



## Year 3 and 4 Class Newsletter

### Spring Term 2 2024 – 2025

Dear Parents and Carers of Year 3 and 4,

We hope you have all had a lovely half term and a well-deserved rest ready for a busy half term ahead.

A quick reminder of what your child needs to 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
- a school hoodie for PE lessons as the children will still be going outside as much as possible

#### Spring Term 2 Curriculum

Over the next six weeks we will be exploring a range of interesting units throughout our curriculum. Here is a brief overview so you are able to talk to your children about their learning.

<b>English Writing</b>	Throughout this term writing lessons will focus on ensuring our writing is grammatically correct by correctly and effectively using the writing skills we have learnt. The first unit will be based on a short film clip from which we will write a narrative to go alongside. We will continue to deepen our understanding of how to use fronted adverbials and also inverted commas for speech. We will then link our next piece of writing to our history topic of 'Vikings' where we will write some instructions. This will help us focus on the use of headings, sub-headings and paragraphs as well as imperative verbs.
<b>English Reading</b>	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 Summarise). We will focus on the following texts: <ul style="list-style-type: none"><li>• <i>Beowulf by Michael Morpurgo</i> – Within this fiction text we will infer the characters feelings and justify our inferences by referencing a specific point in the text.</li><li>• <i>Storm Dragon</i> – In this poetry text we will continue to develop our inference skills and work on using more than one piece evidence to justify our answers.</li></ul>
<b>Mathematics</b>	<p>During this half term, our maths lessons will start by completing our unit on 'Time'. After that, we will then complete the unit on 'Fractions' which will include decimals for Year 4. In addition to our core maths lessons, we will focus on developing our rapid recall of number and mental maths skills with a focus on times tables.</p> <p><b>Year 3</b></p> <p>Within Time, Year 3 pupils will be taught to:</p> <ul style="list-style-type: none"><li>• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</li><li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li><li>• compare durations of events</li></ul> <p>Within Fractions, Year 3 pupils will be taught to:</p> <ul style="list-style-type: none"><li>• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li></ul>

	<ul style="list-style-type: none"> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators and then recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole.</li> <li>compare and order unit fractions, and fractions with the same denominators</li> </ul> <p><b>Year 4</b></p> <p>Within Time, Year 4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>read, write and convert time between analogue and digital 12- and 24- hour clocks</li> <li>solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</li> </ul> <p>Within Fractions, Year 4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>add and subtract fractions with the same denominator</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>round decimals with one decimal place to the nearest whole number and compare numbers with the same number of decimal places up to two decimal places</li> </ul>
<b>Science</b>	<p>This half term we will complete the unit 'Animals including humans' and in particular the human body and digestive system covering the following objectives:</p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p>We will then move onto our next unit of 'Plants' where we will cover the following points:</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>
<b>History</b>	<p>Our next unit in history is 'Vikings'. In this unit will be explaining where the Vikings came from and when they invaded Britain through the use of a timeline and then investigating this further to understand why the Vikings invaded Britain. We will look at where and when the Vikings settled in different places and explain where and why some Viking raids or attacks took place. We will then compare life as a Viking to our modern-day life, identifying similarities and differences.</p>
<b>Art</b>	<p>In art this half term we will be developing our printing skills through the unit 'Into the Jungle'. We will look at the following skills and ideas:</p> <ul style="list-style-type: none"> <li>Explore mono-printing onto a variety of different papers.</li> <li>Make a simple stencil to produce a print.</li> <li>Explore print through Collagraph print</li> <li>Use corrugated card, string and press prints.</li> <li>Design and make a complex pattern tile.</li> <li>Compare own designs with that of known artists.</li> <li>Show how different paints and inks print onto different papers.</li> </ul>
<b>RE</b>	<p>Our RE lessons this term will focus on the key question "What do our celebrations show about what we think is important in life? (Festivals)". When discussing this question, we will look at the following Christian celebrations of Epiphany, Holy Week and Easter and the move onto think about a selection of festivals celebrated by other religions including the Hindu festival of Diwali,</p>

	the Islamic festival of Eid and the Jewish festivals of Shabbat and Passover. As we go through we will compare each of these festivals and reflect on their importance.
<b>PSHE</b>	<p>Our PSHE unit is Relationships. During this term we will focus on developing understanding of the following:</p> <ul style="list-style-type: none"> <li>• Families and friendships. What makes a family; the features of a family.</li> <li>• Safe relationships. Personal boundaries; safely responding to others; the impact of hurtful behaviour.</li> <li>• Respecting ourselves and others. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</li> </ul>

### **PE Lessons**

Please note that our class PE days are **Wednesday and Thursday**. Where possible, PE lessons will take place outside so 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 them to cover their earlobes with.

### **Reading and Homework Expectations**

Homework will continue to be set weekly online using Google Classroom each Thursday. This is to be completed online and this can be done at home by the following Thursday or within homework club, which is available to all children on a Tuesday lunchtime.

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 each week as part of their homework.**
- **Complete a minimum of 4 'Soundcheck' games each week on Time Tables Rockstars.** The 'Soundcheck' option is perfect practise for the Year 4 Statutory Times Tables check which will take place in June. Your child's login information can be found on a label on the inside cover of their reading record.

Spelling shed is also another important tool that should be used aid children's practise of their spelling. Again, these are set weekly and should be accessed as frequently as possible throughout the week.

Daily reading still plays a big part of your child's development in Year 3 and 4. 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, there are also comprehension questions or tasks to complete located at the back of 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. Reading books will be changed on a Monday along with their library book should they wish to change this.

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

**Mrs Waldron**  
**Year 3 and 4 Class Teacher**