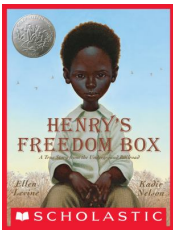
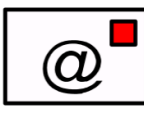




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|  | <p><b>Class Target</b></p>         | <div> <div>Safe</div> </div> <div> <div>Ready</div> </div> <div> <div>Respectful</div> </div> <p>Showing kindness to each other and to ourselves</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <p><b>Homework</b></p>             | <p>Homework will be posted on Class Dojo and Google Classroom at the start of every half-term. Spelling will be posted weekly.</p> <p>Spelling, reading and maths will be monitored weekly, all project based learning will be due in the week before half term. (See separate Autumn Homework letter)</p> <p>Reading: 20 minutes daily and recorded into their reading diaries with a range of activities.</p> <p>Children will be expected to complete their AR quizzes in school.</p> <p>Maths: 10 minutes on Times tables each day. The children should use <a href="https://www.timestables.co.uk">Timestables.co.uk</a> at least 3's a week, using the 'Multiplication Tables Check' tab. General practice could be done on Times tables Rockstars or <a href="https://www.timestables.co.uk">Timestables.co.uk</a>.</p> <p>Tasks should be completed on Mathsflex on each week's learning.</p> <p>Spelling: There will be different words each week to practice at home. We will have a test once a week.</p> <p>Curriculum Project: Students can pick at least 1 project (more if they would like) to complete and bring in to share with the class.</p> |
|  | <p><b>Reading for Pleasure</b></p> | <p>This half term we will be reading:</p> <div> <div> Rougemont<br/> </div> <div> Totnes<br/> </div> <div> Kingswear<br/> </div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                                     |                |  <p>Henry's Freedom</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|    | <b>Writing</b> | <p>In Writing, we will be using the book <i>Nen and the Lonely Fisherman</i> to guide our writing to finish with a final writing outcome of writing a fantasy story based on a classic tale, changing the setting.</p> <p>Throughout the unit, we will be working on:</p> <p>Yr3</p> <ul style="list-style-type: none"> <li>• Use conjunctions to express time, place and cause</li> <li>• Use adverbs to express time</li> <li>• Use a or an according to whether the next word begins with a vowel or a consonant</li> <li>• In narratives, create characters, settings and plot</li> <li>• Use inverted commas to punctuate direct speech</li> </ul> <p>Yr 4</p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</li> <li>• Use Standard English for verb inflections</li> <li>• Build a varied and rich vocabulary</li> <li>• Use and punctuate direct speech</li> </ul> |
|   | <b>Maths</b>   | <p>Please see the learning we will be visiting this half term below and support with homework if you can.</p> <p>Yr3</p> <ul style="list-style-type: none"> <li>• Unit 3: Addition and subtraction (2)</li> <li>• Unit 4: Multiplication and division (1)</li> <li>• Unit 5: Multiplication and division (2)</li> </ul> <p>Yr 4</p> <ul style="list-style-type: none"> <li>• Unit 3: Addition and subtraction</li> <li>• Unit 4: Measure - area</li> <li>• Unit 5: Multiplication and division (1)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <b>RE</b>      | <p>Our topic for this term will be Prophecy and Promise.</p> <p>This unit splits into two distinct themes. The first is about the Mass and the second half looks at Advent and the nativity narratives.</p> <p>The key themes will be:</p> <ul style="list-style-type: none"> <li>• To know some of the features in a Catholic Church and how they are used or what they represent.</li> <li>• To know why Catholics go to mass.</li> <li>• To recognise the different roles people have in Church.</li> <li>• To recognise the basic structure of the Mass and the Liturgy of the Word in detail.</li> </ul><br><ul style="list-style-type: none"> <li>• Recap signs and symbols of Advent and how they help Catholics prepare.</li> <li>• The meaning of Advent.</li> <li>• The Annunciation from Luke's Gospel.</li> <li>• The annunciation to Joseph from Mathew's Gospel.</li> <li>• Look at Advent hymns that show Mary and Joseph's trust in God.</li> <li>• Emmanuel.</li> </ul>                   |

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|     | <b>Science</b>           | <p>Exploring the role of skeletons and muscles, learning how the body uses energy and what constitutes a balanced diet.</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Recall the three key functions of the skeleton (movement, support and protection).</li> <li>Describe a vertebrate, invertebrate, endoskeleton and exoskeleton.</li> <li>Identify and name the skull, spine, ribs and pelvis on a diagram.</li> <li>Recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone.</li> <li>Recall that animals, including humans, need to eat food to survive.</li> <li>Describe some examples of how energy is used by the body and make comparisons about the energy demands between people.</li> <li>List some of the seven nutrient groups, name foods that are good sources of them and describe what they are needed for in the body.</li> <li>Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.</li> </ul>                                                                                |
|    | <b>History</b>           | <p>We will be answering the following questions: How long ago did prehistoric man live? What does Skara Brae tell us about life in the Stone Age? Who was this Bronze Age man? What was the impact of bronze in prehistoric Britain? How did trade change lives in Iron Age Britain? What changed between the Stone Age and the Iron Age?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Understand that prehistory was a long time ago.</li> <li>Accurately place AD and BC on a timeline.</li> <li>Identify conclusions that are certainties and possibilities based on archaeological evidence.</li> <li>Explain the limitations of archaeological evidence.</li> <li>Use artefacts to make deductions about the Amesbury Archer's life.</li> <li>Identify gaps in their knowledge of the Bronze Age.</li> <li>Explain how bronze was better than stone and how it transformed farming.</li> <li>Explain how trade increased during the Iron Age and why coins were needed.</li> <li>Identify changes and continuities between the Neolithic and Iron Age periods.</li> <li>Explain which period they would prefer to have lived in, providing evidence for their choice.</li> </ul> |
|  | <b>Design Technology</b> | <p>Exploring pneumatic systems, applying understanding to design and create a pneumatic toy using different types of diagrams.</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Draw accurate diagrams with correct labels, arrows and explanations.</li> <li>Correctly identify definitions for key terms.</li> <li>Identify five appropriate design criteria.</li> <li>Communicate two ideas using thumbnail sketches.</li> <li>Communicate and develop one idea using an exploded diagram.</li> <li>Select appropriate equipment and materials to build a working pneumatic system.</li> <li>Assemble their pneumatic system within the housing to create the desired motion.</li> <li>Create a finished pneumatic toy that fulfills the design brief.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  | <b>PSHE</b>              | <p>We will be exploring that bacteria and viruses can affect health. How everyday hygiene routines can limit the spread of infection and the wider importance of personal hygiene and how to maintain it</p> <p>As part of 'Living Life to the Full, we will hear and experience the Gospel story of Jesus healing Jairus' daughter. The story will be repeated in various ways,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                                                                    |                         | and through times of discussion, imaginative reflection and creative response, we will learn that we are created by God out of love and for love: we were designed for this purpose, which should inform how we live.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|   | <b>PE</b>               | <p>PE days for this half term are:<br/> Kingwear: Monday and Thursday<br/> Rougemont: Wednesday and Thursday<br/> Totnes: Monday and Wednesday</p> <p>We will be focusing on basketball and dance in PE.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|   | <b>Computing</b>        | <p>Exploring Scratch by programming an animation and improving it through testing and debugging.</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Identify Scratch as a coding application and explore its different code blocks.</li> <li>• Make predictions about what code blocks will do and test these ideas.</li> <li>• Create a simple animation by combining motion, speech and wait blocks.</li> <li>• Plan how to remix an existing animation by choosing which parts to change.</li> <li>• Alter and remix code to create a new version of an animation.</li> <li>• Test and debug animations to fix problems and improve the code.</li> <li>• Reflect on the changes made, explaining what worked well and what could be improved.</li> </ul> |
|  | <b>Teacher contact:</b> | <p><i>You can contact your child's class teacher via Class Dojo. If you wish to email, please direct this to admin and they will forward them on. Please note that teachers are teaching from 8.30 am - 3.15 pm. If your contact is urgent please contact the school office <a href="mailto:admin@stnccs.uk">admin@stnccs.uk</a> during the school day. There is no requirement for a teacher to reply to emails or messages received after 6 pm or at the weekend.</i></p>                                                                                                                                                                                                                                                                                                                         |