

## Welcome Terrific Tawny Owls!



### Autumn 2 2024 Newsletter

*Welcome back terrific Tawny Owls! I hope that you had a fun-filled, relaxing half-term! I've got a very exciting half-term planned for you...*

**Christian Value:** Trust

**My God is my strength in whom I trust  
Psalm 18.2**

#### Topic:

Our whole class topic of 'The Stone Age through to the Iron Age' continues this half-term. We are moving on in our learning to discover what technological advances happened in the Bronze and Iron Ages. Through hands-on experimentation, which will combine both History and Design Technology skills, we will design, make and evaluate our own Bronze or Iron Age tools.

#### Writing:

This half term we using the story Leon and the Place Between to explore fantasy narratives. Our units of learning will involve finding key ingredients, practising applying features and working on our editing and polished pieces. Running alongside this, our grammar will include consolidating sentence punctuation (capital letters & full stops), fronted adverbials and co-ordinating conjunctions. We will finish this half term with a two-week unit on winter poetry.

#### Spelling:

As you may be aware, your child brings home their weekly spellings on a Friday. The spelling lists link to our spelling rule of the week. It is recommended that in addition to practising spelling the words, children could also discuss the meaning of the words and explore using them in a sentence.

#### Reading:

This half term we have started a whole class Guided Reading session using the book The Bolds. This involves taking part in a whole class discussion about the story and practising key reading skills such as: inference, prediction, explanation, retrieval, summarising and vocabulary. Children will continue small group reading sessions until they are placed on the AR reading scheme.

#### Maths:

We are continuing with our addition and subtraction unit this half-term which involves us looking at addition and subtraction with and without exchanging (using the column method) as well as estimating answers. Please continue to encourage children to practise their rapid recall on *TTRockstars* at home. Please look in your homework book for usernames and passwords or let me know if you need your login details.

#### Science:

This half term we will be learning all about light! We will be looking at how light reflects, how we see using our eyes and how we protect our eyes from light. We will also be learning how shadows are formed and how shadows vary and why. As always, we will be practising our scientific skills, focussing on how to make a test fair.



#### PE:

**Please can I ask that Tawny Owls continue to come into school on Thursdays in their PE kits and trainers on Tuesdays.**

#### Homework:

Thank you so much for the fantastic effort with homework and TT Rockstars! Keep it up Tawny Owls.

Please contact admin or let me know after school if you have any questions or queries related to your child or their learning. I am more than happy to help and will get back to you as soon as I can.

Best wishes,

**Mrs Milton**

<p>Text types: <b>Fantasy Narratives</b> (fiction)</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>○ Co-ordinating conjunctions (<b>FANBOYS</b>)</li> <li>○ Fronted adverbials with a comma</li> <li>○ Adverbs to express time (<i>One morning, the next moment, after a while, during</i>)</li> <li>○ Direct speech (revisit)</li> </ul>		<p><b>Addition &amp; Subtraction Unit</b></p> <ul style="list-style-type: none"> <li>○ Add and subtract number 2 digit and 3 digit numbers (not crossing and crossing ten or 100)</li> <li>○ Add and subtract two 3 digit numbers (not crossing 100)</li> <li>○ Add and subtract 3 digit numbers (crossing 100)</li> <li>○ Subtract 3 digit numbers with and without exchanges</li> <li>○ Estimating answers</li> <li>○ Checking answers (using the inverse)</li> </ul>	
<p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>○ <b>Homophones</b></li> <li>○ <b>Suffixes:</b> '-er' '-est' '-ly' '-ful' '-less' '-est', '-er' '-ing' '-ment' '-ness'</li> <li>○ <b>Prefixes:</b> 'mis-' and 're-'</li> <li>○ <b>The /i/ sound spelt 'y'</b></li> </ul>		<p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>○ Add or subtract any pair of two-digit numbers, without crossing a tens boundary or 100, e.g. 33 + 45, 87</li> <li>○ Add or subtract any single-digit to any two-digit number, including crossing the tens boundary, e.g. 67 + 5, 82</li> <li>○ Multiplication facts for the 2, 3, 4, 5 and 10 times tables and the corresponding division facts</li> </ul>	
<p><b>Guided Reading</b></p> <p><b>The Bolds by Julian Clary</b> AR quizzes &amp; book changes throughout the week (when needed) Reading groups continued</p>		<p><b>History</b></p> <p>-What technology and tools were invented in prehistory and when?</p> <p>-How did technological advances change the production of tools and weapons? [Looking at flint knapping, bronze-smithing and iron-smithing techniques].</p> <p>-Design and make your own Stone, Bronze or Iron Age replica tool</p>	<p><b>Design Technology</b></p> <p>-I prove that my design meets some set criteria.</p> <p>-I design a product and make sure that my goal is realistic (achievable in the time allowance)</p> <p>-I follow a step-by-step plan, choosing the right equipment and materials.</p> <p>-I select the most appropriate tools and techniques for a given task.</p> <p>-I evaluate my product in relation to the success criteria &amp; reflect on strengths/consider what could be improved for next time.</p>
<p><b>RE</b></p> <p><b>What is The Trinity?</b></p> <ul style="list-style-type: none"> <li>- What do some texts tell us about what the Trinity might be?</li> <li>- What do Christians believe is the Trinity?</li> <li>- How do Christingles relate to the Trinity?</li> <li>- How do Christians show their belief in the Trinity? (Baptism)</li> <li>- How do Christians express their belief in God? (Art, poems, prayers)</li> </ul>	<p><b>Science (Light)</b></p> <ul style="list-style-type: none"> <li>-Recognise that they need light in order to see things and that dark is the absence of light</li> <li>-Notice that light is reflected from surfaces</li> <li>-Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>-Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>-Find patterns in the way that the size of shadows change</li> </ul>	<p><b>PE</b></p> <p><b>Invasion/Team Games</b> Come in your kit on a Thursday</p>	