



Parent/Carer notes - Autumn Term 1 2019



## Lower Key Stage 2

I hope that you all had an enjoyable summer holiday and are all set for a busy year of learning.

All topics that will be taught this year have been carefully planned and centred around the 3 I's:

\* Intent

\* Implementation

\* Impact

This terms 'Heroes and Villains' topic will focus on ensuring that a rich and varied curriculum will be taught (INTENT) and the whole hearted engagement of pupils will be encouraged (IMPLEMENTATION). Through these fun, diverse learning opportunities, children will develop detailed knowledge and skills across the curriculum (IMPACT) helping aid them in their future learning.

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

### Areas of Study - Heroes and Villains

#### Literacy:

During the course of this term our topic focus will be 'Heroes and Villains'.

Our key texts will be 'The One Hundred and One Dalmatians' by Dodie Smith and Bonnie Parker's poem 'The Story of Bonnie and Clyde'. Inspiration from these two texts will lead us to write:-

- Biographies;
- 1920's Slang Dictionary and Glossary;
- Narrative - The Bank Robbery;
- Riddles - based on a hero of choice;
- Alternative Fairy Tales.

We will be having a discrete spelling, punctuation and grammar lesson (SPAG) during our skills session every Monday. The learning from this will be consolidated during the week through carousel skills sessions to involve teacher-led guided reading, comprehension and inference work; sentence level tasks; handwriting using the week's spellings; dictionary spelling investigations and focused phonic teaching.

## Maths:

Within maths we will be revising and revisiting, to a higher level, the topics of place value, addition and subtraction.

### Year 3: Number - Place Value

- Recognise PV of each digit in 3 digit numbers.
- Partition 3-digit numbers and identify the value of a digit in a 3-digit number.
- Read and write numbers up to 1000 in **numerals and words**.
- Order and compare numbers **up to** 1000.
- Find 10 or 100 more and less than a given number.
- Round numbers to the nearest 10, 100 or 1000.
- Count in multiples of 50 and 100.

### Year 3: Number - Addition and Subtraction:

- Add and subtract numbers mentally including 3-digit numbers and ones; 3 digit numbers and tens and 3 digit numbers and 100s.
- Add numbers using formal written methods of column addition.
- Subtract up to 3 digit numbers using formal written methods of column subtraction.
- Estimate and use inverse operations to check answers to a calculation.
- Solve problems to include missing number problems, using number facts, PV and more complex addition and subtraction.
- Estimate and use inverse operations to check answers to a calculation.

### Year 4: Number - Place Value

- Recognise PV of each digit in 4 digit numbers.
- Read and write numbers beyond 100 in **numerals and words**.
- Order and compare numbers **above** 1000.
- Find 10, 100, 1000 more and less than a given number.
- Round number to nearest 10, 100, 1000.
- Times tables (count in multiples of 6,7,9,25 and 1000).
- Count backwards through zero to include negative numbers.
- Solve number and practical problems that involve all the above and with increasingly large positive numbers.
- Identify, represent and estimate numbers using different representations.

### Year 4: Number - Addition and Subtraction

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

- Subtract up to 4 digits using formal written methods of column subtraction.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations to use and why.

Times tables to be learned fluently by **Year 3**, to include division facts, during the course of this year will be 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 will be 2, 3, 4, 5, **6**, **7**, 8, **9** and 10s, together with counting in multiples of **25**, 50 and **1000**. There will be an expectation that children use Timetable Rockstars weekly in school and a minimum of three times a week at home.

A weekly times table quiz will be given every Monday. This will be tailored to each child's individual learning, to include multiplication, division and missing number calculation of the tables learned.

#### **Homework:**

**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 noted in their reading diary.

Children can choose their own books to read as their reading book. However, this must be checked with myself or Mrs Harper 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. I have planned a daily 15 minute quiet reading session after lunch wherein both myself, and Mrs Harper intend to hear children read.

**Spellings** will be sent home to be learned every **Monday** in readiness for a spelling quiz the following Friday. These may be in the form of either a spelling rule investigation, or a list of words from the Year 3-4 National Curriculum Spelling List, for children to research the meaning, include in a sentence, and learn the spelling. Each week the list of spellings for the different groups will be posted on Spelling Shed. On logging into Spelling Shed the children will be able to carry

out a variety of tasks such as quizzes. The more they use this the more rewards they will gain. On some occasions spelling quizzes will take the stance of a dictated sentence, including the 'spelling', for children to record. Therefore, in order for your child to become accustomed to this, it may be useful for you assist them in practising this skill at home and ensuring that the correct punctuation is included (e.g. capital letters, full stops, inverted commas, commas, question marks and exclamation marks).

**Mental Arithmetic** homework will be sent home on **Thursdays**, to be returned by the following Wednesday, children are only expected to complete 'one' unit per week. In addition, times tables should be learned and practised as a matter of course. Timed Times Table quizzes will take place on every Monday morning as mentioned above.

**Topic** related homework will be sent home at the beginning of the term. Children are expected to choose **at least 3** pieces of homework to complete from the list in their Learning Logs during the course of the term. Once one has been completed, they should be brought into school for marking or for putting on display (see separate letter for further details).

#### **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!** Please do not send in 'scented' pens, pencils and rubbers as these have proved to be a distraction for the children. 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 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 Tuesdays (outdoors) and Wednesday (indoors 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. We will participate in outdoor lessons as often as possible and that does include in cold weather

Please refer to the Autumn Term 1 Topic Web for more detailed 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 a member of the Senior Leadership team, who can be found on the playground every morning and I will contact you.

With kind regards,

Richard Spackman

[Richard.spackman@horotnkirby.kent.sch.uk](mailto:Richard.spackman@horotnkirby.kent.sch.uk)

**Ash Class**

**Dates for Diary: 19<sup>th</sup> September 2019- Macmillan Coffee Morning**

**Other diary dates will follow as soon as they have been agreed.**