

Kingfisher Class

Term 4 (Spring Term 2) 2026

Welcome back! We hope you've enjoyed half term and are ready for a new term of learning. Following some training from DGAT, in response to government guidance, we have some changes coming up in Kingfisher class, with your children's learning in mind. Firstly, we are asking that your children take their pencil cases home, as these can be very distracting. Please be reassured that we will provide your child with everything that they need within the class. When they move into Owl Class, they will have the chance to bring in their own pencil cases. Secondly, our class will for now be a pencil-only classroom, while we re-focus on our handwriting skills. Thirdly, we are asking that your children do not bring in any show-and-tell items (time is so precious and we need it to focus on more relevant topics). However, we would still like to encourage children to celebrate any achievements out of school, so please continue to share any certificates.

Many thanks for your understanding.

Mrs Lewis and Mr Muran

History Local History

Why should we preserve our locality?

- What makes a place from the past special? (Roman Cirencester)
- Why do different Roman sites matter in different ways?
- Which Roman site best represents Roman Cirencester?
- How could we protect Roman Cirencester today?
- How should Roman Cirencester be remembered?

Maths

Year 3

Column subtraction

Multiplication and division

Year 4

Multiplication and division

Properties of shapes

English

We will be writing a narrative based on the tragic picture book 'Flood'. This writing will provide the opportunity for children to use their powers of description to write an interesting story. Our non-fiction writing will be linked to our history topic, writing a formal letter about preserving our local history.

Handwriting, spelling and grammar lessons will continue, in which we will explore the technical aspects of writing.

Our reading sessions will continue with a broad range of fiction, non-fiction and poetry texts which the children will discuss and analyse using the VIPERS approach.

Science – Teeth and Eating

- To classify and identify different types of teeth and their functions.
- To recognise how and why we must take care of our teeth.
- To describe the functions of parts of the human digestive system.
- To recognise what a food chain represents.
- To construct and interpret a variety of food chains.
- To identify producers, predators and prey.
- To make observations and record findings using scientific language and labelled diagrams.

<p>RSHE - Being my best – year 4</p> <ul style="list-style-type: none"> • Explain what is meant by the term 'balanced diet'. • Learn that simple hygiene routines can help to reduce the risk of the spread of infectious illnesses. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain). • Demonstrate their understanding of health and wellbeing issues that are relevant to them. • Identify their achievements and areas of development. 	<p>RE</p> <p>What do Muslims believe about God and how do they respond?</p> <ul style="list-style-type: none"> • Where do Muslims learn about God? What do they learn? • What does the idea of the oneness of God (tawhid) mean to Muslims? • How do the 99 Names help Muslims understand what God is like? • How do Muslims use the 99 Names? • How do Muslims see art as communicating ideas of God? • What do Muslims believe about God and how do they respond? Drawing learning together.
<p>Music</p> <p>Musical Theatre</p> <p>Children learn how singing, acting and dancing combine to create an overall performance.</p> <ul style="list-style-type: none"> • To understand the history of musical theatre. • To identify character snogs and action songs. • To create a musical theatre scene. • To rehearse a musical theatre scene. • To perform a musical theatre scene. 	<p>DT Design a poster with moving parts. Mechanical Systems</p> <p>Investigate and analyse a range of existing products, which use levers and linkages Make mechanical systems which use levers and linkages. Use sketches to develop and communicate ideas. Select from and use a wider range of tools and equipment to perform practical tasks accurately, in the context of selecting and using the correct tools and equipment make a moving poster. Evaluate our posters.</p>
<p>Computing.</p> <p>Purple Mash Branching databases To explore and create branching databases. Children will learn how binary questioning is used to sort data records and about the importance of testing and debugging databases that they create.</p>	<p>PE Tag rugby</p>
<p>French – fruit</p> <ul style="list-style-type: none"> • Learn and become more familiar with 10 fruit nouns with their determiners in French • Learn how to move singular nouns to plural form in French. • Learn how to use the structure 'j'aime' (I like) with the fruit nouns. • Learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns. 	
<p>Homework</p> <p>The most important contribution you can make to your child's learning is to continue listening to them reading. This will expand their vocabulary and will improve their writing ability. Spellings will also be sent home and will be tested weekly. Please continue to help your child learning their times tables. Little and often is the best way to make the information stick!</p>	