

Mrs Thomsen will be teaching all week.

Mrs Chisholm HLTA supports the class and also covers teachers' PPA time.



English:

In our English lessons we will be reading the book *Lob* by Linda Newbery. Through reading the book, we

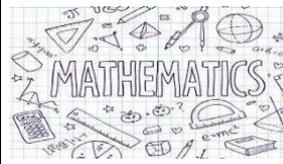
will look at writing a set of instructions and then a newspaper report. We will learn all about the key features of each genre and put these into our own writing.

Reading: We will have reading time every day, straight after lunch, where the children will be able to quiz on their reading book and to read to Mrs Thomsen. Through our class book, 'Charlotte's Web', we will maintain our positive attitudes to reading and understanding of what we have read.

Spelling: We will continue with our spelling homework each week. While in class we will work on spelling strategies to help us.

Grammar: Year 3: Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. **Year 4:** Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.

Key vocabulary: noun, verb, adjective, adverb, conjunction, time connective, paragraph, fronted adverbial, comma, full stop, brackets, exclamation mark, question mark, speech marks, heading, subheading, first and third person, past and present tense, fiction, non-fiction, subordinate clause, preposition, constant, vowel, dialogue.



Maths:

Please continue to practise all your known times tables weekly, as well as those that will be specifically set for the test every Monday. Homework will be set on Maths Flex and fluency in arithmetic can also be developed by using Sumdog regularly at home.

Fractions: Year 3 will be learning about: Unit and non-unit fractions, Making the whole with tenths. Learning about fractions as numbers and as sets of objects and then consolidating their understanding of fractions by applying these to word problems. **Year 4 will be:** Recapping on unit and non-unit fractions, recapping on making the whole, learning more about tenths and hundredths. They will also recap on fractions on number lines, fractions greater than 1, equivalent fractions and simplifying fractions whilst consolidating their understanding of fractions by applying these to word problems.

Multiplication and Division: Unit 2: Year 3 will be learning about: Multiplication - equal grouping, the 3, 4 and 8 times tables. They will be then applying this to Multiplying and Dividing by 3, 4 and 8. Problem Solving using their knowledge of multiplication and division and understanding divisibility **Year 4 will be:** Multiplying by multiples of 10 and 100, dividing by multiples of 10 and 100, multiplying by 0 and 1, dividing by 1. In addition to ensuring they have excellent recall of all other x tables that they have learnt we will be making sure that they are confident on the 6, 7, 9, 11, 12 times tables.

Key vocabulary for this topic:

Place value, digits, numeral, ones, tens, hundreds, thousands, compare, less/fewer, more/grater, partition, exchange, roman numeral, negative, estimate, rounding, multiple, order, compare, addition, sum, total, subtract, minus, decrease, difference, fraction, equivalent, tenths, hundredths, simplify



Class 2 Topic Letter Spring Term 2 2022

Year 4 Multiplication Test.

In June we expect that the Year 4 children will participate in a Year 4 Multiplication Check. This can be completed within a 3-week period from 6th June 2022. As you will already know from our homework especially in KS2 we place a great emphasis on the children knowing all their x tables throughout KS2 as it is a fundamental skill that helps all learning in mathematics so please do not worry. Your children already have x tables challenges set on Sumdog, homework on Maths Flex this term will also have multiplication as a focus, they have been learning x tables for weekly tests all year (this is also why we try to address more x tables with the Y3 children so that all tables are introduced in Y3 and can be comfortably consolidated in Y4). Some of the children during the Autumn Term really enjoyed learning their x tables through song. Here is just one example <https://youtu.be/dzVyBQ5uTbo> and is also available in a range of x tables.

Computing:

In computing this half term we will be looking at sequencing, selecting and repetition. We will do this by using different programs to write a program with a sequence of instructions, explain what selection is and write a program using selection and also write a program that uses a repeat command and then explain what the repeats in the program do.

Key vocabulary for this topic: Sequence, Programming, Algorithms, Abstraction, Collaborating, selection, de-bugging, repetition, Scratch.



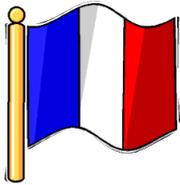
In History: We will discover the castles around the British Isles and predominantly those of Northumberland. We will find out about the most splendid castles and their locations around the UK. We will be tracing how several aspects of national history are reflected in the locality.

We will also link our geography topic from last half term as we talk about how some castles are built on the coast and ask why this was the best place for them.

Key Vocabulary: battlements, turret, ramparts, walls, lookout, gatehouse, drawbridge, keep, tower, arrowslit, motte and bailey castle, stone keep castle, concentric castle, portcullis, buttress, barbican, musketloop, guardroom, dungeon, curtain wall.



In French: We will learn how to greet people in different ways, discuss how we are feeling, say goodbye and count to 10. We will then move on to learning about classroom instructions, asking for and giving our names, and colours.



Key vocabulary: Bonjour, Salut, Ca va? Comment tu t'appelles? Je m'appelle, Au revoir, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, Oui, Non, Salut! Ecoutez, regardez, asseyez-vous, levez-vous, repetez, venez ici, silence.

In R.E: we will continue to think about and learn about creation and fall and continue to ask, and then answering, the question "What do Christians learn from the Creation story?" We will be doing this by looking at art, reading texts from the bible and making connections to our own lives.



Key vocabulary: Jesus, God, Christianity, Saviour, Church, Religion, Teacher, Leader, Bible, Jerusalem, Testament, Gospels. Creation, fall,

In Science: we will be learning continuing to learn all about States of Matter.

We will:

- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

We will explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container).

Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.

General scientific vocabulary: Investigate, Measure, Changes, Prove, Observe, Predict, Simple Tests, Identify, Classify, Groups, Gathering/Recording Data, Equipment, Questioning, experiment. **Key vocabulary:** solid, liquid, gas, state, changing, particles, matter, evaporation, condensation, shape, water cycle. We will also be participating in **British Science Week**. This half term we will celebrate British science week and take on different STEM activities



Class 2 Topic Letter Spring Term 2 2022

throughout the week. Please see updates on Class Dojo or by letter for further details .Also included in our topic letter this half term are STEM activities that you may wish to carry out together at home that are also used within our long term curriculum plan at school over the next two years..



In Music this term Year 3 and 4 will be continuing to take part in the First Access Music Project and will continue to learn to play the violin with Mrs Nicklin.

Key vocabulary: rhythm, pitch, timbre, pulse, pitch, harmony.
We will also be making the most of being able to sing again once more in school using the popular Pop UK resources as well as resources from our music scheme of work Charanga.

In RHSE/ PSHE:

This half term we will be looking at Healthy Lifestyles (Physical Health and Wellbeing) – Bug Busters

We will learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

We will also look at Keeping Safe and the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).

Key vocabulary:

First Aid, treatment, emergency, care, emergency services, First Aid Champion, health, well-being, yoga, mindfulness.

In P.E:

On **Wednesdays** we are pleased to have 'Bear' from Newcastle Falcons rugby coming to school to teach us how to play rugby and all of the skills needed for the game.

On **Fridays** we will be focusing on Gymnastics.
Please remember to wear your PE kit every Wednesday and Friday.

Key vocabulary: defence, attack, space, catch, net, hoops, back board, hold over head, chest, bounce pass.

In Forest Schools / Art and Design Technology we will be:

Looking at different activities each week as Forest school is child led/centred. We will link the sessions to our English lessons and the story of The Green Man.

Please remember to bring Forest school clothes in every Wednesday.

Key vocabulary: sketch, draw, colours, tools, materials, texture, blend, tone, fix, attach and improve.



Reminders:

- Please can your child continue to come into school wearing their PE kit every Wednesday and Friday.
- Please remember to bring a warm, waterproof coat to school every day.
- Please remember to bring waterproof clothing and wellingtons for forest school every Wednesday.

Homework

- Reading - Please hear your child read for 30 minutes each night and record this in their reading record.
- Spellings - Each week (usually Monday) your child will be given a spelling pattern to research and to learn. We will be encouraging the children to research the spelling pattern and find new words with the pattern and bring them in to add to our spelling wall which will be added to throughout the week. There will be a formal spelling test every Monday but we also expect learnt spellings to be used in the children's work throughout the week. We would also like your child to develop their spelling fluency by regularly going on Sumdog Spellings.
- Following our feedback on Maths Flex we will return to our homework set and provided through the CGP workbooks. Please see letter and updates on Class Dojo for further details.

Starters for Science are 4 activities that parents can use at home to help children develop their science alongside the key learning and vocabulary children are using at school. The activities are easy to resource and provide children with the stimulus to learn and talk about their science topic. Encourage children to use the correct vocabulary as they talk about what they are doing and finding out. Don't forget to share your work on social media

#ScienceFromHome

Key Learning:

Animals, including humans cannot make their own food, they get nutrition from what they eat.

To be healthy, animals, including humans need the right types and amount of nutrition.

There are different food groups:

Fruits and vegetables are good for vitamins, minerals and fibre.

Carbohydrates are a good source of energy.

Dairy foods are a good source of calcium and keep bones strong.

Proteins give us vitamins, minerals and fibre.

Fats give us energy but should be eaten sparingly.

Foods high in fat and sugar are not needed in our diet and should be eaten as a treat.

Humans and some other animals have skeletons and muscles for support, protection and movement.

Some animals have exoskeletons and some have soft bodies with no skeleton or exoskeleton.

Vocabulary:

nutrition

nutrients

carbohydrates

protein

dairy

vitamins

minerals

fibre

fat

diet

skeleton

muscles

protection

support

movement

bones

skull, ribs, spine

How does our body work?

Go outside and use chalk to draw around someone's body. Can you draw the bones and muscles you know in the right positions?

www.stem.org.uk/rx34f3

Different diets

Make a food diary for what you eat in a day. What different types of food do you eat? How could you group them? Do you have a pet? Make them a food diary or research the diet of another animal. How does their diet compare to yours?

Human Body

Ever wondered what is inside the human body?

Here you can look inside and explore the skeleton. See what the key features are and find out how the parts work.

<https://www.stem.org.uk/rx34f3>

Mastering muscles

Muscles work in pairs. Watch this video to see how <https://www.stem.org.uk/rxzf7>.

Try some different body movements at home. Think about where we have pairs of muscles in the body and what they do?

Starters for Science are 4 activities that parents can use at home to help children develop their science alongside the key learning and vocabulary children are using at school. The activities are easy to resource and provide children with the stimulus to learn and talk about their science topic. Encourage children to use the correct vocabulary as they talk about what they are doing and finding out. Don't forget to share your work on social media

#ScienceFromHome

Key Learning:

Green plants produce their own "food" using carbon dioxide from the air and sunlight. This process is called photosynthesis.

Plants are known as producers.

Animals are unable to make their own food, so they need to consume other animals and/or plants. They are called consumers.

Humans have different types of teeth which are:

Incisors to bite and chew pieces of food.

Canines for tearing and ripping food.

Molars to crush and grind food into smaller pieces.

The type of teeth that animals have varies depending on what they eat.

Digestion is the process by which food is broken down by our bodies so it can be used by cells to carry out body processes. Waste products are also excreted by the body.

Vocabulary:

incisor

canine

molar

stomach

small Intestine

large Intestine

rectum

stomach acid

saliva

predator

prey

producer

consumer

What do eat?

An animal's teeth can tell you what type of diet it has. Draw a picture of the type of teeth you think you might find in the mouths of herbivores, omnivores and carnivores. Explain why? Can you find examples of each of these animals.

Terrific Teeth!

Take a look in your mouth, you need to use a small mirror to do this. Can you find 3 different shapes of teeth? Draw a picture of where the different types of teeth are in your mouth. Why do you think they are shaped differently? What does each type do? <https://www.stem.org.uk/rxespz>

Digestion Detectives

Draw an outline of a human body and draw what you think happens to the food that you eat? Can you describe what you think happens? Take a look at the video and then see if you need to change or add bits to your drawing. You could even try to recreate your own model of the digestive system.

<https://www.stem.org.uk/rx64ns>

Who eats who?

Draw a diagram showing what each animal eats: a fox, grass and a rabbit. Label which animal is the predator and which is the prey? Can you draw a different food chain that may be found in a wood, a garden or in the sea?