

## Gatcombe Class Autumn Term Newsletter 2023

Welcome to Gatcombe Class and Year 4! We hope that you have had a pleasant start and the children are now settled in. Morning routines have been picked up really well by all in class and we thank you for your help in this. This newsletter is to give you an overview of the learning that we will be doing during the Autumn term.

In class we have both myself, Mr Lewis, and a further team of adults including Jean Brittain, who will take the class on a Tuesday afternoon, Mr Ashdown, who will take the class on a Wednesday morning plus Sam Robbins, Jo Robson and Julie Patmore. We also have Miss Holloway who will be in and out of class throughout the year as she completes her teaching degree. Please do not hesitate to use dojo to message me if you have any enquiries. I will always respond to acknowledge I have seen it.

**PE:** Your child should wear their PE kit to school on these days (currently Monday for swimming in Autumn A and Wednesday for a general PE lesson, this will most likely change after half term so please keep an eye on class story. As the weather gets cooler, leggings or jogging bottoms will be ideal and possibly even gloves and hats. Your child should wear their school jumper as usual over a plain white t shirt. Please remove earrings if possible and ensure hair is tied back / up. For swimming, as our session is in the afternoon they need swimming gear, towel, spare shoes to wear to the pool and goggles in a bag. PE kits are to be worn this day. If the day of swimming or PE needs to change I will ensure this is communicated through the class story section of dojo, sometimes this can be last minute due to heating systems. We will be walking over to Silver St to change over there.

**Reading:** The children will be given a book which may be a different colour/numbered band to the book they were reading in July. It is important that they are reading a book that matches their reading skills. Reading all books in our baskets does not automatically mean children will move up a level. We will re-assess their reading on a regular basis. It is important to remember that as they are becoming fluent readers, children need to show an in-depth understanding of the text and talk about what they are reading which is included in the assessments we make before moving them on. Attached is a guide to asking them VIPERS questions similar to those we use during reading at school. Please continue to encourage daily reading at home and remember to look at the back of most books for questions to help with comprehension skills.

Once children are fluent readers with good comprehension skills, we encourage children to read longer texts, and these can be read at home (free readers). Please still bring their reading book and reading record into school **every day** as this will help us when we are reading with your child in school too. We go through planners every week and check that children have read a minimum of four times a week. **Please sign** the daily box each time your child is listened to or if they read themselves please sign it to acknowledge they have done this. Also **sign the weekly signature space** at the bottom of the right hand page. To help build their independent skills up it is their responsibility to change this once read at home and to bring it home from their tray.

**Maths** – TT Rockstars is set up and children have their passwords in their reading records. Their account and password should be the same as last year. Please ask your teacher if unsure of the details and check last year's reading record too for this. We have weekly competitions between classes in LKS2. Please also use websites such as 'Hit the Button' to improve the speed of recall of mathematical facts for number bonds, subtraction, addition, multiplication and division or the White Rose 1 minute Maths APP. Times tables are tested weekly and the related division facts too.

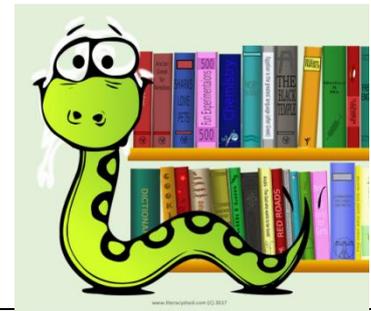
**Knowledge Organisers-** We are constantly updating and refining ways that we deliver our curriculum here at Herne View. We are continuing with this during the Autumn Term and will be providing via dojo our knowledge organiser booklet each term and printing them off for use in class too. We hope all parents will look at this on dojo with your child and prompt discussions at home plus help understand the learning that is taking place. If needed we can provide a paper copy of this for you. **Mr Lewis and the LKS2 Team**

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
English	Here We Are/The Iron Man	The Iron Man
Maths	Place Value/Addition and Subtraction	Area/Multiplication and Division
Science	Sound	Habitats and Classifying
History		Post 1066 - Victorians
Geography	Latitude/Time Zones	
Religious Education	Creation	Incarnation
Music	Charanga: Blackbird	Charanga: Blackbird/Christmas Carols
SCARF	Me and My Relationships	Valuing Difference
PE	Swimming/Games	Gymnastics/Boccia/Badminton
French	Food and Drink	Food and Drink
Computing	Computer Systems and Networks	Stop Frame Animation
Art, DT & Engineering	Landscapes - Turner	Sew a Sampler

## Reading VIPERS

Key questions you could ask your child while reading with them.

This helps them think about the whole text in a deeper way than 'just' reading the words.



What it stands for	Questions you could be asking? FICTION (stories)	Questions you could be asking? NON FICTION (fact, information, real life)
V Vocabulary	Be sure to talk about new words  Think of other words which mean the same	Be sure to talk about new words - these may be specialist words to the topic of the book. Point out the glossary may help them (if there is one)  Think of other words which mean the same
I Inference  THINK  SAY  FEEL	Which characters does the author want us to like? Dislike?  What is the mood of this story/chapter?  How did _ feel when happened?  Was ___ a nice character? What makes you think so?	Why are some parts in bold/bigger/coloured print?  Does the author like the topic they are writing about?
P Prediction	What do you think will happen in the story?  What will happen next?  What might _____ do?  What advice would you give _ in this situation? What would you do if you were ___?	What is the topic of the book going to be? How do you know?  Tell me about the pictures? What do they tell you?
E Explain	What ways did the characters act?  How did _ react when _ happened? Explain why ___ did ___? What would you do?  Do the characters remind you of anyone? Why?  Is this like another story? In what way?  Was this story happy/sad/exciting?  Is there a place when the writer makes you feel a bit worried/scared/excited? Can you find it? Tell me why it made you feel that way....  Why did the writer choose to use the word ___? What other words could they have used? How might this have changed the meaning?	What tells you that this is a non-fiction book?  Can you explain why some information is in a box, and some in a normal paragraph?  How are the pages different to a story book?  What makes a good title? Can you find me one and tell me why it's good? (look for short, sharp, rhyme, alliteration (same sounds))  Which part did you find the most interesting? Why?  What are the labels used for on a picture?  Can you explain why some information is in a box, and some in a normal paragraph?
R Retrieve (find)	Who is in the story?  What did ___do?  Can you find the words which make you feel _____?	Can you find me a fact about _?  Tell me some things you have learnt from this book?
S Summarise	What happened next?  Did _____ happen before or after _____?	Where might the index be? What does it do?  Where is the contents page and what is its job?  What is a glossary?

## Spelling

Please see below for the Year 1 & 2 and Year 3 & 4 Statutory Spelling lists. These are all of the spellings that the children are expected to know by the end of Year 4. We spend lots of time practising these at school but please also practise them at home as much as possible.

### New Curriculum Spelling Lists Years 1 and 2

the  
a  
do  
to  
today  
of  
said  
says  
your  
they  
be  
he  
me  
she  
we  
no

come  
some  
one  
once  
ask  
friend  
school  
put  
are  
were  
was  
is  
his  
has  
I  
you

go  
so  
by  
my  
here  
there  
where  
love  
push  
pull  
full  
house  
our  
door  
poor  
find

mind  
floor  
because  
kind  
behind  
whole  
any  
child  
wild  
most  
both  
children  
climb  
only  
old  
many

clothes  
cold  
gold  
hold  
told  
every  
great  
break  
steak  
busy  
people  
pretty  
beautiful  
after  
fast  
last

past  
father  
class  
water  
again  
grass  
pass  
plant  
path  
bath  
hour  
move  
prove  
half  
money  
improve

sugar  
could  
would  
sure  
eye  
should  
who  
Mr  
Mrs  
parents  
Christmas  
everybody  
even

### Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	