

# Term 2 Newsletter (Puffin Class)

Dear Families,

I hope you have all had a lovely half term. I have really enjoyed getting to know everyone in Puffin class over the last week, the children have made me feel extremely welcome! I am looking forward to the term ahead and I hope the children are also.

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](mailto:info@somerdaleet.org.uk)), or at the end of the school day.

## The Year Three team:

Lily King	Sharon Fisher	Jenna Hall	Jo Devine
Class Teacher	1:1 SEND TA	PPA cover teacher	PPA cover teacher
	<i>Every day</i>	<i>Wednesday PM</i>	<i>Thursday AM</i>

## Enquiry Question this term: How has the UK changed?

From now until Christmas, children will be learning about Stone Age to Iron Age. This term will have more of a history focus, where we look at

## Learn Together

In Learn Together we will be exploring the importance of human rights and how they belong to everyone.

## Rights Respecting Schools

This term we will focus in particular on these three rights:

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 28: You have the right to learn.

## English

As writers, using *Stone Age Boy* by Satoshi Kitamura as inspiration, we will be working towards writing our own version of a journey tale.

We will be focussing on:

- Using conjunctions, prepositions and adverbs for **time** e.g. *when, before, next, then, later*; **cause** e.g. *because, since, as, so* and **place** e.g. *where, in, above, under, next to*.
- Punctuating speech using inverted commas.
- Using paragraphs to group related information.
- Using organisational devices e.g. *headings, sub-headings, captions*.

As spellers, we will be following No Nonsense Spelling, learning different spelling patterns each week. More details on spelling are below.

In guided reading sessions, children will continue to build comprehension and understanding. We will be using our VIPERS skills (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising) as we explore texts. We will be using our focus book and then *The Stolen Spear* by Saviour Pirotta, in addition to some non-fiction texts.

## Maths

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

Addition and subtraction	Multiplication and division
	Step 1 Multiplication – equal groups
Step 10 Make connections	Step 2 Use arrays
Step 11 Add two numbers (no exchange)	Step 3 Multiples of 2
Step 12 Subtract two numbers (no exchange)	Step 4 Multiples of 5 and 10
Step 13 Add two numbers (across a 10)	Step 5 Sharing and grouping
Step 14 Add two numbers (across a 100)	Step 6 Multiply by 3
Step 15 Subtract two numbers (across a 10)	Step 7 Divide by 3
Step 16 Subtract two numbers (across a 100)	Step 8 The 3 times-table
Step 17 Add 2-digit and 3-digit numbers	Step 9 Multiply by 4
Step 18 Subtract a 2-digit number from a 3-digit number	Step 10 Divide by 4
Step 19 Complements to 100	Step 11 The 4 times-table
Step 20 Estimate answers	Step 12 Multiply by 8
Step 21 Inverse operations	Step 13 Divide by 8
Step 22 Make decisions	Step 14 The 8 times-table
	Step 15 The 2, 4 and 8 times-tables

## Wider Curriculum

### As historians, we will:

- Learn about the development of food and cooking from the Stone Age to the Iron Age.
- Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming.
- Learn about the development of technology and inventions from the Stone Age to the Iron Age and speculate why these changes came about.
- Learn about the development of homes and settlements from the Stone Age to the Iron Age. Investigate life as a villager in those times.

### As designers, artists and creators we will be:

- Telling stories through drawing and making
- Using Quentin Blake's drawings as inspiration

### As scientists, we will be exploring rocks and fossils.

#### We will:

- Discover how different rocks were made by Planet Earth.
- Discover fascinating facts about Mary Anning's life and work.
- Learn how fossils are made.
- Learn about how important soil is to life on our planet.

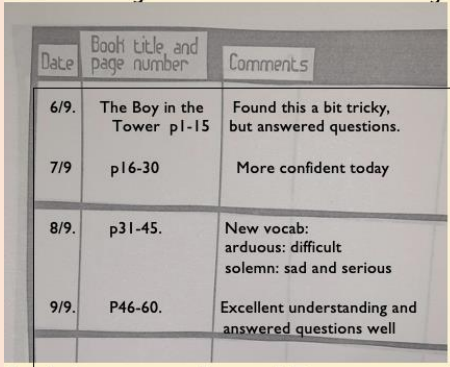
### PE

- On Tuesdays, Coaches from Bristol Sport will be working on gymnastics skills with the children.
- On Fridays, Lily will be taking PE sessions where we will focus on dodgeball.

<ul style="list-style-type: none"> <li>Using clay to make 3D sculptures</li> </ul>	<ul style="list-style-type: none"> <li>Please ensure children come in trainers, clothes suitable for PE, hair tied back and no jewellery. Thanks.</li> </ul>
<b>Music</b> Children will continue to have music taught by professional musicians from Preludes on Fridays.	<b>Computing</b> In computing, children will be learning about stop-frame animation.

## Home Learning

### Reading

<p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>Reading Record and colour banded book should be brought to school daily.</li> <li>Read for 10-15 minutes and record in your Reading Record a <u>minimum of four times</u> a week and ask an adult to sign. We would recommend reading daily where possible. Children reading 4 times or more, will receive a golden ticket with the opportunity to win a book prize. Where this expectation is not met, children will be invited to a lunchtime reading club, so an adult can hear them read.</li> <li>When reading with your child, discuss the vocabulary and ask them questions to check their understanding – why did the character do that? How can you tell that?</li> </ul> <p><a href="https://drive.google.com/drive/u/1/folders/1wS6MKCOWRuTXBi3x-FtjWLG4I54KGpYj">https://drive.google.com/drive/u/1/folders/1wS6MKCOWRuTXBi3x-FtjWLG4I54KGpYj</a></p> <p>Follow the link above for more support with reading at home, including videos and suggested comprehension questions.</p>	<p><b>Why is this important?</b></p> <ul style="list-style-type: none"> <li>Reading is a fundamental skill which is the foundation of many other areas of learning and is important in children’s future success.</li> <li>Research shows that reading promotes brain, language, and emotional development and that reading for pleasure strengthens relationships.</li> <li>Parent’s role in the teaching of reading is paramount to your child’s progress and this is highly valued by the school.</li> </ul> <p>Reading Record example:</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Date</th> <th>Book title and page number</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>6/9.</td> <td>The Boy in the Tower p1-15</td> <td>Found this a bit tricky, but answered questions.</td> </tr> <tr> <td>7/9</td> <td>p16-30</td> <td>More confident today</td> </tr> <tr> <td>8/9.</td> <td>p31-45.</td> <td>New vocab: arduous: difficult solemn: sad and serious</td> </tr> <tr> <td>9/9.</td> <td>P46-60.</td> <td>Excellent understanding and answered questions well</td> </tr> </tbody> </table>	Date	Book title and page number	Comments	6/9.	The Boy in the Tower p1-15	Found this a bit tricky, but answered questions.	7/9	p16-30	More confident today	8/9.	p31-45.	New vocab: arduous: difficult solemn: sad and serious	9/9.	P46-60.	Excellent understanding and answered questions well
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### Spelling

<p><b>School Expectations</b></p> <ul style="list-style-type: none"> <li>Spelling journals should be brought into school daily.</li> <li>Each Monday, the children will be given new spelling words to learn which will be stuck in their spelling book. Children will have a spelling quiz to check their progress each Monday. Placing these spelling words somewhere visible, like on the fridge will also help as children will be able to see them regularly.</li> <li>Children will have 10 spellings each week (5 following a spelling pattern and 5 Y3/4</li> </ul>	<p><b>Why is this important?</b></p> <ul style="list-style-type: none"> <li>Spelling is one of the essential components of successful writing.</li> <li>Research has found that spelling, reading, writing and comprehension skills are all closely linked.</li> <li>Spelling instruction improves reading ability and benefits them in all aspects of their learning, as well as in their everyday life.</li> </ul>
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common exception words). Children may have differentiated common exception word spellings, so please check in their spelling journal to confirm which set to look at.

*For more advice on practising spellings at home in fun ways which mirror our teaching, see the year group Google Drive folder.*

## Maths

### School expectations

- In Key Stage 2, the expectation is that children practise their time tables at home.
- Year 3: 2x, 5x, 3x, 4x and 8x.
- Your child has a log-in for Times Table Rock Stars in their reading record so that they can practise their time tables at home.
- <https://play.ttrockstars.com/>

White Rose has a parent section with resources you can use at home if you wish, including free printable workbooks.  
<https://whiterosemaths.com/parent-resources>

There is also a home learning section with short videos relating to each of the small steps listed earlier in this newsletter.  
<https://whiterosemaths.com/homelearning> I have now added all supporting documents to the google drive so you can practise with your children at home.

The White Rose 1-minute maths app can also be used to practise number facts at home.  
<https://whiterosemaths.com/1-minute-maths>

### Why is this important?

- 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.
- Starting secondary school with a fluent, accessible and automatic knowledge of their tables is ideal.

## Other important information/notes for the time ahead

### Google Drive

Class newsletters and other resources/information for parents. The link for this is on our class page on the website. It is:

<https://drive.google.com/drive/u/1/folders/19qyKmaLHqizcEEDzaM27AzbcIlfpqYH6>

### What does my child need to bring into school every day?

- Book bag with spelling journal, reading record and school book(s).
- Labelled water bottle
- Appropriate weather dependent clothing, e.g. a jacket, or raincoat if it is raining.
- Please ensure all things brought into school are labelled with your child's name. Thank you.