

### *Dear Parents*

Welcome to the new school year; I hope you and your child have had a good summer break; at least we have had some good weather!

Firstly I would like to welcome all the Year 3 children to Class 2. The transition from Key Stage 1/Class 1 into Key Stage 2/Class 2 can be daunting for some children and parents; however, I am confident your child will be able to settle quickly to the expectations of Class 2. Please be assured if I have any concerns I will speak to you in person. Likewise if you have any concerns after your child has completed a few weeks then please speak to me.

I would also like to welcome back all the Year 4 children to Class 2. I am really looking forward to working with you all and building further on the fantastic work you achieved last year. However, I am also looking forward to you showing me, and our new Year 3 children, that you know what is expected of you in Class 2.

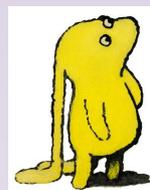
Daily homework: I often get asked by parents what they can do to help their child at home. I always reply first with **daily reading** and **daily times-tables practice**. I cannot highlight the importance of these two daily exercises enough and I make no apologies for the constant reminders I will bombard you with over the year. In the classroom it is starkly obvious the differences between a child who has experienced daily home reading and times tables practice compared with a child who hasn't. Thank you for your support in this.

In class I will not personally listen to your child read on a weekly basis due to all the constraints of a busy school week. However, your child will be individually listened to at least weekly by one of our volunteer reading listeners and other school staff, whilst I will teach reading

skills to the children in a group during weekly Book Talk and Cracking Comprehension sessions. I will also take feedback from the adults hearing children read and move them through the reading levels when appropriate. I would encourage you to supplement any 'reading scheme' books from school with other reading material at home or the library such as story books, non-fiction books, magazines, comics, newspapers ...

Finally, in Class 2 we do not use the yellow reading record book as a 'communication book' as in class 1 and neither do we look through your child's book bag. If you need to communicate anything to us that does not require face-to-face contact on the playground, please either send in a written note/letter on a separate piece of paper and instruct your child to hand it to me or alternatively feel free to use the school email address: [bursar@maidwell.northants-ecl.gov.uk](mailto:bursar@maidwell.northants-ecl.gov.uk) but please remember that this is not for urgent messages as it may not be constantly monitored.

If your child has anything to hand into the school office that has been placed in their book bag, it is their responsibility to place it into the post-box in the classroom first thing in the morning.



### **Literacy**

*Geoff Woods  
Class 2 Teacher*

We shall start our year's Literacy off with the story *Beegu* by Alexis Deacon. With this story we will work through the stages of learning the story and its language structure, which will be particularly interesting as this book relies on the reader inferring some of the detail rather than specific written detail. We shall focus on the character Beegu's feelings at different stages in the story and then use a variety of written methods to describe these feelings.

For the remainder of the term we will be looking at the non-fiction text type of *Recount*.

This will include looking closely at the language structure, the flow of the text and the grammatical conventions such as tense, person and which word classes are used most significantly. We will then use *Beegu* as a basis for our *Recount* writing along with our Science topic.

## Spelling

Throughout the year we shall spend time looking at the different spelling rules and conventions and integrate these into our Literacy work.

In addition to this, the children will be issued, on a weekly basis, with a set of words to learn at home. These words will be tested on the following Friday (although occasionally our spelling test day might change due to circumstances that week). At other times during the term we will also have additional assessment spelling tests however the words for these tests are not published in advance.

Many of the words included in our spelling tests come from national curriculum statutory list of words for Year 3&4. A copy of this list is at the end of this newsletter.

Each of the weekly lists will also be available on *SpellAnywhere*. However, I would urge a note of caution on the use of *SpellAnywhere*. It is of very little value if the children use *SpellAnywhere* without selecting the 'Audio Only' function. Please feel free to ask for more detail on this if your child makes use of *SpellAnywhere* for independent practice.

## Punctuation & Grammar

In addition to our Literacy work, where we focus on the text structure of writing, we will also spend time developing our punctuation and grammar skills. This will be through a combination of separate *Word Work* lessons and activities integrated into our main Literacy lessons.

Initially we will spend time refreshing and securing our knowledge of the four main word classes; Nouns, Verbs, Adjectives, Adverbs and then start to look in detail at each one, for example; concrete nouns, collective nouns, abstract nouns.

## Maths

We shall start our maths year by working closely on our Place Value and Essential Number Skills followed by working on the range of mental methods we can use for calculating.

To support your child with this work it would be fantastic if you could spend time verbally reinforcing their number bonds with them. One efficient way of practising number bonds every day is for your child to add together the digits presented on a passing car number plate and race you to the answer. This practice is essential for ALL children even those who are already very efficient at number bonding.

We shall then move onto developing our written calculation skills along with understanding fractions.

- Targets:
- Read, write and partition numbers to 1000
  - Order and compare numbers to 1000
  - Use a range of mental calculation methods for all four calculations
  - Develop written calculation methods

## Science

Our topic this term for Science is *Electricity*.

Through this topic we will look at the amazing power of electricity, how it works, what we can do with electricity and also the associated dangers. We will also read and draw some basic circuit diagrams using standard symbols to represent the components of a circuit.

- Targets:
- Recap prior understanding of circuits and their components including switches, bulbs, etc...
  - Recognise the effect of changing the components in a circuit





## Geography

We shall start the new school year with a Geography topic where we will spend time considering the whole world and build up our geographical knowledge of continents, seas and countries and other features of the globe. We will then focus more closely on a selected country and build up our geographical knowledge of its rivers, districts, cities, physical and human features compared to the UK.

## Art/DT

This term our Art and DT will be focussed on the creation of backdrops, masks and props which can be used in the production of *The Lion King*. We have consulted with Glen Cosens regarding the backdrops in particular and we have requested the services of Mrs Elliott in the making of all things Lion King.

## Computing

We will start our Computing year using the coding environment Scratch. The new National Curriculum places a heavy emphasis on children learning how to write code and the Scratch environment (<https://scratch.mit.edu/>) is ideal for this. During this first topic we will be using Scratch to create an animated character. Once we have completed this activity, we will spend time on our first look this year at Online Safety as we continue to help the children stay safe on the internet.

- Targets:
- Understand how to protect ourselves when using the internet
  - Develop an animated character using 'Scratch'

## RE

Our topic is entitled *The Church Year: Is Christmas a festival of light or love?* This unit encourage the children to consider the meaning of Christmas for Christians. The focus is on the importance of Jesus to Christians and the symbolism of light in the celebration of his birth. Children will engage in activities that will allow them to begin to understand why Jesus is so special to Christians and just what Christians are celebrating at Christmas. The children will be encouraged to consider what can be learned from the Christmas story and how this story affects the beliefs of Christians, with examples and teaching referring to pupils' own experiences, beliefs and values.

## Music

I hope the children have enjoyed the summer holidays and are excited to be back at school!

This half term we will develop listening, rhythmic and concentration skills. The children will focus on their aural discrimination skills and sustain rhythmic patterns and beats against other rhythmic matter. Tuned percussion will be used with increasing confidence to accompany songs and to improvise.

## Spanish

¡Hola a todos! (Hello everyone!). I hope you have all had a lovely summer

During the first part of this term, children in year 3 and 4 will learn/review how to greet people in Spanish, how to ask and answer questions about name, age, etc. They will learn/review some key vocabulary such as numbers (1-10 for Y3 and 11-31 for Y4) please/thank you, yes/no, etc.

Also to aid learning the children will learn some songs and play games.

## PE

Our planned PE sessions will be swimming on a Monday afternoon and PE on a Thursday afternoon. Please ensure your child has their complete PE kit in school including outdoor footwear (separate from their normal school shoes) for the entire week as last minute changes can sometimes occur. PE is a statutory, not optional, part of the school curriculum and as such every step possible must be taken to ensure your child can take part. Please note it is also not acceptable for children to wear items of their school uniform such as polo shirt/shoes as their PE kit.

## Football Unit

In this unit, children will learn the fundamental skills of football. Lessons will include the correct technique of passing, dribbling, ball control and shooting. Children will be shown the correct technique and will then attempt to apply the skills in a related game.

## ASSEMBLIES

The exciting news is that Maidwell Primary School will be performing *The Lion King* at the end of the term. As this will be our most challenging production to date, we will begin to focus on all things Lion King early in the term. This will incorporate a wide range of curriculum connectives to include:

PSHE in the form of:

- Studying the behaviours of the main characters and what can be learnt from them
- Cultural diversity and the Zulu culture and language

Literacy:

- The study of the show's glossary to include many new words and phrases

Geography:

- South African and its animals

Dance:

- Brought to life through the show's choreography

Music:

- Studied through the rhythms and melodies and sung to tell the story

We are looking forward to what will be a very memorable experience.

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Year 3&4 high frequency words:

- |            |               |             |
|------------|---------------|-------------|
| 1. about   | 30. knew      | 59. there   |
| 2. across  | 31. know      | 60. these   |
| 3. after   | 32. last      | 61. think   |
| 4. again   | 33. little    | 62. those   |
| 5. almost  | 34. made      | 63. thought |
| 6. also    | 35. many      | 64. though  |
| 7. because | 36. might     | 65. took    |
| 8. been    | 37. more      | 66. used    |
| 9. before  | 38. much      | 67. very    |
| 10. being  | 39. must      | 68. want    |
| 11. both   | 40. new       | 69. were    |
| 12. but    | 41. next      | 70. what    |
| 13. came   | 42. often     | 71. when    |
| 14. could  | 43. once      | 72. where   |
| 15. does   | 44. other     | 73. while   |
| 16. every  | 45. right     | 74. who     |
| 17. first  | 46. second    | 75. why     |
| 18. from   | 47. seen      | 76. with    |
| 19. goes   | 48. should    | 77. write   |
| 20. gone   | 49. some      | 78. would   |
| 21. good   | 50. something | 79. your    |
| 22. great  | 51. sometimes |             |
| 23. had    | 52. such      |             |
| 24. half   | 53. take      |             |
| 25. have   | 54. than      |             |
| 26. heard  | 55. that      |             |
| 27. here   | 56. their     |             |
| 28. how    | 57. them      |             |
| 29. just   | 58. then      |             |

Class 2: September 2016

	9.30	9.45	12.00	1.45		
Monday	Grammar	Spelling	Book Talk/ Comprehension	Literacy	Swimming/RE	
Tuesday	Handwriting/Class Book Reading Time	Assembly	Literacy	Spelling	Science	
Wednesday		Oral/Mental Starter (Grammar)			Spanish	Music
Thursday			Numeracy	Spelling	Computing	PE
Friday	Learning Logs	Mental Maths/Grammar				History/Geography/DT/Art