



Year 4 & 5 Newsletter Term 1

Welcome message

We hope you and your child have enjoyed a restful summer and have recharged the batteries. The first few days of the year at Kingfisher, are all about settling in, renewing and forming friendships and getting to know routines and expectations.

Moving year groups and having a new teacher is a big transition, hopefully our discovery days have made that change easier. This newsletter will give you some key information about the term ahead.

It has been lovely to see the children return to school with such enthusiasm, energy and big smiles. We are excited about all the learning, opportunities and experiences we have planned for the coming weeks.

We look forward to getting to know you all better. If you have any questions regarding the information in this newsletter, or other more general queries, please don't hesitate to talk to us.

Thank you,

The Key Stage Two Team

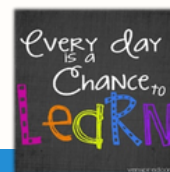
Don't forget to follow us on...



@KingfisherCE



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Kingfisher
CE ACADEMY

"Discovering and Learning Together, so all can Flourish".

'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)

Wisdom – Hope – Service – Resilience



Wichelstowe Trinity
Learning Campus

LIFE IN ALL ITS FULLNESS

Term dates



Kingfisher CE Academy

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TERM 1 EVENTS

01/9/26

INSET DAY 1 – Staff Training

02/9/26

INSET DAY 2 – Staff Training

03/9/26

Term starts for all children

07/9/26

African Drumming starts for Y1

10/9/26

Child of Hope Visit – Lucy Swift

15/9/26

Meet the Teacher 3.30pm Todd Stanton
Class- In classroom

16/9/26

Meet the Teacher 3.30pm – In classrooms

21/9/26

Individual School Photos

22/9/26

School Tours start for Rec Sept 2027

22/9/26

Phonics & Reading workshop 9am – Parents

23/9/26

Year 4&5 – Stonehenge Trip



Term dates



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TERM 1 EVENTS

25/9/26

MacMillan Coffee Afternoon 2.30pm – Parents

29/9/26

Flu Immunisations

30/9/26

Year 2 & 3 – Living Rainforest Trip

10/26

Year 1 Local walk – date to be confirmed

01/10/25

Maths workshop – Parents 9am

07/10/25

Pops Meetings – Individual booking

16/10/26

Relative Read – 3pm to 3.15pm whole school

16/10/25

Times tables Rockstarts Day KS2 – Dress up

20/10/26

Open Classrooms – 3.15pm to 4pm

22/10/26

Harvest Assembly 2.15pm – Parents

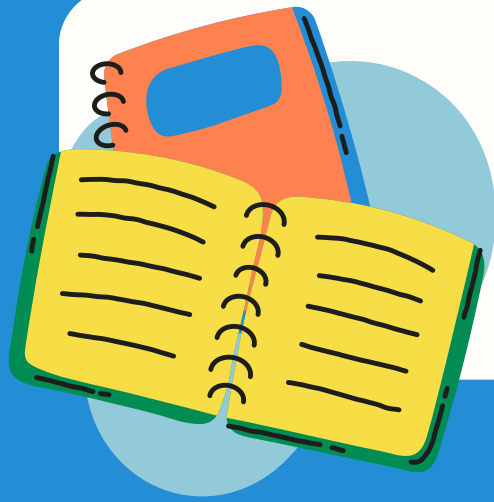
22/10/26

End of Term for children – 3.15pm close

23/10/26

INSET DAY 3 – Staff Training





Beginning and end of the school day.

Please remember school begins at 8.45 am. This is when children begin their learning. Please be on time. The classroom and hall doors will then be shut and the playground gate locked at 8.55am. This is to safeguard all our children. Year 4 and 5 come straight upstairs to meet Mrs Shelley & Miss Crawford in the classroom to encourage independence and get started with their day.

Pick up is at 3:15pm from the hall doors for Onuzu & Lapinski class.

If someone else is picking up, please inform the class teacher on the door in the morning or the school office during the day. If it is someone not known to us, you will be asked to set up a password so the teacher on the door knows that this is the agreed pick up. We will not let children go with an unknown adult or with a known adult without prior knowledge of the arrangement. This is of course to safeguard our children.

We are a mobile free zone. We would appreciate all phones to be switched off or put away on the playground. Please greet your child with a smile and not your phone. We know from many years experience that asking how their day was or asking what they did today, is usually met with Ok, I don't know or similar. At the end of the day, we have a Five to Flourish discussion when we ask them to think of things they are proud of, they have learned, something that links to our values of embracing hope, building resilience, developing wisdom and choosing service. This may help you have a more productive conversation.



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What you will need...

P.E.

Lapinski Class PE will be on a **Tuesday** and a **Wednesday**.

Onozu Class PE will be on a **Tuesday** and a **Wednesday**.

Please send your child to school with their PE kit on. Please remember our PE uniform is a white polo shirt, navy/black shorts or trousers and plain trainers or daps. A Kingfisher logoed sweater or non -oged blue sweater is also essential.

They will be in this all day, so please ensure it is weather appropriate.

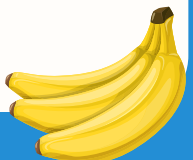


Outdoor learning

We will often pop outside in our lessons, please make sure that children always bring a coat so we can get outside. If they have a spare set of wellies that could be left in school, this would be useful. A coat with a hood is much better than an umbrella.



You will need to send your child in with a healthy snack for morning breaktime as free snack is only available to KSI.



PLEASE LABEL EVERYTHING!

Meet the Teacher

About Me

Hi! My name is Mrs Shelley and I am a Year 4 and 5 teacher. Our children are eight and nine years old.

I have been teaching for 8 years; in that time I have been lucky to teach year 3, Year 4, year 6, year 2 and year 1. I love inspiring children and finding creative ways to foster their discovery.

Reading is something I value and encourage my pupils to find books that captivate them.

When I am not in school, I love exploring new places, baking cakes and playing netball.

A bit about me!

Favourite colour: purple



Favourite animal: dog



Favourite drink: Decaff coffee

Favourite subject: Science & Maths



Our Class Author

All our classes at Kingfisher CE Academy are named after authors.

My class is named after L.D Lapinski. They live just outside Sherwood Forest with their family, a lot of books, and a cat called Hector.



Our class novel is called 'The Strangeworlds Travel Agency'. It's about a young girl who discovers a magical travel agency where suitcases contain portals to strange and fantastical worlds. As she becomes involved with the agency, she must help protect these worlds and uncover the secrets behind the mysterious suitcases.

I have sent a copy to share with you. I hope you enjoy reading it!



Meet the Teacher



About Me

Hi! My name is Miss Chalcroft and I am a Year 4/5 teacher.

I am thrilled to begin my first year teaching here at Kingfisher. My goal is to inspire a love for learning in every child by incorporating their interests into our lessons in fun and engaging ways.

When I am not teaching, I enjoy to relax through reading or being creative with my scrapbook! I also love to spend time with my family and my dog, Charlie.

A bit about me!

Favourite colour: blue

Favourite animal: seahorse

Favourite drink: orange squash

Favourite subject: RE and History



Our Class Author

All our classes at Kingfisher CE Academy are named after authors.

My class is named after Chibundu Onuzo. She is a Nigerian author who writes books for adults and children. Our class book is a fantasy adventure series - Mayowa and the Sea of Words. Mayowa promised her parents she would never jump on a book again. She was told not to ask her Grandad about book jumping either – even though she knows he does it too.

But when her parents take a trip abroad and she stays with Grandad for a summer, she discovers the secret, mysterious power contained within books and embarks on an adventure filled with danger, political intrigue and a battle of morality.



Termly Overview



Each term we will send you an overview of our learning in each area of the curriculum. You can also find it on the website. It looks like this:

Year 4 Maths

Number and place value

- 100s, 10s and 1s.
- Represent and partition numbers to 1000
- Thousands and 10,000.
- Flexible partitioning.
- Find 1, 10, 100, 1000 more or less.
- Number lines to 1000 and 10,000 (including estimating).
- Compare & order numbers.
- Round to the nearest 10, 100 or 1000.
- Roman Numerals.
- Shape
- Turns and Angles.
- Identify, compare and order angles.
- Types of lines.
- Triangles, quadrilaterals & polygons.
- symmetry
- 3D shapes.

Year 5 Maths

Number and place value

- Roman Numerals.
- Numbers to 10,000, 100,000 and 1,000,000
- powers of 10
- partitioning numbers
- numberlines
- rounding.
- Coordinates
- Read coordinates
- plot coordinates
- translate coordinates.
- 3D shapes.

Geography-

Year 4

Mountains

- What are mountains?
- How are mountains formed? Are there different types of mountains?
- How do maps represent mountains?
- How are Mountain ranges similar and different?
- How do mountains and mountain ranges impact human geography?

History-

Year 5

Anglo Saxons

- learn why and where the Scots and Anglo-Saxons invaded Britain.
- explore how Anglo-Saxon words influenced British place names.
- investigate what life and work were like in an Anglo-Saxon settlement.
- examine Anglo-Saxon artefacts.

Music

- Understanding Music
- Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers.
- Improvise Together.

PSHE

- What makes someone who they are?
- identify a range of personal strengths, skills, qualities and achievements.
- What helps a person feel that they belong?
- Introduce identity, self-image, influence and stereotype.
- Who gets to decide what makes you, you?

English

- Diary entries
- formal letters
- guides
- non-chronological reports
- adverts
- official paperwork
- lost tags

Modern Foreign Languages (MFL)

- Identifying and naming 10 vegetables
- Learning how to ask for something
- Asking for a kilo and $\frac{1}{2}$ kilo of vegetables.

RE

2a.1 What do Christians learn from the Creation?

- Explore the beauty and wonder of creation.
- Place Creation and God on the Bible timeline..
- Understand Christian beliefs about God through Genesis 1.
- Understand what Christians believe about human beings.

Science- Year 5

Forces

- Understand forces as pushes and pulls, explain gravity, and identify how gravity affects objects, including observing and comparing falling objects.
- Investigate how different surfaces affect movement.
- Learn about Sir Isaac Newton and gravity, and Emma England, an aeronautical engineer

Science- Year 4

States of Matter

- What is a solid, liquid or gas?
- What happens when a liquid is heated?
- What happens when a liquid is cooled?
- What happens to a liquid when it is heated and then cooled?
- Why is evaporation and condensation important? (Water cycle).
- Explore the significant scientist- Bernard Palissy.

Computing- Year 5

Computing Systems

- explain that computers can be connected together To form systems.
- recognise the role of computer systems in our lives.
- experiment with search engines

Computing- Year 4

Computing Systems

- describe how networks physically connect To other networks.
- recognise how networked devices make up the internet.
- describe how content can be added and accessed on the World Wide Web.

DT

- Understand gears, pulleys and levers.
- Make miniture versions to understand these mechanisms.

Art

- Drawing & Painting
- Artist- Peter Thorpe
- Inspire & Evaluate, Experiment, Design and Practice, Create and Reflect.

PE

Balance and coordination Leading to gymnastics.

- Rolls, jumps, balances, vault, travelling movements, use of equipment, handstands and cartwheels.
- Compose, evaluate and improve a sequence of movements.
- Perform individually or as a group.
- Individual, partner and group sequences of moves and balances.

Year 4 & 5- Term 1

Our focus in term 1 will be on Psalm 1:3 and what that means to us at Kingfisher. We will also be learning about all four of our values and how they align with this Psalm.

Discovering and Learning Together, so all can Flourish.

'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)



Reading



We are committed as a school to ensuring all children develop the skills they need to read independently and have access to life long learning.

Our team, believe in ensuring all children find themselves represented in books. We aim to expose our children to high quality, award winning and diverse literature. Our Class names are chosen carefully to represent a diverse range of authors and to build your child's library at home as they progress through Kingfisher.

Book change days

MONDAY - Every **Monday** one child in each class will also bring home the Book Club Scrapbook, they can use this to choose a book they would like to recommend, draw a picture of the front cover, write about why they recommend it etc. This will then be shared in Book Club the following Monday before someone else will take it home.

TUESDAY & WEDNESDAY- We will go fortnightly to the KS2 library. This is to allow both classes to attend in a 2 week period. Their library books will be their reading books but they do not need to finish these books in 2 weeks as some of them are longer than previous books.

THURSDAY- We will be reading our class novels 'The Strangeworlds Travel Agency' and 'Mayowa and the sea of words'. It would be great if they could bring it in to read together.

This term's focus books

Author of the Term -

LD. Lapinski (Lapinski Class)

Chibundu Onuzo (Onuzo Class)



Writing Unit theme

Belonging & equality

Wider Curriculum Books

Science -States of Matter (Y4) & Forces (Y5)

Geography-Mountains (Y4) History- Anglo Saxons (Y5)

Art - Drawing and Painting (Peter Thorpe)

RW- What can Christians learn from creation?

How you can help at home

Share books that your children bring home from school.

Read any books you have at home.

Read recipes, magazines, print in the environment.

Ask teachers for Book Recommendations for children.

Join a library - Wroughton is very friendly!

Watch CBeebies bedtime stories.

Let your children see you reading!

Ask Mrs Connell for Book Recommendations for adults.

Reading



Reading comprehension skills:

Pupils should be taught to understand what they read by:

- **Listening** to and **discussing** a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a **range of purposes**
- Using **dictionaries** to check the meaning of words that they have read
- Increasing their familiarity with a **wide range of books**, including fairy stories, myths and legends, and retelling some of these orally
- **Identifying themes** and conventions in a wide range of books
- **Preparing poems** and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **Discussing words** and **phrases** that capture the reader's interest and imagination
- **Recognising** some different forms of poetry

See the content coverage for our Reading units.

Sessions	2a	2b	2c	2d	2e	2f	2g	2h
	Give/explain the meaning of words in context	Retrieve and record information /identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text/explain and justify inferences with evidence from the text	Predict what might happen from details stated and implied	Identify /explain how information / narrative content is related and contributes to meaning as whole	Identify/ explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text

How you can help at home

Check that the text makes sense to them.

Ask questions to improve their understanding.

Encourage them to make predictions about what might happen next.

Discuss the book with your child.

Spelling



Our spelling scheme Magic Spell, is a fully planned and resourced spelling programme for KS2. It is aligned to the statutory requirements of the National Curriculum and follows on from any phonics programme and builds and embeds phonic knowledge.

It uses a consistent structure for each lesson.

Lesson 1 & 2 includes:

- Review - recaps prior learning
- Teach and practise - teaches new learning
- Practise and apply - pupils practise new learning through planned activity
- Revise - A reminder of key strategies taught in the lesson

Lesson 3 includes:

- Review spellings - 10 word spelling 'test' of words containing the spelling learning of the previous two lessons.
- Dictation - pupils write two dictated sentences.
- Read the sentence - pupils fluently read the sentence, discussing words with the weekly learning and adding prosody.

Year 3 & 4 spelling words

By the end of Year 4, children should know how to spell these words. The list of spelling words is covered in the spelling curriculum in year 3 and 4.

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Year 5 & 6 spelling words

By the end of Year 6, children should know how to spell these words. The list of spelling words is covered in the spelling curriculum in year 5 and 6.

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Year 4- Times table Homework

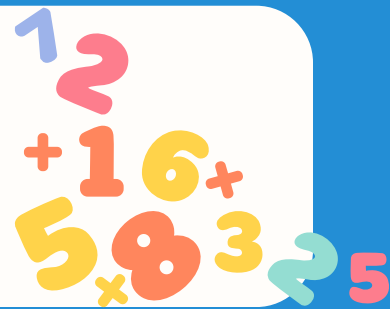


Each week, the children will be coming home with a homework book to complete weekly times table practice. This will be given at the beginning of the week and will be due in on a Monday. We will go through the homework every week. Mrs Shelley will offer one lunch time a week to any children who need to complete this during the school day. This is available to all children.

Times Table Rockstars is an essential tool to support your child with their timetable practice this year. Please speak to a member of the team if you need help providing this resource for your children.

This homework is to prepare Year 4 children for the standardised times table test that occurs in Year 4.

Year 5 homework



Each week, year 5 will complete one set of mixed questions maths homework.

The amount of compulsory homework will increase throughout the year in preparation for secondary school. This might be some reading homework or grammar and spelling homework.

The children will receive this in a booklet to allow them to work through certain questions. This will be identified by the class teacher each week. The homework will also be marked in school.

How you can help at home

Encourage your child to do this independently where possible.

When they are confident, provide additional challenge by adding a time restriction.

Can they complete it in different ways? All rows or all columns.

Can they do the inverse? $4 \times 3 = 12$ $12 \div 3 = ?$

Termly Homework

Your child will get sent a homework grid at the beginning of each term and you will find a copy of our optional homework grid on the website. Although it is optional, we do encourage children to try at least one activity a term.

The homework is linked to our class learning and offers children a chance to Dive deeper into their learning.

As the children progress through KS2, homework will increase in preparation for their transition to secondary school.

This grid is just an example.

Reading & Writing	We are Authors!	Explore this website and make a list of books you wish to read in year 4. https://www.bookstopics.com/booklists/recommended-readers/year-4/	Write a letter of advice to the new class of year 3. What will they need to know? remember? be excited about?
Communication and Language	We are Linguists & Communicators!	Play Chain-Link Story. Grab an object and sit in a circle. Start off the story. Then, pass the object to someone new and they have to add to the story.	Create a French game practicing many of your French words and skills this year.
Maths	We are Mathematicians!	Practice telling the time at home. Try analogue and digital. Can you draw an analogue clock with hands? Can you come up with your own questions about time?	Complete weekly Times table homework sheets and go through them together in class.
Understanding the world (Geography & History)	We are Historians & Geographers!	Research some famous mountains in the UK and around the World. Can you create a fact file, presentation, leaflet or poster?	Create a model explaining the water cycle and how it connects mountains and rivers.
Expressive arts and design (Art & Music)	We are Artists & Musicians!	Explore some music games where you can compose your own music, match rhythms, explore note names and composers. https://www.classicsforkids.com/music/games/	Explore the BBC Art and Design page: https://www.bbc.co.uk/bitesize/subjects/zxv346/ . What can you learn about different artists.
STEM (Science & DT)	We are Scientists & Engineers!	Research the human skeletal and muscular system. What have you discovered? What questions do you still have?	Design and build a bridge that could go over a river. It needs to transport people or cars across the river.
Living in the wider world (RE & PSHE)	We are Citizens and Role Models!	Create a piece of artwork that could be displayed in our classroom around our reflection station. It could be about our values, Christian stories, prayers, something to inspire tranquility.	Create a sleep diary or journal to help show the importance of sleep on your brain, moods, energy and learning.



Choose 1 activity to complete each week. These activities are optional but it would be great to share some of their home learning at the end of the term.

Year 3- Homework Activities

This term's values are: Hope, Resilience, Wisdom and Service.

How you can help at home

Encourage them to try things they haven't completed before or activities they are less confident in.

Be present if your child needs you and encourage independence where you can.

Use the grid to talk to your child about their learning in the classroom. It can be a useful tool.

Christian Authenticity



In Collective Worship...



In our Values assembly on Mondays, we will be learning about psalm 1:3 and think about how our values are reflected in this and what this means for us as Christians. We always start by welcoming God, then we listen and respond before singing and having a reflection.

On Tuesday, we have a assembly with our Chaplain, Owen, in our Chapel. He uses a resource that has been especially written for KS2 Fruits and Roots. Each assembly follows the familiar pattern: Welcome, Learn, Reflect, Respond.

On Wednesday, we have a Class Worship – following the same pattern linking a bible story to the book/story from Monday's assembly.

Thursday is a Singing Assembly, learning and worshipping through song, as well as learning songs for events and performances.

Our Friday Celebration Assembly celebrates the learning both inside and outside of school. It's a time for recognition and celebration of our brilliant Kingfishers.



We are maintaining our relationships with the community at the Child of Hope school in Uganda.

Each class will write letters to the children in their matching age class. We are sending them a book of our class author, lots of reading books and our class photo.

We are looking forward to receiving letters back from our class friends in Uganda.

Later on in the Year, we will have a day of activities to grow our links further.



Festivals

Later in the term we will be celebrating the festival of Harvest. We will be holding a whole school Harvest Festival Assembly. Please come along to support and celebrate with us!





Kingfisher
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Our Kingfisher team

There are lots of people who are part of our extended Kingfisher family. You and your children may see them around the campus.

Senior Leadership Team



Ms. Bishop (Headteacher and Designated Safeguarding Lead)



Miss Telling (Deputy Headteacher, SENCO and Designated Safeguarding Lead)



Mrs Bishop (Campus Co-ordinator)

Our EYFS Teaching Team



Miss Watts
(Deputy Nursery Manager)



Mrs Pickford
Reception Teacher & EYFS Lead

Our Key Stage 1 Teaching Team



Mrs Connell
(Year 1 teacher)



Miss Allan
(Year 2 teacher)

Our Key Stage 2 Teaching Team



Miss Dixon
(Year 3 teacher)
M/T/W



Miss Telling
(Year 3 teacher) Th/F



Miss Small
(Year 3 teacher)

Miss Coe and Mrs B will work across the school covering classes.



Miss Coe
(Higher Level Teaching Assistant)



Mrs B
(Senior Teaching Assistant)



Mrs Shelley
(Year 4/5 teacher)



Miss Chalcraft
(Year 4/5 teacher)

Our Kingfisher team

Our Support Staff

We are lucky to be supported by a wonderful team across the school.

Our Teaching Assistants



Bianca



Miss Sara



Mrs Brown



Sam Engley



Miss McComb



Mrs Shim



Mrs Cox



Mrs Jordan

Admin Team

Our Kingfisher Admin will be front of house to answer your questions and provide you with support:



Mrs Wright



Mrs Ryan

Our Chaplain



Owen leads a Collective Worship assembly each week. He also works with us across the school.

Reverend Owen Green

Safeguarding



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season'(Psalm1:3)
Wisdom –Hope –Service–Resilience



Safeguarding and Child Protection Worried about a Child?

If you have a concern about the safety or well-being of a child, please speak to one of our safeguarding team. In this school this is:-



Sharon Bishop
Designated
Safeguarding Lead



Sally Telling
Deputy Designated
Safeguarding Lead



Natalie O'Donnell
Deputy Designated
Safeguarding Lead



Hannah Baddeley
Deputy Designated
& Online safety
Safeguarding Lead



Please contact 'Children and Families Contact Swindon' if you are concerned about a child.

E-mail: Childrenandfamiliescontact@swindon.gov.uk

Telephone: 01793 464646

8.30am to 4.40pm Monday to Thursday 8.30am to 4.00pm Friday

The Emergency Duty Service (EDS) is available outside office hours on

01793 436699

If you think that a child is in immediate danger, please ring 999 and speak to the police.

