



## Parent/Carer notes - Autumn Term 1 2018

### Lower Key Stage 2 - Year 3-4



Welcome to Willow Class!

I hope you had a great summer holiday and are refreshed and ready for a busy year in Willow Class as we begin our learning journey together.

Our first topic is 'Mighty Metals'.

Mighty Metals are everywhere! From earrings to rockets, metals have shaped the world we live in today.

This half term, we are going to become fantastic physicists, exploring the world of forces, metals and materials. At the Heathside Play Area on Tuesday 4<sup>th</sup> September, we will explore the forces that help us to slide and swing. During our first week together, we will bring toys from home to investigate how they work as well as looking closely at levers and explore how they help us to lift heavy objects. We will have fun investigating where we need to sit to make a seesaw balance. To learn more about forces, we'll make spinners, play with parachutes and make magnetic games. We will also investigate iron, thinking about why some metals rust and discover the properties of different metals.

#### How you can help your child

Metals and magnets are everywhere! Why not go on a hunt around the house to see how metal is used? You could also make fridge magnets using a flat magnet, glue and modelling clay or recycled materials. Alternatively, you could build models using blocks or recycled materials and investigate the force needed to knock them over! I can't wait to see your inventions.

Here are some notes that you may find useful for Term 1.

#### Areas of Study - Mighty Metals

##### **English:**

During the course of this term our key text will be 'The Iron Man' by Ted Hughes. The genres we will be writing across include:-

- Non-Chronological Reports;
- Explanations;
- Instructions;
- Narrative - an additional chapter for 'The Iron Man'.

We will have discrete spelling, punctuation and grammar lessons (SPAG) during our skills sessions every Monday and Tuesday. 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 Place Value, Addition and Subtraction. The National Curriculum objectives we will cover are as follows:-

**Yr 3:**

Read and write numbers up to 1000 in numerals and words.

Identify, represent and estimate numbers using different representations.

Recognise PV of 3 digit numbers.

Find 10 or 100 more or less than a given number.

Order and compare numbers to 1000.

Round numbers to the nearest 10 or 100.

Solve number and practical problems that involve all of above and with increasingly large positive numbers.

Identify, represent and estimate numbers using different representations.

Add numbers mentally to include 3 digit numbers and ones, three digit numbers and tens, three digit numbers and hundreds.

Subtract numbers mentally to include 3 digit numbers and ones, three digit numbers and tens, three digit numbers and hundreds.

Add numbers mentally to include 4 digit numbers and ones, three digit numbers and tens, three digit numbers and hundreds.

Subtract numbers mentally to include 4 digit numbers and ones, three digit numbers and tens, three digit numbers and hundreds.

Add numbers with up to 3 digits using formal written methods of column addition.

**Yr 4:**

Read and write numbers beyond 1000 in **numerals and** words.

Recognise PV of each digit in 4 digit numbers.

Find 10, 100, 1000 more and less than a given number.

Order and compare numbers **above** 1000.

Round number to nearest 10,100, 1000.

Count backwards through zero to include negative numbers.

Solve number and practical problems that involve all of above and with increasingly large positive numbers.

Identify, represent and estimate numbers using different representations.

Add numbers mentally to include 4 digit numbers and ones, three digit numbers and tens, three digit numbers and hundreds.

Subtract numbers mentally to include 4 digit numbers and ones, three digit numbers and tens, three digit numbers and hundreds.

Add numbers with up to 4 digits using formal written methods of column addition.

Times tables to be learned fluently by **Year 3**, to include division facts, during the course of this year are 2, 3, 4, 5, 8, and 10s, together with counting in multiples of **50** and **100**.

Time tables to be learned fluently by **Year 4**, to include division facts, during the course of this year are 2, 3, 4, 5, 6, 7, 8, 9 and 10s, together with counting in multiples of **25**, 50 and **1000**.

Every day 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. 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 at all 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](http://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

**Willow Class**

### **Diary Dates so far**

Heathside Play Area (9.15am-10.30am) - Tuesday 4<sup>th</sup> September

Macmillan Coffee Morning/Year 3/4 Information Meeting - 9.15am-10.40am - Friday 14<sup>th</sup> September

End of Term - Thursday 27<sup>th</sup> October