



# SPENNITHORNE CE PRIMARY SCHOOL HOME SCHOOL LINK SHEET (Autumn 15)

Dear Parents/Carers, You can help your child at home by following some of these suggested activities

| Curriculum Area   | Areas to be taught in school   | Possible activities to be done at home  |  |  |  |  |
|---|--|---|--|--|--|--|
| <b>English</b>  | Poems to perform<br>Recounts<br>Persuasive writing<br>Adventure Stories<br>Older literature  | Read with your child at least 3 times a week and discuss the book with them<br>Read and share a variety of texts, including: <ul style="list-style-type: none"> <li>- Poems</li> <li>- Books by famous children's authors (E.g Roald Dahl, CS Lewis, Louis Sacher)</li> <li>- Different types of fiction genre (E.g myths, traditional tales, legends)</li> <li>- Different types of non-fiction (biography, autobiography, arguments, letters)</li> <li>- Newspaper articles</li> </ul> Encourage children to follow handwriting policy when completing homework.  |  |  |  |  |
| <b>Mathematics</b>  | Place value, ordering inc. negative numbers (counting and number relationships)<br>Understanding + and – mental/written<br>Measures<br>Data handling<br>Roman numerals<br>Position and transformation<br>Understanding x and ÷ mental/written  | Practicing times tables on a daily basis using the timetable challenge card<br>Get your child into the habit of seeing mathematics everywhere they look (e.g. Identifying shapes inside the house)<br>Work through Mission Maths – see website for helpful links online to practise these skills<br>Adding and subtractions items/prices around the supermarket<br>Encouraging children to express their reasoning when doing their homework<br>Quick fire mental maths questions<br>Playing maths games on the computer (E.g Topmarks, Sumdog)<br>Brain V calculator – challenge your child to see who can answer a question the quickest. |  |  |  |  |
| <b>Mental Maths</b>   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;">           Year 3<br/>Count from 0 in multiples of 4, 8, 50 and 100<br/>Read and write numbers up to a 1000 in numerals and in words<br/>Compare and order numbers up to 1000<br/>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)<br/>Identify, represent and estimate numbers using different representations         </td> <td style="width: 25%; vertical-align: top;">           Year 4<br/>Count in multiples of 6, 7, 9, 25 and 1000<br/>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<br/>Order and compare numbers beyond 1000<br/>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)<br/>Round any number to the nearest 10, 100 or 1000, including decimals         </td> <td style="width: 25%; vertical-align: top;">           Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000<br/>Read and write numbers to at least 1 000 000<br/>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals<br/>Order and compare numbers to at least 1 000 000 to 3dp<br/>Recognise the place value of each digit in a upto hundred thousands and down to 3dp<br/>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000, including decimals         </td> <td style="width: 25%; vertical-align: top;">           Count forwards and backwards with positive and negative whole numbers, including through zero<br/>Read and write, numbers up to 10 000 000<br/>Order and compare numbers up to 10 000 000 to 3dp<br/>Recognise the place value of each digit in a upto a million and down to 3dp<br/>Round any whole number to a required degree of accuracy         </td> </tr> </table> | Year 3<br>Count from 0 in multiples of 4, 8, 50 and 100<br>Read and write numbers up to a 1000 in numerals and in words<br>Compare and order numbers up to 1000<br>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)<br>Identify, represent and estimate numbers using different representations   | Year 4<br>Count in multiples of 6, 7, 9, 25 and 1000<br>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<br>Order and compare numbers beyond 1000<br>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)<br>Round any number to the nearest 10, 100 or 1000, including decimals | Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000<br>Read and write numbers to at least 1 000 000<br>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals<br>Order and compare numbers to at least 1 000 000 to 3dp<br>Recognise the place value of each digit in a upto hundred thousands and down to 3dp<br>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000, including decimals | Count forwards and backwards with positive and negative whole numbers, including through zero<br>Read and write, numbers up to 10 000 000<br>Order and compare numbers up to 10 000 000 to 3dp<br>Recognise the place value of each digit in a upto a million and down to 3dp<br>Round any whole number to a required degree of accuracy |  |
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| <b>Science</b>  | Earth and Space<br>Properties and Changes of Material  | Visit Woodlands Science Zone and BBC bitesize online<br>Star gaze on an evening<br>Research the solar system to find interesting facts<br>Identifying properties of materials in the house, garden, church yard etc<br>Looking at how feed changes when cooked and cooled   |  |  |  |  |
| <b>Topic</b>  | Humanities: Ancient Greece, Extreme Earth, Mapping Skills of Local Area<br>Art: Planet Walk, Michelangelo<br>DT: Paper Mache Volcanoes<br>Computing: E-safety, web research, publisher, programming  | Research topics online and at the library<br>Keep a weather log<br>Look at examples of natural disasters in the news<br>Look at paintings when visiting places<br>Look at the art within local churches, such as stained glass windows, gargoyles, paintings<br>Collect information in preparation for our parish booklets<br>Watch TV programmes on the topics<br>Use maps when planning a day trip  |  |  |  |  |
| <b>R.E</b>  | Harvest Festival<br>Advent and Christmas<br>Christian Religious Buildings – Parish Pilgrimage  | Read the bible<br>Discuss what values are most important<br>Discuss how they fulfil the Christian values on a daily basis<br>Research key events in the churches year during harvest and advent<br>Visit their local church – identify features inside and out.   |  |  |  |  |
| <b>SEAL</b>   | Me and my relationships<br>My healthy lifestyle<br>Say no to bullying<br>Mutual respect<br>Rule of law   | Discuss relationships and the difficulties they may encounter and how the can be resolved<br>Promote a healthy lifestyle by doing daily exercise<br>Encourage children to think about the impact bullying may have on others<br>On outings, encourage children to consider the rules<br>When do they follow rules?  |  |  |  |  |

Head Teacher \_\_\_\_\_

Teacher \_\_\_\_\_