

Dear Parents and Children in Class 2

Happy New Year. I hope you have all had a good Christmas break and a big thank you to everyone who gave Mrs Henson and me presents or cards for Christmas 😊

Thank you for your support with the holiday homework challenge; hopefully the children have enjoyed reading any new books they have received for Christmas presents.

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.

Please can I also remind you that 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 (for non-essential messages only).

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. Time is made available for the children to do this and I often give the class a general reminder "Does anyone have anything in the bags today that they need to hand in?" but we don't ask the children individually or search through their bags.

Thank you.

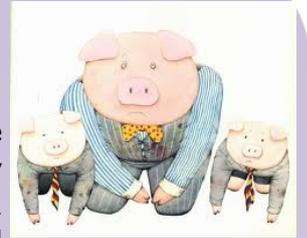
Geoff Woods
Class 2 Teacher

Literacy

This term we shall be enjoying an Anthony Browne story *Piggybook*.

With this story we will

work through the stages of learning the story and its language structure, whilst understanding the plot type of 'Rebirth' and the character type of a 'Transformer'. We will then consider why the characters need to change and using the model of a letter from their Mum, we will write our own reply letters back – hopefully full of remorse and reflection! (All will become clear if you haven't read the book.)



For the remainder of the term we will be looking at the non-fiction text type of *Discussion*. 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 a discussion text and the way 'sentence starters' can be used to inspire our reader and draw them in to the discussion. We will then use *Piggybook* as a basis for our *Discussion* 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 be 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 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.

During this term we shall spend some time focusing on adverbs and how they can be used to support verbs in a sentence. We shall also spend time reviewing any areas identified during last term's assessments that need revisiting, particularly to ensure our punctuation rules are secure.

Maths

During the first few weeks of this term, we will be focussing heavily on developing our written subtraction methods whilst consolidating our written addition methods. Throughout all of this work we will no doubt make good use of the mental methods we established last term.

For the remainder of the term we will work on our knowledge and understanding of fractions including interpreting the fraction notation, working with unit fractions and finding equivalent fractions.

To support your child with their maths 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 or subtract the digits presented on a passing car number plate and race you to the answer. This practise is essential for ALL children, even those who are already very efficient at number bonding.

- Targets:
- Consolidate written addition and subtraction methods particularly with increasingly complex numbers.
 - Understand fraction notation and how to find equivalent fractions.

We will also be re-issuing your child's login details for IXL. Please remember to use this valuable resource to support your child's learning at home.

*Please also note that as we subscribe to IXL maths your child can access 10 grammar questions on each login. These quick exercises are of great assistance in securing your child's understanding of grammatical terms. We are in the process of adding full English IXL access and in the near future you will have unlimited access.

Science

Yr3/4 will be studying forces and in particular magnetism and its uses in everyday objects. All children will learn the scientific names and be able to use these in their observations.

Yr4 will have the opportunity to measure the force of magnetic attraction using a force meter and explain the results

History

This term we shall start our next topic: *Anglo-Saxons*. The Anglo-Saxons period of history in Britain started gradually as the Romans left Britain and the Angles, Saxons and Jutes settled in Britain over a number of years. However, the end of this period of history was far more abrupt with the battle of Hastings in 1066. During this topic we will look at the lifestyles, homes, food and other aspects of their lives whilst understanding how they fit into the overall history of Britain.



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 base our computing work on our literacy book *Piggybook*. Using a mix of live animation, stop-go animation and video editing, the children will re-tell the different scenes of the story using characters created from modelling clay. We will then use video editing software to compile the different scenes into a completed film.

This term our online safety focus will be on *Contact*. This topic looks at how the internet can be used by harmful people to try and make contact with children and the steps our children can take to protect themselves.

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

RE

Our work this term is entitled *Christianity in Action: What difference do Christians make towards addressing some problems in the world today?* The unit enables pupils to begin to understand how the Christian faith responds to global issues of human rights, fairness and social justice. The focus is on the way Christian teaching impacts on the beliefs and practices of Christians. The children will engage in activities that will allow them to explore the relationship between what a person believes and what they do, drawing on their own experiences and those of other people, including Christians. As part of our work we will discuss the story of *The Good Samaritan* and learn of the lives of St Paul, St Patrick and St Brendan. We will also find out

about Martin Luther King and examine how his beliefs affected his behaviour. We also plan to invite a number of local Christian charities to the school to talk to the children about their work and its impact.

Music

There was some fantastic music making around the school last term, and it was a pleasure to see the children perform *The Lion King*. Very few primary schools would be brave enough to attempt this, your children were brilliant. I hope you all had an enjoyable, restful (and musical) Christmas time!

This half term class 2 will be playing the recorder, following the notes on the stave and discovering how music is set out when it is written for two parts. There will be a focus on the music of Abba, with discussions around the various elements of music used in the group's work and a performance of one of their well known songs.

Spanish

¡Feliz Año Nuevo! (Happy New Year!). I hope you have all had a lovely Christmas break.

During the first part of this term, children in Years 3 and 4 will learn/review some colours in Spanish. They will also learn some animal names and then they will learn how to ask and give information about pets. 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..

Hockey Unit

In this unit, children will learn the fundamental skills of hockey. Lessons will include the correct technique of holding the hockey stick, 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.

PSHE

This term we will look at the theme of *Mindset* and how positive mindsets influence learning. We will begin by revisiting the 5Rs for Learning. For our younger children these are a relatively new concept and are as follows: Resilience (Tortoise), Readiness (Rabbit), Reflectiveness (Owl), Resourcefulness (Squirrel) and Responsibility (Dog). Our older children are well aware of the 5Rs and their associate animal characters but it is important to regularly reflect on the power they have in regard to improving mindset and affecting outcomes of learning.

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