



Challenge, Equality & Opportunity

Dear Parents and Children,

We would like to welcome you to Class 7 and we hope you all had a relaxing summer holiday and are ready for the start of the school year. Some aspects of school life and routine continue to be different to those which we were previously familiar, but it is great to see many other aspects of school life returning to 'normal' including children working together in groups and having Key Stage assemblies in the school hall. Below is some information for you, which we hope will be useful to introduce you to what we will be learning this half-term. On the reverse of this letter, you will find an overview of what we will be studying this half term in English and Maths. If there is anything else you need clarifying then please do not hesitate in contacting us through the school office.

Useful Information

Classroom Organisation

Class 7 are taught using the Year Four curriculum. Mr Burnett will teach the children on a Monday, Tuesday and Wednesday and Mrs Walker will teach the class on a Thursday and Friday each week. The class will also be supported by Mrs Whyte throughout the week and Mrs Wingate. Children can bring in their book bags containing their Reading Records and reading books and leave them on their school peg or in their class drawer. They will also need a named water bottle every day which will be brought home at the end of the day.

Reading

The children individually read on a regular basis and also as part of Guided Reading sessions, but it is also important that they read on a daily basis at home.

Class 7 Newsletter no.1

September 2021

Reading books, which have been chosen by the children, will be sent home every night, to be returned the following day, whether the book is finished or not. Planners will be checked by an adult in a safe way with children being encouraged to record the pages they have read in their own reading planner. If the children have finished the school's reading scheme boxes then they are welcome to choose books to read from the free readers section of the Library or alternatively a suitable book from home.

Spellings

Because spelling is such an integral part of writing, we would appreciate your help in encouraging your child to regularly learn the spellings set, to enable them to use them in their writing. The children will be set spellings each week given to them by Mrs Walker on a Thursday and they will be assessed on them the following Thursday. You will also receive a copy of the on-going key word list for Year Four children. It would be wonderful if the children could learn these words alongside their weekly spellings so that they will have a solid grasp of how to spell them by the end of the year.

Times Tables

The children will be assessed on a particular multiplication table each week, they will be asked to complete their specific multiplication table within 10 seconds to encourage speed. Once the children have completed their 12 times tables they will then move onto working on speed tables. If you could also encourage the children to use Times Tables Rockstars at home then that would also be fantastic. The logins are stuck in the front of their school planner.

PE

Our PE lessons are scheduled to be on a **Tuesday** and a **Wednesday**. The children will be asked to bring their PE kits to school on these days and get changed before the lessons. Normal PE kit will be worn on Wednesday. On a Tuesday, for this term only, we would ask the children to wear some warm outdoor clothing, such as a hoody and old trousers/tracksuit pants and trainers that they don't mind getting dirty as they will be participating in a new topic called Outdoor Adventures.

Homework

Homework will be set either using Seesaw on a Friday or in their homework books which they will bring home and return to school by the following Tuesday. The homework will be a range of activities from different curriculum areas throughout the year. The activities will be set to support learning in class and will be matched to the children's ability.

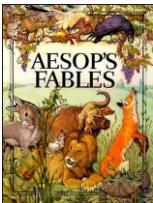
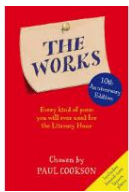
Twitter

The @Class7 Twitter account has on-going posts of what the children are doing in Class 7 throughout the year, please follow us if you can.

I hope this has answered any immediate questions you may have, but if not please don't hesitate to get in touch. Many thanks for your ongoing support,

Gary Burnett and Heidi Walker



	English	Mathematics	
		Mr Burnett (Mon, Tues, Weds)	Mrs Walker (Thurs, Fri)
1	Fables focussing on Aesop Children will have the opportunity to: 	<u>Number – place value</u> <ul style="list-style-type: none"> 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. 	<u>Number- addition and subtraction</u> <ul style="list-style-type: none"> 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.
2	<ul style="list-style-type: none"> Read a text for meaning. Discuss and identify main message of a text. Record dialogue in speech bubbles. Write correctly punctuated dialogue. Write reporting clauses. 		
3	<ul style="list-style-type: none"> Discuss effect of word choice on meaning and impact. Write correctly punctuated dialogue. Evaluate writing using agreed criteria. Link single clause sentences using conjunctions. Identify main characters and traits. Use conjunctions, to express time/cause. 		
4	<ul style="list-style-type: none"> Write multi-clause sentences. Identify time/cause conjunctions. Support arguments with evidence/elaboration. Plan a fable, using a scaffold. Write first draft of own fable. Write a final version of a text, in clear and consistent handwriting. 		
5	 <u>Poetry – Humorous Poetry</u>		
6	Children should be able to: <ul style="list-style-type: none"> participate in performances prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action gain and maintain the interest of the listener(s) 		

7	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, grammar and vocabulary • develop their understanding of grammar by using adverbs • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • use spoken language to explore ideas • participate in improvisations • compose and rehearse sentences orally • organise paragraphs around a theme assess the effectiveness of their own and others' writing and suggesting improvements 		
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