

Dear Parents and Children in Class 2

I hope you have all had a good break and perhaps managed to enjoy some of the early Spring weather!

Once again, thank you for your support with the holiday homework challenge – it really does make an enormous difference to the children's progress in school when they practise their times tables each day.



Please can I ask that your child has a NAMED water bottle in school. Even though the weather does not necessarily demand the need for a water bottle, the children need to drink water every break time and before and after PE lessons.

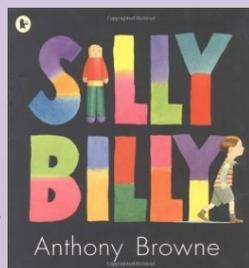
We are now beginning to get a little closer to the residential. If you or your child has any reservations about the trip, please feel free to contact me so we can resolve them before they become bigger worries.

Finally, I look forward to seeing you all at Parents' evening this week.

Geoff Woods  
Class 2 Teacher

### Literacy

This term we shall be enjoying another Anthony Browne story *Silly Billy*. With this story we will work through the stages of learning the story and its language structure, whilst understanding the plot type of 'Overcoming the Monster' and the character type of a 'Helper'. We will then look at what makes good suspense writing and produce a toolkit for our own writing. Once we have this toolkit, we will use the



experiences and worries of the main character in the book, Billy, to write about his bedtime fears.

For the remainder of the term we will be looking at the non-fiction text type of *Explanation*. 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. In particular we will consider the formality of an explanation text and the way 'sentence starters' can be used to inspire our reader and draw them in to the explanation. We will then use *Silly Billy* as a basis for our *Explanation* writing.

### Spelling

Throughout the year we shall spend time looking at the different spelling rules and conventions and integrate these into our literacy work. This term we shall continue refreshing our knowledge of the long vowels and their more involved spelling patterns.

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 the National Curriculum statutory list of words for Year 3&4. A copy of this list is attached to 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.

During this term we shall spend time picking up on elements from the recent assessments where the children had misconceptions. Having carried out a detailed analysis, I have identified a range of specific areas that we will be focussing on.

## Maths

During the first few weeks of this term, we will be focussing heavily on developing our written multiplication and division methods. Throughout all of this work we will need to draw heavily on the mental methods for multiplication and division we established earlier in the year. Those children who have made good progress learning their times tables will find this work much easier to access as mental and written division have excellent times tables knowledge at their core.

For the remainder of the term we will work on our knowledge and understanding of geometry, converting measurements between different units and time. During these topics we meet a lot of technical vocabulary so please feel free to ask for clarification should your child be expressing concern at home. This applies particularly to the geometric reasoning unit where we look at terms such as horizontal, vertical, perpendicular, parallel, translate, direction etc..

- Targets:
- Consolidate written multiplication and division methods particularly with increasingly complex numbers
  - Understand and use technical vocabulary relating to geometric reasoning

## Science



Class 2 will be able to explain the difference between contact and non-contact forces and name the three metals that can be made into a magnet. They will also be able to explain the differences between magnetic and non-magnetic materials. Most children will be able to explain the poles of a magnet and what happens when like and unlike poles are brought together. The children in Year 4 will have the opportunity to extend their knowledge of unusual magnets and begin to understand what causes magnetic fields on the earth.

## History



This term we shall be continuing with our topic *Anglo-Saxons*. The children have already gained a good understanding of how and why the Anglo-Saxons came to Britain as well as looking at the lifestyles, homes and food of village people. This term we will be looking at the hierarchy of Anglo-Saxon people, their jobs, religion and beliefs and Sutton Hoo, before finishing with The Battle of Hastings 1066 which established the ending of the Anglo-Saxon period.

## Art/DT

Later in the term we will have an Art/DT day when we will build a model of an Anglo-Saxon village.

## Computing

This term we will be continuing work on our live animation/stop-go animation and video editing topic. Our first task will be to produce a story board, then to capture still images of our models in position followed by using video editing software to compile the different scenes into a completed film.

- Targets:
- Understand how to protect ourselves when using the internet
  - Develop an animated character film using live video, stop-go animation and video editing

Last term we had a very successful Safer Internet Day and I hope your child was able to tell you something about this. During this term will continue to reinforce the messages delivered to the children during that event.

## RE

This term we will continue our topic entitled *Christianity in Action*. We have already looked in detail at the story of The Good Samaritan, explored a range of charitable organisation and had a visit from Rev Walter to detail his involvement with the Operation Christmas Child appeal and Mr Graham Smith who told us about his involvement in the Outspan Charity through which we support Talindeka Leubin Cylus in Uganda. In the coming weeks we will be visited by the Hope Centre (a charity which supports the homeless in Northampton). We will look at the lives of a number of Christian saints to explore how their beliefs influenced their actions.

## Music

We will continue to play the recorder this term. We have enjoyed learning to sing and play pieces learnt during the last half term, and we are working hard to learn the musical vocabulary we use. We will continue to focus on playing the recorder with the correct technique and look at improvising in some of the pieces.



## Spanish

¡Hola a todos! (Hello everyone!).

During the second part of of this term, children in year 3 and 4 will continue learning some animal names and then they will learn how to ask and give information about pets. They will consolidate their knowledge of numbers and learn some larger numbers. Y3 will be learning 11-20 and then they will progress to 31. Y4 will review up to 31 and then will learn up to 100. Children will also learn about Easter in Spain.



## 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.

## Tennis Unit

During this unit, the children will develop basic skills that are required to play the game of Tennis. They will develop their hand-eye co-ordination and ball control by playing games that will test their throwing and catching ability. They will develop their racket skills exploring the forehand, volley and backhand shot. Different individual, partner and group activities will be played to develop shot accuracy.

## PSHE

In assemblies we will continue to focus on building a positive mindset. We have already adopted *Try Everything* by Shakira as our school song and had explored the inspiring story of *The Dot* by Peter Reynolds. This term we will continue to explore this theme through uplifting songs and stories.

## 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      |             |

