



## Parent/Carer notes - Autumn Term 2

### Ash Class and Willow Class - Year 3-4



We hope that you all had an enjoyable and safe break. Here are some notes that you may find useful for Term 2.

### Playlist

This half term we will be listening to musical performances, picking out the different sounds and techniques. Our toes will be tapping along to all kinds of music and we will be listening to song lyrics to get lots of ideas to write our own.

### How you can help your child to prepare for this term

Music has the power to change our emotions, make us think and inspire us to dance! Why not talk to friends and relatives about music that was popular when they were young? You could also watch performances online and think about how the music makes you feel. Alternatively, you could work together to learn a song by heart. Can you sing it without making any mistakes?

### English:

Our key texts will be Roger McGough's poem entitled 'The Sound Collector' which will inspire us to go on a sound walk around the school in order to create our own poem. We will also be studying the writing of William Shakespeare and George Bernard Shaw in order to compare and study stage directions, together with a range of song lyrics from differing genres of music. Inspiring us to write the following:-

- Poems (firework);
- Sound Collector poem;
- Short narratives;
- Silent movies with stage directions;
- Song lyrics;
- Information Leaflets.

We will continue to have 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 the application of new grammatical terms and concepts. All children will participate in teacher-led reading comprehensions, as well as spelling investigations, dictionary work and phonics lessons.

### Maths:

Within maths we will be studying the topics of multiplication, division and measurement.

### Year 3:

Count from 0 in multiples of 4, 8, 50 and 100.

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division using the multiplication tables.

Use formal written methods of multiplication for 2-digit numbers times a 1-digit number.

Solve problems including missing number problems involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

Recognise that multiplication is 'commutative' whereas division is not.

#### **Year 4:**

Recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .

Count in multiples of 6, 7, 9, 25 and 1000.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1.

Recognise and use factor pairs and commutativity in mental calculations.

Multiply together three numbers.

Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout and the division bracket to divide 2-digit and 3-digit numbers by a 1-digit number.

Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

#### **Measurement – Length and Perimeter**

Measure the perimeter of 2D shapes.

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

Measure the perimeter of 2D shapes.

Find the area of rectilinear shapes by counting squares.

Times tables to continue to be learned by Year 3 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 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.

A weekly timed times-table quiz will be given every Monday. This will be designed to each child's individual learning, to include multiplication and division of the tables learned, word problems using these concepts, or revision on the previous week's topics.

**Science:** Our focus in science is the topic of sound. We will be finding out how the ear works, how sound travels and learn about pitch.

#### **Design and Technology and Art:**

We will investigate how musical instruments work and enjoy making our own. In Art, we will create artwork that represents jazz music and look at famous jazz-influenced art to include the work of Wassily Kandinsky and Paul Klee.

#### **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, Miss Harper or our Teaching Assistant, Mrs Gardner, 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 Miss Carroll intend to hear children read.

**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. 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 to 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 (MA)** will be carried out on **Thursdays**. Children are only expected to complete 'one' unit per week. **In addition, times tables should be learned and practised as a matter of course using Time Table Rockstars.** Timed Times Table quizzes will take place in school at least three times a week.

#### **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 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 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.

Please refer to the Autumn Term 2 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 Mrs Martin, who can be found on the playground every morning and I will contact you.

With kind regards,

Richard Spackman

Miss Harper

**Ash Class**

**Willow Class**

Up-coming events for Lower Key Stage 2: More information on the following will be sent out during the course of the term.

Remembrance Service at Horton Kirby Village Hall - Friday 10<sup>th</sup> November

Children in Need - Monday 11<sup>th</sup> November

Christmas Pantomime - Friday 29<sup>th</sup> November

Christmas Lunch - Wednesday 11<sup>th</sup> December

Play List Fantastic Finish - Friday 13<sup>th</sup> December

Christmas Fete - Friday 13<sup>th</sup> December

Christmas Jumper Day - Friday 13<sup>th</sup> December

LKS2 Christmas Party - Tuesday 17<sup>th</sup> December

Christmas Carol Concert - Tuesday 17<sup>th</sup> December