



Parent/Carer notes - Autumn Term 2 2018

Lower Key Stge 2 - Year 3-4



I hope you had a relaxing half term and are refreshed and ready for our exciting term ahead travelling back to prehistoric times!

This half term we are going to research and learn about the Stone Age, the Bronze Age and the Iron Age. What were people's daily lives like and what epic battles did they fight? Using techniques such as cutting, scraping and mark making, we will make Stone Age tools. We will look closely at cave paintings and create our own. As we learn about the Beaker people, we will make clay containers then travel to the Iron Age and learn about hill forts and the properties of iron and also make Iron Age jewellery. At the end of our topic, we will write performance poetry to insult our enemies!

How you can help your child prepare for this project

It is amazing to think that Stone Age people were alive 2.5 million years ago! As they used to paint on walls, why not create a painting on an old roll of wallpaper or smooth stone from the garden? You could visit your local library to research the Stone Age, Bronze Age and Iron Age history of the local area. Alternatively visit a site from one of these time periods and imagine what it would have been like to live there (Kit's Coty, Bluebell Hill).

Here are some notes that you may find useful for Term 2.

Areas of Study - Tribal Tales

English:

During the course of this term our key texts will be 'Stone Age Boy' by Satoshi Kitamura (ISBN: 9781406312195 - AR Reading ZPD Book Level 3.5) and 'UG Boy Genius of the Stone Age' by Raymond Briggs (ISBN: 9780141374055). The genres we will be writing across will include:-

- Information books;
- Adventure Narrative - based on the Stone Age Boy /UG Boy Genius of the Stone Age;
- Newspaper Article;
- Formal letter writing;
- Poetry using metaphors and similes.

We will have discrete spelling, punctuation and grammar lessons (SPAG) during our skills sessions every Tuesday and Wednesday. The learning from this will be consolidated during the week through the application of new grammatical terms and concepts within our English lessons. All children will participate in teacher-led small group guided reading and whole class shared reading comprehensions together with inference practise. In addition, spelling investigations, handwriting practise and dictionary work, using our weekly spellings, will take place throughout the week.

Maths:

Within maths we will be studying the topics of Multiplication and Division leading to Length, Perimeter and Area. The National Curriculum objectives we will cover are as follows:-

Year 3:

Count from 0 in multiples of 4 and 8.

Multiply two-digit numbers and one-digit numbers using formal written methods.

Missing number and scaling problems involving multiplication and division.

Use place value to divide.

Measure, compare add and subtract lengths in (m, cm, mm)

Measure the perimeter of 2D shapes

Year 4:

Count in multiples of 6,7 and 9.

Multiply two-digit and three digit numbers using formal written methods.

Multiply three numbers together.

Recognise and use factor pairs and commutatively in mental calculations - Make Factor Bugs.

Use formal written methods of division (the division bracket).

Measure, compare add and subtract lengths (m, cm, mm).

Add and subtract length.

Convert between metric lengths.

Measure the perimeter of 2D shapes.

Find the area of rectilinear shapes by counting squares.

At least three times a week, we will have a timed times table quiz using Times Table Rock Stars. This will be tailored to each child's individual learning, to include multiplication, division and missing number calculations.

Homework:

Times Tables Rock Stars is a fun, interactive and challenging way for children to develop increased fluency and mastery in answering multiplication and division questions. The aim is to answer any multiplication facts up to 12x12 in less than **3 seconds!** In order to achieve this, it is essential that your child does a little bit of times table practise every night - short bursts of daily practise are more effective than spending hours once a week. Therefore, children have been set 3 daily sessions in the Garage (3 minutes). These are tailored to children's individual learning as are games in the 'Arena'. Ten visits to the 'Studio' will calculate their average speed taken to answer questions. One Studio game per week has been set as homework. The aim is for children aged 9 years to answer multiplication and division questions in 3 seconds.

Reading books will come home on a daily basis. If possible, please hear your child read on a daily basis - LITTLE and OFTEN. Asking questions about the text and discussing vocabulary is

extremely advantageous to assist your child's language and writing development. Why not collect 'new words' in a personal glossary and try and put them into sentences.

As soon as the children finish their reading books, they will be taking a quick computer generated multi-choice quiz to assess their understanding and comprehension relating to the book they have read. Their scores will be shared with you using Seesaw.

Children can choose their own books to read as their reading book. It is preferable for the home book to be recognised by Accelerated Reader in order for children to complete a quiz upon finishing the book (check www.arbookguide.co.uk). Furthermore, this must be checked by me or Ms Powney to ensure it is within their ZPD (zone of proximal developmental level).

Please ensure that reading books and reading diaries are brought to school every day as an adult will endeavour to hear all children read during the course of the week.

Spellings will be sent home to be learned every **Monday** in readiness for a spelling quiz the following Monday. These may be in the form of either a spelling rule investigation, or a list of words from the Year 3-4 Statutory National Curriculum Spelling List, for children to research the meaning, include in a sentence and learn the spelling. Please ensure that spelling folders are brought to school every Monday for the new set of spellings to be filed and taken home. In addition, spellings will be uploaded on Seesaw.

Equipment:

If your child would like to bring in their own pencil, pen, coloured pencils, felt tips, rubbers etc, I have no objection at all, however all stationery is available in the classroom. I would ask that pencil cases are kept to a **sensible size!** As a class we have challenged ourselves to aim for the majority of the class to earn their 'pen licence' this year, therefore a **black** handwriting pen would be beneficial (**not a biro or ink cartridge please**).

PE Kit:

To ensure that all children can fully participate in PE lessons, please ensure that they have their 'named' PE and Games kits in school throughout the term, earrings are removed and hair tied back. Our PE sessions are scheduled for Mondays (indoors) and Tuesdays (outdoor games).

The correct PE kit includes:

PE - PE T-Shirt, blue shorts and plimsolls.

Games - Plain T-shirt, a warm top, jogging bottoms, socks and **trainers**. Games kits should be kept separate from PE kits as they are likely to get muddy.

Please refer to the Autumn Term 1 Topic Web for more information about what your child will be learning this term.

If you have any queries or concerns please do not hesitate to either speak to me at the end of the day when I will be on the playground, or leave a message with Mrs Martin, who can be found on the playground every morning and I will contact you.

With kind regards,

Glenda Philpott

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