Class 2 - Year 3 and Year 4
Autumn Term, first half.

Wednesday 7th September.

Dear Parents,

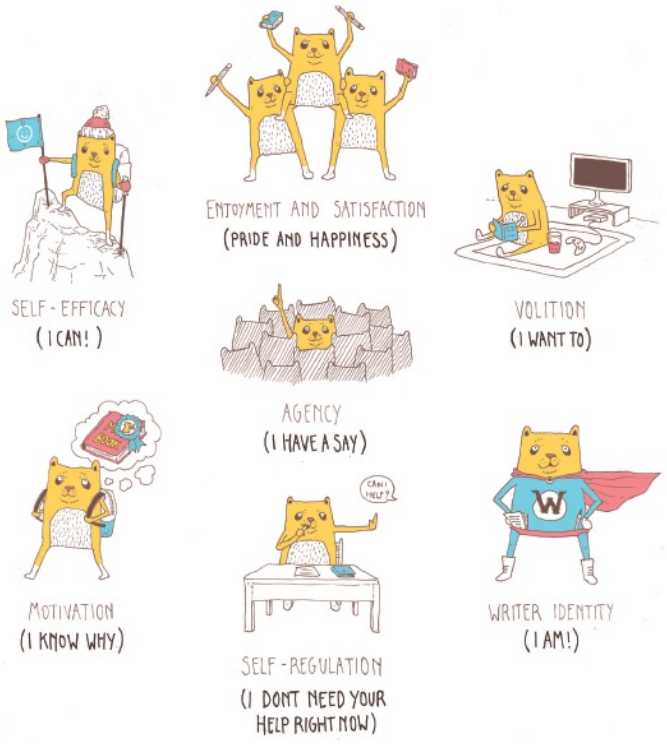
Welcome back to school for the start of the Autumn Term! The children are settling back into school and into their new year groups very quickly. It's lovely to see them all so full of enthusiasm!
Here is an outline of the work we'll be covering this half term.

English

Weeks 1 to 5
The Pied Piper of Hamelin by Michael Morpurgo.

The class will read the *Pied Piper of Hamelin*, sequence the key events using a storyboard and describe the key characters, with reference to the text. Writing in role, children will research and prepare reports on rats in response to a request from the mayor. They will write an advert for a rat catcher and write a formal letter to the Pied Piper, persuading him to return the children of Hamelin. They will also prepare, write and deliver a speech in a role-play council meeting. Using a familiar story theme, the children plan and write their own stories in the style of a legend.

Weeks 6 and 7
Personal Writing Projects introduction.



Spelling - please see a separate letter in your child's Spelling Journal for information about spellings.

Children will complete the unit on **Time** before moving on to:

Year 3 Maths

Number: Place Value

Children will:

- count from 0 in multiples of 4, 8, 50 and 100;
- find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Number: Addition and Subtraction

Children will:

- add and subtract numbers mentally, including:
    - a three-digit number and ones
    - a three-digit number and tens
    - a three-digit number and hundreds

- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Year 3 Times Tables

Children will:

- Revise 2, 5, and 10 times tables.
- Begin to learn the 3 times table.

Children will complete the unit on Time before moving on to:

Year 4 Maths

Number: Place Value

Children will:

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number: Addition and Subtraction

Children will:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Year 4 Times Tables

Children will:
Work on their times tables using the resources in their Times Tables Homework Folder.

Key Stage 2 Science - Autumn Term 2022

Everyday Materials

Through a range of practical activities and experiments, children will:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.

- compare how things move on different surfaces.

- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working Scientifically

Children will develop their knowledge, understanding and skills by:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers.
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.