

Homework will be sent out on a Thursday to be returned the following Tuesday.



Class 7

Hopefully you have all had a lovely Easter. Again we have a busy half term full of fun and exciting learning. Support from home is always appreciated. If you wish to speak to meet with me, for any reason, please contact the office to arrange a meeting, we will be more than happy to help. Thank you! Miss Thomas

Children read daily in school in a number of ways. It is important your child's reading book is in school along with their home-school reading record. If your child has misplaced their book you can make a payment to the office to purchase a new one.

Please remember to complete home reading and sign home-school records so children can earn Reading Reward Miles.

Please make sure your child has a suitable outdoor PE kit in school every day as the PE schedule can change. Earrings should be

Our Learning Challenge topic this term is:
Early Islamic Civilization and Around the World—Europe



RE Topics:

The Church
Places of Worship

Science Topic:

Forces and Magnets
Plants

Home Learning:

You can support your child by discussing what you already know and what they have learnt in school. If possible use books and the internet to support learning.

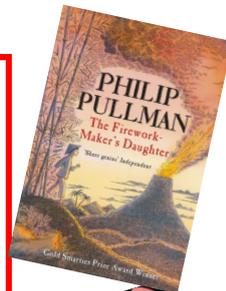
English: At the beginning of this half term, we are going to focus on children's basic writing skills, such as: full stops, capital letters, question and exclamation marks; paragraphs; handwriting; spellings and ensuring our writing makes sense.

Children are able to explain how to use these skills and in grammar work they can complete tasks related to punctuation and grammar well. However, in independent writing tasks children are not consistently using the writing skills they have, hence this being our focus.

This half term we will start with a Reciprocal Reading Unit on the quality text "The Firework Maker's Daughter". We will use reading objectives to explore the text and complete a range of different reading, writing, drama and speaking and listening tasks.

We will also be completing a Talk for Writing Unit on persuasion in the second half term. We will develop our understanding of persuasion by using a model persuasive text, we will study this as a class and create a text map to imitate the text. Then will learn about the features of the text and begin to explore our own ideas using these features. Eventually, we will innovate our own persuasive piece using the skills we have gained throughout the unit.

We will also be including more reading and writing tasks in our week to develop our English skills. These will be activities such as handwriting practice, rapid writes, slow writes and comprehension tasks. Progress in English can be supported at home by reading a range of texts, practising handwriting,



How can I help at home?

Maths: We will start this term by visiting the maths topics geometry, measure, statistics and position. These units will reinforce our ability to apply maths to real life situations.

We will also revisit objectives from number and place value, calculation and fractions, such as: rounding and ordering, written methods and finding fractions of amounts.

We will continue to focus on maths vocabulary and how children use this to explain ideas with confidence. This is especially important when developing our reasoning skills and developing mastery in maths. We want to develop greater depth through challenges. We will continue to question the children's understanding and ask them to explain their reasoning for different questions in order to do this.

Practice of times tables and division facts is still vital as these provide important knowledge for the children in all areas of maths. Children in Year 4 are expected to know all facts by the end of the year. In Year 3 they should know 2, 5, 10, 3, 4, 8 but learning further times tables will be beneficial. Don't forget to use your Times Tables Rockstars login! If you feel you would like support to help you with a particular area of maths child please contact me.

Ensure you have liked us on Facebook @stjamesfarnworth for regular updates!

English Support:

- Verb - a word or phrase denoting an action e.g. run, shop, cook, swim, write.
- Noun - a word denoting anything that can be named, usually an object, person, place, idea, or action.
- Proper noun - name of a place or person e.g. St James, Peter, England
- Common Noun - name of a common object e.g. table, book, cat, house.
- Pronoun - replaces a noun e.g. she, he, it, they.
- Abstract Noun— an idea, state or quality e.g. love, honesty, truth, happiness.
- Collective Noun— the name of a group e.g. a school of fish, a pack of wolves, a flock of sheep.
- Adjective - a word, phrase, or clause that describes a noun or pronoun e.g. blue, tall, huge, rough, silky, curly, loud.
- Adverb - a word, phrase, or clause that modifies the meaning of a verb, adjective, or other adverb e.g. slowly, often, carefully, sometimes, soon, every other week, later.
- Adverbial— words or phrases to add information a verb or clause. E.g, we had a sleepover last night.
- Fronted adverbial - words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Late at night, the boy went to bed.
- Preposition - a word that links a noun or pronoun to another type of word showing the relationship between the two e.g. on top, under, behind, beside, in between.
- Conjunction - a word or phrase that links words, phrases, clauses, or sentences e.g. but, so, however, therefore, hence, consequently.
- Prefix— added to the beginning of a word to turn it into a different word e.g. submerge, disappear, return.
- Suffix— added to the end of the word to turn it into a different word. E.g. argument, clockwise, musical.
- Inverted commas (speech marks) - go round the speakers words only to show when the character is speaking. E.g, "Where is my PE kit?" asked the young boy.
- Vowel— a letter sound you make by changing the shape of your open mouth. The letters A, E, I, O and U are vowels.
- Consonant— a letter sound made when you use your teeth, lips and/or tongue to change how the air comes through your teeth. All letters that are not vowels.

Maths Support:

These are Year 4 methods. Year 3 will use the same methods but with smaller numbers.

$$\begin{array}{r} 6258 \\ + 2748 \\ \hline 9006 \\ 111 \end{array}$$
 Addition - column addition
Example shows 4 digit + 4 digit and addition of decimal numbers.
Some children may be able to add larger numbers.

$$\begin{array}{r} 67.82 \\ + 45.33 \\ \hline 113.15 \\ 11 \end{array}$$
 Numbers are carried to the next column when the answer is more than 10. Therefore the 1 is written underneath as a reminder to add this.

$$\begin{array}{r} 681 \\ \cancel{7}946 \\ - 1482 \\ \hline 5464 \end{array}$$
 Subtraction - column subtraction
Example shows 4 digit - 4 digit and subtraction of decimal numbers.
Some children may be able to subtract larger numbers.

$$\begin{array}{r} 51 \\ \cancel{6}7.67 \\ - 49.43 \\ \hline 18.24 \end{array}$$
 When the top number is smaller than the bottom number an exchange is made from the next column.

$$\begin{array}{r} 346 \times 9 = 3114 \\ \times 300 \quad 40 \quad 9 \\ 92700 \quad 360 \quad 45 \\ \hline 2700 \\ + 360 \\ \hline 45 \\ \hline 3114 \end{array}$$

$$\begin{array}{r} 237 \\ \times \quad 4 \\ \hline 948 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 204 \\ 4 \overline{)816} \end{array}$$

Multiplication - grid method then progress to column multiplication

Example shows 3 digit x 1 digit.

Children partition the numbers in a grid and multiply each part separately. They then add separate answers to find the answer to the calculation.

Numbers are carried to the next column when the answer is more than 10. The ones are written in the answer space and the tens number is written underneath and is then added.

Division - short division (bus stop)

Example shows 3 digit ÷ 1 digit.

Some children may be able to divide larger numbers by 2 digits.

The number being divided sits inside the "bus stop" and the number you are dividing by on the outside. Any remainders are carried to the next column (not shown).