



Challenge, Equality & Opportunity

Dear Parents and Children,

We would like to welcome you to Class 7 and we hope you all had a relaxing summer holiday and are ready for the start of the school year. Although we have had to make some changes to the school and the classroom, we are sure that we are going to have an exciting year studying some great topics whilst ensuring we are all as safe as possible. As well as a lot of handwashing, sanitising and social distancing taking place we envisage a lot of great learning will also be happening. Below is some information for you, which we hope will be useful to introduce you to what we will be learning this half-term. On the reverse of this letter, you will find 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 in contacting us through the school office.

Useful Information

Classroom Organisation

Class 7 are taught using the Year Four curriculum. Mr Burnett will teach the children on Mondays, Tuesdays and Wednesdays and Mrs Rawling will teach the class on a Thursday and Friday each week. The class will also be supported by Mrs Whyte throughout the week. Children can bring in their book bags containing their Reading Records and reading books and leave them on their school peg. They will also need a named water bottle every day which will be brought home at the end of the day. If the children are having packed lunch then this can also be brought into school but they will not require anything extra.

Reading

The children individually read on a regular basis and also as part of Guided Reading sessions, but it is also important that they read on a daily basis at home.

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Reading books, which have been chosen by the children (with adult assistance), will be sent home every night, to be returned the following day, whether the book is finished or not. Planners will be checked by an adult in a safe way with children being encouraged to record the pages they have read in their own reading planner. If the children have finished the school's reading scheme boxes then they are welcome to choose books to read from the free readers section of the Library (with adult assistance) or alternatively a suitable book from home. When the children return their reading books once finished they will be quarantined until safe to go back into the reading boxes/free reader section of the library.

Spellings

As you know spellings are an integral part of writing and we would appreciate your help in encouraging your child to regularly learn the spellings set, to enable them to use them in their writing. The children will be set spellings per week on our Seesaw page, given to them by Mrs Rawling on a Friday and they will be assessed on them the following Friday. You will also receive a copy, via Seesaw, of the on-going key word list for Year Four children. It would be wonderful if the children could learn these words alongside their weekly spellings so that they will have a solid grasp of how to spell them by the end of the year.

Times Tables

The children will be assessed on a particular multiplication table each week, they will be asked to complete their specific multiplication table within 10 seconds to encourage speed. Once the children have completed their 12 times tables they will then move onto working on speed tables. If you could also encourage the children to use Times Tables Rockstars at home through the internet then that would also be fantastic.

PE

All PE lessons will be taught outside on either the yard or the field. Our PE lessons are scheduled to be on a **Tuesday** and a **Friday**. The children will be asked to come to school on these days wearing outdoor kit (warm PE clothing, trainers).

Homework

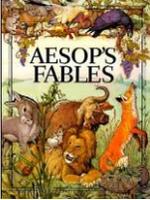
Homework will be set using Seesaw on a Friday and will require the children to post their homework using this platform. The homework will be a range of activities from different curriculum areas throughout the year. The work will be set in accordance with work being completed in class and will be matched to the children's ability.

Twitter

The @Class7 Twitter account has on-going posts of what the children are doing in Class 7 throughout the year, please follow us if you can.

I hope this has answered any immediate questions you may have, but if not please don't hesitate to come and see us. Many thanks for your ongoing support,

Gary Burnett and Kathryn Rawling

<u>English</u>		<u>Mathematics</u>	
		<u>Y4 Curriculum</u>	<u>Y3 Catch Up Curriculum</u>
1	 <p>KEY STORIES: The Butterfly Lion by Michael Morpurgo</p> <p>Children will have the opportunity to:</p> <ul style="list-style-type: none"> Explore character point of view through drama techniques. Write punctuated dialogue. Select powerful verbs for impact. Write a short narrative inspired by reading. Understand and use first and third person verbally and in writing. Identify powerful words & phrases. Write in first person and in role. Read own writing, checking for sense and accuracy. Explore the effect of adverbs. Apply spelling rules for adding ly. Change adjectives to adverbs. Proofread and evaluate a peer's writing with a partner. Improve own writing, supported by partner. Identify, understand and use adverbials, including fronted adverbials. Think about how a story can affect our emotions. Write first draft of a story, inspired by reading. Edit own writing using checklist & supported by partner to complete a final piece of writing. 	<p><u>Number – place value</u></p> <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<p><u>Geometry – properties of shape</u></p> <ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
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6	 <p><u>Fables focussing on Aesop</u></p> <p>Children will have the opportunity to:</p> <ul style="list-style-type: none"> Read a text for meaning. 	<p><u>Number- addition and subtraction</u></p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. 	<p><u>Time</u></p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Compare durations of events. Know the number of seconds in a minute and the number of days in each month, year and leap year.
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| | <ul style="list-style-type: none">• Discuss and identify main message of a text.• Record dialogue in speech bubbles.• Write correctly punctuated dialogue.• Write reporting clauses.• Discuss effect of word choice on meaning and impact.• Write correctly punctuated dialogue.• Evaluate writing using agreed criteria.• Link single clause sentences using conjunctions.• Identify main characters and traits.• Use conjunctions, to express time/cause.• Write multi-clause sentences.• Identify time/cause conjunctions.• Support arguments with evidence/elaboration.• Plan a fable, using a scaffold.• Write first draft of own fable.• Write a final version of a text, in clear and consistent handwriting. | | |
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