



Welcome to Year 4

Maple Class



Hand in hand we learn, we grow, we soar.

Love Courage Respect

Maple Class Team . . .



Mrs Verney
Class Teacher
Mon / Tues



Mrs Campbell
Class Teacher
Weds / Thurs / Fri



Mrs Mallinson
Teaching Assistant



Mrs Lawson
Teaching Assistant



Ms Wyles
HLTA



Mrs Carr
Teaching Assistant

Our Weekly Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:45 - 0915	EMW - Reading Diaries Register	EMW - TTRS Register	EMW- TTRS Register	EMW- Homework Register	EMW- Homework Register
09:15 - 10:00	MATHS	MATHS	MATHS	MATHS	MATHS
10:00 - 10:30	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading
10:30-10:45	BREAK	BREAK	BREAK	BREAK	BREAK
10:45 - 11.40	R.E.	WRITING	WRITING	WRITING	WRITING
11.40 - 12:00	SPELLING	SPELLING	SPELLING	SPELLING	SPELLING
12:00-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 1:20	Library	Indoor P.E 1:00 - 1:50	Daily Maths	Daily Maths	Daily Maths
1:00 - 1.50	FRENCH		SCIENCE	Outdoor P.E	DT/ART
1:50 - 2:40	ENQUIRY	Class Worship 1:50 - 2:35	MUSIC	P.S.H.E.	Computing
2:45 - 3:05	WHOLE SCHOOL WORSHIP	KS2 singing 2:35 - 3:05	CLASS WORSHIP	WHOLE SCHOOL WORSHIP - CLERGY	CELEBRATION WORSHIP

Our PE Days

Tuesday – Indoor PE

Thursday – Outdoor PE

Please could you help us by making sure that your child:

- wears the correct PE kit
- can either remove earrings (studs only) for PE or have their own tape to be able to cover them
- has their hair tied back (shoulder length or longer)
- clothing items are all labelled



P.E – EYFS, KS1 and KS2

Item	Colour
Polo shirt or T-shirt	Gold
Shorts or skirt	Green
Gym shoes or light trainers	Black or white
Jogging bottoms for outdoor P. E	Black
Sweatshirt for outdoor P.E. (a different sweatshirt from ordinary uniform)	Black

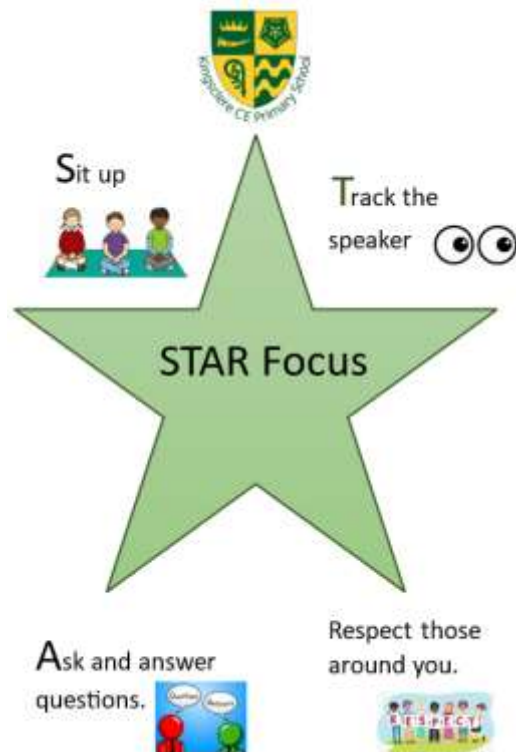
Please note that branded items of clothing are not part of our school uniform for P.E. and therefore all jogging bottoms and jumpers or hoodies must be plain black.

For safety reasons indoor P.E. which involves climbing or balancing apparatus is done without footwear. Gym shoes or trainers are necessary for indoor games and outdoor games. Football boots with studs must not be worn in P.E. lessons on the field. Boots with studs and shin pads may only be worn for football matches.

** Please note a plaster will need to be in place to cover verrucae.

The Kingsclere Way

Rules –



Routines –

Coming into school in the morning

1. **Greeting** – say 'Good Morning'
2. **Desk** – take out supplies
 - Water box
 - Reading box
 - Snack box
3. **Cloakroom**
 - Bags on pegs
 - Coats on pegs
 - Packed lunches on trolley
4. **Early Morning Work** – stay in seat, quiet voices



Expectations –

Our School Code of Conduct

We show *love, courage and respect* in all we do by;

Listening to and following instructions

Showing kindness and respect to others

Keeping ourselves and others safe



Our Enquiry Topics

This year our Enquiry questions are:

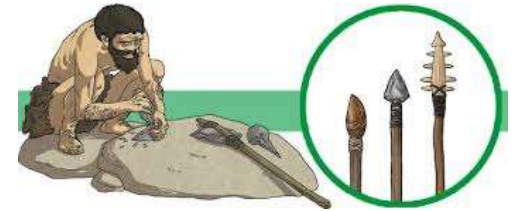
AUTUMN 1 and 2

Where do rivers start and where do rivers end?



SPRING 1

Would you prefer to live in the Stone Age or the Iron Age?



SPRING 2

North Wessex Downs: What makes this an area of outstanding natural beauty?

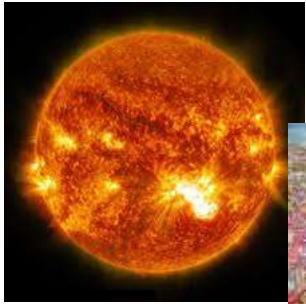


SUMMER 1 and 2

What mattered to the Ancient Greeks?



Our current enquiry:



Enquiry Point 1:
What is a river?



Enquiry Point 2:
What rivers do we have in the UK?



Enquiry Point 3:
Why is the water cycle important?



Enquiry Point 4:
How can rivers go wrong?



Our learning this half term:

Each half term, an enquiry web will be uploaded to the school website in **ENQUIRY CURRICULUM**

On this, you can find out what learning we will be doing in each subject area.

Geography

In this unit, we will explore the vital role rivers play in our world, investigating how they've been used throughout history and how we rely on them today. We'll study rivers both globally and those close to our school, reflecting on ways to protect them for future generations. Our learning will culminate in a creative and informative presentation that showcases our discoveries.

Science

In this unit, children will learn that light is essential for seeing and that it comes from a source. They'll explore how different materials—transparent, translucent, and opaque—interact with light, and how this creates shadows. Pupils will also understand the importance of protecting ourselves from the sun's light and how even shiny objects need light to be seen.

ART – Printing

We are exploring a range of printing techniques including relief printing and pattern making.

Our artist study is David Hockney

Music

This term, pupils will explore musical structure and develop their understanding of how music is written and recorded using notation.

French

In French the children will be learning the names of 10 familiar instruments and begin building simple sentences using the phrase "I play." They'll develop the skills to recognise, recall and spell each instrument with its correct article.

PE

Indoor – Dance. The children will explore movement, rhythm, and expression through creative choreography. They'll learn to perform sequences with control and coordination, working individually and in groups to tell stories and convey emotions through dance.

Outdoor – Fitness.

The children will develop their stamina, strength, and coordination through fun and engaging activities. They'll learn the importance of keeping active for both physical and mental wellbeing, while building confidence and teamwork skills

English

Texts:

Little Boat - we will be exploring sentence structures and word classes before writing a first-person recount of the film.

Why is Water Worth it? – we will be using this non-fiction text to explore the science of the water cycle.

Poetry – We will be exploring the poems of Michael Rosen, Roald Dahl and Brian Moses.

Computing

- E- safety, recognising when something encountered online does not feel right.
- Exploring the differences between the Internet and the World Wide Web including online surfing, searching and evaluating.

Where do rivers start and where do they end?

PSHE - Mental health and well being

Children will be helping to set up classroom zones of regulation by exploring different emotions and identifying strategies to help them cope with different feelings. They will also discuss feelings resulting from 'loss' and talk about ways to express grief.

My Happy Mind – Meet your Brain

In "Meet Your Brain," children learn how their brain works and how it helps them manage thoughts, feelings, and behaviours. It's the first step in building self-awareness and a positive mindset.

RE

Concept: Peace





In this R.E. unit, children will explore the concept of peace, how it's expressed in Buddhism, and why it matters. They'll reflect on its value to themselves and others, and creatively express how peace can be applied in everyday life.

Multiplications Tables Check (MTC)

Why Do Year 4 Pupils Take the MTC?

The **Multiplication Tables Check (MTC)** is a statutory assessment introduced by the Department for Education to ensure pupils have a **secure and fluent recall of times tables up to 12×12** - a vital foundation for success in maths.

Here's why it matters:

-  **Times tables underpin key maths skills** like division, fractions, and problem-solving.
-  It helps teachers identify pupils who may need **extra support** before moving into upper Key Stage 2.
-  Fluency in multiplication boosts confidence and reduces cognitive load during more complex maths tasks.
-  It aligns with best practices in high-performing education systems globally.
- The check is designed to be **quick, inclusive, and low-pressure**, taking just 5 minutes and requiring no written work.
- There's no pass or fail - it's simply a snapshot to guide teaching and support.



<https://www.gov.uk/government/publications/multiplication-tables-check-administration-guidance>

Multiplications Tables Check (MTC)

How can we best prepare the students?



Supporting Multiplication at Home

Maple Class use Times Tables Rock Stars (TTRS) daily as part of their math's learning. The more pupils engage, the greater their fluency and confidence.

By practising at home, children reinforce key skills, deepen their understanding, and build the speed and accuracy needed to succeed with multiplication facts.

Multiplications Tables Check (MTC)

Does it work?



Autumn	Spring	Summer	MTC
21	25	24	24
11	21	25	25
7	13	25	25
2	5	10	7
6	13	23	19
18	24	25	25
4	9	16	11
11	17	25	25
4	11	24	24
12	21	25	24
18	23	22	24
4	7	24	24
5	10	16	12
5	9	13	17
20	24	23	23
10	19	24	25
14	21	25	25
6	14	21	22
4	9	12	14
17	22	25	25
9	16	23	22
6	10	17	17
10	20	25	25
10	21	12	15
3	6	18	17
5	12	24	25
12	18	24	23
11	19	24	24
5	10	17	17

	Autumn	Spring	Summer	MTC
Averages	9.31	15.48	21.07	20.86



Y4 Cohort 2024-2025

Supporting Your Child's Learning

*We will be using **scaffolds**, **cut away groups** and **interventions** to support children's learning:*

Interventions might include:-

- Precision spelling
- Priority Readers
- Weekly surgery
- Maths top up
- IDL
- ACE dictionaries
- Early Morning work
- Scaffolds such as word banks, reminders, visual representations






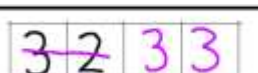


Presentation of work

- Date and LO (learning Objective)
- SeeSaw symbol if needed
- Pride pen for editing
- Long writes – every other line
- Handwriting - cursive
- Pride in work



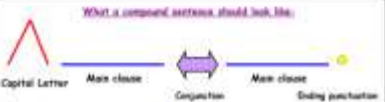






5 Star Spelling

	Say it in a spelling voice	
	Clap the syllables	
	Say the sounds (phonemes)	
	Write the code	
	Check for patterns	

5 Star Maths

	Short date every session	05.09.22
	1 digit per square	
	Number formation	1 2 3 4 5 6 7 8 9 0
	Purple pen corrections	
	Rulers for straight lines	

5 Star Writing

	Punctuation	. ? ! . : ; - ()
	Sentence Structure	
	Spelling	
	Paragraphing	
	Effect	

Important dates for this term

- **Friday 19th September**
INSET DAY - School closed to pupils
- **Wednesday 24th 25th and 26th September**
Book Fair 3:15-3:45
- **Friday 24th October**
INSET



Trips planned so far:



Autumn Term:

Geographical fieldwork trip to Kingsclere Brook.

Spring Term:

Stone Age Experience Day (*Heads Up!*)

Summer Term:

Ufton Court – Ancient Greece





Online platforms


Program/App	Purpose
Weduc	All information for parents and carers about school trips, meals, events, activities, daily organisation, school newsletter.
School Website: Kingsclere CE Primary School	The school website has lots of information for parents and carers from curriculum information, lunch menu, handwriting font, calendar, wrap around care etc.
Seesaw (Year 1 – 6) Tapestry Year R only)	Shows children's learning – for staff evidence and also to enable children to record their learning through different ways, e.g., not just always writing but videos, photos.
TT Rock Stars	Times tables practice
Spelling Shed	Spelling practice
SORA – Reading	Stories online – audio and to read



Home Learning



Year 4 Home Learning


Friday 19th September – Friday 26th September 2025



Daily Reading


Please continue to read with your child. We will celebrate all children who record a reading experience five times per week or more.



Reading is also available via SORA, which is accessible online and provides eBooks and Audiobooks. Logins are available on request from your class teacher.


MTG

We would like everyone to log into their TTRS and access Garage and Studio throughout the week.



Sound Check every Friday.

Can you become a Rock Legend?

EdShed 

Please continue practising the spellings below, which will be tested weekly. Words with the prefix 'in' meaning 'not'.

inactive	insecure
invisible	incorrect
inflexible	indefinite
incurable	inability
inadequate	inelegant

You can also access EdShed and complete the activities set for you.

Reminders:

- Friday 19th September**
INSET DAY - School closed to pupils
- Wednesday 24th, 25th and 26th September**
Book Fair 3:15 - 3:45
- Friday 24th October**
INSET DAY - School closed to pupils

Check the WEBUC newsletter for further details

Handwriting


This week, keep practising these Common Exceptional Words for handwriting. So you can use them confidently in your writing.

accident
accidentally
actual
actually

Take your pick

Please see the home learning options for our enquiry journey for this term.


Please aim to complete a task every 2 weeks.

PE days Y4 

- Tuesday - indoor
- Thursday - outdoor

Our Sticky Question for the week

Is there anything that cannot be measured?


Take Your Pick Home Learning:
Where do rivers start and where do rivers end?

Year 3/4 Autumn Term 2025

Remember, children should complete one task every two weeks, so two or three tasks by half term. Presentation is a high priority, and pupils should choose whether to return a paper presentation or post the learning on Seesaw. They can be as creative as they choose with their responses, but should invest about 20 minutes for each task.

Create a model of a river, including key features and uses.	Create an information poster or leaflet about a world river.	Locate/label major rivers on a world map.
Date: _____	Date: _____	Date: _____
Go for a walk along a local river. Take photos or write a list of any features you spot, e.g. bridges, weirs, boats, lifebuoys, animals, etc.	Research and write a fact file about a river animal.	Try some new relaxation techniques, e.g. closing your eyes and listening for a few minutes, cosmic yoga, breathing techniques, listening to a calming song, etc. What do you find most calming? Make a video for Seesaw or create a prompt card to add to our class reflection area.
Date: _____	Date: _____	Date: _____
Design a game that will help you learn one of your times tables! This could be a board game, a pair game, or a timed jigsaw puzzle.	Use a torch or another light source to create different shadows of home. What shapes can you make? Can you change the shape and size of your shadows? How can you make the shadow bigger / smaller? Try to make at least three interesting shadows.	Experiment with different printing techniques. Try potato printing, leaf printing or make a block print by sticking a string to a piece of thick cardboard.
Date: _____	Date: _____	Date: _____

Parent/carer: Home learning is an integral part of your child's academic learning. Please support your child with their home learning by discussing what they have been learning with them and ensuring they are managing their time effectively to complete the tasks. If you encounter any issues, please notify the teacher promptly so that arrangements can be made to support your child.




Home Learning

- Take your pick grid for the enquiry journey
- Reading 4 times a week
- Weekly spelling focus
- Times Tables Rockstars
- A maths focus that can be practised with your child at home or independently, e.g., telling the time



Please continue to read with your child. We will celebrate all children who record a reading experience five times per week or more.



 Reading is also available via SORA, which is accessible online and provides eBooks and Audiobooks. Logins are available on request from your class teacher.



We have copies of 50 recommended reads for Year 4 if you are interested in taking a copy.



Love – Courage - Respect

Home Learning

- All children will have a folder to keep any paper tasks in, their 'Take your pick grid', log on codes for spelling, Seesaw and times tables rock stars
- All children have a Seesaw account with a 'Home Learning' folder so that children can share more creative responses to home learning
- Reading books can be changed in school
- Library books can be changed weekly



See Saw

- All children have a unique log on to Seesaw. This can be found in their home learning folder.
- Seesaw - has our electronic exercise books – there is a folder for each subject
- We use Seesaw to record and capture non-book-based learning e.g. videos, group work, photographs of activities
- There is a Home Learning Folder where we will occasionally upload a game or revision. This is optional and will be mentioned on the home learning letter that is sent home on a Friday
- Seesaw provides a window into our curriculum

The Seesaw logo is written in a bold, purple, sans-serif font. The 'S' is stylized with a circular element at the top.

Attendance

WHAT IS **YOUR** ATTENDANCE?

Right to education (Article 28)



**Platinum
100%**



Well Done!

High attendance leads to improved and high achievement which means greater success.

97%
UP TO 6 DAYS
ABSENCE FROM
SCHOOL



96.9% - 93%
UP TO 14 DAYS
ABSENCE FROM
SCHOOL



Worrying!

Too many missed school days.
Less chance of success.

92.9% - 90%
UP TO 20 DAYS
ABSENCE FROM
SCHOOL



Concern!

Reduced chance of success.
Possible court action.

Below 90%
CONSIDERABLE
ABSENCE FROM
SCHOOL



Serious!

Lowest chance of success.
Possible court action.

There are 175 non school days a year.
That's plenty of time to go on visits, holidays, shopping and other appointments.

Attendance and Attainment

- If your child is feeling unwell in school, we will contact you if they are unable to continue with learning and other school activities.
- If your child feels better during the school day, please bring them in.
- We can administer medication and Calpol with your permission if this is needed or helps your child to attend school.
- If there is anything we can do to support a health concern, please let us know.
- Please arrive at school by 08:45 – children will have an Early Morning Task to complete on arrival.
- At 08.45 staff will open classroom doors for their class to enter school. A morning task will be ready for them.

positive effect on academic attainment



School attendance has a positive effect on academic attainment ¹ ² ³

Students with the highest attendance throughout their time in school gain the best GCSE and A Level results ¹. Pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well ¹. Missing out on important parts of the curriculum due to lower attendance may result in poorer performance in school exams, increased risk of dropout, and a lower likelihood of progressing to higher education ². The higher the absence rate, the lower the likely level of attainment ³.

Learn more: [1. educationhub.blog.gov.uk](https://www.educationhub.blog.gov.uk) [2. strath.ac.uk](https://www.strath.ac.uk) [+1 more](#)



Snacks

Snack Box

- healthy snacks please - bread-based or a piece of fruit or vegetable
- snacks into the snack box to avoid time lost at breaktime getting snacks from bags
- please pop names on snacks where possible
- water in bottles please



Safeguarding

School Site:

- safety access codes
- visitors only access via the front entrance – sign in
- ✎ CCTV around the school
- ✎ If driving on the school site, please obey the speed limit and stop at the zebra crossing – no tail gating



Staff Training:

- ✎ annual safeguarding training and set agenda on all Staff Meetings
- ✎ report any concerns to a member of staff – DSL – and DDSL and who they are

Children:

- Curriculum focus through PSHE, SMSC, RSHE and Collective Worship focus

Our safeguarding team



Designated Safeguarding Lead (DSL), Prevent Lead, Attendance Champion

Jo Messenger

Contact details: adminoffice@kingsclere.hants.sch.uk



Phase Leader Year R and Key Stage 1
Deputy DSL and Senior Mental Health Lead: Lindsey Bowden



School Finance Officer and Data Protection Officer
Deputy DSL: Lesley Dudman



SENCO and Safeguarding Officer
- Deputy DSL: Attiya Khawaja



Phase Leader: Key Stage 2
Deputy DSL Caroline Williamson

**Weekends, holidays or evenings safeguarding concerns
in the local community:**

**Please contact the police on either 101 or 999 or Children's
Services:**

**Contact Children's Services | Children and Families
| Hampshire County Council**



Artificial Intelligence (AI) Policy

- **Staff will begin to use AI to enhance teaching, reduce workload, and support personalised learning.** All AI outputs are fact-checked, sense-checked, and remain the professional responsibility of the staff member. **Decisions are human based NOT AI.**
- **The school is only using approved AI tools:** this includes so far Copilot, Chat GPT, Key, Canva, Google translate, Google Gemini and Teach Mate
- **Staff are not able to include any personal, sensitive, or identifiable data into AI tools**
- **AI must not be used to generate offensive, discriminatory, or harmful content, nor to impersonate others.**



AI Policy

- **Safeguarding is a priority: any AI-related concerns must be reported immediately to the DSL.**
- **Staff will guide pupils to understand both the benefits and risks of AI, encouraging critical thinking.**
- **Pupils will use AI only under supervision for learning support or research at school. It can be used at home for research but not for completing home learning please.**



Keeping Children Safe Online

We value what an incredible learning tool the internet and technology can be and know that this is the future. We educate the children through our curriculum about online safety.

What we do:-

- ✓ Teach lessons each half term with a focus on e-safety – if anything makes you feel uncomfortable or upset, talk to a trusted adult
- ✓ Have internet safety code of conduct that the children know and follow
- ✓ Monitor their internet use
- ✓ Work with parents and carers to address any concerns
- ✓ Seek professional advice where we need to
- ✓ Have a school governor, DSLs and DDSLs and digital leaders to support e-safety
- ✓ Work closely with our IT support team if we have any concerns

Keeping Children Safe Online



Talk with your child about responsible use of their tablet

Discuss what is okay and not okay to use it for and look at the possible risks. Tell your child what they should do if something goes wrong while using it. This could be to turn off the screen and tell an adult.



Think about the location of the tablet

Will it be in a shared family space or in a bedroom? Where will the tablet charge overnight? Think about: setting time limits; reminding your child about the risks of communicating online with people that they do not know; and encouraging them to come to you with any worries.












Explore parental controls

Take a look at the controls available both on the tablet itself and on your home Wi-Fi. Talk these through with your child too. Parental controls are a helpful tool, but an open conversation with your child is the most important thing.

Age Limits

APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter	17+	18+
 TikTok	 Kik		
 YouNow	 Yubo	 Sarahah	 MeetMe
 House Party	 Monkey	 YOLO	 LiveMe

Sustainability and Environment

As part of the DfE's New Sustainability Guidance, parents now need to know about the schools Climate Action Plans where the school is outlining strategies to reduce carbon emissions, enhance energy efficiency, and promote sustainability within the school community:

1. Integration of Climate Education

We incorporate climate change education into the curriculum, teaching students about environmental issues, sustainability practices, and the importance of taking action to address climate change. In our year group we embed climate awareness across the following subjects:

Science

- Learn about the water cycle and how climate affects evaporation and rainfall.
- Explore water pollution and its impact on habitats and health.

Geography

- Study river systems—where they start, end, and how climate influences their flow.
- Discuss sustainable ways to protect water sources and reduce pollution.

English & Shared Reading

- Read texts with environmental themes, encouraging discussion and empathy.
- Write persuasive letters and poems about protecting our planet and clean water.



Sustainability and Environment

2. Role of Parents and Carers

Parents and carers play a crucial role in supporting school sustainability initiatives by participating in sustainability programs, e.g., walk to school week where possible, and encouraging environmentally friendly practices at home.

3. Decarbonisation Efforts

Schools are encouraged to take steps to reduce carbon emissions by becoming more energy efficient, such as upgrading heating systems and improving insulation. Our new roof will support with energy efficiency.

4. Eradication of Single-Use Plastics

The DfE aims to eradicate single-use plastics in schools and encourage the use of reusable and recyclable materials, promoting a culture of sustainability within the school community. We presently use recycled card for take away food options, we are setting up a more robust recycling for unavoidable plastics, we encourage staff and pupil use of reusable water bottles.



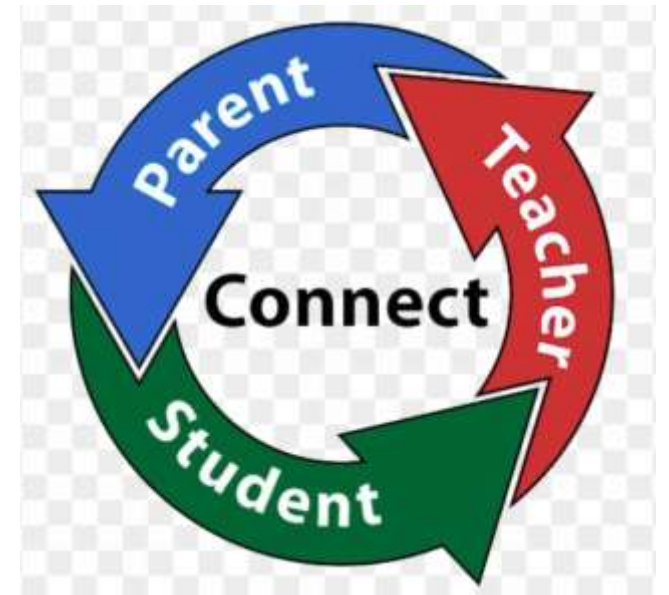
Rewards and Responsibilities

- ▶ Reading Rewards and Reading Trophy
- ▶ House Points
- ▶ Celebration Friday
- ▶ Star Awards each Half Term
- ▶ Mrs Titcomb's Tidiest Classroom Trophy
- ▶ Class Monitors
- ▶ School Council Representatives
- ▶ Courageous Advocacy Trophy
- ▶ Times Tables RockStars



If you need to contact us

- A quick catch up with the class teacher or TA at drop off and pick up times
- Email the admin team who will ensure the right person receives your email
- Please phone the office to arrange a team to meet – the meeting can be online, a telephone call or in person



If we need to contact you...

- A quick catch up at drop off or pick up times
- A phone call after school
- A message via Reach More Parents
- Letters and forms via Reach More Parents

Can you help?

- ▶ Hearing readers / playing maths games mornings or any afternoon from 13:15
- ▶ You are **always welcome to come into year 4 to lend a hand** – just let us know when you are available and any areas of expertise! (DBS check)



If you are free to help, please let us know ☺



Thank you for coming.
Any questions?