

# Class 7 Curricular Letter

Dear Parents and Carers,

I sincerely hope you managed to have a relaxing and well deserved half term break. The children have settled back superbly into school this week and have made a brilliant start to the new term, showing resilience, confidence and determination. They have come back enthusiastically and are eager to learn and apply their knowledge and skills. Again, I was extremely impressed with the homework that was handed in and uploaded onto Seesaw at the end of last half term. There were some fantastic models and diagrams explaining how the digestive system works and sketches in the style of sculptor Henry Moore. It was evident how much effort and creativity had been put into the work produced. Keep it up Class 7 and thank you parents and carers for your continued support.

This half term will see Year 4 begin to think about the St George's Easter Service at Church where all Year 4 children will lead the school and the church community in a retelling of the Easter story. Year 4 children have already received words to learn and it makes all the difference if they are supported in learning these at home. Dates for rehearsals at church and confirmation of the service are on the web calendar. Our Year 3 children will also be producing a school worship based upon Easter.

The rest of this curriculum newsletter will tell you all about the units and areas of learning being covered in this half term. All the children will be learning the same topics but will cover the specific year group expectations for Year 3 and Year 4. The exception to this is Science where the children will now split into their year group. Our topic this half term is called 'Did you know you're drinking dinosaur wee?' which links with our Geography topic on Rivers and Mountains.

## The Half Term Ahead

R.E.—A story of betrayal or trust?

Science—Year 3—Why don't all rocks look the same?

Year 4—What if water couldn't freeze?

Geography—Where do rivers come from?

Design Technology—How can coding save lives at sea?

Computing—How can coding save lives at sea?

Art—How is light and colour used to create impressions on water?

Music—How can chords change the way music sounds?

French—Tu-as un animal?

P.E.—Which is more important—attack or defend?

PSHE—How do we make a difference?

## Days to Remember

### Wednesday

PE (pm).

School PE kit can be worn all day.

### Thursday

Mrs Fairhurst teaches (pm)

Ukulele lesson. Please remember to bring your ukulele to school.

### Friday

Spelling and times tables test.

New spellings and times tables sent home.

Homework Menu. (half termly)

# Maths

The children will continue to work their way through the Year 3 and Year 4 Maths curriculum. Children in Year 3 will begin this half term learning about Money before moving onto Time. Children will consolidate their previous learning and recognising different denominations (coins and notes) and the simple addition and subtraction of money. Year 4 children will begin with Fractions where they will learn about improper and mixed fractions and how to convert between them. They will also learn how to add and subtract fractions. The children will then move onto Time.

The children will continue to be taught as year group cohorts between myself and Mrs Fairhurst (Miss Bolton on Friday).

You can help by supporting your child to learn their times tables fluently. This is integral to procedural methods throughout the curriculum. Don't forget to log onto 'MyMaths' to see your weekly homework which will support what we are doing in class, log into Times Table Rockstars and visit BBC Supermovers. Children also achieve certificates for the amount of time they spend on Times Table Rockstars.

## English

In English this half term, we will begin reading a beautiful tale; The Mousehole Cat. We will revisit the grammar features of using noun phrases and expanded noun phrases in our writing in order to make it more interesting for the reader and to paint a picture in the reader's mind. All children will continue writing complex sentences, with Year 4 children starting their sentences with fronted adverbials for where eg. 'In the distance, a lone wolf howled.'

To finish the half term, we will explore features of explanation texts before using these to help us write about how a river is formed and its journey.

Please also remember to log in to Spelling Shed at home using the login details in your blue password booklet. This is a fantastic resource to practise spellings and spelling patterns that we have been looking at in class.

## Notes for Parents

Currently, your child is permitted to come to school wearing their PE kit for the whole day when it is their PE day (Wednesday). Please make sure they also bring their named school jumper/cardigan and a coat for when they play outside!

Children are encouraged to bring a drinks bottle filled with water to school each day. It must be taken home daily and washed.

Homework will be set half-termly and appear as a 'Home Learning Menu'. The menu will be made up of different tasks and ideas that span many areas of the curriculum. All English, Maths and one RE task plus any other two choices must be completed. This is a great opportunity for your child to show an array of skills. Many parents ask if they can help with activities and projects and the answer is most definitely a resounding 'yes!' There is nothing more motivating for a child than an interested adult.

**Hand in date: Monday 25th March 2024.**

**And finally...At any point, should you have any questions or want to contact me, please feel free to email me ([a.makepeace@st-georges.lancs.sch.uk](mailto:a.makepeace@st-georges.lancs.sch.uk)) or catch me on the playground. Thank you for your continued support!**

## Reading

As your child is developing as an independent reader, they may often enjoy reading alone, however, it is still incredibly beneficial for your child to be read to and to read aloud to an adult daily. They should focus on reading for meaning - predicting what will happen in the story and why, and also thinking about the characters feelings.

Naturally, the focus changes and you are no longer working on building up fluency and expression but looking at prediction, deduction and inference. Questions such as 'What do you think . . will do next?' 'What could happen here?' 'Why is . . . behaving like that?' will help children to develop their higher order reading skills.

Your child is responsible for changing their book. I am aware that some children may enjoy their own books at home, however we are also giving the children a school book to encourage wider reading of different genres. All children have the opportunity to choose a book from our school library to further encourage and support their reading.

Reading records will be checked regularly. Please do sign the record and make comments - we do value your input.

Angela Makepeace (Class 7 Teacher)

Nicola Gregson (Deputy Headteacher)



