

WELCOME TO YEAR 3/4!



PUFFINS

Mrs Webb
Mrs Hoskins



Teaching Assistants.



GOLDFINCHES

Miss Harman and
Mrs Murrell



ROBINS

Mr Loizides



Our Teaching Assistant is the amazing Mrs McCourt!

Connected Curriculum Topics

Autumn

- Autumn 1- Light and Sound

How do we see? How do we hear?

Science focus

- Autumn 2- Invaders

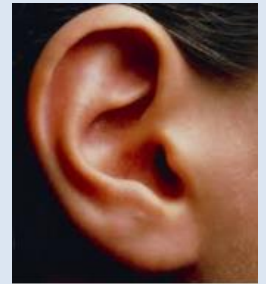
History focus

Science

- I wonder...?
- Investigating materials
- How do we see?
- Shadows
- Reflection
- Challenges using mirrors
- Sounds are made when objects vibrate
- Seeing vibrations
- Feeling vibrations
- Vibrations from sound sources travel through medium
- Sound insulation
- Pitch and loudness
- Exploring refraction, reflection, colour
- Memorise Science 'Killer Facts'

History

- Overview: Development of the English language from Iron Age to Norman conquest
- Overview of the invasions by the Roman Empire, the Anglo-Saxons, Scots and the Vikings
- Letter and contract from archaeology consultancy
- Interpretation of artefacts
- Depth period study: What do we need to find out?
- Exhibition & presentations, report, reconstructions of artefacts, two-minute digital recordings of explanations



Connected Curriculum Topics Spring

- Spring 1- Should we stop eating chocolate?
Science and Design Technology focus
- Spring 2- from a Railway Carriage.
Art and Music focus

Design and Technology

- Conduct market research
- Design chocolate product
- Make the prototype chocolate product
- Adapt and improve product
- Make final chocolate product
- *Analysis of wrapping papers*
- *Design of packaging*
- Evaluation of final product

Science

- Dissolving investigation
- Food value of chocolate bar
- How does the chocolate become fuel/energy for our bodies?
- Which sugar dissolves first?
- Should we continue to eat chocolate as far as our teeth are concerned?
- Changes occur when materials are heated or cooled*
- Temperature is a measure of hot and cold
- Heating solid materials can cause irreversible changes*

Creative Development

Art & Sketchbook

- Railway pictures
- View from a railway carriage
- Design the train of the future

Music

- Exploring rhythms - possible link to programming
- Create a soundtrack for the choral performance
- Music performance



Connected Curriculum Topics Summer

- Summer 1- What happens inside us?
Science focus
- Summer 2- European Regional study.
Geography focus

Science

- Concept of living
- How do our bodies feel after exercise?
- The heart and pulse
- Science investigation – how exercise affects our bodies
- Organs of the body
- Skin, skeleton and muscles
- Jigsaw activity
- Digestive system
- Sorting food
- *Healthy eating*
- The Brown family
- *Food labels*
- Teeth
- Tooth decay
- Dental care
- Revisit science investigation
- Quiz
- Memorise science 'Killer Facts'

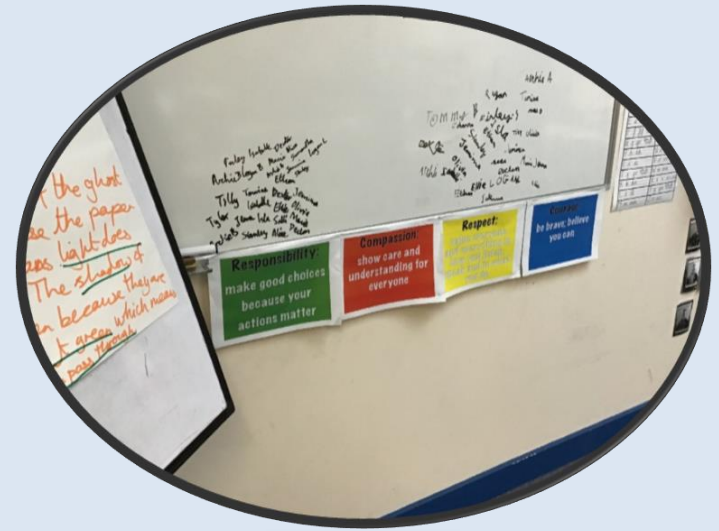
Knowledge and Understanding

Geography

- *Where is Europe? What is Europe? Who lives here?*
- *What do you think we would see if we flew over Europe?*
- *What do we remember of the Romans or Angles and Saxons, or Vikings?*
- *What is their country like now?*
- *What have we learnt in the time we have? What shall we choose to share with others?*



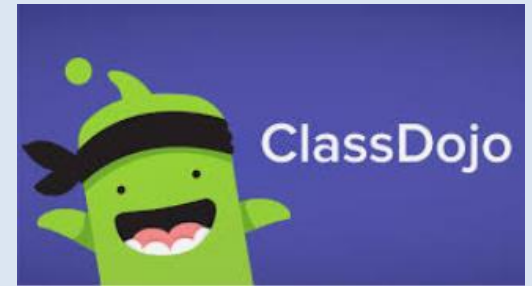
Core Values



If your child demonstrates a core value they will receive a core value sticker.

If your child comes home wearing a core value sticker, please ask them to explain what they did to show that core value and praise them for their positive behaviour.

Rewards



Dojos

The children really enjoy earning dojos.

Dojos are given out for great work and effort, and for showing the core values.

The dojos earned will contribute towards a whole class reward (chosen by the children) as well as their individual merit certificates.



A 'Star of the Week' will be chosen each week and they will receive their certificate in our Celebration Assembly on Friday.

Reading Scheme

- Our whole school reading scheme engages and inspires children but it also supports children who may struggle to read.
- All reading books will be returned to school on a Thursday and the teachers will check reading records to exchange books if required. Children will be given back books the following day (Friday).
- We would appreciate the books being in their bags every day when not reading so that we can write in the reading records.
- If your child has not finished reading their home school book on Friday, they can keep the book for another week until the following Friday, but return the reading record for us to write in.
- Dojo rewards can be gained for reading 4 times a week. An extra dojo can be gained if 5 reads take place. All reads must be signed by the parent in the reading record.
- Parents and children can record a reading comment.
- We expect children to read regularly and parents to support with this.

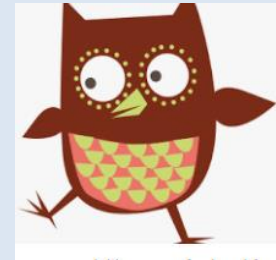
Other Sources of Reading

- Your child is welcome to read any suitable book, magazine, comic, non-fiction book or annual of their choice
- However it should be suitable for their reading level, if it is too difficult they may become demotivated.
- The most important thing is that they ENJOY reading and READ on a daily basis.

- **The Oxford Owl**

<https://home.oxfordowl.co.uk/reading/free-ebooks/>

This has a great selection of online e books and activities that you can do with your child. When the new books are given to your child you will be able to access free books of the same level through the site. You will also find advice and support on how to develop comprehension skills at home..



Browse by age:	Browse by series:	Browse by Oxford Level
• eBooks for age 3-4 • eBooks for age 4-5 • eBooks for age 5-6 • eBooks for age 6-7 • eBooks for age 7-9 • eBooks for age 9-11	• Read with Oxford • Read Write Inc. • Project X • Oxford Reading Tree	• Oxford Level 1 | Book Band: Lilac • Oxford Level 1+ | Book Band: Pink • Oxford Level 2 | Book Band: Red • Oxford Level 3 | Book Band: Yellow • Oxford Level 4 | Book Band: Light blue • Oxford Level 5 | Book Band: Green • Oxford Level 6 | Book Band: Orange • Oxford Level 7 | Book Band: Turquoise • Oxford Level 8 | Book Band: Purple, Brown • Oxford Level 9 | Book Band: Gold, Brown • Oxford Level 10 | Book Band: White, Brown • Oxford Level 11 | Book Band: Lime, Brown • Oxford Level 12 | Book Band: Lime+, Grey • Oxford Level 13 | Book Band: Grey • Oxford Level 14 | Book Band: Grey • Oxford Level 15 | Book Band: Dark blue • Oxford Level 16 | Book Band: Dark blue • Oxford Level 17 | Book Band: Dark red • Oxford Level 18 | Book Band: Dark red • Oxford Level 19 | Book Band: Dark red

Spellings

Blackwell has adopted the Headstart programme for spelling from Year 2 onwards.

Recent research indicates that children don't learn spellings by simply using rote visual memory. Instead, their ability to spell is dependent on their growing understanding of spoken and written word structure.

It is crucial that these word structures and spelling patterns are taught to children rather than sending home to then be tested at school. Some children do learn this way but many do not. Children who struggle with spelling will never succeed if they are constantly tested in this manner. It is also negative for their self confidence.

Spellings

Headstart have structured the spelling scheme so that appropriate time is given to practice the spelling patterns. Studies suggest that children need to see a word 10-15 times before they learn it. This can be applied with reading and spelling.

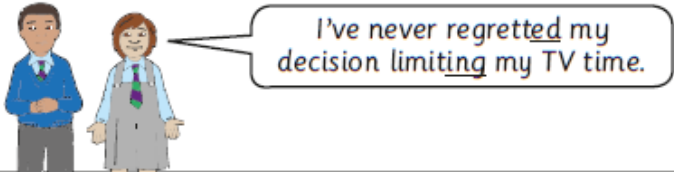
Meaningful learning and practice:

Many of the activities have a game element to them and they are much more interactive and meaningful than simply writing a list of words. The exercises also support children's understanding by putting the word into context.

A few spelling patterns will be introduced every four weeks and practiced for these 4 weeks in a variety of ways. This gives children longer to assimilate the spelling pattern and for it to have a chance to be in their long-term memory.

Spellings: example practise sheet

Left handed sheets are also available. The blue words are extension words. Some of the words are directly from the Year 3 and 4 National Curriculum spelling list.

Practice Sheet		Name Date		
Term 1 Set 1 Week 1				
<u>Spelling patterns</u> adding suffixes to words of more than one syllable, extension , word list				
				
				
Spellings	Write	Write	Cover and write	Cover and write
regret				
regretting				
regretted				
limit				
limiting				
limited				
occurrence				
budgeted				
accidentally				
actually				

Spellings: example activity sheets

Activity Sheet

Term 1 Set 2 Week 7

Name

Use the words below to complete the sentences.

irregular impolite illegible immature
irrelevant impatient irresponsible impossible



Wait a minute! You are so at times, Sprout.



None of its sides are the same, so it is an triangle.



You are displaying very and behaviour.



This writing is It is to read.



It's to point at people.



The answer you have given to my question is

Activity Sheet

Term 2 Set 3 Week 9

Name

Add the suffix **-ion** to the words below.



Add **-ion** to my words. You will need to remove the **e** before adding the suffix.



Add **-ion** to my words. You will need to change the **d** to an **s** before adding the suffix.



tense	tension	extend	extension
fuse	.....	expand	.....
revise	.....	comprehend	.....
confuse	.....	suspend	.....
supervise	.....	apprehend	.....



Some words sound like they have the ending **-sion**, but they are spelt **-cian**. This is the case for words that end in **c** or **cs**.



Add **-ian** to my set of words.

music	musician
electric	.....
optic	.....
magic	.....
technic	.....
politics	.....

Nessy at school and at home



Homework

Homework will consist of daily reading as well as either a Math or English activity (alternate weeks).

These will be set using the LbQ website - the children took home their login and explanation homework booklet last week.

Key Points

- Homework is set out on a **Monday** and is due the following **Monday**.
- In addition ,the children are expected to read daily for it to be recorded in their diary.
- Miss Harman will be very happy to demonstrate how to access LbQ.

All LbQ Mathematics		
▲ Hide curriculum context		
▶	Number	X X
▶	Place Value	 17 Sep  17 Sep
▶	Addition and Subtraction	

MTC

- By the end of Year 4 your children are expected to know all of their times tables and related division facts.
- The government introduced a new 'multiplication test check' at the end of year 4 last year. We will run a separate workshop in more detail on this at a later date.
- We will practise tables multiple times a week using the 'Fast Maths' method .
- This will help the children identify which times table they personally need to learn and master. At home, please support your child in mastering the table facts relevant to them weekly.
- There are lots of websites and apps to support you with this.

PE



This half-term...

Wednesday morning - Hockey

Thursday afternoon - Gymnastics with the Coach.

- Children will come to school wearing their PE kits and remain wearing them all day.
 - PE kit consists of; Navy blue PE T-shirt, navy shorts and plimsolls that fit! Navy jogging bottoms may be worn for outdoor PE
 - Please ensure all pieces of kit are named
 - Earrings should NOT be worn for PE as per West Sussex County regulations (unless for religious or cultural reasons, in which case we need a letter)
- It is suggested that children remove their earrings prior to coming to school or place them in their trays.

Forest School

- Each year 3/4 class will do Forest school for one term. Robins are starting this term.
- Times for the other classes will be confirmed later in the year

For these sessions we recommend:

- Waterproof coat and trousers
- Wellies and sturdy boots (we suggest two pairs of socks in colder weather)
- Long sleeve top and trousers
- An extra snack



- As part of the National Curriculum, all three classes will go swimming at the local pool (King's Centre). Each class will have 10 weeks in different terms. There they are assessed and taught by qualified swimming instructors.
- We show the children a Power point with the exact route that we take and we have two school adults and parent helpers to support us on the walk.
- A Google form will be available for sign up late in the Spring Term.
- Puffins are swimming this term.

ROUTINES

- Start of the day: children can now come to the classroom independently once dropped off in the playground.
- Break times are with Y3 / 4 only in the mornings. Brain break in the afternoon.
- Maths is taught 4 times a week by their class teacher.
-
- In KS2 children are not provided with a snack at playtime. As it is a long time until lunch, please could you ensure your child comes to school with a fruit or vegetable snack.
- Children should also have with them a named fresh water bottle every day.
- **End of the day: teacher will accompany the children to playground, where they will be released by the teacher when they've seen you.**
- We ask if there is a change to their normal adult who picks them up, for the school to know before hand. We are not allowed to release the children to adults we are not expecting.
- - you could write a note for your child on a playdate, email or phone the office

We are here to support...

- If your circumstances have changed over the summer holidays, please let the school know.
- It may be that you qualify for 'Pupil Premium Funding' which means extra help and support for your child at school.



- Catch up with us on the playground at the end of the day. We are friendly and approachable.
- If it is urgent you can contact us in the following ways:
 - Email the office- office@blackwellpri.co.uk
 - Phone the office- 01342 323906