



Dear Parents and Carers of Year 3 and 4,

Happy New Year everyone! I hope you had a great festive period and are ready for a lovely, fun-packed and relatively short Spring term.

This term, we want to have a really big push on spelling and handwriting in school. We know handwriting can be tedious to practise at home but any opportunity to write cards, stories, diaries would really support the children's learning. Please can you ensure children are going on Spelling Shed at least 3 times a week. Year 4s in particular also need to have a big push on their multiplication tables, so please can they also do TT Rockstars twice a week (i.e. they can do a 10 minute stint on an internet based game each day). Year 3s are also encouraged to do this but it is not a 'must'. Both websites/apps work well on mobile phones, which makes it easier to slot it into your routines. Please let me know if this is tricky for you and I will see if I can help in some way.

### Curriculum for Spring Term 1

<b>English – writing</b>	<p>We are going to base our first two units of work on 'The Firework Maker's Daughter' by Philip Pullman. We started reading it last term as our class 'reading for pleasure' book so the children already know the storyline well. Firstly, we will use it as our stimulus for our 'Setting Description' unit. We will look at all the description Philip Pullman wrote and specifically look at the use of expanded noun phrases. We will then write our own descriptions.</p> <p>Secondly, we will look at how the narrative has been written and rewrite a small section of the storyline ourselves.</p> <p>Towards the end of the half term we will be learning all about instructions and how to write effective recipes. We will be using these skills to write our own recipe for making bread which will link to our DT topic.</p>
<b>English – reading</b>	<p>VIPERS (Vocabulary, Infer, Predict, Explain, Recall and Sequence)</p> <p>We will be focusing on Prediction for the first part of the term. We will be using a set of images rather than text first of all, with a website called Once Upon a Picture. Then we will read Anthony Browne's Voice in the Park and develop our prediction skills further. Finally, to link with our Geography topic and in readiness for our Science and English next term, we will be using our Explanation skills when reading Mary Anning: The girl who cracked open the world.</p>
<b>English - spelling</b>	<p>This term we will be learning and practising lots of different prefixes including; in-, mis-, re-, dis, inter-, sub-, super-, anti-, auto-</p> <p>In the last week of term we will be focussing on the use of 'a' or 'an' - Please can you make sure you correct your children if they use the wrong one. 'An' must be used prior to a word that begins with a vowel (a, e, i, o, u) e.g. an elephant.</p>
<b>Maths</b>	<p>Now we have all got to grips with our times tables, we will be using these skills to start off our Spring Term. We will be learning how to multiply and divide 2- and 3-digit numbers as well as checking in on our place value understanding of multiplying and dividing by 10 and</p>

	100. In the second half of the term we will be developing our measuring skills and understanding by looking at length, perimeter, mass and capacity.
<b>Science</b>	This half-term in science we will be making quite a noise as we explore the topic of sound! We shall be looking at a range of different instruments and identifying how the pitch and volume of sounds can be changed in a variety of ways. Developing our skills as scientists, we will be spotting patterns in results following investigations - for example, is there a link between the length of a drum and the pitch it produces when played?
<b>French</b>	In French, we are continuing to build our confidence with our conversation skills relating to introducing ourselves and saying how we are. We will be adding to this by learning how to tell someone our date of birth and where we live as well as aiming to understand the answers someone gives to us when we ask these questions.
<b>Geography</b>	Extreme Earth is the title for our topic this half term. Overall, the children will understand and describe key aspects of physical geography in the context of what is under the Earth's surface. They will be able to identify and describe key aspects of physical geography in the context of volcanoes, earthquakes and tsunamis and tornadoes. We will also be spending time reviewing previous learning by naming continents, oceans as well as the countries and capital cities of the UK.
<b>Design and Technology</b>	We will be going 'Bonkers for Bread!' this term in DT. Initially exploring how flour is made and identifying other key ingredients for making bread. We will then taste test and review different types of bread before designing our own bread product specific to a set of criteria. Following that, we will be making our bread products before evaluating how successful they have been.
<b>RE</b>	For the whole of Spring Term, we will be investigating and responding to the question: 'How do religions express their beliefs about God through symbolism?'. We will begin by thinking about what signs and symbols are and how we express ourselves. Then we will explore how symbols are used in both the Jewish and Islamic faiths to express beliefs. We will then look at some beautiful Islamic art and will finally respond to what we have learnt and create some of our own religious symbols, either expressing our own beliefs or those of a specific religion we choose.
<b>Computing</b>	We will be learning all about Branching Databases for the first half of the term. We will be using yes/no questions to make databases about food and animals. For the second half of this term we will be developing our Spreadsheet skills. We will learn how to graph results, as well as how to create formulas to complete calculations.
<b>PSHE</b>	This term we move on to our Relationships unit and this half term we will explore the features and characteristics of healthy friendships, how to build positive friendships and how to seek support if we feel lonely or excluded. We will also look at online relationships, how to communicate respectfully with friends when using digital devices and explore some of the risks that online relationships can pose. As technology evolves and our use of digital devices continues to increase, please also reinforce these messages with your child to ensure they understand how to remain safe and happy using digital communication tools.

### **PE Lessons**

Please note that our class PE days are **Wednesday and Thursday**. Where possible, PE lessons will take place outside so as the weather cools, please ensure that winter PE kit items are worn; uniform expectations can be found on our school website. 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 Home Learning Expectations**

Thank you for your continued effort with homework. The format will stay the same for this term as the children have become really confident with completing it independently and that's the aim of the game in Year 3 and 4. As I said in the start of the newsletter, please can you now support your child in doing their Spelling Shed assignments and TT Rockstars practise. They all know how to log on and if they need a reminder then all of their passwords are written in the front of their reading record. The only support they need is finding a time to do this, so please try and fit it into your daily routines.

Please also keep on reading with your child once a day. So many in the class have already achieved their bronze (50 reads at home) and silver (100 reads at home) awards. I would love it if everyone in the class achieves at least their bronze award by the end of the year – there is still plenty of time to get started if you have not yet managed to hear your child read regularly at home. Please focus on your child's fluency and understanding of what they are reading. If a sentence isn't fluent, ask them to repeat it and read it again until the words flow out.

### **Keyrings on Bookbags**

As a school we are introducing a new rule of only one small keyring on bookbags please. We know some keyrings hold sentimental value and when they are big/numerous then it is hard to fit them into trays (and damage free). Therefore, from next week, if your child has more than one, then we will ask for them to be removed, ready to be sent home for them to be kept safe. Thank you.

As always if you have any queries or need to speak to us about something, please let us know on the gate or via an email and I'll help in any way I can.

Kindest regards,

Mrs Clarke

Year 3 and 4 Class Teacher