

### **Things I need to remember:**

Reading books can be changed every day, if they have been read. Just pop them in the tray in the classroom. Your child will receive 3 castle coins for reading 3 times a week at home, recorded in their reading record.

Monday	
Tuesday	
Wednesday	
Thursday	P.E.
Friday	Enrichment - Violins

**Class dates to remember:** None at present but please look out for the Christmas

Concert dates to follow.

### **Homework:**

The government expectation is that all children should know their timetables up to 12's by the end of Year 4. Please practice the timetable your child is on.

	Given:	Returned the following:
Monday	Spellings/timetables	Monday
Tuesday		
Wednesday	Comprehension	Wednesday
Thursday		
Friday	Maths	Friday

Please note additional homework linked to topic may be given, just because the children want it!

Cast Away!

Autumn  
2



# Castle View Primary

## The Empire Strikes Back!



## Class: Ambition

Mr Rees, Mrs Edwards, Mrs Sorrell

## Maths

### **We are learning:**

*Week 1-3: Number – Addition and Subtraction (3 weeks).* 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.

*Week 4-6: Number – Multiplication and Division (2 weeks).* Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutatively in mental calculations. Multiply two digits and three-digit numbers by a one-digit number using formal written layout.

### *Week 7 and 8:*

Linking mathematical skills to explore and design a mosaic floor.

## **Personal, Social, Health Education and Citizenship and RE Choices**

To learn about the movement of family and people of the past to understand immigration today.

## **Physical Education- Invasion games.**

Invasion games, focusing on throwing and catching. Improving accuracy and moving with the ball.

## **Spellings:**

### **Learn various spelling patterns including:**

**Week 1** – suffix ly add **Week 2** – suffix ly double ll **Week 3** – suffix ly change Y to and **Week 4** – Suffix ly – drop the e.

**Week 5** – Combine: add and ic, suffix ally. e.g. Basic and basically. **Week 6** – Suffix en.

## **Our Learning is around the topic...The Empire Strikes Back!**

### **Art**

Linking mathematical skills to explore and design a mosaic floor.

The children are to re-create glide symmetry using a pattern of their own choice. They are to use 2d shapes for translation symmetry and 100 pieces of coloured squares (1cm x 1cm) to create their own mosaic. Then they are to calculate the area and the perimeter of their mosaic showing all calculations. Next they are to calculate the fraction and percentage of each colour used. Finally, they are to reflect 2d shapes using a mirror line and using rotational symmetry to rotate 2d shapes into three different positions.

### **History**

Explore and identify key aspects of a civilisation during the Iron age (Celts and Romans).

To understand the terms 'invade' and 'settle' and to place the Romans on a timeline.

To find out how the Romans invaded Britain.

To know who successfully invaded Britain in 43AD.

To understand the successful invasion by Claudius the Emperor, including Hadrian's Wall.

Explore who Boudicca was from different points of view. To find out about the results of Boudicca's revolt through drama.

To investigate what survived from the Roman settlement of Britain.

## **English**

### **Non-chronological report: Celts and Romans**

To read actively, thinking aloud, asking questions and discussing what they have read with others.

To acquire new vocabulary and to be able to read and understand it in context.

To develop understanding of gist, underlying themes and cause and effect.

To answer retrieval, deduction and inference questions using evidence from the text or justified reasons.

To generate relevant ideas for a non-chronological report plan through discussions and sharing of ideas.

Research key information about Celts and record findings on to a template. (Extending sentences using a range of conjunctions, plus FANBOY).

Research key information about the Romans and record findings on to a template. (Extending sentences using a range of conjunctions, plus FANBOY).

Decide upon a heading for your report and write your introduction using a range of sentence openers.

Write your report and up-level based on marking and feedback.

Draw an image identified from a range of sources to support your report.

### **Biography: Julius Caesar**

To read actively, thinking aloud, asking questions and discussing what they have read with others.

To acquire new vocabulary and be able to read and understand it in context.

To develop understating of gist, underlying themes and cause and effect.

To answer retrieval, deduction and inference questions using evidence from the text or justified reasons.

To generate relevant ideas for a biography plan through discussions and sharing of ideas.

Write an opening paragraph introducing the person, and explain why he is known.

Research and draft events of Julius Caesar's life in chronological order.

Up-level draft of key events using connectives to link ideas. Ensure capital letter have been used for all proper nouns i.e. people and places.

Write a closing statement (How this person will be remembered or the writer's opinion about the person).

Up-level final draft based on marking and feedback including dialogue diary.

## **Humanities, Science and Computing Science**

### **Computing-programming software – scratch.**

To create a Roman soldier (animation) that can move using technical features within scratch.