



Year 3 and Year 4 Newsletter
Summer Term 1 2019

Mrs S Brown, Mr J Gibbon and Miss L Kapka

Reading

The Reading Challenge starts this term. Pupils should read at least three times each week using their home reading book and other materials. Children have chosen their reward activity already and those who achieve the Reading Challenge will be able to take part in the activity towards the end of half term.

Reading will be monitored daily, with each new week beginning on a Monday through to Sunday.



Good Behaviour Reward



If children have had good behaviour for 12 weeks, they will be awarded a Bronze Pin.

These need to be looked after as they will need to be traded in for their Silver Pin which follows.

This will be awarded at the end of term for those who have achieved another 12 weeks.

This is an ongoing behaviour strategy, meaning that the 12 weeks do not have to be consecutive.

Your child can still be awarded their Bronze Pin when they have achieved 12 weeks of good behaviour.

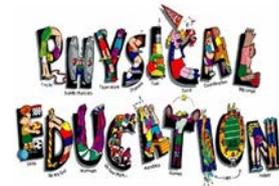
PE Lessons

Taurus:
Tuesday – double session.

Scorpius:
Friday – double session

Phoenix:
Friday – double session

Please ensure that your child has an indoor and outdoor PE kit in school all week.



Weekly Homework

English:
Reading to an adult 3 times or more for the Reading Challenge.

Spellings:
Sent home once a week.

Maths:
Daily learning of key facts, such as times tables.

Written pieces:
Either English or maths each week.



Useful websites

Maths

- www.mathsplayground.com
- www.bbc.co.uk/education
- www.youtube.com percy parker times tables

English

- www.phonicsplay.co.uk
- www.bbc.co.uk/education
- www.grammarsaurus.co.uk

It is advised that you supervise your child whilst they are using any website at home, so that you know what they are accessing and can be on hand to help and guide them.



Please remember:

- To bring your home reading book and reading record every day.
- To remove earrings on PE days.
- To return homework on the correct days.



Executive Headteacher: Christine Lacey
Chief Executive: David J Hampson, OBE, BSc, BA.



English

I will be learning:

To write:

- **Explanation** – create a machine to clean the beach – Until I Met Dudley (Text).
- **Narrative:** Disaster Tale.
- **Non-fiction** – Advert.
- **Narrative** – Text – Lighthouse Keeper's Lunch / Catastrophe / Rescue – written for a younger audience.

Reading:

- Read and discuss a wide range of fiction, including poetry and plays.
- Read and discuss non-fiction texts identifying their purpose and explaining how their organisational features aid the reader.
- Use meaning-seeking strategies to explore the meaning of words in context.
- Locate key information and details in texts.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying these with evidence from the text.
- Listen to and build on others' ideas and opinions about a text, challenging views courteously when disagreeing.

Mathematics

I will be learning to:

Year 3:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- compare and order numbers up to 1000.
- identify, represent and estimate numbers using different representations.
- read and write numbers up to 1000 in numerals and in words.
- solve number problems and practical problems involving these ideas.

Year 4:

- count in multiples of 6, 7, 9, 25 and 1000.
- find 1000 more or less than a given number.
- count backwards through zero to include negative numbers.
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- order and compare numbers beyond 1000.
- identify, represent and estimate numbers using different representations.
- round any number to the nearest 10, 100 or 1000.
- solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

During the Summer term we will also be covering elements of geometry, statistics, fractions, decimals, measurement and all four operations.

PSHE

I will be learning to:

- Understand school rules about health and safety.
- Be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.
- Work collaboratively towards shared goals.
- Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- Learn what being part of a community means, and about the varied institutions that support communities locally and nationally.
- Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- Consider the lives of people living in other places, and people with different values and customs.
- Learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.
- Recognise and challenge stereotypes.



RE:

I will be learning to:

- Understand and respond critically to beliefs and attitudes.
- Explore the impact of religions and beliefs on how people live their lives.
- Appreciate that individuals and cultures express their beliefs and values through many different forms.
- Explore some of the ultimate questions that confront humanity and respond imaginatively to them.
- Express own opinions based on the experience of others.
- Evaluate the beliefs and practices of Christianity and other major religions.
- Be responsible for their own learning by actively taking part in independent research.
- Develop ICT skills.
- Develop personal learning and thinking skills.



DT

Design and make a lighthouse

- Understand and use electrical systems in their products.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Scientist

Light

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.

Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

‘Oh I Do Like To Be Beside The Seaside’

Become a lighthouse keeper and learn all about life at the seaside.



Computing

I will be learning to:

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Select, use and combine a variety of software (Serif Draw Plus, Word, Excel and internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Music

As a musician I will be learning to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.

Y4 are currently learning to play the trumpet.

Geography

As a Geographer I will be contrasting Immingham with the coastal town of Flamborough.

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region in our own and a contrasting British locality.

Human and physical geography

Describe and understand key aspects of:

- Physical geography, including: climate zones, rivers and mountains.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

Use maps, atlases and globes to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

