



# Year 3 and 4 Class Newsletter

## Autumn Term 1 2023 - 2024

Dear Parents and Carers of Year 3 and 4,

Hello and welcome back! We hope you've had a brilliant summer holiday spending time together and relaxing before the exciting new school year we have ahead of us.

As you know, I will be teaching Year 3 and 4 this year, alongside Miss Hanson. I will be working with the children Monday to Thursday with Mrs Readings and Miss Hanson teaching the children on a Friday. We are all very much looking forward to working with all of your children this year!

### Curriculum

Over the next half-term we will be exploring a range of interesting units throughout our curriculum. Here is a brief overview so you are able to talk to your children about their learning.

<b>English – writing</b>	<p>Writing lessons this term will focus on consolidating sentence composition and punctuation skills within fiction, non-fiction and poetry contexts. The texts we will be looking at and using for our writing will link to our geography unit on 'The Water Cycle'. Through these texts we will look at deepening our understanding of expanded noun and prepositional phrases. We will also look at how we can draft our writing and use paragraphs, headings and sub-headings to organise content. Other skills we will look at will include expressing time, place and cause by using conjunctions, adverbs and prepositions and how we can choose nouns and pronouns appropriately for clarity and cohesion.</p> <p>Our three texts this half term are:</p> <ul style="list-style-type: none"><li>• Fiction: Rhythm of the Rain</li><li>• Non-fiction: Water cycles, the source of life from start to finish.</li><li>• Poetry: The Raging River.</li></ul>
<b>English – reading</b>	<p>Our reading lessons are designed to develop the children's comprehension skills. Lesson sequences are structured around reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise). We will focus on the following texts:</p> <ul style="list-style-type: none"><li>• <i>The Tin Forest</i> – Through reading this fiction text we will look at the meaning behind some of the vocabulary thinking about how language choices help to build meaning throughout the text. We will then focus on inference questions where the children will need to infer characters feelings, thought and motives and justifying their inferences by referencing specific parts of the text.</li><li>• <i>Iceberg</i> – In this non-fiction text we will again look at the meaning of the vocabulary used. We will then focus on the 'Retrieve' element within VIPERS. This will include using the contents page and sub-headings to locate information and learn the skill of 'skim and scan' to retrieve details.</li><li>• <i>Fresh Picked Poetry: A Day at the Farmers Market</i> – In this poetry text we will continue to look at the 'Vocabulary' and 'Explanation' VIPERS. This will include discussing words that capture the readers interest or imagination and discussing the features of poetry.</li></ul>

<p><b>Maths</b></p>	<p>During the first half term, our maths lessons will focus on number and place value, and addition and subtraction. In addition to our core maths lessons, we will focus on developing multiplication and division fact knowledge.</p> <p><b>Year 3</b>  Within Place Value, Year 3 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Find 10 or 100 more or less than a given number and recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). We will then move onto comparing and ordering numbers up to 1,000. Through all of this we will solve number problems and practical problems involving these ideas.</li> </ul> <p>Within Addition and Subtraction, Year 3 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction and estimate the answer to a calculation and use inverse operations to check answers.</li> </ul> <p><b>Year 4</b>  Within Place Value, Year 4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Find 1,000 more or less than a given number, count backwards through 0 to include negative numbers, recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) and read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value. Through all of this we will solve number problems and practical problems involving these ideas.</li> </ul> <p>Within Addition and Subtraction, Year 4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, estimate and use inverse operations to check answers to a calculation and solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>
<p><b>Science</b></p>	<p>This half term we will start looking at the unit 'Forces and Magnets'. In this unit will we explore and learn the following:</p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>
<p><b>Geography</b></p>	<p>Our first unit in geography this year will cover 'The Water Cycle'. Within this unit will we focus on the following objectives:</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of the water cycle.</li> <li>• Name and locate key topographical features within the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p>To do this we will explain the three states of matter and then move onto explaining the water cycle. We will learn how clouds are formed and what causes flooding. We will also learn about dirty water and what steps are taken to clean it and what bacteria may be present.</p>

<b>Design and Technology</b>	<p>In DT this half term we will be designing, making and evaluating 'Juggling Balls'. When do this we will develop the following skills:</p> <ul style="list-style-type: none"> <li>• Investigate and evaluate a range of existing juggling balls.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks accurately by creating a tie-dye background for the juggling ball material.</li> <li>• Select from and use a range of materials and components according to their functional properties when choosing the filling for their juggling balls.</li> <li>• Select from and use a range of tools and equipment for cutting and using a running stitch to create a hem for a juggling ball. We will also be shaping a joining the material to create a finished shape for our juggling balls.</li> <li>• Evaluate their ideas and completed juggling ball against their own design criteria and consider the views of others to improve their work.</li> </ul>
<b>RE</b>	<p><b>Enquiry:</b> What holds communities together?</p> <p>During this unit we will consider our thoughts about this big question. This will be broken down to think about different aspects of the Christian and Jewish faiths. We will discuss what it means to belong to a class, school or group and the responsibilities we have when being part of these groups. We will then explore what it means to belong to a faith group and how religious communities live out their beliefs in the wider world.</p>
<b>PSHE</b>	<p>Our first PSHE unit is 'Living in the Wider World'. During this term we will focus on developing understanding of the following:</p> <ul style="list-style-type: none"> <li>• The value of rules and laws; rights, freedoms and responsibilities;</li> <li>• How the internet is used; Assessing information online (reliable sources, safe exploration of information available online, regulating use and selecting positive sources of information);</li> <li>• Different jobs and skills; job stereotypes; setting personal goals.</li> </ul>

### PE Lessons

Please note that our class PE days are **Wednesday and Thursday**. Where possible, PE lessons will take place outside so as the weather cools, please ensure that autumn/winter PE kit items are worn; uniform expectations can be found on our school website. If your child has had their ears pierced and is unable to take the earrings out for PE, please provide microporous tape for the children to cover their earlobes with.

### Reading and Homework Expectations

In Year 3 and 4, the homework set supports children to practise key skills which support the Lower Key Stage 2 curriculum. Weekly homework will be as follows:

- Reading practise to develop fluency
- Spelling practise using games on Spelling Shed and also practising words from their spelling passport. Spellings from the spelling passport will be tested half-termly
- Recall of times table facts on Times Table Rock Stars
- English or maths – set on alternate weeks

Homework will be set on a Thursday and should be completed by the following Thursday, before new homework is set for the following week. This homework will be set on Google Classroom. All children already have their Google Classroom logins and we have checked in school they are part of the online classroom where homework will be set. Instructions for how to access Google classroom and complete the homework online will be sent home with each of your children. Homework club will be available to children

for 25 minutes during lunch time on a Tuesday where members of staff are available to supervise the children completing homework on school Chrome Books. Should any child not complete the homework on time without a valid reason (we understand that even the best laid plans do not always happen as planned) and is not able to hand it in late the following day, then they will be required to complete some of the homework during breaktime on Friday.

Reading still plays a big part of your child's development in Year 3 and 4. Please spend time listening to your child read, discussing and asking them questions about what they have read at least three times a week. As your child progresses through our reading scheme, they will also have comprehension questions or tasks to complete related to the book they are reading. Please complete your child's reading record when they have read to you and ensure this is sent into school daily so we can monitor how regularly they are reading at home and can track their progress towards achieving their reading awards. Reading books will be changed on a Monday.

The Year 4 statutory times tables assessment will take place during the summer term. It is really important that children practise their times tables and division facts regularly to achieve fluency and rapid recall. The earlier they start with this, the easier it will be for them so the following applies to children in Year 3 as well as Year 4. To ensure that your child makes expected progress, they should complete a minimum of 5 'Soundcheck' games each week on Time Tables Rockstars. The 'Soundcheck' option is perfect practise for the Year 4 Statutory Times Tables check. Your child's log in information can be found on a sticker on the inside cover of their reading record.

As always, please do not hesitate to contact me if you have any queries, questions or concerns. I will be happy to help. This includes support with Google classroom or any of the homework.

**What your child should bring to school:**

- book bag (not a rucksack due to limited space in the cloakrooms)
- named water bottle (containing water only),
- named lunch box,
- healthy snack for morning break,
- coat (clearly named) when necessary.

Mrs Waldron  
Year 3 and 4 Teacher