Class 8: Happy New Year!

I hope you all had a fantastic break. We have lots of hard work to do this term. Support from home is always appreciated. If you wish to arrange a meeting about anything—please let the office know.
Thank you! Mrs Smith

Children read daily in school in a number of ways. It is important your child's reading book is in school along with their reading record. If your child has misplaced their book please let us know.

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

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

Our topics this term are:
The Rainforest and Early Islamic Civilisation
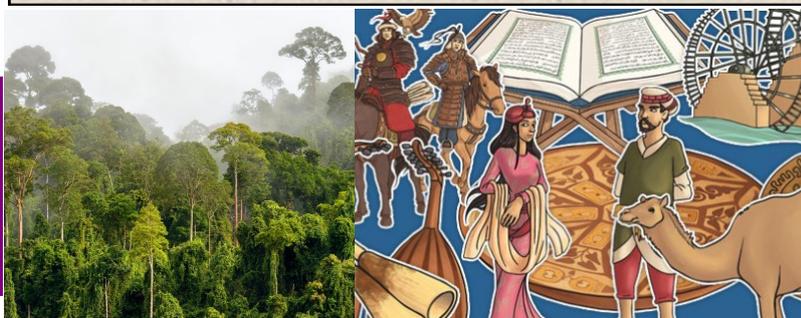
RE Topics:
What kind of world did Jesus want?
Easter— Betrayal and Trust
Science Topic:
Light
Forces and Magnets
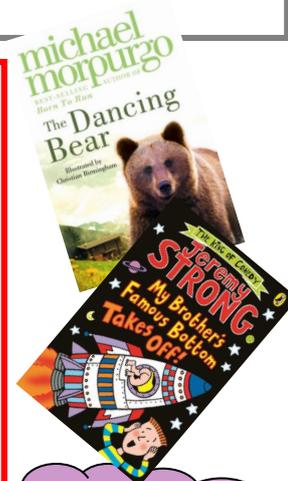**Home Learning:**
Support from home is always appreciated.
You may wish to discuss topics the children are learning about or complete some of your own research at home to further their learning.
Teacher:
This term Mrs Patel will teach Class 8 on a Tuesday PM and Friday.

English: Last term we focused on two Talk for Writing units, therefore this half term we will study two texts for our Reciprocal Reading units. We will study the texts "Dancing Bear" and "The Firework-maker's Daughter". These units will allow us to develop our reading skills such as predicting, clarifying, summarising, asking questions and understanding authors intentions. We will complete a wide range of work including reading, writing, drama and speaking and listening.

We will continue to have a dedicated grammar lesson each week, this will be planned in relation to our learning. Grammar is also taught throughout English lessons on a frequent basis. We will continue to use word games in class to help develop our love of language and vocabulary knowledge. We are also continuing to work on our spelling knowledge. It is important spelling is a priority at home - please ensure children work on their spellings, which are sent weekly. Handwriting seems to be an area many children could improve in. Please ensure when children are completing homework they are using their best handwriting. Good handwriting also encourages

How can I help at home?

Maths: In maths this half term we will begin by learning how to multiply and divide by 10 and 100, as this will allow children to manipulate numbers more easily when solving problems. We will also be learning about fractions. This will include skills such as finding equivalent fractions, adding and subtracting fractions with the same denominator and finding fractions of amounts.
We will be studying areas such as measurement, time and geometry. Throughout the term we will revisit our learning on number, place value and calculation, both in lessons and in our morning maths sessions.
Children will be challenged throughout their learning to develop their problem solving and reasoning skills. The ability to explain what they have learnt is key. Children also need to be able to apply their learning to real life problems. We will constantly question the children's understanding and ask them to "prove it"; this is something that can also be used at home to help children to progress.

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.

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

```
  6258
+ 2748
  9006
  1 1 1
```

Addition - column addition

Example shows 4 digit + 4 digit and addition of decimal numbers.

Some children may be able to add larger numbers.

```
  67.82
+ 45.33
 113.15
   1 1
```

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.

```
  6 8 1
  7̶9̶4̶6
-  1482
   5464
```

Subtraction - column subtraction

Example shows 4 digit - 4 digit and subtraction of decimal numbers.

Some children may be able to subtract larger numbers.

When the top number is smaller than the bottom number an exchange is made from the next column.

```
   5 1
  6̶7̶.67
-  49.43
   18.24
```

$346 \times 9 = 3114$

```
x   300   40   9
9  2700  360  45
```

```
  2700
+  360
    45
  3114
```

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.

```
  237
x    4
  948
  1 2
```

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.

```
   204
4)816
```

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).