

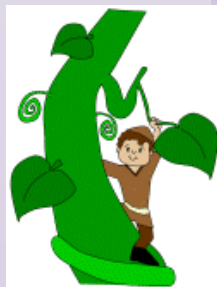
Welcome back to Autumn Term 2017. We hope you all had a lovely restful summer. The staff are all looking forward to the beginning of the new academic year and all the exciting challenges which lie ahead.

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Class Teachers

Literacy

Fiction

Our narrative work this term will focus on the story of *Jack and the Beanstalk*. We will look at this as a quest-type story and will focus on the character types of the villain. Up for exploration, however, is whether the villain is the Giant or indeed someone else! We will also be focussing on suspense writing and will analyse the form in order to draw up 'toolkits' of features. The children will analyse model texts before going on to use identified features to create their own engaging suspense writing. Martin Young will visit us on Monday 11 September and we will work with him to create a range of images which will be used to assist the creation of writing which will engage – and scare – the reader!



Non-fiction

This term's non-fiction work will focus on *Instruction Text*. Instructional language is very familiar and may appear, at first glance, easy to write. However, it is actually quite hard to communicate what needs to be done in a simple and clear manner that can easily be followed. To write effective instructions, the writer has to be an expert on the topic and requires to have a strong sense of sympathy with the reader, to be able to judge whether what they have written is sufficiently clear, organised and crisp. Good instructions are easy to follow and get the job done! The children will explore writing

instructions linked to the story of *Jack and the Beanstalk*, eg: How to trick a Giant, as well as applying knowledge to other curriculum areas, eg: Science – How to conduct a fair test.

Science Story Week

The Science story will focus on *Mixing and Separating Materials* and will allow the children to further explore dissolving, heating materials, sieving and filtering. The Science which will be reinforced during the story will be:

- evaporation and condensation are reversible changes
- dissolving, mixing and changes of state are reversible changes
- some solids will dissolve in liquids

GPS

Grammar, Punctuation and Spelling will, for the most part, be taught within the Talk for Writing process. Specific new concepts will be taught as independent lessons but quickly linked to the Talk for Writing process and learning/understanding reinforced within this.

The children will have weekly spelling challenges to engage in at home and IXL supports many grammatical objectives in an engaging and supportive manner.

Reading

This term we will begin to read our class novel *Varjak Paw* by SF Said. Last year, Class 3 read another of his books called *Phoenix* and everyone thoroughly enjoyed it. There will be a dedicated reading time each day and we will use the book during some of our reading lessons through 'Book Talk' to analyse the author's writing ability - including his use of punctuation, and his descriptive suspense strategies. We will have a weekly reading session which will focus on the children's comprehension skills; we will use a variety of different texts, both fiction and non-fiction, to answer a selection of deduction and inference style questions. Later in the term, the children will complete a previous SATS reading paper and analyse the outcomes to inform future planning and teaching.

Numeracy

This term we will begin by re-visiting the core areas of: number and place value; the four operations (+, -, x, ÷) and times tables and division facts. These core areas are vital and will allow the children to see patterns and structures in maths which is the key to being able to generalise thinking and will enable your child to make sense of topics such as fractions and decimals.

We will carry out assessments of your child's ability to carry out the four operations before building co-constructed toolkits for each addressing misconceptions.

We will also conduct assessments of table knowledge and inform you of those to focus on at home.

As required by the 2014 Curriculum, we will continue to focus on building 'mastery in maths'. Using mastery techniques helps to break the cycle of rote learning. Furthermore, it provides children with the opportunity to grasp 'real' maths and improve problem-solving skills.

We will focus this term on peer discussion which will allow the children the opportunity to explain their methods and help to develop a greater depth of understanding.

This work will be supported by, as already mentioned, the development to toolkits which will provide a visual stimulus as well as structure for learning. We will continue to develop pictorial images to support problem solving and will introduce bar modelling to support accessing word problems – more details to follow.

Science

Our topic this term is entitled *Looking at States*. During this topic we will learn about states of matter. The children will compare and group materials together according to whether they are solids, liquids or gases. They will observe

that some materials change state when heated or cooled, and they will identify the part played by evaporation and condensation in the water cycle. As part of the topic the children will also:

- group materials together, based on observation on them
- make careful observation about how matter changes from solid to liquid
- record what has been learnt in a variety of ways
- read scales accurately (cross-curricular links with Maths)

The children will also learn a wide range of new vocabulary to include: state, evaporation, matter and condensation.

The topic will be further enhanced through the scientific story related to the subject matter entitled *Nimble Fingers*.

Computing

This year will begin with a topic called *We Are Architects*. Last year, Class 3 very briefly touched on this unit where the children can create their own virtual space using a simple CAD (computer-aided design) tool. The children will have an opportunity to create a variety of different sculptures looking at existing ones before creating their own using *SketchUp*.

Our online safety focus this term is on *Conduct* and how we use the internet safely. We will consider how someone's actions online can affect them; focussing on the need to use the internet safely, respectfully and responsibly.

- Targets:
- Explore and understand the work of architects, designers and engineers working in 3D
 - Create a sculpture using SketchUp – a simple CAD tool
 - Add furniture to your sculpture
 - Create a virtual tour of your sculpture and develop spatial awareness by exploring and experimenting with this 3D virtual environment

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.

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.

Spanish

¡Hola a todos! (Hello everyone!)

During the first part of this term, children in years 5 and 6 will learn the names of some instruments and different types of music. They will learn to ask about and say which instrument they play. They will be using verbs of opinion with singular and plural nouns. They will learn some more Spanish classroom instructions and they will review Spanish Phonics.

Music

In the run up to Christmas, Class 3 will enjoy a First Access project delivered by Mrs Wake and Mr Macfarlane of Northamptonshire Music and Performing Arts Trust entitled Let's Play Brass. The sessions will take place on a Friday and will culminate in a performance for parents.

PE

Our PE sessions will be swimming on a Monday afternoon and PE with the coach on a Thursday afternoon. Please ensure your child has their complete PE kit in school including outdoor footwear (separate from their normal school shoes). PE is an essential, not optional, part of the school curriculum and as such we will always take every step possible 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.

Focus for our PE this half term is **Cognitive Skills**, with a physical focus on *Coordination: Ball Skills* and *Agility: Reaction/Response*.

- Targets:
- I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop
 - I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.
 - I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

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.

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