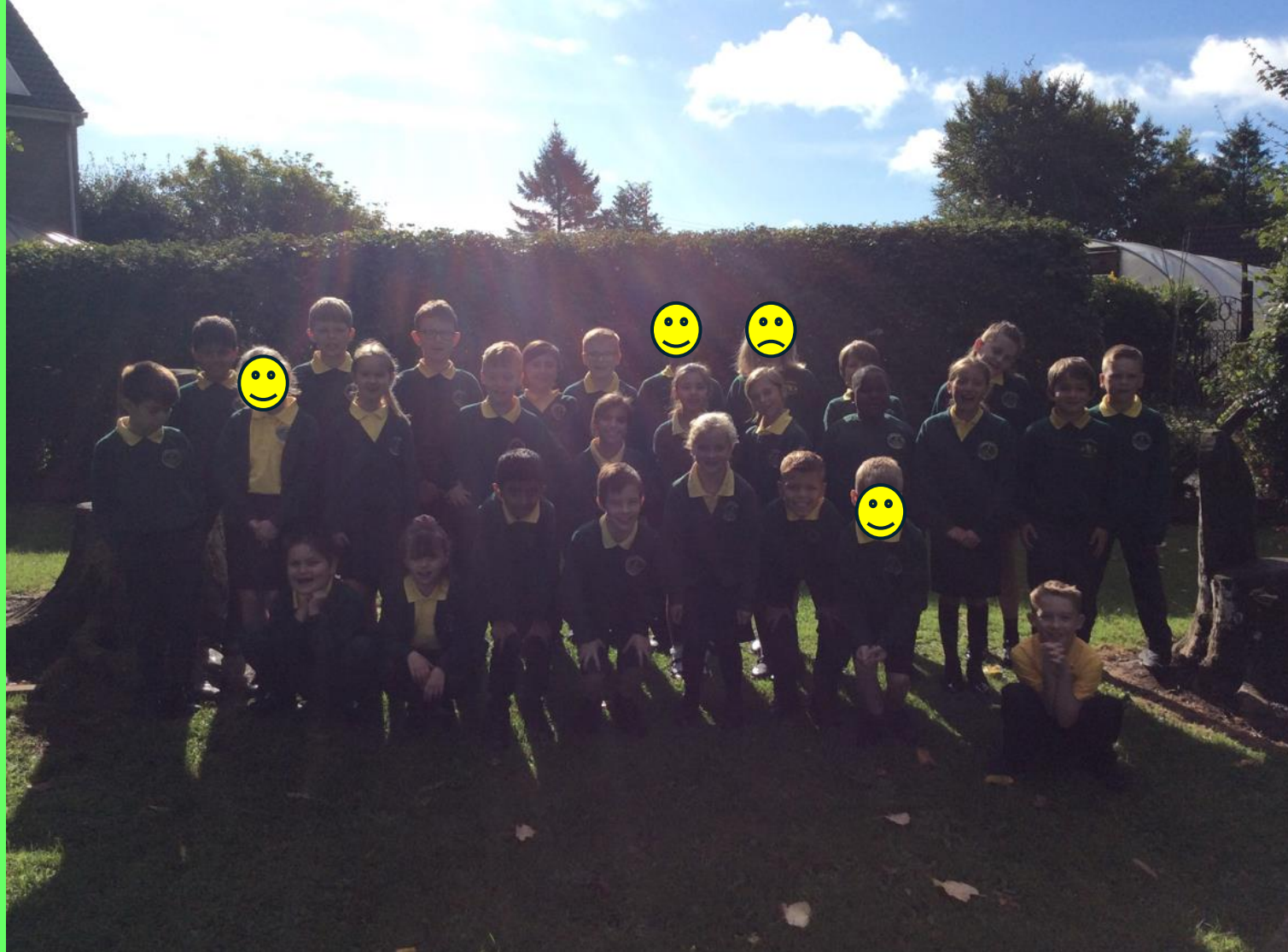


# Welcome to Kingfishers





# Class Dojo

Points awarded for  
**above and beyond**

## Our 3 School Rules

Ready



Respectful



Safe



## Our Values

Belief



Aspiration

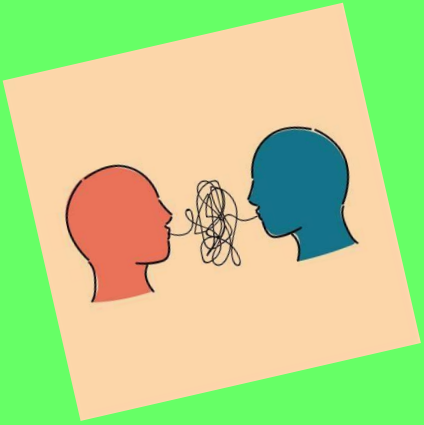


Advocacy



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.

# Communication

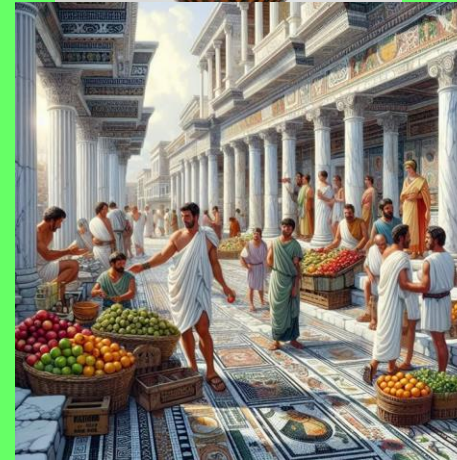
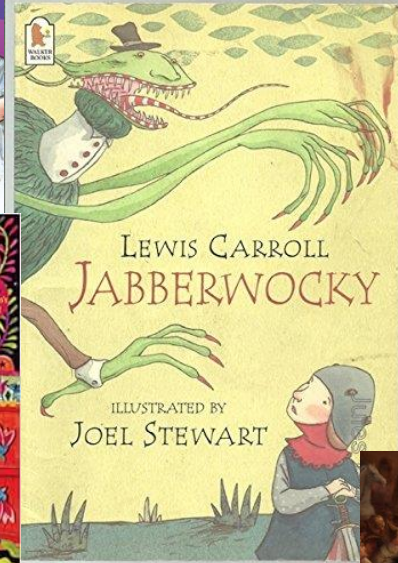
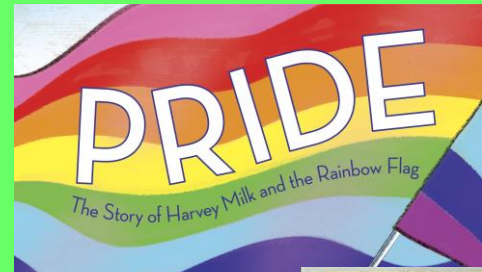


- Communication is super important.
- Main source of communication is Class Dojo, I will contact you through 'messages'.
- See what we've been up to on 'Class Story', I will post updates during the week.

Please do contact me if you have queries.

For any messages that you want to share related to the same day, please ring the School Office. I try to check emails and Class Dojo regularly, but this will not happen during teaching time, and I may not always get time at the start of the school day.

# What are we going to be learning this term?



## LIVING THINGS AND THEIR HABITATS

Because there are so many different animals and plants in the world, it is useful to sort them into groups

<b>flowering plants</b> most plants have flowers that produce seeds	<b>non-flowering plants</b> these reproduce by releasing spores or cones	<b>invertebrates</b> do not have a backbone 98% of all animal species are invertebrates	<b>vertebrates</b> have a backbone only 2% of all animal species are vertebrates
--	---	---	--

### Grouping Animals

Animals can be grouped based on their different attributes

lay eggs	don't lay eggs	has feathers	can't fly

### Classification Keys

A classification key is a series of YES or NO questions about the characteristics of living things. It can help you identify an animal or decide which group it belongs to

```
graph TD
    Q1{Does it have legs?} -- YES --> A[ARACHNID]
    Q1 -- NO --> Q2{Does it have 8 legs?}
    Q2 -- YES --> B[INSECT]
    Q2 -- NO --> Q3{Does it have segments?}
    Q3 -- YES --> C[ANNELID]
    Q3 -- NO --> D[GASTROPOD]
```

(This means its body is in lots of separate sections)

### Environmental Changes

Human activity can have both a positive and negative impact on the environment

<b>positive</b> nature reserves and parks garden ponds planting trees recycling animal sanctuaries	<b>negative</b> development (build up) pollution deforestation (chopping down trees) littering
---	--

### Natural disasters can also have a devastating impact on the environment

- earthquakes
- volcanic eruptions
- floods
- droughts
- hurricanes

### Classification Key for Living Things

- mammals**  
give birth to live young who feed on their mother's milk  
have hair or fur  
warm blooded
- reptiles**  
have scales not fur  
skin is dry  
usually lay eggs  
cold-blooded
- birds**  
have feathers and wings  
have beaks or bills  
lay eggs  
warm blooded
- fish**  
breathe underwater using gills  
have scales and fins  
lay eggs  
cold-blooded
- amphibians**  
lay eggs in water  
start life in the water and then can live on land as adults  
webbed feet and moist skin  
cold-blooded  
(the word amphibian means double life)














The yearly overview can be found on our class page.







Thursday 25<sup>th</sup> September

# Ancient Greece Day!

♂ MALE	♀ FEMALE
<p><b>Step 1</b></p>  <p>Place sheet around body, preferably to knee length</p>	<p><b>Step 1</b></p>  <p>Place sheet under arm and wrap around body, preferably to knee length</p>
<p><b>Step 2</b></p>  <p>Wrap sheet around body, repeat this so you have two layers</p>	<p><b>Step 2</b></p>  <p>Wrap sheet around body, repeat this so you have two layers</p>
<p><b>Step 3</b></p>  <p>Wrap around your back and bring over your left shoulder</p>	<p><b>Step 3</b></p>  <p>Collect remaining fabric and twist to make a rope then wrap around waist</p>
<p><b>Step 4</b></p>  <p>Then tie the front and back corners in a knot on your shoulder</p>	<p><b>Step 4</b></p>  <p>Bring rope around back of neck then bring down and secure with waist rope</p>
<p><b>Step 5</b></p>  <p>Use a safety pin to help secure the material along your waist line and shoulder</p>	<p><b>Step 5</b></p>  <p>Tie the rope into a knot and then wrap around back of waist to secure</p>

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Follow us here:  Nationwide Careers  Nbc\_Careers  NHS Careers  Nationwide-Building-Society/Careers



# Kingfishers' and Falcons' Charity Event

Friday 26<sup>th</sup> September the children will be hosting a cake and coffee morning. As it is also the European Day of Languages, we thought we could have cakes from around the world.

Maybe grandparents have a family recipe, or you have a special cake you wish to share.

If you can contribute, it would be greatly appreciated. More information to follow.



Books for Topics  
 Ten to Try!  
 Top books for...  
**Year 4**  
 (ages 8-9)



SCAN ME  
 Browse our full booklist of 50 Recommended Reads for Year 4 at [www.booksfortopics.com/year-4](http://www.booksfortopics.com/year-4)  
 For more primary school booklists, visit [booksfortopics.com](http://booksfortopics.com)

# Reading For Pleasure

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

All children should read at **least four times a week**, to an adult where possible, and record this in their yellow reading record alongside a brief comment, or response. These will be checked weekly on a **Tuesday**.

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
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 you 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?
18.03.21	Skysteppers page 9-14 by Katherine Rundell	High above the streets of Paris live the rooftoppers, a secret gang of children who eat, sleep and tumble amongst the chimney pots.
18.03.21	Can you think of another story with a similar theme?	Family - 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!

# KS2 Reading Vipers

## Vocabulary

Find and explain the meaning of words in context

### 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.....



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# KS2 Reading Vipers

## Predict

Predict what might happen from the details given and implied.

### 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.



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# KS2 Reading Vipers

## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

### 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?



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# KS2 Reading Vipers

## Infer

Make and justify inferences using evidence from the text.

### 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?



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# KS2 Reading Vipers

## Explain

- Explain how content is related and contributes 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.

### 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?



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# KS2 Reading Vipers

## Summarise

Summarise the main ideas from more than one paragraph

### 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?



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# 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.

# Year 4 Multiplication Tables Check

The **Multiplication Tables Check** (MTC) is a statutory test for year 4 pupils in England to assess their times tables fluency.

The Year 4 multiplication tables check is administered in schools within a 2-week period from **Monday 1st June 2026**.

It tests children on their multiplication tables up to  $12 \times 12$ , with twenty-five questions and a time limit of six seconds per question.

# **'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 Friday 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.



Any  
questions?