

Autumn Term 2 Newsletter – Lower Key Stage 2

Dear Parents and Carers of Year 3 and 4,

Welcome back to school and the second half of the autumn term. I was very proud of the children's efforts on returning to school; they each made a fantastic start to the 2021-2022 academic year. I hope that you had a wonderful half term break and that your children are bursting with enthusiasm as we return to school. I am certain that the children will enjoy exploring our next fascinating topics. Of course, we also have our thrilling trip to the theatre to look forward to - what a busy and exciting half term we have ahead of us!

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. If they would like to show something related to our learning, please can they ask permission ahead of time. Other things they may want to share with their friends can be posted on the class stream on Google Classroom.

Autumn Term 2 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.

English – writing	<p>Throughout the second half of the Autumn term, the focus of writing lessons will continue to consolidating fundamental sentence composition and punctuation skills within fiction and non-fiction contexts.</p> <p>We will begin by writing poetry. Our focus will be celebrating the beauty of autumn. This will provide the children with the opportunity to refresh their knowledge of the word classes (determiner, adjective, noun, preposition, verb) and the crafting of expanded noun phrases. I will also teach a range of figurative writing strategies such as simile, personification and metaphor to bring their writing to life.</p> <p>Next, the children will practise a range of writing styles while exploring one of our key texts; Cinderella of the Nile by Beverley Naidoo and Marian Vafaeian. The key theme of this narrative is overcoming adversity. The children will use their planning skills to plan and write their own text; a twisted fairy tale.</p> <p>During science week, the children will complete a range of non-fiction informative, discussion and explanatory writing linked to our topic.</p>
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English – reading	<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). This term we will study:</p> <ul style="list-style-type: none"> • A comparison of a variety of publications of the Cinderella story, including Cinderella of the Nile, Roald Dahl’s Revolting Rhyme and the traditional tale. We will also carry out an in-depth exploration of Cinderella of the Nile. • Mary and the Riddle of the Sphinx by Joe Todd Stanton. • Flotsam by David Wiener.
Mathematics	<p>Our maths lessons will focus on continuing to build the children’s skills within addition and subtraction before moving on to multiplication and division units. In addition to our core maths lessons, we will continue to focus on developing multiplication and division fact knowledge and techniques to solve reasoning and problem solving questions.</p> <p>Year 3 Programme of Study</p> <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>Within Multiplication and Division, Year 3 pupils will be taught to:</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables, • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods, • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Year 4 Programme of Study</p> <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. <p>Within Multiplication and Division, Year 4 pupils will be taught to:</p> <ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12×12, • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers, • recognise and use factor pairs and commutativity in mental calculations, • multiply two-digit and three-digit numbers by a one-digit number using formal written layout, • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Science	<p>Our first science week last term was a roaring success. Thank you for such positive feedback both in person and during parent meetings. The focus of our second science week will be to explore and develop the children's understanding of 'All Living Things'.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways, • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, • recognise that environments can change and that this can sometimes pose dangers to living things. <p>Studies of the discoveries and work of scientists Aristotle and David Attenborough will be interwoven throughout the week.</p>
History	<p>Our history lessons will develop the children's knowledge of the achievements of one of the earliest civilizations, Ancient Egypt. The children will:</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived, • Learn about the mummification process used by the ancient Egyptians, • Learn about the discovery of the tomb of Tutankhamun, • Explore ancient Egyptian writing systems, • Distinguish information about the different Egyptian gods.
Design and Technology	<p>Linked with our science topic, the children will design, construct, paint and evaluate a 3D model of a dragonfly.</p>
RE	<p>We will be considering the big question: Does the Christmas narrative need Mary?</p>
PSHE	<p>Living in the Wider World</p> <p>During this term, we will continue to 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 continue to come into school in their full PE kit on these days. 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 information 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 ensure that you provide microporous tape/plasters for the children to cover their earlobes with. **If you are not able to provide tape or plasters, please ensure that your child does not wear earrings to school on PE days, or has a small, secure box to place them in for the duration of their PE lesson.**

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 was sent home in regard to homework expectations across the school. However, to summarise, children in Year 3 and 4 **should be reading aloud to an adult and practising their spellings and times tables daily**. I will be setting the creative homework project via Google Classroom within the next two weeks.

Homework is set online using Google Classroom. All children in the class were invited to a "Year 3 and 4" Google Classroom. Information about how to access Google Classroom is on a sticker in the front of their reading records.

The importance of reading can never be underestimated; it underpins learning across the whole curriculum. Please ensure that you spend time listening to your child read, discussing and asking them questions about what they have read at least five times per week. **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 working towards their reading awards.** A gentle reminder about our Reading Award Challenge; I have challenged 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. A small number of children are on track to receive this within the first two weeks back. Miss Hanson, Mrs Laszlo and I are ready and waiting to cheer the remaining children on.

At the back of your child's reading book, you will find comprehension questions or tasks related to the book they are reading. After half term, I would like the children to complete one activity per week. Reading books will continue to be changed on a Monday.

The Year 4 statutory times tables assessment will take place during the Summer term. It is really important that the 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.** 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.** 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. As always, 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