



Ely St Mary's C of E Junior School

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Dear Parents and Carers,

### **Welcome back everybody in Years 3 and 4! (Lower School)**

We hope you have had a good summer break and are keeping well. The Year 3 and 4 teams are looking forward to getting to know your children and we have lots of exciting learning opportunities in store for the Autumn Term. The Year 3 topics are exciting and engaging and have been designed to capture the interest of young learners. In Year 4, we aim to build on what the children have learnt in Year 3 and to develop their independence and resilience. Our Year 4 topics give us lots of scope for widening the children's knowledge and encouraging independent research and debate.

We appreciate that many of you are new to our school so we have summarised some key information below to support the beginning of the new school year. In addition, please also refer to the Headteacher's recent parent letter, which provides important information about the Covid safety measures we are putting in place to keep your children safe in school.

Here are a few reminders of routines and a brief outline of what we are planning for the term ahead:

#### **PE/Games:**

**Year 3 PE/GAMES** : Mondays with Premier Sports

**Year 4 PE/GAMES**: Tuesdays with Premier Sports and Mr Hilborn

On their PE/Games day all children should come to school already wearing their PE kit. Whilst the children will not be changing during the day, should the weather be unfavourable we would suggest the children bring in a spare jumper etc as required. Please ensure that your child has a clean, named drinks bottle every day in school, not just on PE days.

#### **Year 3 Curriculum**

In the Autumn term, we introduce two main topics. The first centres around hopes and dreams. The second looks at life in colder climates. In Geography, we will study the northern hemisphere and life in Alaska and in Science we will be learning all about light and dark, and introducing the topic of forces. As young historians, our children will learn about life in the Stone Age. We hope to be able to link with Ely Museum to bring our learning to life. In DT, the children will enjoy bringing the book *Krindlekrax* to life as we explore using levers and links to create pop-up books with moving scenes.

#### **Year 4 Curriculum**

In the Autumn term, we introduce the topic of recycling and the environment. In mid September, we will take part in some in-school recycling workshops run by Cambridgeshire County Council, where children will be able to learn from the experts about how our rubbish is processed and how they can play their part in protecting the environment. In Science, we will reflect on how our behaviour impacts the world around us and what more we could do as individuals and as a school community to protect the environment. We have some high quality texts to support our discussions and to inspire some fantastic writing. In Geography, we explore Brazil, its rainforests and its communities, making clear links to our environmental topic. In Autumn 2, we study volcanoes and consider what it is like to live in a volcanic area. We also continue our rainforest theme, producing some rainforest-themed artwork in the styles of Rousseau and Matisse.

**"Championing every child to be the best that they can be"**

**R**esponsibility **E**xcellence **S**pirituality **P**erseverance **E**nergy **C**aring **T**olerance

## Learning, reading books, spellings and home learning

We will provide the children with a positive, enthusiastic, happy and active learning environment and continue to develop them as independent learners. We want to ensure that they never give up on wanting to learn as it opens so much of their world for the future. We want them to enjoy learning and be proud of the work they produce and show progress. We have high expectations of them all to do the best they can in everything they do.

Reading is an incredibly important skill and one that we encourage children to do every day. We would like them to continue to focus on the skill of reading and heighten the enjoyment for children with parental help. It is very important that all children, whatever their age or ability, read regularly to an adult whether it is at school or home. The children's comprehension skills will increase and most importantly so will their enjoyment.

Pupils will continue to have access to books from the library and are encouraged to take quizzes on Accelerated Reader in school to check their understanding. The children get the opportunity to read together every day, either sharing a class text or discussing a shared comprehension passage.

For each year group, we have identified a selection of books which we would like children to have read (either independently or with an adult) by the end of each school year. The books have been carefully selected to introduce children to a wide range of fiction and non-fiction texts. Many of them support our topic work and there are some titles which you may recognise yourselves. We look forward to reading with you over the coming weeks!

Thank you for your ongoing support with home learning. In school and via home learning resources, we continue to value any opportunity to consolidate the basics of phonics, spelling, times tables and reading.

### Class Dojo

Information for Year 3 parents, as a school, we use Class Dojo to enable you to message your class teacher and keep in touch with your children's learning. You will be invited to join Class Dojo over the next few days so please look out for an invite. For both Year 3 and Year 4, teachers will be checking regularly and we will endeavour to check Dojo messages daily but if your message is urgent, please contact the school office directly. Please do not hesitate to get in touch if you have any questions or would like to share any other information about your child's learning.

We look forward to working with you over the coming term.

### The Lower School Team

**Year 4:** Mrs Gilpin-Davies, Mr Hopper and Mr Hart

**Year 3:** Mrs Mason and Mrs Raven



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YEAR 3 AUTUMN CURRICULUM	Autumn 1	Autumn 2
	Hopes and Dreams	Penguin in Peril
As a Reader and Writer... (See also year group reading passport)	Krindlekrax	Krindlekrax
	<b>Inform</b> Instructions linked to The Midas Touch <b>Entertain</b> Retelling a familiar story.	<b>Entertain</b> Narrative – descriptive writing <b>Inform</b> Non-chronological report about animals in the Arctic.
As a Mathematician ...	<b>Number:</b> Place Value Addition and Subtraction	<b>Number:</b> Addition and Subtraction Multiplication and Division
As a Geographer ...		<b>Alaska</b> <b>KQ: Why is the polar bear in peril?</b> <b>How is Alaska different to the UK?</b>
As a Historian ...	The Stone Age to Iron Age <b>KQ: How did life change in Britain from the Stone Age to the Iron Age?</b>	
As a Scientist ...	Light and Dark <b>KQ: What is light?</b> <b>What is a reflection?</b> <b>How does the eye detect light?</b>	Forces <b>KQ: What is a force?</b> <b>What is a magnet and magnetism?</b>
As a Technologist	<b>Online Safety</b> <b>Computing</b> Privacy and Security, Touch Typing	<b>Online Safety</b> <b>Computing</b> Self-image and identity, Paint
As a Musician ...	Exploring rhythmic patterns	Nativity
As an Artist ...		
As a designer...	Story Scenes – links and levers <b>KQ: Can you bring Krindlekrax to life to add interest for the audience?</b>	Packaging <b>KQ: Can you protect the emperor's egg?</b>
As a Linguist ...	French: Numbers, greetings, classroom instructions, Christmas	
As a global citizen... <b>RE</b> (See PSHE cycles also)	Creation <b>KQ: Who made the world?</b>	Incarnation <b>What is the Trinity?</b>
As an athlete ...	Basketball	Hockey
	PB Fitness	Dance

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YEAR 4 SPRING CURRICULUM	Autumn 1	Autumn 2
	Trash or Treasure	Rainforests
As a Reader and Writer... (See also year group reading passport)	The Paperbag Prince, Colin Thompson	The Great Kapok Tree, Lynne Cherry
	<p><b>Entertain</b> Narrative - re-telling of The Paperbag Prince.</p> <p><b>Persuade</b> Letter to the council in response to a rubbish dump planning proposal.</p>	<p><b>Entertain</b> Narrative – based on The Great Kapok Tree</p> <p><b>Inform</b> Information report on the layers of the rainforest.</p>
As a Mathematician ...	<b>Number:</b> Place Value Addition and Subtraction	<b>Number:</b> Multiplication and Division <b>Measure:</b> Length and Perimeter
As a Geographer ...	<b>KQ: What is special about Brazil, and particularly its rainforests?</b>	<b>KQ: How are volcanoes formed what is it like living alongside them?</b>
As a Historian ...		
As a Scientist ...	Human impact on the environment <b>KQ: How is human activity affecting the natural environment?</b>	The digestive system and teeth <b>KQ: What is digestion and what role do our teeth play in the process?</b>
As a Technologist	<b>Online Safety Computing</b> E-safety and Word	<b>Online Safety Computing</b> E-safety and touch typing.
As a Musician ...	Exploring rhythmic patterns	Exploring arrangements, leading to a class performance.
As an Artist ...		<b>Collage</b> Artists: Henri Rousseau, Henri Matisse
As a designer...	Textiles <b>KQ: How can materials be recycled/upcycled to make new products?</b>	
As a Linguist ...	French: Parts of the body, zoo animals	
As a global citizen... <b>RE</b> (See PSHE cycles also)	Creation <b>KQ: What do Christians learn from the creation story?</b>	People of God <b>What was it like to follow God?</b>
As an athlete ...	Netball	Hockey
	Dance	PB Fitness

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