



Dear Parents and Children in Class 2

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 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 lessons. 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 etc ...

Finally, in Class 2 we do not use the yellow reading record book as a 'communication book' like 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) in the case of non-urgent items.

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.

Thank you

Mr Woods  
Class 2 Teacher

### Literacy

We shall start our year's literacy off with the traditional story *Jack and the Beanstalk*. With this story we will work through the stages of learning the story and its language structure. Following on from this, we will use our understanding of the features of a Quest to elaborate on key scenes in the story – when Jack steals an item from under the sleeping Giant's nose followed by his escape down the beanstalk.



For the remainder of the term we will be looking at the non-fiction text type of *Instructions*. 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 *Jack and the Beanstalk* as a basis for our *Instructions* writing along with other cross-curricular work.

### 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.

Each of the weekly lists are also 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 everyday 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.

## Science

Our topic this term for science is *States of Matter*.

Through this topic we will look at the three different basic states matter can exist in: Solid, Liquid and Gas. We will look at how a substance changes from one state to another and why different substances can exist in one state whilst another substance can exist in a different state at the same time.

With this knowledge, we will then look at water – an amazing substance that can exist in all three states at the same time and the water cycle that is a fundamental part of our survival!

## Geography

Our new school year will begin with a Geography topic heavily based on the 4 A's – Africa, Asia, Antarctica and Australasia. At the start of the unit, we will further develop our understanding of the whole world and specific geographical knowledge including the continents, seas, countries and other features of the globe. By doing so, we will enhance our map reading skills before focussing on the 4 A's, and then comparing their geographical facts to those of the UK.

## Art

This term's art work will be taught by Mrs Elliott and will link to the Geography curriculum *Locational Knowledge: Human/Physical Features*. The children will focus on landscapes, perspective and painting.

## 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 educational game. 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.

## RE

This term's topic is entitled *Peace: Why should we give it a chance?*

The unit enables pupils to consider what the concept of peace means for religious and non-religious peoples and themselves.

The focus is on exploring how and why peace might be important in people's lives and how some, including those from different faiths, might pursue or promote peace in a variety of ways.

The children will be encouraged to think for themselves about questions to do with what peace is and why it might be important in their own lives and in the world as a whole. They will also consider what can be learnt from the actions of individuals like Mahatma Gandhi and Nelson Mandela, as well as others, referring to their own experiences, beliefs and values.

## Music

I hope you all had a wonderful summer break and that the children are looking forward to starting the new school year. This half term Class 2 will be getting used to working with four different note values and focusing on loud and quiet. They will learn new songs and accompany them with a variety of instruments.

## 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.

Our unit of work this half term focuses on **Personal Skills**, with a physical focus on *Coordination: Floor Movement Patterns* for the first 3 lessons and on *Static Balance: 1 Leg Standing* for the remaining 3 lessons.

- Targets:
- I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.
  - I know where I am with my learning and I have begun to challenge myself.
  - I try several times if at first I don't succeed and I ask for help when appropriate.

## PSHE

This term we will continue to focus in assemblies on the development of a Growth Mindset. Children with a growth mindset have a 'can do' attitude and are not afraid to make mistakes. We will continue to reinforce that we learn from our mistakes and are successful when we keep trying.

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