

Gatcombe Class Spring Term Newsletter 2024

Welcome to Gatcombe Class and Spring Term Year 4! We hope that you have had a pleasant new year and the children are now as ready as ever to learn! Please keep an eye out for our knowledge organisers that share some of the key learning this term and on the dojo class story for information about some of our daily learning. Our school website also has lots of information and is being continually added to. This relates to both what we get up to in class and for information about specific subjects. This includes terminology used in English and calculation strategies and times table link and checker info for Maths.

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 Hussey who will be in class throughout the Spring Term 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. If I don't respond assume I have not yet read it!

PE: Your child should wear their PE kit to school on these days (currently Monday for yoga (Spring A) and Wednesday for a gymnastics, 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 H&S purposes.

Reading: Reading all books in our baskets does not automatically mean children will move up a level. 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, **we are monitoring this in class** 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. Information about the Y4 Multiplication Checker can be found on our school website and we hope to have a parent info session about this later in the Spring Term if you still have any questions.

Knowledge Organisers- 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.

Homework: We expect children to be listened to read at home (or if at After School Club you can ask the ladies there to listen and sign) to help build up a child's fluency and expression. We also expect children to partake in TT Rockstars to help build their times table knowledge.

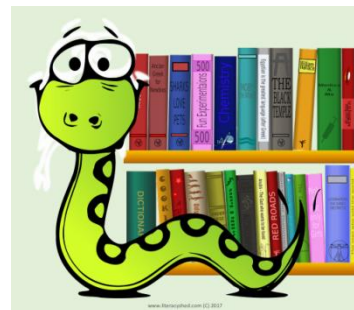
Mr Lewis and the LKS2 Team

Subject	Spring A	Spring B
English	Book: Varjak Paw – writing dream chapters, Persuasive Arguments	Book: The Last Alchemist
Maths	Multiplication and Division (incl $x \div 10/100$, written methods, problem solving), Length and Perimeter	Fractions and Decimals
RE	Gospel – How does Jesus want Christians to live their lives?	Salvation
Science / STEM	Electricity	States of Matter (Solids, Liquids, Gases)
Art and DT	Egyptian Masks	Structures
French	Naming and asking for Vegetables	Ice Cream Flavours
Topic (Geog/History)	Ancient Egyptians	Natural Disasters
SCARF	Keeping myself Safe & Life Education Bus Visit	Rights and Respect
PE	Floor Gymnastics and Yoga with Paula	Apparatus Gymnastics and Tennis with Mr Treacher
Computing	E Safety and Programming (Scratch)	E Safety and Desktop Publishing
Music	Y4 – Ukulele with Mr Male	Y4 – Ukulele with Mr Male

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	