

<u>STUNNING START</u> For our stunning start, we have received a letter asking for our help from Mrs Rainbow-Waddington who is a night shift worker at Victoria Hospital. She cannot sleep during the day due to the noise and light disturbing her. She wants the children to help her find a way to block out the daylight so she can be rested to go back on duty. <u>FABULOUS FINISH</u> For our fabulous finish, we are going to model and photograph our fabulous eye mask designs to send to the hard working Mrs Rainbow-Waddington.	<u>ICT</u> In computing this term we will be learning about data logging. First we will consider what data is and how it is collected. We will use data loggers to collect data on light and sound and then analyse the data to see if it can give us useful information to help solve Dr Rameriez’ problem. <u>DT</u> This half-term the children will research, design, create and evaluate their own light blocking eye mask.		<u>PHYSICAL EDUCATION</u> Children to wear their PE kit to school on the days of the week that they will be taught PE. PE kit consists of; Navy blue PE T-shirt, navy shorts and plimsolls that fit! Navy jogging bottoms may be worn for outdoor PE. Earrings should not be worn for PE as per health and safety regulations (unless for religious or cultural reasons, in which case we need a letter) Puffins: Thursday (gymnastics) Wednesday (Swimming). Goldfinches: Wednesday (hockey) Thursday (gymnastics) Robins: Monday (Gymnastics) Wednesday (Woodland activities)
<u>ENGLISH</u> Firstly, we will explore the difference between informal and formal language. This will give us the tools we need to organise our thoughts into paragraphs and reply to Mrs Rainbow-Waddington in a formal letter to advise her how to sleep more peacefully during the daytime. We will be teaching reading as a whole class with the classic text, ‘The Iron Man’ by Ted Hughes as our stimulus. Our second writing unit is a character description using inspiration from the Iron Man. We will use well-chosen nouns and adjectives to allow the reader to picture and engage with the character we have created. Throughout we shall use drama techniques to enhance our engaged and oracy skills. We use the HeadStart spelling scheme where we learn spelling patterns over 4 weeks rather than spelling lists. LBQ homework will be set for English every other week.	 <u>Year 3 and 4 Autumn Term 2025</u> <u>How do I see? How do I hear?</u> 		<u>MATHS</u>  Year 3 Learning the place value of 3-digit numbers. Understanding the value of each digit in a 3-digit number. Comparing and ordering 3-digit numbers. Finding 1, 10 and 100 more or less than any 3-digit number. Adding and subtracting 1s, 10s and 100s to and from any 3-digit number including crossing the tens and hundreds boundary. We will also learn to recall facts for the 2,3,4,5 and 10X multiplication tables by practising fast maths. Year 4 Place value of 4-digit numbers including comparing, ordering, partitioning and rounding numbers. Exploring negative numbers and their position on a number line. Towards the end of the half-term we will focus on addition and subtraction and estimating as well as using the inverse to check answers to a calculation. We will continue to practise times tables as part of our ‘Fast Maths’ learning. We will carry out ‘Fast Maths’ four times a week to develop accuracy and speed. In addition Year 4 children will concentrate on the online MTC test.
<u>SCIENCE</u> Our main focus in our connected curriculum topic is Science. We will be learning about light and sound. While studying light will explore light, shadow, reflections and how the eye works together with the study of sound, vibrations, sound waves, insulation, pitch, volume and how the ear works. We will be investigating materials to discover which are translucent, opaque and transparent. We will be learning how to record our scientific findings in a range of ways including through observations, report writing and conclusions.	<u>RELIGIOUS EDUCATION</u> We will be learning about Judaism. In Judaism, we will learn about the special relationship Jews have with God and whether a sacred text has to be ‘true’ to help people understand their religion. We will learn about worship and whether this helps people to feel closer to their God and faith community	<u>SPANISH</u> The children will practise speaking and writing in Spanish. They focus on ‘presenting myself’. This will involve sharing their names and answering the question ‘How are you?’ 	