

Our theme this term is...

The Romans' Impact on Britain



As **historians**, we will:

consider the effects of the Roman invasion and settlement in Britain.

- Take part in historical enquiry, using artefacts, Roman sites, and secondary interpretations of history
- Make comparisons between lifestyles—about aspects of life in Roman and Celtic Britain

As **scientists**, we will:

build on what we learnt about electricity in Year 2.

- Explore electricity in different forms
- Explain how electricity is used by appliances
- Identify how electricity is generated and used
- Scientifically explain electrical dangers
- Identify how components are used to construct a complete electrical circuit
- Test to find materials that are conductors and insulators

Music

- This term we will be having specialist music lessons which will focus on composition and structure through the use of percussion

PSHE: Beginning and Belonging

- Explore and evaluate our rights and responsibilities
- Explore ways of building and restoring positive relationships

As **mathematicians**, we will:

- Secure our place value knowledge and identify the value of four-digit numbers.
- Apply this to solve addition and subtraction problems.
- Develop our mental and written strategies

As **programmers**, we will:

- Learn about 'PowerPoint' software and its features.
- Use selection to design and create a branching story using PowerPoint.

French: introducing and describing ourselves

- asking questions and answering in full sentences
- learning some phonics to help us with our reading.

RE: Generosity

- Explore what generosity is from different perspectives
- Use this to explore how different faiths show generosity in Cambridge and the world

As **writers**, we will:

- Develop our use of expanded noun phrases and broaden our vocabulary range within writing.
- Secure our understanding of sentence structure and use correctly punctuated fronted adverbials.
- Draft and write narratives, editing these and proposing changes.

As **artists**, we will:

Design, create and evaluate a Roman-style mosaic.

PE: Gymnastics

- Create and perform a floor and apparatus sequence, combining balance, rotational actions, and change in speed and direction to perform with control, quality, and clarity.

We will also be practicing the skills needed to play a sport in outdoor

10.09.2018

Dear Parents and Carers,

Welcome to Year 3/4! We hope that you have had an enjoyable summer.

The children have settled very well into the new routines and have contributed insightfully towards our discussions about their rights and responsibilities. As you know, Kingfisher and Woodpecker class are mixed Year 3/4 classes as this works best for the numbers of children in these cohorts.

Each class has a separate cloakroom pod; every morning, the children enter the Kingfisher or Woodpecker cloakroom pod and keep their coats and bags there.

The teaching team in Year 3/4 is Ms Claydon, Miss Harvey, and Mrs Pinches. Although Year 3 and 4 will work together and follow the same topics, the year groups will be taught separately for most of the time: the whole of Year 3 are taught by Ms Claydon every morning and every Thursday afternoon in Kiwi classroom while Year 4 are taught by Miss Harvey and Mrs Pinches in Kingfisher and Woodpecker classrooms. On Monday, Tuesday, Wednesday, and Friday afternoons, Kingfisher and Woodpecker classes are taught as mixed Year 3/4 classes by Miss Harvey and Mrs Pinches. Therefore, all children come to school and are dismissed from either Kingfisher or Woodpecker class every morning and afternoon, except for Thursday afternoons, when Year 3 will be dismissed by Ms Claydon from Kiwi classroom. Many thanks for your co-operation with this!

The children were excited to hear that we will be learning about the Romans and the impact they had on Britain. We have started to look at Roman artefacts to discover more about the past and to generate questions. We would encourage you and your child to research information about the Romans and share any visits you have been on to ancient Roman cities (Bath, Colchester or Caerleon). If you have any Roman artefacts or wish to share anything about the Romans, please let us know! You may also fancy taking a trip to The Museum of Classical Archaeology or even The Fitzwilliam Museum to find out more about the impact the Romans had on Cambridge!

We can't stress how important it is for the children to read regularly at home! Aim for little and often so that it can be slotted into your daily routine rather than trying to read a large chunk all in one go. If they prefer, the children can read a few pages independently rather than out-loud and then finish off by reading to the adult. Reading skills in Key Stage 2 are largely about the children's ability to answer questions and discuss what they've understood so we've attached some questions to help with this on the next page. You may find that you only need to use one question as the deeper the discussion is, the better; the best discussions are the ones where the children use their higher level thinking skills, like using their reasoning to make inferences or predictions about characters' motives based on clues that the author's given. Feel free to record what the children say in their reading records. Many thanks as always for the help that you give them at home!

As always, if you have any questions please feel free to speak to us after school or make an appointment through the office.

Kind regards,

Reminders:

Please bring...

- Book bag with reading book, reading record, and home-work book
- Water bottle
- Hooded, waterproof coat

Every day!

Please write your name on your book bag, coat, jumper, and PE kit so that it can be returned to you if it gets lost.

Outdoor PE is on Tuesdays and indoor PE is on Fridays.

Questions for Reading

- What did you like?
- What did you dislike?
- What patterns are in the text?
- What puzzles are in the text?
- What is the author trying to make you think/feel?
- What characters are in the text? Tell me about them.
- What happens in the story? Summarise only the most important points.
- Would you recommend this text? Explain why.
- Where is the story set? Tell me about it.
- What do you predict will happen? What clues in the text are telling you that?
- Did the text remind you of anything in real life or in another text?
- Are there any words or phrases that you could clarify? Use a dictionary or ask someone what it means to them.
- What words or phrases could you magpie for your writing?