



Oak, Maple and Hazel Class Information Letters - September 2020

Dear Parents – Welcome to our new school year. We recognise that for all of us, it has been a very challenging few months but despite this, we hope that you had a good summer break and that your children feel renewed and refreshed, ready to engage in their learning this term. The purpose of this letter is to provide an overview of the work that your child will be undertaking in each area of the curriculum during this term. It is hoped that this information will enable you to prepare, support and reinforce your discussions with your child about their schoolwork. Should you need further information, please do not hesitate to contact us. **Please refer to the attached letter for R.E. topics.**

As well as Mr Jarrett (Hazel), Mrs Ogilvie (Maple) and Miss Roper (Oak) we also welcome Mrs Hookham who is joining our teaching team in Lower Key Stage 2.

<u>English</u>	<u>Maths</u>
<p>Fiction</p> <ul style="list-style-type: none"> ▪ Narrative: Stories from other cultures ▪ Narrative: Stories by significant authors (Roald Dahl) ▪ Poetic Form: Humorous poems <p>Non-Fiction</p> <ul style="list-style-type: none"> ▪ Information Texts ▪ Explanations <p>Spelling and Grammar This will be taught discretely each week.</p> <p>Guided Reading This will be adapted due to current restrictions on group work.</p> <p>Handwriting (on-going)</p>	<p>Number (mental and written)</p> <ul style="list-style-type: none"> ▪ Place value ▪ Rounding up and down ▪ Addition and subtraction ▪ Multiplication and division ▪ Fractions, (decimals and percentages Yr4) ▪ Ongoing tables and related division facts <p>Shape and Measures</p> <ul style="list-style-type: none"> ▪ Angles ▪ Lines
<p style="text-align: center;"><u>French</u></p> <p>The aspects covered will include some of the following topics:</p> <ul style="list-style-type: none"> • Awareness of France • Greetings - (say your name and age) • Feelings • Alphabet • Numbers 1-10 • Simple everyday conversation 	<p style="text-align: center;"><u>P.E.</u></p> <p>Swimming Swimming has been postponed this term due to current safety restrictions.</p> <p>This term the children will participate in fitness based activities as well as athletics.</p>
<p style="text-align: center;"><u>Science</u></p> <p>This term we will be following the Rising Stars Scheme, focusing on:</p> <p>Teeth and Eating</p> <p>Children will learn about oral hygiene, the digestive system, food types and how to eat a balanced diet.</p> <p>Opposites Attract (Magnetic forces)</p> <p>Children will learn about push and pull forces and how magnets attract and repel. They will also explore the Earth's magnetic poles and how they help the planet.</p>	<p style="text-align: center;"><u>Art</u></p> <p>Children will be studying the life and work of the artist Georges Seurat and exploring the technique of pointillism.</p> <p style="text-align: center;"><u>Computing</u></p> <p>This term we will be following the Rising Stars Scheme, focusing on:</p> <p>Software developers (Creating a game using Scratch software)</p> <p style="text-align: center;"><u>D.T.</u></p> <p>Sandwich Snacks</p> <p>In design and technology lessons we will be planning and constructing delicious sandwich snacks. This will also closely link into our science topic about teeth and eating, diet and</p>

<p style="text-align: center;"><u>Music</u></p> <p>Due to current restrictions on group singing and the use of shared instruments the music curriculum will be delivered in an adapted and much reduced form. We hope to resume as soon as restrictions are lifted.</p> <p>Topics: Environment, Building, Sounds and Poetry</p> <p>They will also complete a research task based around an aspect of cultural influences on the development of music styles e.g. Jazz, Blues, or Gospel.</p> <p style="text-align: center;"><u>History</u></p> <p>This term we will be learning about Stone Age existence and its significance in the history of human development.</p>	<p>food groups.</p> <p style="text-align: center;"><u>PSHE</u></p> <p>This is a very important part of the curriculum especially in light of the way that the Covid 19 epidemic has impacted on our lives.</p> <p>Children will explore themes based on our rights and responsibilities and staying healthy and well in body and mind.</p> <p style="text-align: center;"><u>Geography</u></p> <p>This term our topic will be 'Where on Earth are we?'</p> <p>This will include map work and a range of geographic enquiry skills.</p>
--	---

General Information

Please provide a water bottle and ensure that they are refreshed every day. Please ensure that all school uniform, including PE kit, is clearly labelled with your child's name. If you need to speak with us urgently, please email the office and we will try to make an appointment with you within a few working days. Obviously we have to meet safely and follow school protocols. For other day to day important communication, please email us through the school office admin@stjosephs207.herts.sch.uk as we wish to avoid close contact at the door.

Homework

This year, homework tasks will be set through a combination of worksheets and challenges via Seesaw.

All children will receive English and Maths homework on alternate weeks.

For Maths: The children must practise their times tables facts regularly to achieve instant recall. They will be tested on the times table they are individually learning. Please see their times table card for details. Learning times tables are very important as these facts are used in nearly all maths lessons. Please note that there will be formal government test on times table facts for Year 4 pupils in the summer term.

For English: Homework will compliment work covered in class during the term.

There will be a list of weekly spellings to learn and these will be sent out on a sheet or on SeeSaw (once it is set up). These spellings will be tested in school. In addition, we have attached a copy of a list of words that are expected to be known by year 3 and 4 pupils by the end of the year. Please take time during the year to learn these with your child, at your convenience.

Please ensure that you hear your child read each day (where possible) for 10-15 minutes focused time! See below for extra guidance on how to support your child.

Uniform/Appearance

We believe that the children should take pride in the way they present themselves e.g. shirt tucked in and top buttons done up. We *do not* permit hair gel, nail polish or jewelry besides plain studs and a watch and we would be grateful for your support in this matter. If hair is able to be tied up, then it should be at all times.

The children are expected to have clearly labelled indoor and outdoor shoes (please avoid black rubber soles indoors) and labelled P.E. kit.

Reading with your child in Key Stage 2

Even though your child may now be a fluent reader, it's essential that you still hear them read aloud regularly. By continuing to actively share your child's reading you are giving it status and importance. They still need your support to continue to develop enjoyment and increase their understanding of more challenging texts.

In school, your child will be presented with texts which are increasingly more difficult. In reading for pleasure, they should be choosing material which stretches their reading. This may mean that sometimes they do not fully understand all that they are reading. This is where your child will benefit from your support. You are in a position to help overcome any misunderstandings by talking about what they read to you and even your turn to read aloud. It is a good idea to share reading aloud as you can model pace, expression and fluency for your child.

Questioning your child about what they're reading helps deepen their understanding of the text. And ultimately, at the end of KS2, their reading is assessed in the SATs as they answer questions about different reading texts. These questions/discussion points may help:

- Who was the character that...?
- How is the character feeling in this part of the story? How do you know?
- What is/are the main event(s) of this paragraph?
- How did the story make you feel?
- Why did it make you feel like this?
- Why do you think the author chose this particular setting for this story? How has the author started this in an interesting way?
- How does this make the reader want to read on?
- *When referring to dialogue* - How do you think the character said that? Why do you think they said it like that?

For further information please see attached letter about changes to reading this term.

Yours sincerely,

P Jarrett (Hazel) S Ogilvie (Maple) K Roper (Oak)