



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 practise compared to 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 and of course one of our school Page Turner books.

Please be aware though, your child may need a little support to access some of the Page Turners. For example, you may find it appropriate to alternate between reading a page to your child and then they read the next page. Page Turner books are just one of our strands of reading development and are not intended to replace other reading material - they are longer length and hopefully even more engaging than the shorter reading scheme books. But, please do not be concerned if at times your child finds a Page Turner challenging; as long as they are supported, we believe that a Page Turner will inspire your child to continue with their reading journey.

Finally, in **Class 2** we do not use the **yellow reading record book** as a 'communication book' as in 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

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 story *The Bog Baby*. With this story we will work through the stages of learning the story and its language structure including using our understanding of the features of a Warning Story to explore key scenes in the story. We will then look at what makes a good opening for a story and produce a toolkit for our own writing. Once we have this toolkit, we will further analyse the openings from other well-known books before writing our own, new story opening to a sequel.



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 *The Bog Baby* as a basis for our *Instructions* writing along with other cross-curricular work.

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.

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.

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 *Electricity*.

Through this topic we will look at the amazing power of electricity, how it works, what we can do with electricity and also the associated dangers. We will also read and draw some basic circuit diagrams using standard symbols to represent the components of a circuit.

Geography

We will be starting the new school year with a Geography topic which focuses on the United Kingdom. We will spend time building on our geographical knowledge and map reading skills by naming and locating countries, counties and landmarks within the UK and other key topographical features such as mountains, rivers and coasts. We will then focus more closely on a selected country within the UK and build up our geographical knowledge of its rivers, districts, cities, physical and human features compared to another country within the UK.



Art

The children will have the opportunity to work with Glen Cosens this term, designing and making appliqué banners to support our ongoing work on *Growth Mindset*. These banners will be displayed in the hall and act as ongoing reminders.

DT

This term's DT will link with science and will involve the design and building of a battery-powered vehicle. The aim will be to make it as efficient and aerodynamic as possible.

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 a new toy prototype with animated features. 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

Our topic this term is entitled *Sikhism in Britain: What is important to a Sikh in Britain today?* This unit of work enables the children to learn about what is important to Sikhs in Britain today, relating this to the origins of the Sikh faith. The children will have the opportunity to explore some of the ways in which Sikhs express their faith. The focus is on how beliefs impact on a Sikh's way of life. The pupils will be expected to think for themselves about questions to do with community, values and commitment. The children will be encouraged to consider what can be learned from Sikh beliefs and practices and from concepts such as equality, authority and sharing, whilst referring to their own experiences, beliefs and values.

Music

This half term we will be developing listening, rhythmic and concentration skills. The children will focus on their aural discrimination skills and sustain rhythmic patterns and beats against other rhythmic matter. Tuned percussion will be used with increasing confidence to accompany songs and to improvise.



Spanish

We welcome our new Spanish teacher, Mrs Rodriguez, to Maidwell. We look forward to her continuing to build on the foundations set by Mrs Garzón.

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.**

Football Unit

In this unit, children will learn the fundamental skills of football. Lessons will include the correct technique of 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 our assembly focus of *Developing a Positive Mindset* will continue. Alongside this, as a staff we will be exploring how to further develop self-regulated learning. Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves. As well as this we will be adding mindfulness to our agenda. This is the further development of effective learning: to pay attention, on purpose, to the present moment (Grossman 2016). To develop this we will be introducing mindfulness activities into the classroom and assemblies.

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