



Hares Class Newsletter September 2026

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

Welcome to The Hares Class Year 3 and 4

I am delighted to welcome you all back to school and into Hares Class for a new and exciting term ahead. This year promises to be full of challenge, curiosity, and creativity, as we work together to explore big questions, develop new skills, and grow as individuals and as a class community. I am so excited to be back!



As always, our Christian distinctiveness and spirituality will be at the heart of our learning.

Every half term, each class has its own memory verse, and for Hares we will be reflecting on the words from Psalm 127:3-5 which states that children are a heritage and a reward from God."

This verse links closely to our history topic for the term: How have children's lives changed? As we investigate how different children's lives are now. We will reflect on the importance of children in the community.

We begin the year with our whole-school Values Week, where we will reflect on the Christian values that guide us in letting our light shine. Our focus will be on the story of The Boy who Harnessed the Wind. Through this story, we will think about how important it is to help others and look for greatness in dark times.

I am very much looking forward to all the learning and fun we will share together this term.





P.E. will take place on **Tuesday afternoon** and will be taught by the expert coaches from Fitt4Kids Coaching. On this day, children should come to school dressed in their P.E. kit: blue or black jogging bottoms or shorts, their school P.E. T-shirt, and a school jumper or hoodie. Please name hoodies and jumpers.



Water Bottles

It's important that all children bring a named water bottle to school every day. To help keep everyone healthy and hydrated, bottles should be filled with **water only** - no squash or juice, please.

We kindly ask that every item your child brings to school is clearly labelled. With so many similar items in class, this makes it much easier to keep track of belongings and ensures nothing goes missing. To keep classrooms clutter-free, we also ask that children only bring their reading book to school each day, as all stationery and other learning resources are provided.



Dates for your Diary

Wednesday 2nd September; Values Week

Wednesday 9th September; Hares Meet the Teacher presentation
2.50pm

Monday 6th / Tuesday 7th October; Parent consultations 3:30-6:00

Tuesday 21st October; Harvest Festival - St Andrew's Church at 9am

Friday 26th October to Friday 30th October 2025 - Half Term holiday



Class Dojo

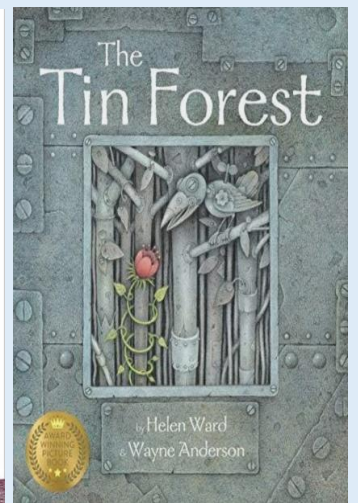
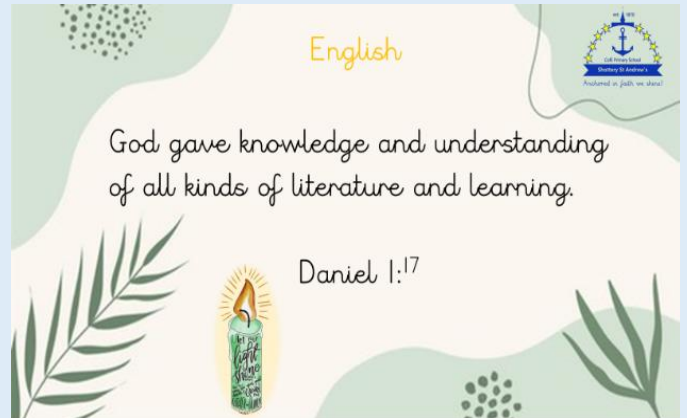
We will continue to use Class Dojo as a way of celebrating the children's efforts and achievements in Hares Class. Dojo points are awarded for positive learning behaviours such as resilience, teamwork, and kindness, as well as for living out our Christian values. You can also use Class Dojo to keep up to date with class news and celebrations, so please do check in regularly.

Further information about school life can be found on our website and don't forget to look out for the school's weekly newsletter, which is sent out every Friday.

www.shotterystandrewsprimary.org.uk

English

This term our writing will be inspired by *The Iron Man* by Ted Hughes and *The Tin Forest* by Helen Ward and Wayne Anderson. The children will be writing character descriptions, short news bulletins, letters of advice, diary entries, menus and logbook entries. The children will also make persuasive posters, information leaflets, postcards, diaries, wishes and setting descriptions.



Reading is an essential part of your child's learning, and we encourage all children to take every opportunity to read daily at home and in school.

In Year 3/4, reading books can be changed whenever the children need them to be refreshed. At school, children will take part in whole-class reading sessions using FFT. This will take place 3 times a week. Please encourage your child to read as much as possible and support your child to log what they have read in their yellow reading diaries.

In Year 3/4 spellings complement writing as lessons are taught through contextualised spelling sessions. These include open-ended investigations, opportunities to practise, and ways to apply spellings in meaningful, purposeful contexts—often linked to other areas of the curriculum. Where relevant, we also provide suggestions for extending these investigations at home, so children can continue to develop their spelling skills outside school. Alongside this, we focus on the statutory Year 3/4 spelling list to ensure children master key words essential for confident and effective writing.

Years 3 and 4 COMMON EXCEPTION WORDS						
accident	caught	enough	height	notice	promise	though
accidentally	centre	exercise	history	occasion	purpose	thought
actual	century	experience	imagine	occasionally	quarter	through
actually	certain	experiment	important	often	question	various
address	circle	extreme	increase	opposite	recent	weight
although	complete	famous	interest	ordinary	regular	woman
answer	consider	favourite	island	particular	reign	women
appear	continue	February	knowledge	peculiar	remember	
arrive	decide	forward	learn	perhaps	sentence	
believe	describe	forwards	length	popular	separate	
bicycle	different	fruit	library	position	special	
breath	difficult	grammar	material	possess	straight	
breathe	disappear	group	medicine	possession	strange	
build	early	guard	mention	possible	strength	
busy	earth	guide	minute	potatoes	suppose	
business	eight	heard	natural	pressure	surprise	
calendar	eighth	heart	naughty	probably	therefore	

Alongside our work on reading and spelling, a key focus in English this term is on developing children's oracy skills. Oracy is the ability to communicate effectively through spoken language—listening carefully, speaking clearly, and being able to share ideas with confidence. Strong oracy skills are essential, not only for success in English, but across the whole curriculum, helping children to reason, debate, and explain their thinking.

In class, pupils will have regular opportunities to practise oracy through discussions, role-play, drama, presentations, and debates. They will learn how to build on each other's ideas, ask thoughtful questions, and use subject-specific vocabulary with increasing accuracy. By rehearsing and refining their spoken language, children also strengthen their writing, as they learn to organise and structure ideas effectively.

Oracy also links closely to our Christian values. By learning to listen attentively and respect different viewpoints, children develop empathy and compassion. Speaking with confidence allows them to share their own thoughts, beliefs, and reflections, supporting their spiritual growth and sense of belonging in our school community.

MATHS

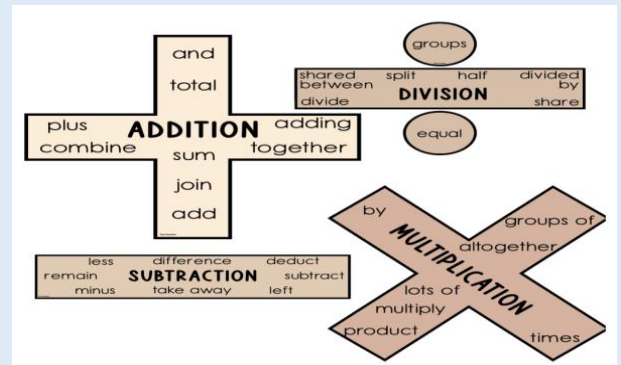
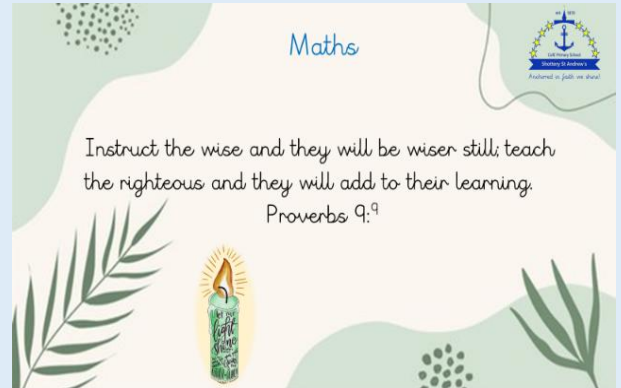
In Year 3/4, maths is taught in line with White Rose Maths and Mastering Number, providing a rich and varied approach to developing mathematical understanding.

Lessons include direct instruction, collaborative problem-solving, and practical, hands-on activities. Children are encouraged to explain their reasoning, discuss different approaches with peers, and make connections across mathematical concepts, helping to deepen their understanding and build confidence.

The children in Hares class will also have daily Times Tables Number Sense sessions too. The children will work systematically through their times tables in preparation for the MTC (Multiplication Times Tables Check) in June 2027 (Y4 children only).

It is really important that the children practice their times tables at home and access Times Table Rock Stars to do this on a regular basis. Logins to access TTRS will be sent home in Reading Diaries.

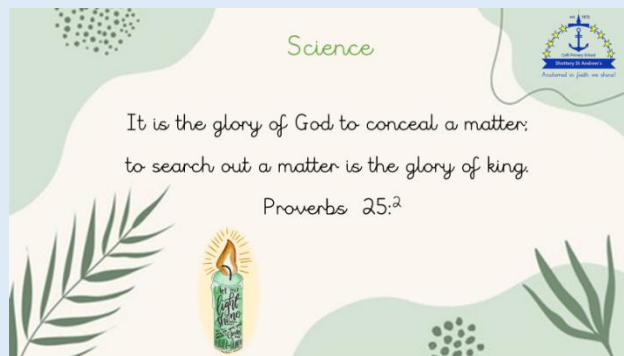
The children in Hares will also complete a daily Fluent in Five maths activity. This will ensure that children are constantly revisiting questions for all four operations.



Science

This term, our science focus is on Materials and Their Properties, with a particular emphasis on mixtures and solutions. Children will learn how to define and identify mixtures, explore how they can be separated using processes such as sieving, filtering, dissolving, and evaporating, and understand when each method is most effective. They will also investigate factors that affect how quickly substances dissolve, including the role of temperature.

As part of our working scientifically skills, pupils will be developing their ability to plan and carry out fair tests, decide which variables to change and measure, and select appropriate methods for recording and presenting their results. They will also be encouraged to ask their own testable questions, carry out research, and draw clear, annotated diagrams to explain their ideas.



Science - Forces and magnets

A force is a push, a pull or a twist.

Forces can have the following effects:

- Starts an object moving.
- Changes the direction of a moving object.
- Speeds up a moving object.
- Stops an object from moving.
- Slows down a moving object.
- Changes the shape of an object.

Friction is useful when it:

- Helps a car brake.
- Lights a match.
- Rubs out mistakes.
- Opens a jar.
- Brushes teeth clean.
- Sands down wood.

Contact forces are caused by contact between two surfaces.

Friction is a contact force that acts between surfaces that are sliding over one another.

It acts in the opposite direction to motion.

The rougher a surface is, the more bumps it has and the more points of contact there are between the two surfaces. More points of contact create more friction. More friction leads to a greater slowing effect on the object.

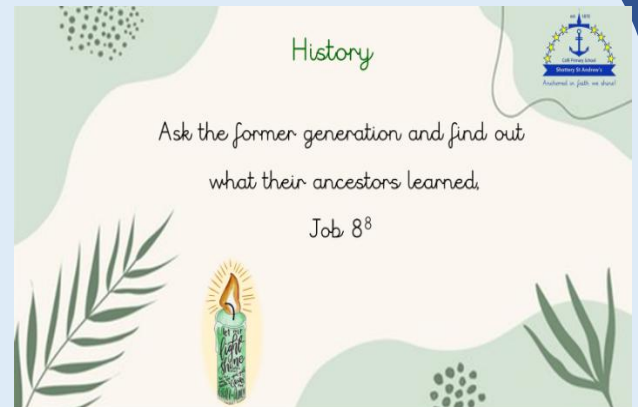
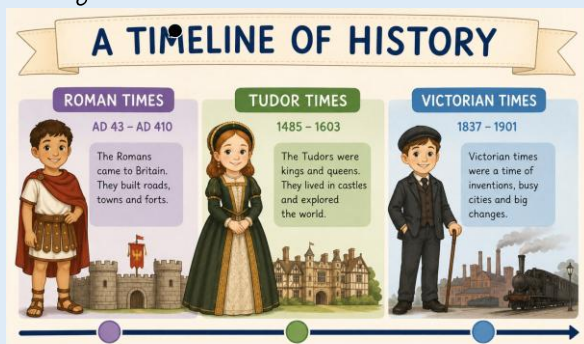
Friction is not useful when it:

- Slows down racing cars.
- Wears down car or bike tyres.

By learning about mixtures and solutions, pupils not only grow in scientific knowledge but also in values such as curiosity, perseverance, and responsibility—thinking carefully about how materials are used and reused in everyday life. These lessons encourage children to recognise the beauty and purpose woven into the world around us, supporting their spiritual development alongside their scientific understanding.

History

This term, our history learning will focus on how children's lives have changed. The children in Hares will learn about how children's lives have adapted in a variety of different ways over time. The children will explore a range of different sources to learn how their lives have changed.



Year 4 - How have children's lives changed?

apprentice	A young person who learns a trade or occupation in return for accommodation, clothing and food.
change	Things that have not remained the same over time.
childhood	The time between infancy and adolescence.
continuity	Things that remain the same over time.
leisure time	Free time spent relaxing, entertaining or enjoying hobbies.
oath	A solemn promise.
Parliament	Comprising of the House of Commons, the House of Lords, and the Monarchy, Parliament passes laws and checks the work of the Government.
poverty	Having insufficient money to pay for accommodation, food, heating or clothing.
primary source	An original document from the period being studied that has not been changed in any way.
secondary source	A document or a record that was not written at the time of the event studied.

Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.

Apprentices

Children as young as seven left home in the Tudor and Victorian times to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, board and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.

Lord Shaftesbury 1801-1885

Lord Shaftesbury was president of the Ragged School Union, which encouraged the establishment of schools to give working children an education outside working houses. He also publicised the poor working conditions of children and introduced the Ten Hour Act, reducing the number of hours children worked.

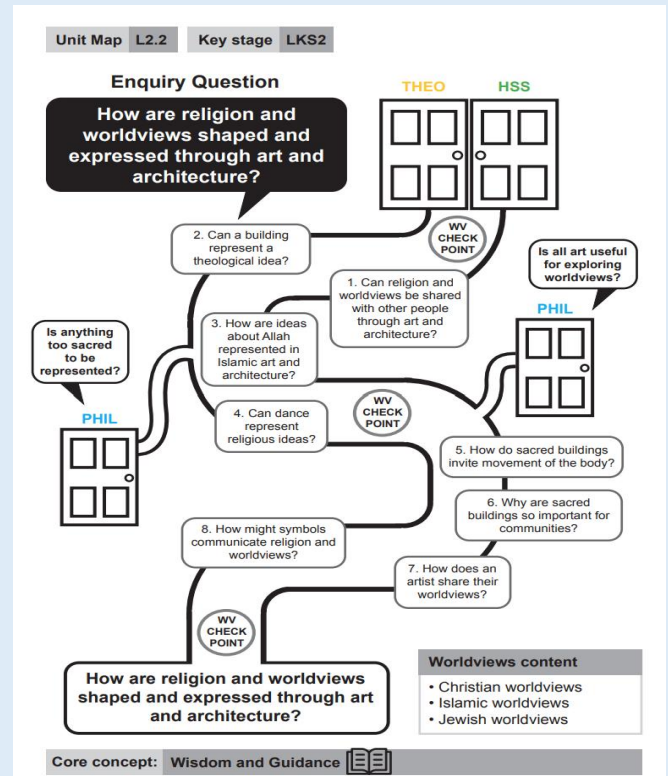
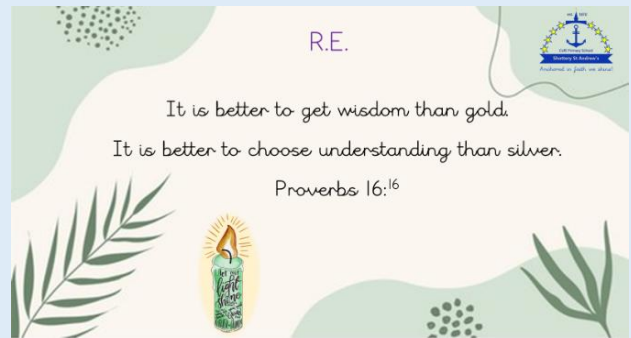
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In line with our Christian ethos, this unit encourages children to think about community, perseverance, and respect for different cultures. By studying the Vikings, they will reflect on both conflict and cooperation in history, developing a deeper understanding of how human choices—past and present—can build up or break down communities. This allows pupils to grow not only in historical knowledge, but also in wisdom and empathy.

R.E.

In RE this term, our enquiry question is "How are religions and worldviews shaped and expressed through art and architecture?". Children will explore this concept by looking at a range of worldviews, both religious and non-religious and examine the beauty of Coventry Cathedral and Islamic mosques.

Through this unit, pupils will learn from examining buildings, art work, paintings, sculpture and pattern. The children will explore how religious building encourage movement and dance. The unit also focuses on the importance of sacred buildings being integral to our local communities. The children will reflect on the importance of Shotton St. Andrew's Church as our anchor in the local area.



By engaging with these perspectives, children will practise asking big questions, thinking deeply, and respecting diverse beliefs. This work links to our school's Christian ethos, as we encourage pupils to reflect on how the teachings of Jesus guide us in living well—through love, compassion, and service to others. RE lessons therefore nurture not only knowledge and understanding, but also spiritual curiosity, as children consider what it means to live a meaningful life.

