



Newsletter

Spring

Welcome back Year 3/4

The children have settled brilliantly this week and it has been very exciting finding out about all their Christmas news! Here is some important information for parents, carers and children about what we will be doing in the Spring Term. The children have settled well into their new classes and it has been good to see the enthusiasm everyone has for the start of the 2019!

Home-learning

We will continue to set project-based homework in the second week of each half term and then collect and celebrate all attempts in the week before we break up. Spellings will also be included and the children will be tested on Fridays. The children will also be competing in an exciting new multiplication challenge called the '99 club' whereby they have to answer a range of maths questions in five minutes. If they get them all correct then they move up to the next level. Sheets will be coming home for this so please encourage as it has a huge impact on the children's ability to progress in Maths.

Reading

Your child's reading book and reading record book need to be in school every day. Mrs Collett will be sending texts to remind parents if reading books aren't in school. Also, please try and read with your child as often as possible.

PE and Sport

Class	PE days
Mrs Southall	Wednesday (all afternoon)
Mr Fortune	Wednesday (all afternoon)
Mr Russell	Wednesday (all afternoon)

Please make sure your child has their kit in school on the correct day/everyday due to the changeable nature of our weather! We will also be running the mile everyday (weather permitting) so if your child wants to run in trainers/pumps they will need them in school every day. PE kit is a pair of dark shorts/trousers, a white t-shirt and trainers/pumps.

Snack

Following school policy, children cannot bring in their own snack for break times. However, we do offer a daily tuck shop whereby a range of snacks can be purchased by the children.

Once again, we are looking forwards to a really successful Spring term with the children from Year 3 and 4. If you have any questions or concerns about anything school related, please speak to one of the team.

Thanks,

R Fortune, D Southall, C Greig and L Russell.

This term in English we will be learning to...



Reading:

- * Apply phonic knowledge and skills as the route to decode words;
- * Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes;
- * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught;
- * Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;
- * Being encouraged to link what they read or hear read to their own experiences;
- * Learning to appreciate rhymes and poems, and to recite some by heart
- * Discuss the significance of the title and events.

Writing:

- Spell first 200 common exception words.
- Spell the days of the week.
- Have a secure awareness of alphabetical order.
- Sit correctly and comfortably at the table when holding a pencil.
- Form/join letters and digits where appropriate.
- Join words and clauses using a greater range of conjunctions.
- Self and peer assess pieces of work and edit for improvement.



This term in Maths we will be learning to...



Number and Place Value:

- Represent and read 2,3 and 4 digit numbers finding 10/100 more and less;
- Read and write numbers from 0 to 100 in numerals and words.

Addition and Subtraction:

- Add and subtract from 2,3 and 4 digit numbers using a range of different strategies (column, counting on, inverse methods).

Multiplication and Division

- Solve one and two-step problems involving multiplication and division by calculating using concrete objects.

Fractions

- Recognise, find and name halves, thirds and quarters of objects, shapes or quantities and have an awareness of equivalences.

Measurement

- Compare, describe and solve practical problems for lengths heights, weights and capacities.
- Measure and begin to record using different units of measurement.
- Sequence events in chronological order.
- Tell the time to the hour, quarter past/to and half past the hour and represent in analogue and digital form.

Properties of shape

- Recognise and name common features of 2D and 3D shapes.
- To have an awareness of angles of rotation and right angles.

Science	History	Geography	Art and Design
<p>Forces and Magnets!</p> <ul style="list-style-type: none"> -Notice that some forces need contact between two objects, but magnetic forces can act at a distance. -Observe how magnets attract or repel each other and attract some materials and not others. -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. -Describe magnets as having two poles. -Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>The Romans!</p> <ul style="list-style-type: none"> -Order key events from the Roman era chronologically. -Understand how civilisations developed themselves. -Place events, artefacts and historical figures on a time line using dates. -Understand the concept of change over time, representing this, along with evidence, on a time line. -Understand the reasoning behind many of the belief systems and practises which occurred in Roman times. -Explain how influential the Roman emperors were and the impact the empire had on many other countries. 	<p>Europe!</p> <ul style="list-style-type: none"> -Name and locate the countries of Europe and identify their main physical and human characteristics. -Ask and answer geographical questions about the physical and human characteristics of a location. -Explain own views about locations, giving reasons. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. -Use a range of resources to identify the key physical and human features of a location. 	<p>Mechanics!</p> <ul style="list-style-type: none"> -Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). -Design, make, evaluate and improve. -Design with purpose by identifying opportunities to design. -Make products by working efficiently (such as by carefully selecting materials). -Refine work and techniques as work progresses, continually evaluating the product design.
Home Learning	Music	Computing	Physical Education
<ul style="list-style-type: none"> -Roman project work. -Weekly and termly spellings. -Mathletics. -99 Club. 	<p>Benjamin Britain – Cuckoo!</p> <ul style="list-style-type: none"> -Sing together as part of a group and with their friends, developing the confidence to sing alone. -Continue to understand the importance of warming up their voices and to establish a good singing position. -Consider that words mean something and project the meaning of the song. -Sing with a good sense of the pulse internally and sing together and in time with the group. 	<p>Communicators!</p> <ul style="list-style-type: none"> -Participate in class social media accounts. -Understand online risks and the age rules for sites. -Collaborate with others online on sites approved and moderated by teachers. -Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. 	<p>Dance!</p> <ul style="list-style-type: none"> -Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. -Refine movements into sequences. -Create dances and movements that convey a definite idea. -Change speed and levels within a performance. -Develop physical strength and suppleness by practising moves and stretching.



How you can help at home:

- ◆ Read with your child and sign reading diaries at least three times a week.
- ◆ Ensure reading books and PE kits come in everyday.
- ◆ Encourage Mathletics, 99 Club, spellings & homework projects.
- ◆ Bring in topic related books, artefacts & activity suggestions