



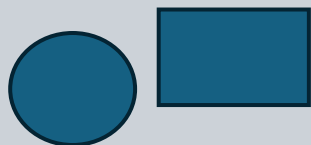
Silver Birch Class (Year 3&4)

Term 3 Class Topic Web



Mathematics

Addition and Subtraction
Fractions, Decimals and
Percentages
Shape



English

Focus Text 'Abominables'

Newspaper report
Biography of a Mountain climber



Science

Living things and their
habitats-conservation



Living things and their habitats -
Conservation

Computing

Data and information -
Branching Databases



PSHE&C

Dreams and goals



RE

What does it mean
to be a Hindu
in Britain today?



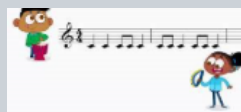
Languages (French)

Body
Illness
Colours



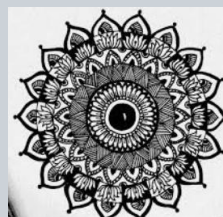
Music

Compose with your friends



Art

Indian art



PE

Swimming
Gymnastics



Swimming- Wednesdays
PE kit needs to be worn every
Friday

History

What can we learn
about everyday life
in Ancient Greece?
(Greeks)



Class Updates & Notices

Dear Parents and Carers,

Welcome back to the New Year! I hope you all had a relaxing Christmas break and we're looking forward to a busy term. You will continue to receive regular updates through our termly class newsletter, which will include curriculum information, PE days and other key details. These newsletters will be sent via email and uploaded to the school website. You can also stay up to date with what's happening in class by checking the school website and Facebook page, where we regularly share photos and information about the children's learning.

A few reminders:

- Please ensure your child's belongings are clearly labelled and they have a water bottle in school each day.
- Reading books will be changed when the children have completed them.
- Weekly spelling tests will take place on Fridays.
- Children will also be receiving some English or Maths homework each week alongside times tables practice.
- PE kits to be worn on a Wednesday and Friday.
- Swimming kit needs to be brought on a Wednesday *further information has been shared about this.

If you have any questions or concerns at any point, please don't hesitate to contact us.

Thank you for your continued support.

Mr Hartnell and Mrs Jones

More Homework Information

We understand that there are many different views about homework. However, for greater success and to promote an overall love for learning, it is integral that education takes place in all of the child's environments.

Key Areas:

- Reading (at least 20 minutes daily) - parents or students to record/log on Boom Reader
- Spelling Practice (we'll set fun ways to practise these!)
- Times tables practice on Times Tables Rock Stars (15 minutes or more a week)
- English relating to class focus or seasonal events
- Maths relating to class focus

Mr Hartnell and Mrs Jones

Additional ways to help your child learn their times tables







There are lots of ways to learn times tables, but here are a few suggestions to get you started:

- Make sure they play daily in *Garage* mode on Times Tables Rocks Stars - The *Garage* game mode is very clever and will adjust the questions your child is asked, ensuring they are always working on the facts they need to improve. Also, give them a times tables square to use whilst they play. This way they can double-check facts they are not sure about
- Sing times tables songs. There are hundreds available! Put them on in the car, bathtime or any 'free' time where you have a few spare minutes.
- Chanting the old-fashioned way- rehearse the tables forwards and backwards, gradually increasing in speed.
- Plenty of praise- When encouraging children to pursue something important, like timetables, there's no harm in heightening their enthusiasm with plenty of praise. 'You got this!' 'Look at your heatmap now!'
- Write out the tables - This can be in the form of a simple list, or you could also be a bit more fun.

Being creative will make writing and learning the tables more enjoyable.

- Write the facts as the petals of a flower.
- Get them to test you on the facts and get them wrong on purpose and see if they correct you!
- Treasure Hunt: Hide the facts around the house and give them the answers. Can they find them in record time?
- Take a pot of water and a paintbrush outside to 'paint' the facts on a wall.
- Use chalks to write the facts outside in giant numbers.

Times tables are important, but it should be an enjoyable experience learning them!

| Examples of progression in question stems from KS1 – KS2 (VIPERS) | | | | |
|---|---|---|--|--|
| | KS1 | | KS2 | |
| Vocabulary  | What does the word mean in this sentence? Find and copy a word, which means What does this word or phrase tell you about? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think is repeated in this section? | | What do the words and suggest about the character, setting and mood? Which word tells you that....? Which keyword tells you about the character/setting/mood? Find one word in the text, which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... | |
| Infer  | Why was..... feeling.....? Why did happen? Why did say? Can you explain why.....? What do you think the author intended when they said.....? How does make you feel? | | Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are How can you tell that.....? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when.....? Who is telling the story? | |
| Predict  | Look at the book cover/blurb – what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next? | | From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. | |
| Explain  | Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it? | | Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases, which show this. What is the author's point of view? What affect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? Which section was the most interesting/exciting part? How are these sections linked? | |
| Retrieve  | What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? | Why did happen? How did? How many.....? What happened to.....? | How would you describe this story/text? What genre is it? How do you know? How did.....? How often.....? Who had...? Who is...? Who did....? What happened to...? | What does.... do? How is? What can you learn from from this section? Give one example of..... The story is told from whose perspective? |
| Sequence/ Summarise  | Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? | | Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? | |

Year 3 and 4 Statutory Spellings

| | | | | | | |
|--------------|-----------|------------|-----------|--------------|------------|-----------|
| accident | calendar | eight | guide | mention | possession | straight |
| accidentally | caught | eighth | heard | minute | possible | strange |
| actual | centre | enough | heart | natural | potatoes | strength |
| actually | century | exercise | height | naughty | pressure | suppose |
| address | certain | experience | history | notice | probably | surprise |
| although | circle | experiment | imagine | occasion | promise | therefore |
| answer | complete | extreme | important | occasionally | purpose | though |
| appear | consider | famous | increase | often | quarter | thought |
| arrive | continue | favourite | interest | opposite | question | through |
| believe | decide | February | island | ordinary | recent | various |
| bicycle | describe | forward | knowledge | particular | regular | weight |
| breath | different | forwards | learn | peculiar | reign | woman |
| breathe | difficult | fruit | length | perhaps | remember | women |
| build | disappear | grammar | library | popular | sentence | |
| busy | early | group | material | position | separate | |
| business | earth | guard | medicine | possess | special | |