Hares Class Newsletter
Autumn term, 2nd half, 2026



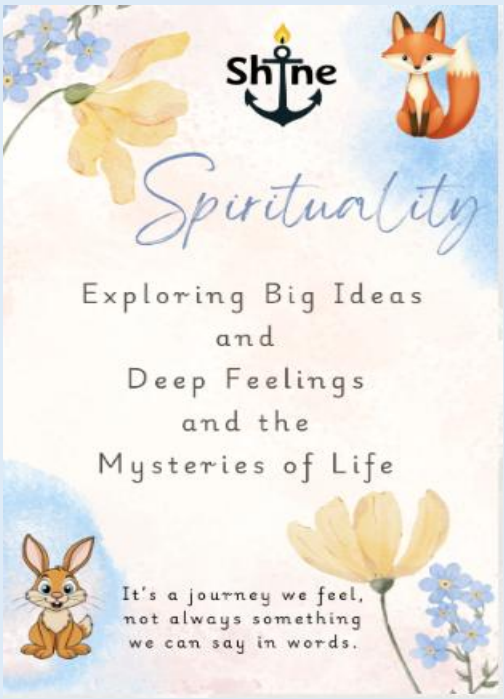
'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'. Matthew 5:16



Welcome back to Hares Class!

We are looking forward to a busy and exciting half term, where we head towards Christmas, packed with inspiring learning experiences and opportunities for children to develop new knowledge and skills. We will encourage every child to be curious, reflective and determined in their learning, while continuing to build the kindness, respect and teamwork that make our classroom such a special place to learn.

This half term, our memory verse is from Psalm 104:24
'O Lord, what a variety of things you have made. In wisdom you have made them all.'
This verse reminds us of the wonder and beauty of God's creation all around us. It encourages us to pause, notice and appreciate the many ways God has made our world with wisdom and care. As we learn this half term, we will reflect on our place within creation, recognise our responsibility to care for the world around us, and show gratitude for the diverse plants, animals, environments and people that make our planet so special. We will also consider how our actions can demonstrate kindness, stewardship and respect for God's gifts.



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.



P.E. will continue to 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.



Friday 6th November – Open afternoon for parents and prospective families/ Remembrance Poppy trail

Friday 6th November – FSSA Disco 6-7:30pm

Sunday 8th November – Remembrance Parade at St Andrew's Church

Friday 13th November – Children in Need

Friday 4th December – Rainbow Raffle (FSSA event)

Wednesday 9th December – KS2 Christmas dinner at The Bell (Christmas Jumpers)

Monday 14th December – KS2 to Robin Hood Pantomime

Tuesday 15th December – Christmas Carol Service at St Andrew's Church – 9:00am

Thursday 17th December – Break up for Christmas!

Friday 18th December – Teacher Training day – school closed to children

Christmas Holiday: Monday 21st December 2026 to Friday 1st January 2027

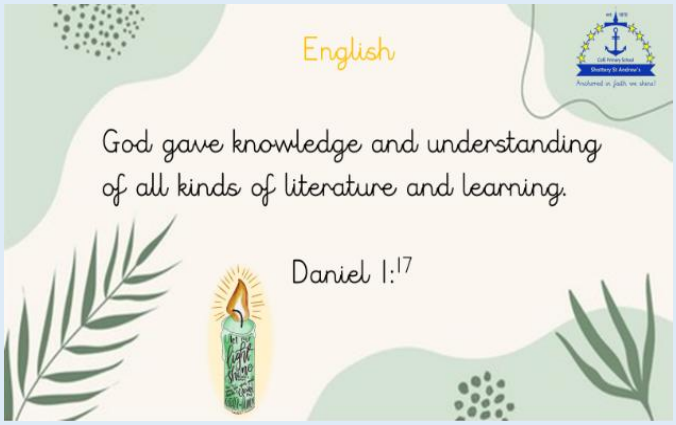
Spring term begins – Monday 4th January 2027

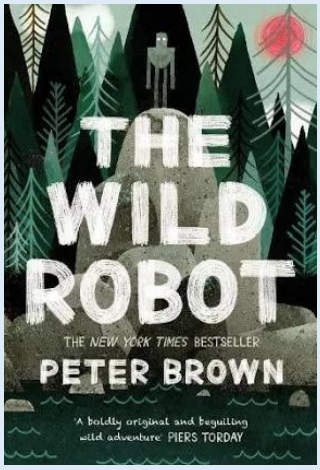
Monday 4th January – Teacher Training day – closed to children

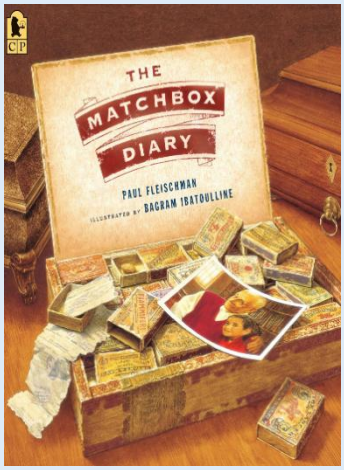
Tuesday 5th January – School reopens for spring term 2027



This term, our writing will be inspired by The Wild Robot by Peter Brown and The Matchbox Diary by Paul Fleischman. The children will explore themes of survival, belonging, family and memories, using these engaging texts to inspire their writing. They will write character and setting descriptions, diary entries, letters, short news reports and logbook entries. The children will also develop their persuasive writing through posters and information leaflets, as well as creating personal narratives, recounts and descriptive pieces inspired by the characters, events and memories within the stories.







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.

This term, we have introduced the children to Reading Journals and we will be continuing to work on these in school, to document different reading experiences. We will also be sending home the class Reading Scrapbook, which we encourage you to support your child in completing.

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. They will also have reading VIPERS to complete once a week, either in their English lessons or in a cross-curricular subject.

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.

Remember to have a look at the recommended reading lists available on our website:

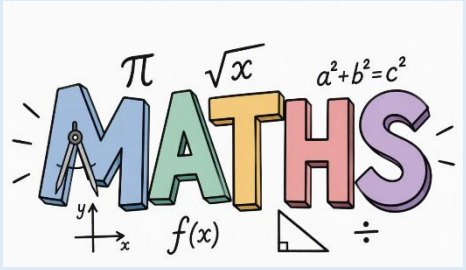
https://www.shotterystandrewsprimary.org.uk/page/?title=Reading+for+Pleasure&pid=86

Letter-join

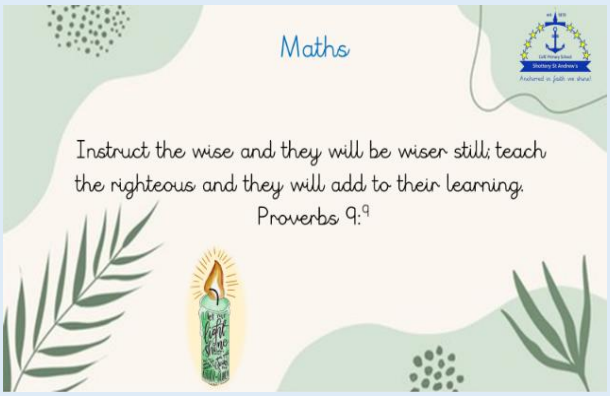
Good handwriting is an important skill that supports children across all areas of learning. When handwriting becomes fluent and automatic, children can focus more of their attention on the content of their writing rather than forming letters, helping them to write with greater confidence and creativity. To support this development, we use **Letter-join**, an online handwriting programme that teaches correct letter formation, joins and presentation through engaging, age-appropriate activities. We will soon be sending home individual login details so that your child can access Letter-join and practise their handwriting at home. Even just a few minutes of regular practice each week can make a significant difference to handwriting fluency, neatness and overall confidence in writing.



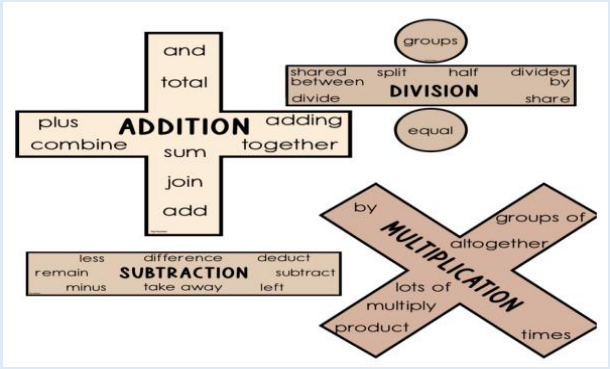
In Year 3/4 spellings complement writing as lessons are taught through contextualised spelling sessions. These include open-ended investigations, opportunities to practise, and ways to apply spellings in meaningful, purposeful contexts—often linked to other areas of the curriculum. Where relevant, we 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.



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.

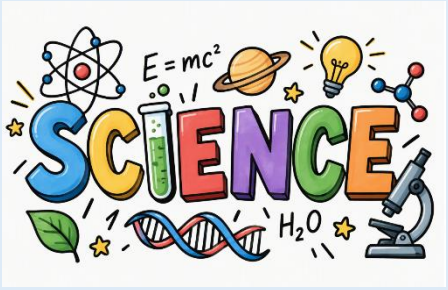
Key websites for you to support your child at home:

Numbots - https://numbots.com/

TTRS - https://play.ttrockstars.com/public

Maths Bot - https://mathsbot.com/

This term, our science focus is on States of Matter. Children will learn that all matter takes up space and has mass, and that materials exist in three main states: solids, liquids and gases. They will explore the different properties of each state and investigate how materials can change from one state to another through processes such as melting, freezing, evaporating and condensing. Pupils will develop their understanding of how heating and cooling affect materials and will learn about key scientific concepts, including melting points, boiling points and freezing points. As part of their working scientifically skills, children will observe changes over time, carry out investigations, make predictions, record results and draw conclusions from their findings. Through practical experiments and discussions, they will be encouraged to ask questions, think critically and explain their ideas using scientific vocabulary. By studying states of matter, pupils will deepen their understanding of the world around them while developing curiosity, resilience and a sense of wonder about the fascinating changes that occur in everyday materials. These lessons also provide opportunities to reflect on the complexity and beauty of creation, supporting children's spiritual development alongside their scientific learning.



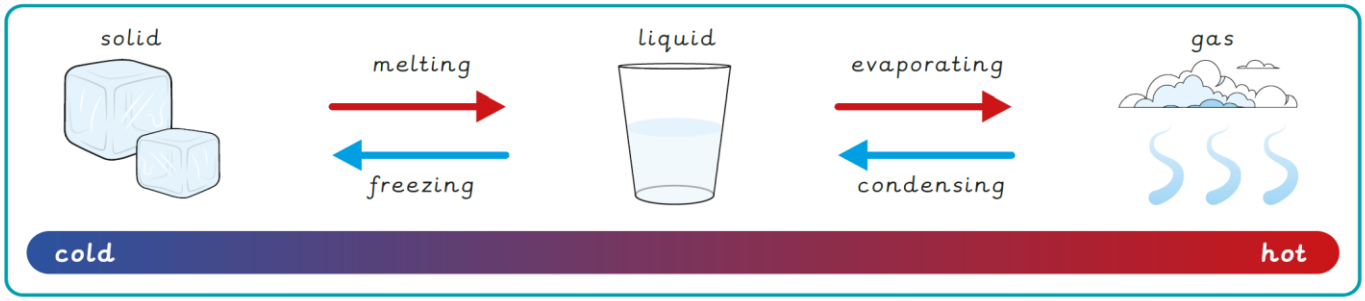


Science - States of matter

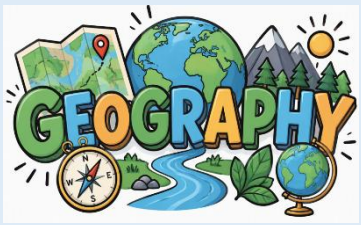
Kapow Primary

Matter takes up space and can be weighed. There are three states of matter: solid, liquid and gas.

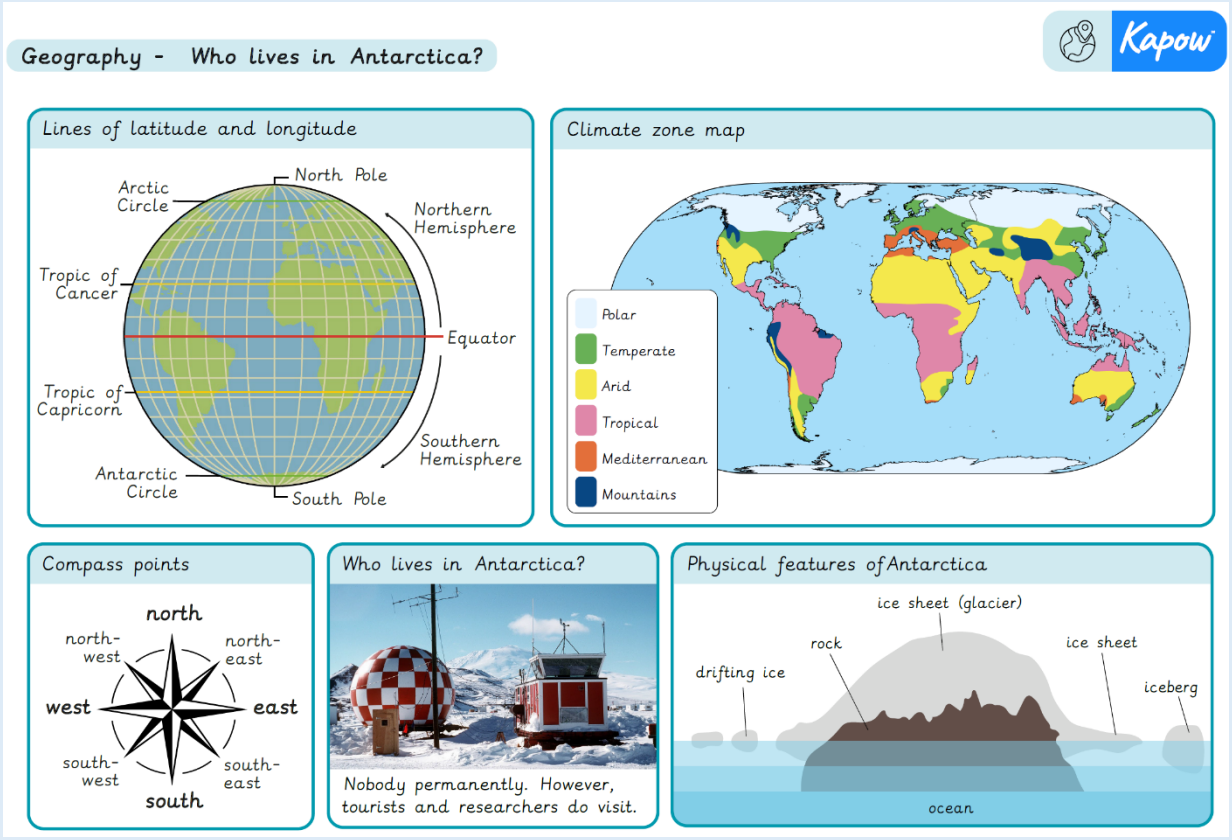
Solids have a fixed shape and volume. The shape can be changed by applying a force.	Liquids have a fixed volume but not a fixed shape. They will flow when poured and take the shape of the container they are in.	Gases do not have a fixed shape or volume. They will spread out to fill a container.



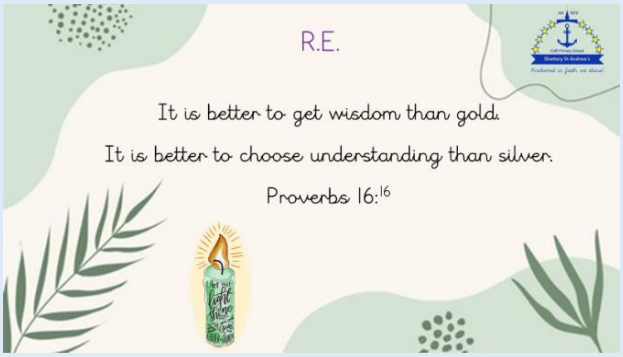
Cooling a liquid below its **freezing point** will cause it to freeze. **Freezing** is a change of state from a liquid to a solid.	Heating a solid above its **melting point** will cause it to melt. **Melting** is a change of state from a solid to a liquid.	Cooling a gas below its **condensing point** will cause it to condense. **Condensing** is a change of state from a gas to a liquid.	Heating a liquid above its **boiling point** will cause it to evaporate. **Evaporating** is a change of state from a liquid to a gas.



This term, our geography focus is on Antarctica, one of the most fascinating and extreme environments on Earth. Children will learn where Antarctica is located, using lines of latitude and longitude to identify its position in the Southern Hemisphere and understand its relationship to the Antarctic Circle and South Pole. They will explore different climate zones around the world and discover why Antarctica has a polar climate with some of the coldest temperatures on the planet. Pupils will develop their map-reading skills by using the points of a compass and locating key places around the globe. They will also investigate the physical features of Antarctica, including ice sheets, glaciers, icebergs, drifting ice and rocky landscapes, and consider how these features have been shaped by the environment. Children will discover that no one lives permanently in Antarctica, but that scientists and researchers travel there to study the continent and learn more about our world. Through enquiry, discussion and geographical investigations, pupils will ask questions, interpret maps and photographs, and compare Antarctica with other places they have studied. By learning about this unique continent, children will develop curiosity, resilience and a greater appreciation of the diversity of our planet, while reflecting on the responsibility we all share in caring for God's creation and protecting fragile environments for future generations.

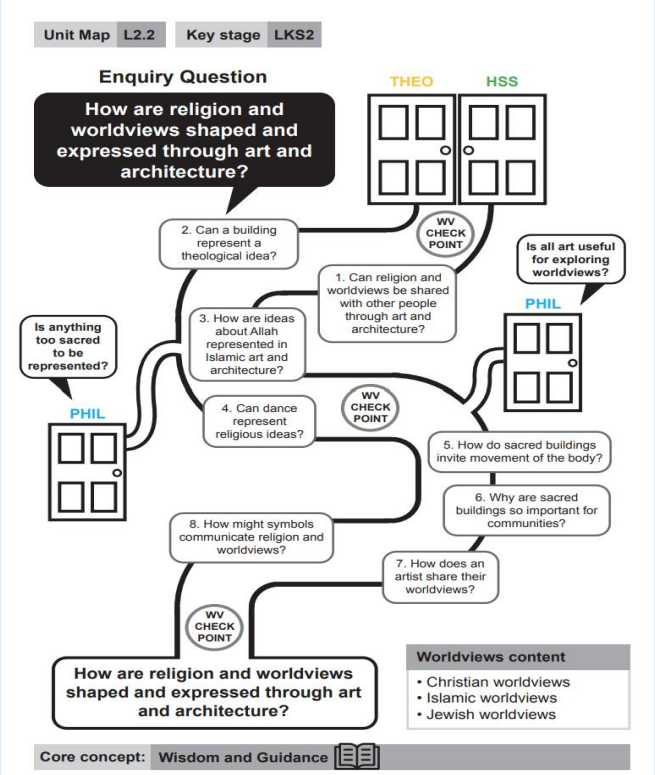






In RE this term, our enquiry question is "How are religions and worldviews shaped and expressed through art and architecture?". Children will explore this concept by looking at a range of worldviews, both religious and non-religious and examine the beauty of Coventry Cathedral and Islamic mosques.

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 Shottery 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.

