Abbotskerswell Primary School

Slade Lane, Abbotskerswell, Newton Abbot, Devon, TQ12 5NS

Tel: (01626) 353605 Email: admin@abbotskerswell-primary.devon.sch.uk

Website: www.abbotskerswell-primary.devon.sch.uk

Dear Parents,

Welcome to Years 3 and 4!

It has been lovely to see the children back and so eager to learn! We are so excited to have your children in our class and we are really looking forward to the year ahead! This letter will provide you with information regarding our class routines and plans for the term ahead and beyond.

Snacks, School Dinners & Water Bottles

The free fruit scheme funded by the government stops at the end of Year 2, children will now need to bring their own snack to school, please ensure this is healthy and ideally real fruit, there should be no crisps, sweets, chocolate or similar. School dinners should be ordered on MCAS, any issues with this please contact the school office. This system really speeds up our mornings when all children have already ordered. Please remember that we are a nut free school when providing snacks and home packed lunches. All children will need to bring a named water bottle each day. Water bottles are kept in the classroom so that they can be accessed independently throughout the day.

PE & Clothing

Swift will have a longer PE session on a **Wednesday** afternoon. The children can come into school every Wednesday wearing their PE kit to ensure that we maximise the PE session (this is new this year).

Please can you ensure that your all your child's clothing is **clearly labelled** with your child's name, time is always tight in school and time spent identifying unnamed uniform is lost time. If your child has shoe laces, please spend some time supporting them with how to tie them up. Your child will need suitable clothing for each season e.g. coats, hats, scarves, etc. Children go out at playtimes in **all weathers** except during heavy rain.

Rewards

The children earn 'house-points' recorded via 'Class Dojo' so they may be referred to as Dojo Points too. Children will also be recognised for other academic and non-academic achievements in our weekly praise assemblies, children will usually be given a certificate to bring home when recognised in a praise assembly.

Curriculum

We are now on Year A of a two-year rolling programme for Years 3 and 4. Please find the attached curriculum plan for the first term where we will be focussing on The Romans. Our Spring term focus will be Earthquakes and the Summer term looking at The Anglo Saxons.

Communication

The Swift Class Team all highly value the importance of communication between home and school. Please do not dwell on worries and questions, instead please come and see us so that we can help. One of our team, usually the teacher, will be outside in the morning for quick messages or for you to arrange a time for more detailed discussions. We can usually be spoken to at the end of the day, however sometimes this is not possible due to other commitments and meetings.

Class Dojo is there as a tool for quick messages and questions. Please do not use Class Dojo for longer messages regarding behaviour or things that have happened during the school day, these are best discussed face to face or you may email the office. Please also note that we are rarely able to check messages during the school day or reply to any message immediately especially outside of our working hours. For matters relating to a change of adult collecting your child please contact the school office. All communication regarding special educational needs should be sent to Mr Chidler through the SENDCo email address – sendco@abbotskerswell-primary.devon.sch.uk.

Staffing

We are really lucky to have such a range of adults working with us in Swift this year. The key adults and their working days are listed below:

- Mrs Nikki Peters | Class Teacher working Monday & Tuesday
- Mrs Leanne Reeves | Class Teacher working Wednesday to Friday
- Mrs Lindsay Langley | Teaching Assistant working Monday & Tuesday
- Mrs Sally Richards | Teaching Assistant working Wednesday to Friday

Home Learning

Home learning is very important and something we will emphasise the importance of with the children. It is the expectation that the children do the following at home each week:

- Reading almost daily for around 10 – 20 minutes both aloud to somebody else and silently on their own. This is in addition to reading in school, children should bring their book to and from school every day. When your child has finished a book, they will complete and Accelerated Reader (AR) quiz to assess their understanding and comprehension. Every time your child reads, it should be recorded in their home learning diary and quiz results should be recorded in the back of their home learning diary.
- Spelling homework: We follow a scheme called 'decision spelling'. The children will still be given weekly or fortnightly spelling lists which will be stuck into your child's home learning diary so you can see the spelling pattern we are focusing on. Tasks will also be set on Spelling Shed to support with learning spellings, children should ensure the at least meet the minimum number of games required. New spellings will be set on a Thursday and the children will be assessed through a variety of different ways during the week, not always through a formal spelling test.
  **We shall let you know via Dojo when the first spelling homework is to be set.*
- Regular practice of times tables. We encourage the use of Times Tables Rock Stars and it will be used in school. Year 4 children will be expected to spend at least 20 minutes a week on this at home (this does not have to be in one chunk and can, of course, be for longer). By the end of this year, Year 3 are aiming to be able to recall facts up to x12 for their 2s, 5s, 10s, 3s, 4s and 8s – they should aim to do this within 6 seconds for each fact. Year 4 are aiming to know all facts up to 12 x 12, they will complete a statutory multiplication check in June to assess their times tables. Times Tables will be assessed over the year and results fed back to parents with details on how to support their child.
- Maths homework will be set on MyMaths. This will be set on a Friday and should be complete by the following Thursday. These tasks will link to things we will have learnt in class that week but also things we have learnt previously in order for children to revise.

Please remember homework is best tackled 'little and often', please don't try and complete it all in one night or spend ages on one thing, break things up over the week and make it manageable to fit your family life. Children who repeatedly do not complete home learning tasks will be expected to complete things in their own time during school hours.

Early Bird Maths

This year, KS2 are trialling a new idea to increase the children's maths fluency. This will be happening 4 mornings a week on Monday-Thursday. This involves the children coming into class and having a go at some quick fire maths questions, recalling facts already learnt or practising current/new concepts. This will only last until 9am. We would greatly appreciate your co-operation in ensuring that your child is in school, ready to begin the day when the school gates open (or as close to this as possible) to maximise their learning. We are hoping that this will also provide a lovely structure to the beginning of the day that lots of children thrive on. Many thanks, in advance, with your help.

Key Dates

- Swift welcome meeting Friday 18th September at 2.55pm.
- Tuesday 29th September: Animal Encounters Workshop (Stimulus for Writing and Science link)
- Thursday 15th October: Torquay Museum History Trip

Should you have any problems or questions then please do not hesitate to get in touch either by emailing admin@abbotskerswell-primary.devon.sch.uk which will then forward messages on to us or by passing a message to the Swift Class staff member who is outside in the morning.

Thank you, Mrs Peters & Mrs Reeves

Abbotskerswell Primary School | Year 3 & 4 | Swift Class Planning

Main Theme | The Romans

Autumn Term

History:

How did the arrival of The Romans change Britain?

- **Identify** and **describe** the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius;
- **Understand through explanation** the motives for Emperor Claudius to invade and occupy Britain in AD 43;
- **Interpret** primary sources of historical evidence to **describe** the physical appearance of Boudica and make a **judgment** about the **causes and effects** of her harsh treatment by the Romans;
- **Compare and contrast** the armies of Boudica and the British Roman governor Paulinus and **predict** the likely outcome of their battle and **justify** their decision;
- **Identify** and **describe** the main design features of Hadrian's Wall and **explain** why it proved necessary for Emperor Hadrian to order its construction in AD 122;
- **Identify** and **describe** the key features of the layout of typical Roman towns in Britain and **explain** why historians know so much about how they were designed and built;
- **Describe** what a gladiator was and what occurred at gladiatorial games.

DT:

Shadow puppet theatre (linked with Science)

Art:

Exploring paint through texture and collage

- Explain how artists use colour and texture to communicate messages in their artwork.
- Identify warm and cool colours and use these deliberately to show mood or temperature.
- Talk about how colour choices in an artwork make them feel.
- Recognise different real and visual textures (in environment/artworks), using appropriate vocabulary to describe them.
- Use tools and materials in different ways to create a range of textured effects and patterns and explain, how tools and materials were used.
- Make choices about layout, materials and detail to strengthen the meaning or message in their artwork

Trips/visitors

Visit to Torquay Museum for a Roman workshop
Animal encounters visit

Science

Animals including Humans (Nutrition and the skeletal system)

· Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat

· Identify that humans and some other animals have skeletons and muscles for support, protection and movement

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 an opaque object
· Find patterns in the way that the size of shadows change

English | Writing	**Maths**
1. **Fiction**: Roald Dahl- George's marvellous medicine Grammar: Word classes- Nouns and adjectives. Demarcating sentences with capital letters and full stops Outcome: To write a character description 2. **Non-fiction:** A book of bones Grammar: Apostrophes for contraction. Comparative and superlative adjectives. Vocabulary choices Outcome: To present facts about an animal in an informal style 3. **Fiction**: The Snowman Grammar: Multi-clause sentences with conjunctions. Subordinating and coordinating conjunctions (year 4 only) Expanded noun phrases (Year 4 commas) Outcome: To write a section of the film as a narrative to include in the book.	1. Place Value 2. Addition & Subtraction 3. Multiplication & Division 4. Area (Year 4 only)

Physical Education (PE)	**Religious Education (RE)**	**Computing**	**Personal, Social, Health Education (PSHE)**	**Modern Foreign Languages (French)**	**Music**
Dance Tennis Gymnastics	**First Half Term:** What do Christians learn from the creation story?	Databases & Spreadsheets	Being me in my world Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	French Greetings French adjectives of colour, size and shape	**Second half term:** Sing and Move: The King of all Polar Bears and Five Gold Rings Sing songs with attention to expression and dynamics, following the conductor's cues. Perform actions with accuracy and confidence.