



Term 3 Newsletter Elephants

Dear Family Members,

Welcome to Term 3. The children have had such a fabulous Term 2 and we are looking forward to seeing their wonderful work this term too.

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. As always, if you have any questions, concerns or worries, do come and talk to me. I am available via e-mail, (info@somerdaleet.org.uk), or at the end of the school day.

The Year Four team are excited to be working with your wonderful children, and we know it's going to be an epic year of learning and fun!

The Year Four team:

Lizzie Payne
Class Teacher

Jo Devine
PPA cover teacher
Thursday morning

Jo Devine
ECT cover teacher
Wednesday afternoon

Enquiry Question this term: Who were the Ancient Greeks?

After two terms of geography-based enquiry it is about time we have a historical focus! This term the children will be investigating several aspects of Ancient Greece including, mythology, The Olympics and what daily life was like.

Learn Together

For the first half of this term, we will be focussing on environmental sustainability, what this means and what we can do to help.

Later on in the term, our focus will shift to emotional wellbeing. This will include discussions around what makes us happy, how we express our emotions and how we can recognise and help others when they need it.

Rights Respecting Schools

This term we will focus in particular at these rights:

Focus Right 36: Computing focus on safe internet use.

Focus Right 29: Enquiry focus on historical ways of living compared to today.

English

Writing

Our focus book this term will be *The Iron Man* by Ted Hughes.

For their narrative piece, the children will be writing a 'conquering the monster' tale in the form of an additional chapter for the book. We will be particularly focusing on character descriptions and figurative language. The grammar focus will be identifying and using inverted commas.

For non-fiction writing, the children will be writing a recruitment advert for an army. There will be a focus on formal persuasive language and fronted adverbials.

In guided reading sessions, children will continue to build comprehension and understanding. VIPERS are the skills we will be focussing on Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising.

Maths

Below is an outline of the intended progression of learning – this may be altered where needed.

Multiplication and Division

- Step 1 Factor pairs
- Step 2 Use factor pairs
- Step 3 Multiply by 10
- Step 4 Multiply by 100
- Step 5 Divide by 10
- Step 6 Divide by 100
- Step 7 Related facts – multiplication and division
- Step 8 Informal written methods for multiplication
- Step 9 Multiply a 2-digit number by a 1-digit number
- Step 10 Multiply a 3-digit number by a 1-digit number
- Step 11 Divide a 2-digit number by a 1-digit number (1)
- Step 12 Divide a 2-digit number by a 1-digit number (2)
- Step 13 Divide a 3-digit number by a 1-digit number
- Step 14 Correspondence problems
- Step 15 Efficient multiplication

Length and Perimeter

- Step 1 Measure in kilometres and metres
- Step 2 Equivalent lengths (kilometres and metres)
- Step 3 Perimeter on a grid
- Step 4 Perimeter of a rectangle
- Step 5 Perimeter of rectilinear shapes
- Step 6 Find missing lengths in rectilinear shapes
- Step 7 Calculate the perimeter of rectilinear shapes
- Step 8 Perimeter of regular polygons
- Step 9 Perimeter of polygons

Wider Curriculum

Our Science topic this term is Electricity.

- Understand what electricity is, how we use it and how to stay safe around it
- Build simple circuits and recognise the repeated circular pattern that keeps them functioning
- Recognise the purpose of a switch and what happens when a circuit is broken
- Understand the difference between conductors and insulators and what compare what they do
- Recognise sources of renewable and non-renewable energy

In history this term, the specific skills the children will be learning will be:

- investigating what life in Ancient Greece was like
- recognising the impact Ancient Greeks had on life today
- discussing Ancient Greek belief systems and mythology
- identifying where Modern Greece is and comparing this to the Ancient Greek Empire
- understanding the impact of significant individuals such as Alexander The Great.

As **designers, artists and creators** we will be exploring the medium of clay.

- Building their clay handling skills
- Exploring how clay products were used in Ancient Greece
- Discussing how Ancient Greek pots are shaped and decorated
- Designing and creating their own Greek inspired clay pots

PE

Year 4 PE days will be on a Monday and Thursday.

On Mondays, Bristol Sport will be teaching the children dance. On Thursdays, Lizzie will be teaching them fitness.

Children will need to come to school wearing clothing and footwear that is suitable to exercise in. Here is a list of things that would be suitable to wear on these days. We ask that all items are clearly labelled with your child's name and year group so that it does not get lost.

PE kit list

- Short sleeved free moving top
- Jumper (if weather appropriate)
- Shorts or leggings (no denim)
- Trainers suitable for running
- Hair tidied up
- No jewellery

In Computing, we will be exploring and discussing how to stay safe online. What this means and how to put it into action. This will include discussions around topics such as cyberbullying, balancing screen time and keeping personal information private.

Children will continue to have music taught by professional musicians from Preludes on Fridays.

Important Info for parents

Morning/Afternoon Routines

In the mornings and afternoons, when waiting for the doors to open/your child to come out, please wait on the playground by the Year Four classroom.

The door opens at 8.40am and closes at 8.50am. Within this ten-minute window, children will be completing an independent morning starter before the register at 8.50am. Pick-up is at 3.10pm.

Please call the office or e-mail info@somerdaleet.org.uk before 2pm if there are any changes to pick-ups at home time.

The link for our class page on Google Drive is here: [Year 4 Google Drive folder](#).

Reading

Your child has chosen a banded reading book which needs to be brought into school every day with their Reading Record. It is essential for your child's learning to hear them read regularly at home. Your child should change their book as soon as they have completed it.

Reading Records are checked every **Friday**.

Family Helpers

As a school, we are extremely lucky to have and are extremely grateful for our family helpers! If you, or a family member (such as a grandparent) have a few hours to spare regularly each week and you would like to help us out then that would be really appreciated!

We would love some adults who can listen to children read across the year groups and change their books. Or perhaps you have another skill you think would be useful? If you are interested, then please fill in the online form via the link below: <https://forms.gle/HcSTVaKetKyasohZ7>

Volunteers will need to have a DBS check completed for safeguarding reasons. Any in the office will organise this and there is no cost. Once you've indicated your interest, Sonia will get back to you.

A couple of requests...

- Please ensure school lunch orders are completed and pre-ordered each week.
- Please bring a named water bottle into school – filled with plain water only.

Reading	
School Expectations <ul style="list-style-type: none"> • Reading Record and colour banded book should be brought to school daily. • Read for 15 minutes and record in your Reading Record a minimum of four times a week and ask an adult to sign. • This should include time to hear your child read and talk through what they have read, identifying tricky vocabulary and asking questions to see if they have understood what they have read. E.g. How do the descriptions of show that they are How can you tell that..... What impression of do you get from these paragraphs? Why did the character behave like that? • After visiting the Library, children will also choose a book to read for pleasure which you can enjoy with them. • In Year 4, children can write in their own Reading Diary but a parent is expected to sign it. • If you are not recording reading, you will be expected to attend a lunchtime club to catch up on reading. 	Why is this important <ul style="list-style-type: none"> • Reading is a fundamental skill which is the foundation of many other areas of learning and is important in children's future success. • Research shows that reading promotes brain, language, and emotional development and that reading for pleasure strengthens relationships. • Parent's role in the teaching of reading is paramount to your child's progress and this is highly valued by the school.
Maths	
School Expectations <ul style="list-style-type: none"> • Times Table Rock Stars can be used for regular times table practice. • Times tables are practised daily in school. 	Why is this important <ul style="list-style-type: none"> • Times tables are essential and multiplication facts are non-negotiable basic building blocks of maths. • Knowing the times tables (and their associated division facts) supports mathematical learning • Children who have a strong grasp of them tend to be more self-assured when learning new concepts.
Spelling	
School Expectations <ul style="list-style-type: none"> • Spelling Journal should be brought into school daily. • Spellings will be checked and a new set given out every Monday. Children will have 10 spellings in total; five from the year 3/4 statutory list and five from the No Nonsense spelling patterns. • Please help your child to practise at home by completing the 'Say, cover, write and check' worksheet and using the different strategies such as using rainbow colours for vowels or pyramid words shown on the termly sheet in their spelling books. 	Why is this important <ul style="list-style-type: none"> • Spelling is one of the essential components of successful writing. • Research has found that spelling, reading, writing and comprehension skills are all closely linked. • Spelling instruction improves reading ability and benefits them in all aspects of their learning, as well as in their everyday life.
<ul style="list-style-type: none"> • Please name all clothes and packed lunch boxes. <p>Your child needs to bring their reading record, reading book and spelling journal into school everyday.</p>	

Guidance and support for reading

If you would like further guidance with how to read with your child at home, please follow the link below to watch a short video which demonstrates how we read with children at Somerdale so you too can support at home (Article 3: adults should always do what is best for you). There is a separate example for EYFS, KS1 and KS2. In the same google drive, you will find example VIPERS comprehension questions, as well as reading for pleasure 'tube maps' to give some direction on popular books for different age ranges.

[How to read with your child at Somerdale](#)