

Autumn Term One Newsletter – Lower Key Stage 2

Dear Parents and Carers of Year 3 and 4,

Welcome to the 2021-2022 academic year. I hope that you had a superb summer and that your children are bursting with curiosity and energy as we step into a new school year, exploring fascinating topics and further developing their skills.

What your child should bring to school:

- book bag (not a rucksack due to limited space in the cloakrooms)
- named water bottle (containing water only),
- named lunch box if having packed lunches,
- healthy snack for morning break,
- coat (clearly named) when necessary.

Please note we will request that any surplus items or rucksacks are taken home when your child is brought to school in the mornings. Children are not able to bring soft toys, figures or any other personal items into school.

Autumn Term One Curriculum

Over the next seven weeks we will be exploring a range of interesting topics throughout our curriculum. If you have any questions and would like me to explain how you could support your child with these subjects, or if you have a particular passion or interest that links to what we will be learning that you could share with the class, please get in touch.

<p>English – writing</p>	<p>Throughout this term writing lessons will focus on consolidating fundamental sentence composition and punctuation skills within fiction and non-fiction contexts. We will start the year writing creative poetry which will provide the children with the opportunity to refresh their knowledge of the word classes (determiner, adjective, noun, preposition, verb), as well as strategies to construct expanded noun phrases.</p> <p>The children will then be rewriting the narrative of Disney Pixar’s wordless short film, <i>Piper</i>. The key themes of this narrative are bravery and perseverance which fuel determination to learn new skills; an inspiring narrative for the children to begin the year.</p> <p>Our writing will then be based around the beautiful picture book, <i>Float</i> by Daniel Miyares. During this sequence, the children will continue to practise coherent sentence construction, focusing on beginning sentences with a range of fronted adverbials and expressing emotions experienced by the main character. The children will also begin to organise the narrative into paragraphs.</p> <p>During science week, the children will write a range of short non-fiction informative and explanatory texts in regard to the Rocks topic.</p> <p>Finally, an extract from Roald Dahl’s <i>The BFG</i> will form the stimulus for our writing. The children will learn literary skills used to build tension. They will use their increasing range of sentence structures to vary the pace of their writing, carefully considering structure and vocabulary choices in order to suit the purpose of the text – to build tension for the reader.</p>
<p>English – reading</p>	<p>Our reading lessons are designed to develop the children’s comprehension skills. Lesson sequences are structured around reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary). We will focus on the following text and film stimuli:</p> <ul style="list-style-type: none"> • <i>Piper</i>, Disney Pixar (Short Film, Fiction) - We will explore the narrative through book talk; each of the VIPERS will be explored to refresh explorative skills required when studying a narrative. • <i>Float</i>, Daniel Miyares (Fiction). During this sequence the children will develop their vocabulary, inference, prediction and summary skills. • <i>Street Beneath My Feet</i>, Charlotte Guillain (Non-Fiction). During this sequence, the children will develop their vocabulary, explanation, retrieval and summary skills.

	<ul style="list-style-type: none"> • <i>BFG</i>, Roald Dahl (Fiction). During this sequence, the children will develop their vocabulary, inference, prediction and summary skills.
Mathematics	<p>During the first half term, our maths lessons will focus on number and place value, and addition and subtraction. In addition to our core maths lessons, we will focus on developing multiplication and division fact knowledge.</p> <p>Year 3</p> <p>Within Place Value, Year 3 pupils will be taught to:</p> <ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100, • find 10 or 100 more or less than a given number, • recognise the place value of each digit in a 3-digit number (100s, 10s, 1s), • compare and order numbers up to 1,000, • identify, represent and estimate numbers using different representations, • read and write numbers up to 1,000 in numerals and in words, • solve number problems and practical problems involving these ideas. <p>Within Addition and Subtraction, Year 3 pupils will be taught to:</p> <ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> - a three-digit number and 1s, - a three-digit number and 10s, - a three-digit number and 100s. • Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems. <p>Year 4</p> <p>Within Place Value, Year 4 pupils will be taught to:</p> <ul style="list-style-type: none"> • count in multiples of 6, 7, 9, 25 and 1,000, • find 1,000 more or less than a given number, • count backwards through 0 to include negative numbers, • recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s), • order and compare numbers beyond 1,000, • identify, represent and estimate numbers using different representations, • round any number to the nearest 10, 100 or 1,000, • solve number and practical problems that involve all of the above and with increasingly large positive numbers, • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value. <p>Within Addition and Subtraction, Year 4 pupils will be taught to:</p> <ul style="list-style-type: none"> • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, • estimate and use inverse operations to check answers to a calculation, • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Science	<p>Our first science week will take place during the week beginning Monday 27th September 2021. We will be exploring and developing our understanding of Rocks through:</p> <ul style="list-style-type: none"> • comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties; • describing in simple terms how fossils are formed when things that have lived are trapped within rock; • learning how to recognise that soils are made from rocks and organic matter, • exploring the incredible life and achievements of palaeontologist, Mary Anning.
Geography	<p>Our first topic will develop locational knowledge, focusing on The United Kingdom. By the end of this unit, the children will be able to:</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, including geographical regions and their identifying human and physical characteristics,

	<ul style="list-style-type: none"> • identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; • understand how some of these aspects have changed over time.
Art	We will be learning about Pointillism; a painting technique in which small, distinct dots of colour are applied in patterns to form an image. We will study the work of artist Georges Seurat and develop our colour mixing skills using traditional techniques and Pointillism methods. To conclude the topic, each child will create a Pointillist style painting of a landscape linked with our geography topic, The United Kingdom.
RE	<p>Big Question: Do Murtis help Hindus understand God?</p> <p>Pupils will know the names of Brahma, Vishnu and Shiva and their consorts; they will be able to describe the characteristics of these deities and draw conclusions about Hindu views of God. They will know the key stories related with them, including how Ganesh got his elephant head, Krishna and the butter, the creation of the Ganges, and what Hindus learn about God from the stories. They will know some of the symbols used to represent God, for example, salt water, incense, pomegranate and aum/om.</p>
PSHE	<p>Living in the Wider World</p> <p>During this term we will focus on developing understanding of the following:</p> <ul style="list-style-type: none"> • The value of rules and laws; rights, freedoms and responsibilities, • How the internet is used; Assessing information online (reliable sources, safe exploration of information available online, regulating use and selecting positive sources of information), • Different jobs and skills; job stereotypes; setting personal goals.

Timetabling and PE Lessons

I have attached our weekly timetable to this newsletter for your information.

Please note that our class PE days are **Monday and Wednesday**. We are continuing to ask that children come to school in their full PE kit on these days as we did last year. Therefore, please do not send PE bags into school. Where possible, PE lessons will take place outside so as the weather cools, please ensure that autumn/winter PE kit items are worn; uniform expectations can be found on our school website [here](#). If your child has had their ears pierced and is unable to take the earrings out for PE, please provide microporous tape for the children to cover their earlobes with.

Reading and Homework Expectations

In Year 3 and 4, the homework set supports children to practise key skills which support the Lower Key Stage 2 Curriculum. A separate letter will shortly be sent home in regard to homework expectations across the school. However, to summarise, children in Year 3 and 4 will have daily reading practise, weekly spellings and times table practise as well as a creative project linked to our curriculum each half term.

Homework will be set online using Google Classroom. Weekly homework will be set on a Monday and should be completed before new homework is set on the Monday. All children in the class have been invited to a new "Year 3 and 4" Google Classroom, so please ensure they have joined over the weekend ready for our first homework to be set on Monday 6th September.

The importance of reading can never be underestimated; it underpins learning across the whole curriculum. Please spend time listening to your child read, discussing and asking them questions about what they have read at least five times per week. As your child progresses through our reading scheme, they will also have comprehension questions or tasks to complete related to the book they are reading. Please complete your child's reading record and ensure this is sent into school daily so we can monitor how regularly they are reading at home and can track their progress towards achieving their reading awards. I would like to challenge all Year 3 and 4 children to achieve a Bronze Reading Award (reading to an adult at home 50 times) by Christmas and would greatly appreciate your support to enable us to achieve this. Reading books will be changed on a Monday.

The Year 4 statutory times tables assessment will take place during the Summer term. It is really important that children practise their times tables and division facts regularly to achieve fluency and rapid recall. The earlier they start with this, the easier it will be for them so the following applies to children in Year 3 as well as Year 4.

To ensure that your child makes expected progress, they should:

- **Continue daily practice of Times Tables Rockstars.** We were thrilled by the enthusiasm shown last year and during the school closure; the progress made and increased fluency achieved during that period was remarkable, therefore we must keep up the momentum. As with daily reading, I will continue to monitor your child's use of TT Rockstars on a weekly basis.
- **Complete a minimum of 5 'Soundcheck' games each week on Time Tables Rockstars.** The 'Soundcheck' option is perfect practise for the Year 4 Statutory Times Tables check. Your child's log in information can be found on a label on the inside cover of their Reading Record. Please don't hesitate to contact me should you have any trouble accessing the app.

As always, please do not hesitate to contact me either directly or via the school office if you have any queries, questions or concerns. I will be happy to help.

Miss Beth Benton

Year 3 and 4 Timetable – Autumn Term 1 2021-2022

	Monday	Tuesday	Wednesday	Thursday	Friday
08.45	Early Morning Work Vocabulary development	Early Morning Work Reading	Wellbeing and Mindfulness	Early Morning Work Reading	Wellbeing and Mindfulness
08.55	Register, timetable for the day, date and weather (English and French)				
09.05	Collective Worship	Handwriting	Collective Worship	Handwriting	Celebration Worship
09.20	English	English	English	English	English
10.20	Class story book	10.15 Break	Class story book	Class story book	Class story book
10.30	Spelling/Phonics Lessons	Spelling/Phonics Lessons	Spelling/Phonics Lessons	Spelling/Phonics Lessons	Spelling/Phonics Lessons
10.45	Break	Music – Mr Lee	Break	Break	Break
11.00	Maths	Reading	Maths	Maths	Maths
12.00	Lunch				
13.00	Register and Daily Times Tables Practise				
13.05	PE	Maths	Maths of the Day	Maths of the Day	Maths of the Day
13.15			Reading	Reading	Spelling tests and times tables assessments
14.00	Spelling Lessons	RE	PE	Curriculum	Curriculum
	PSHE			French	
	15.15 Home time				