**Frieth School**



**Kestrels’ Curriculum News for Parents**

Welcome back! We hope you all had a wonderful summer holiday and are looking forward to the new term. We have had a great start to the term and the children have settled into the routine of school! We are fortunate to have Ms Grundy and Mrs Spencer as our teaching assistants this year.

Here is a look at what the children will be learning for the autumn term. Our overall topic this term is ‘All the World is a Stage’, several areas taught will be linked to this.

**English**

Narrative: We will look at Old literature through fables, in particular Aesop’s Fables and a version retold by Michael Rosen. We will role-play a scene between 2 characters, record dialogue in speech bubbles and develop dialogue, to include powerful language. Every child will have their own targets to work on when writing that will take them on to the next stage in their learning.

Fairy tales and Play scripts:By reading The Princess and the Pea by Mini Grey and the Peas and the Princess by Lauren Child, we will explore playscript conventions, read a playscript., add extra lines to a playscript., write a short playscript based on role-play work, use present tense for stage directions and evaluate our own and others' writing.

Poetry: Children will use Haiku, tanku and cinquain poems. They explore how simile and metaphor can be used to create powerful images, though reading and discussing poems.

Non-fiction Christmas letters: Christmas is coming. This build up to Christmas begins with writing letters to Father Christmas, learning about tense, writing in the 3rd person and using powerful verbs, and reading Dear Father Christmas by Alan Durant and other Christmas letter based books.

Through our English lessons we will also cover the year 3 and 4 curriculum for SPaG (Spelling, Grammar and Punctuation). This will be covered at times in the English lesson and sometimes as a standalone lesson. We will also focus on handwriting and presentation skills. Spellings will be taught in class and some activities will be sent home connected with the patterns or words taught

Each week the children will enjoy a session of Guided Reading with the teacher. The session includes the reading discussion and comprehension of texts levelled to their reading ability.

Reading books will continue to go home. Please ensure that your child’s reading record and reading book is brought in to school every day. The children will have the opportunity to change their books every day during the guided reading session and will be expected to do this independently.

# **Maths**

Planning is based on the new curriculum and follows a well-established scheme of work which incorporates prior learning, ensuring breadth of knowledge and extending and challenging all children. By the end of Year 3 we will have covered all of the time tables and we would like the children to know, by heart, the multiplication facts for the 2, 3, 4, 5 and 10 times tables. It is really important the children practise these at home **every day.** By the end of Year 4, the children are expected to know all of their tables in and out of context up to 12 x 12 tables (for example what is 4 lots of 8, what is the product of 6 and 7?). Cracking Times tables test take place every *Friday* for children in our Maths lessons. They will work at their own level and when they complete the test within 3 minutes with close to 100% accuracy they will receive a certificate and move onto the next level. Please help your child with their times tables whenever possible.

**Science**

Sound and Light The children will identify light sources & discuss the Sun. The Year 4 children will look at the importance of the Sun for life, its structure & its apparent movement across the sky whilst emphasizing the danger of looking directly at the Sun (including blindness) & discuss ways of protecting ourselves from the Sun. The children will also find out about Braille. All the children will establish that light is reflected off things that we see & that darkness is an absence of light. And we will look at the transparency of various materials & the shadows they form. In addition we will be creating a shadow puppet theatre as a link to link our Creative Curriculum. Thank you for all the boxes that have been sent in.

The children will learn that sounds are made when objects vibrate & that sounds travel through solids, liquids & gases. Children will investigate how well sound travels through different materials & discover how instruments make sounds. The Year 4 children will also discuss echoes & how bats or dolphins use echolocation and talk about deafness & introduce the children to British Sign Language.

**Computing**

The first part of the term will be spent continuing lessons based on CEOP (Child Exploitation and On-line protection.) Parents can also access the site ([www.ceop.police.uk](http://www.ceop.police.uk) and look for the section for Parents, Carers and Guardians and click on ‘Thinkyouknow’) to support the important issues that will be raised

We will then move onto: Programming

**Programming Unit 1 : Scratch – Animation**

* Navigate the Scratch programming environment.
* Create a background and sprite for animation
* Change background after a specific time.
* Add inputs to control their sprite.
* Change position of sprite on screen.

Year 4 will be building upon their prior programming knowledge to create tasks for the Sprite and programme games for others to use.

**P.E**

Games The children will learn Cricket skills as part of their lessons with Club Sport in the first half of the term (an outside coaching company funded by the school). They will then move on to Tag Rugby in the second half of the term

Dance They will perform dance actions with control, fluency and rhythm, to copy and perform set steps, select and apply appropriate movements for dance ideas and to create and structure a whole dance.

Swimming This is for Yr4 and will take place on Tuesday afternoons.

**As it is now nearing autumn and the weather will be getting colder all children need tracksuit bottoms in P.E. bags.**

**Design Technology**

This term Kestrels will be creating *structures* linked with our topic of ‘All around the world’ and ‘light and sound’ in science.

**RE**

During this term we will be looking at *symbolism* and the children will answer the question- Why is symbolism important? This will begin with thinking about why something like our school badge or logo might be important to us. We will then move on to thinking about symbols in different religions.

**Creative**

*In history* we will be looking at how communication has changed over time.

In this unit, the children will: create a ‘bigger picture’ of history – seeing how things fit together over a long time span; understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections; reach conclusions based on the evidence; decide how to present findings effectively.

*In geography* we will be thinking about where we should go on holiday! In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard

on mountain formation, design a sustainable eco-resort and produce literature for visitors to the area using geographical vocabulary. The unit builds on previous work the children may have done investigating their local area and other regions of the UK.

**PSHE**

The children will continue to develop their growth mindset and look at the following themes:

I trust…. I’m special This us about getting to know each other, knowing that we are special and valued in school, making someone feel welcome, understanding our own and other people’s emotions, discussing how we may feel in new situations or when we meet new people. For year 4’s this will be taking on what they learnt last year and developing it further.

I hear…..I’m special The children will look at how actions have consequences for themselves and others.

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**Circle Time**

We will practise the important social skills of listening to others, taking turns to speak, acknowledging and valuing other people’s contributions in discussions. The topics in Circle Time will be related to the P.S.H.E areas mentioned above.

**Music**

We will be learning about the all the musical elements and exploring the elements of Tempo and Duration in more depth, through repeating patterns, formal musical notation and ostinato patterns. In the second half of the term they will be preparing a performance piece for our Christmas Whole School performance.

**Art**

Drawing *Yr3* The children will learn how to use different pencil marks and shading that will lead towards drawings of wheels *Yr4* The children will use a viewfinder to select and analyse shoes. They will develop their fine pencil control and produce thick and thin lines and a variety of tonal qualities.

Painting Yr3 Will be mixing colour tints using primary and secondary colours. They will respond to the work of Van Gogh and Sean Scully and experiment with the techniques of 'tonking' and 'sgraffito'. Yr4 will paint on different surfaces and experiment with the application of colours. They will respond to the work of Georgia O'Keefe and techniques used by JMW Turner.

**French**

The children will have plenty of revision following the long summer break. We will be exploring some French spelling patterns, recall numbers and use them as we learn to ask for and give a range of simple times.

We are looking forward to this coming year. Many thanks for your continued support. If you have any concerns or worries please feel free to make an appointment to meet with either of us.

**Mrs. Sparks and Mrs. Robinson**

**Additional Points continued overleaf**

**Additional Points**

Children are expected to spend at least 20 minutes on a piece of homework. Please write comments to the teacher in their homework books noting the help that you needed to give them or any observations. Homework is set for a number of reasons; it might be to consolidate work that has been done in class, it might be to challenge or it might be just for fun! Below is our planned homework timetable but it may vary dependent on the curriculum needs that week.

Year 3

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| --- | --- | --- |
|  | **Mrs Sparks** | **Mrs Robinson** |
| **Week 1 (w/c 19.9.16)**  **Reading every day** | Spellings  One activity based upon an area of the curriculum /Research (due back in one week later) | Times tables  Maths (due back in one week later) |
| **Week 2 (w/c 26.9.16)**  **Reading every day** | Spellings  English (due back in one week later) | Times Tables |

Year 4

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| --- | --- | --- |
|  | **Mrs Sparks** | **Mrs Robinson** |
| **Week 1 (w/c 19.9.16)**  **Reading every day** | Spellings  One activity based upon an area of the curriculum / Research (due back in one week later)  English | Times tables  Maths (due back in one week later) |
| **Week 2 (w/c 26.9.16)**  **Reading every day** | Spellings  English (due back in one week later) | Times Tables  Maths (due back in one week later) |

* Children should be prepared for the day with the equipment they need. Reading books and records must be in school every day. The children do not need to bring in any pencil cases.
* Children are expected to have their PE kit in school every day. This should include tracksuit and outdoor trainers.
* Any water bottle brought into school should be named.
* Children can bring things in to school if it is related to the work that we are doing.
* Remember to keep an eye on our school website