



Dear Parents

Welcome back, I hope you have all had a good break.

As I am sure you are aware, the weekly homework in Class 2 consists of two parts – the learning log and reading comprehension. Following some gentle reminders, we have recently seen a welcome reduction in the number of children not completing their learning log. However, this appears to have been at the detriment of the reading comprehension. For the past few weeks, there have been several children who have not completed this part of their homework. Please can I ask that an adult signs the yellow reading record book when the reading comprehension has been completed.

I appreciate that homework can sometimes be a difficult issue with the pressures of a modern family and we keep this firmly in our mind when setting the children their homework. However, please be assured that the homework we set does have a lasting impact on your child's progress.

Please can I 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 . Remember that this email address should not be used for emergency messages.

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.

Geoff Woods
Class 2 Teacher

Literacy

This term we shall be enjoying a classic story *Puss in Boots* by Charles Perrault. With this story we will work through the stages of learning the story and its language structure, whilst understanding the plot type of 'Rags to Riches' and the character type of a 'Trickster'. We will then use our inventive minds to explore alternative endings to the story, particularly with reference to the Ogre who is initially defeated by Puss.



For the remainder of the term we will be looking at the non-fiction text type of *Information*. 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 information text and the way 'topic sentences' can be used to introduce a topic and draw our reader in. We will then use *Puss in Boots* as a basis for our *Information* 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. Last term we completed several weeks of refreshing our understanding of the different spelling patterns for each of the short vowels and how these patterns sometimes overlap across different sounds. This term we shall be moving onto each 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 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.

Having spent time last term refreshing and securing our knowledge of the four main word classes, this term we shall start to focus more closely on each word class, such as the effect a well selected verb can have on the subsequent meaning of a sentence.

Maths

Last term we focused on mental methods for addition and subtraction and a written method for addition. For those children in Year 3 they have been introduced to Expanded Column Addition. This written method is different from

the conventional method we, as adults, recognise from our school days. I would urge you to ask your child to demonstrate the method to you rather than showing them a different method at this point. This is because the expanded method also allows the children to learn how addition works and not just what to do. This step lays the groundwork for the children to become more proficient in later years as they can spot mistakes in their calculations, estimate more accurately and apply methods learnt in the following years more easily across new situations.

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 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.

This term we will be moving onto mental multiplication and division methods along with a written multiplication method.

- Targets:
- Estimate and round numbers to an increasing number of digits
 - Use a range of mental calculation methods for all four calculations
 - Develop written calculation methods

Science

Our topic this term for science is *Sound*.



Through this topic we will look at the fascinating subject of sound including the technical aspects of volume, tone and pitch. Through this unit of work, I hope the children will appreciate that the human ear is an amazing part of our bodies even if we can't actually see it working!

- Targets:
- Identify how sounds are made, associating some of them with something vibrating
 - Find patterns between the volume of a sound and the strength of the vibrations that produce it
 - Identify similarities and differences between sounds made in different ways

Geography

This term we will be continuing our geography topic by consolidating our knowledge of the UK. We will then look at a totally different part of the world by finding out about North America. Finally, we will then use our knowledge of these two different areas of the world to compare and contrast them.

Art/DT

This term our Art Day will focus on the creation of an African Savanna backdrop for *The Lion King* and the production of masks and props for the show.

Computing

This term we will continue with our animations in Scratch. The children have learnt how animations were once created from hand drawings and how they are now, mostly, computer generated. We have also spent time becoming familiar with the functions within Scratch that allow us to move a character on screen.

This term our online safety will focus on Content – understanding that a lot of content on the internet is not appropriate to us and can cause us distress and upset if we don't take steps to protect ourselves.

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

RE

In the run up to Christmas we will continue with our RE topic entitled *The Church Year: Is Christmas a festival of light or love?* We will be making our own advent calendars and a class advent wreath and continue to explore the meaning of the Christmas festival for Christians.

Music

Guess what! All of our music will continue to focus on the preparation for *The Lion King*.

Spanish

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

During the rest of this term Y3 and Y4 will be learning vocabulary about Family and colours in Spanish. The linguistic focus is on gender and articles (definite and indefinite) and the possessive determiner "Mi"(My"). They will also learn about Spanish Celebrations at Christmas and carols etc.



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.

Gymnastics Unit

In this unit, the children will focus on gymnastic actions on the floor and on the apparatus. They will learn different types of rolls, jumps, shapes, movements and balances performing them safely on the floor and apparatus. The children will learn specific gymnastic movement names and phrases. By the end of this unit, children will be able to form a sequence of movements using their acquired skills. Children will be expected to plan and perform their sequences individually, with a partner and as part of a group.



PSHE

As part of our great production, the children have been looking at the concept of working as a team and all that this involves. They are working on supporting each other, offering guidance and support. It is very much a co-ordinated team effort.

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 | |

