



# Class 5 Newsletter no.1

## September 2018

Dear Parents and Children,

Welcome to Class 5! I hope you all had a relaxing summer holiday and are looking forward to the year ahead. We have a very exciting year planned, with some great topics to be studied! Below is some information which I hope will be useful to introduce you to what we will be learning this half-term. I have included an overview of what we will be studying this half term in English and Maths. If there is anything else you need clarifying then please do not hesitate to contact me.

### Useful Information

#### Classroom Organisation

Class 5 is made up of the 30 youngest children in Year 3. The children are taught from the Year Three curriculum. Mrs Jones will teach the children on Mondays, Tuesdays, Thursdays and Fridays and Mrs Shewring will teach the class on a Wednesday each week. The class will also be supported by Mrs Whyte, Mrs Gorman and Mrs Wingate at various times throughout the week.

#### Reading

The children will read in a group during weekly guided reading sessions and will read individually as often as possible. It is very important that they read on a daily basis at home. Please make sure your child has their book and planner every day so that they are ready to read and please record reading at home. We check the planners each week so that we can see what the children have read. If the children have finished the school's reading scheme, then they are welcome to choose books to read from the free readers section of the Library or alternatively a suitable book from home.

**If any parents/grandparents are able to come into school each week to hear children read, this support would be greatly appreciated. Please let me know if you would like to help!**

#### Spellings

As you know, spellings are an integral part of writing and I would appreciate your help in encouraging your child to learn the spellings set each week, to enable them to use them in their writing. The children will receive new spellings to learn on a Monday and they will be assessed on them the following Monday. Any mis-spelt words will be highlighted in their School Planners.

#### Times Tables

The children will be assessed on their times tables each week. Every Monday the children will be asked to answer multiplication questions at speed and in a random order. When they have a solid grasp of a times table, they will move on to learning the next table on the list. Once the children have completed their 12 times tables they will then move onto working on speed tables.

#### PE

Currently, our PE sessions are on a Monday and Thursday. However, please ensure your child has a named PE kit in school each day as sometimes the timetable alters to accommodate visiting sports coaches. The children will also need an outdoor kit (warm clothing, waterproof field shoes and spare socks) as our sessions will often be outside.

#### Homework

Homework will be given out on a Thursday. Please return this by the following Tuesday to be marked. It is important that the children take care with their homework and present it as they would in the classroom, to the best of their abilities. The homework will follow a three-week carousel, starting with Literacy, then Numeracy and finally any topics we are studying.

#### Water Bottles & Snack

It would be helpful if your child could bring a water bottle to school each day to keep in the classroom. If they forget their water bottle there will be paper cups to drink from, however we encourage the children to have a water bottle in school at all times. Also, now that the children are in KS2 they can bring their own fruit snack for morning playtime.

#### Twitter

The @Class5 Twitter account has on-going posts of what the children are doing in Class 5 throughout the year, please follow us if you can.

#### Dates:

**Thursday 13<sup>th</sup> September – Class 5 Coffee Morning (9:00am – 9:30am)**

**Please see the website for the full school calendar.**

I hope this has answered any immediate questions you may have, but if not please don't hesitate to come and see me.

Many thanks for your ongoing support,

Fiona Jones and Jo Shewring

|   | <u>English</u>  | <u>Mathematics</u>  |
|---|---|---|
| 1 | <b>Fiction – Traditional Tales and Fairy Stories</b>  | <b>Number – Place Value:</b> <ul style="list-style-type: none"> <li>● Identify, represent and estimate numbers using different representations.</li> <li>● Find 10 or 100 more or less than a given number.</li> <li>● Recognise the value of each digit in a 3-digit number (Hundreds, Tens, Ones).</li> <li>● Compare and order numbers up to 1000.</li> <li>● Read and write numbers up to 1000 in numerals and words.</li> <li>● Solve number problems and practical problems involving these ideas.</li> <li>● Count from 0 in multiples of 4, 8, 50 and 100.</li> </ul>   |
| 2 | We will be focussing on The Brothers Grimm traditional/fairy tales.<br><b>Reading, writing and speaking:</b><br><b>We will:</b>   |   |
| 3 | <ul style="list-style-type: none"> <li>● Recap familiar traditional tales from KS1.</li> <li>● Revisit prior knowledge of the structure and language features of traditional tales.</li> <li>● Read a new traditional tale and explore the main characters.</li> <li>● Identify themes and conventions in a text.</li> </ul>  |   |
| 4 | <ul style="list-style-type: none"> <li>● Explore traditional tale endings.</li> <li>● Retell a familiar traditional tale before planning and writing our own.</li> <li>● Children will read their own traditional tale in small groups/to the class.</li> </ul> <b>Grammar, punctuation and vocabulary:</b> <ul style="list-style-type: none"> <li>● Use clauses and subordinate clauses</li> <li>● Use paragraphs to group related material.</li> <li>● Use inverted commas to punctuate direct speech.</li> </ul> |   |
| 5 | <b>Fiction – Key Stories: The Balaclava Story</b><br><b>Reading, writing and speaking:</b><br><b>We will:</b>   | <b>Number – Addition and Subtraction:</b> <ul style="list-style-type: none"> <li>● add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>*a three-digit number and 1s</li> <li>*a three-digit number and 10s</li> <li>*a three-digit number and 100s</li> </ul> </li> <li>● add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.</li> <li>● estimate the answer to a calculation and use inverse operations to check answers.</li> <li>● solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p style="text-align: right;"><b>Continued after half term!</b></p> |
| 6 | <ul style="list-style-type: none"> <li>● Develop, agree and evaluate rules for effective discussion.</li> <li>● Listen to others and ask relevant questions</li> <li>● Participate in discussions, taking turns and listening to others and build on their own and others ideas by considering different viewpoints.</li> <li>● Use role play, hot seating and drama activities to support our writing.</li> </ul>  |   |
| 7 | <ul style="list-style-type: none"> <li>● Consolidate understanding of sequential story structure of key stories.</li> <li>● Identify themes of key stories.</li> <li>● Plan and write a story with an opening, dilemma, conflict/problem, resolution and ending and organise this into paragraphs.</li> <li>● Write a letter from the main character to another character, justifying an action.</li> </ul>   |   |
| 8 | <b>Grammar, punctuation and vocabulary:</b> <ul style="list-style-type: none"> <li>● Use clauses and subordinate clauses</li> <li>● Use paragraphs to group related material.</li> <li>● Use inverted commas to punctuate direct speech.</li> </ul>   |   |