



HARES NEWSLETTER



Years 3 & 4 – Spring 1

Dear Parents and Carers,

I hope you all had a tree-mendous Christmas and that Santa delivered all the goodies on your wish lists (and maybe a few surprises too!) It's lovely to have the children back at school, and we're buzzing with excitement as we enter the spring term.

We're kicking off the term feet first, with lots of new learning to be had. In Hares Class we'll be focusing on our school value for this half term: Courage. We'll also be reflecting on the words:

"You will be secure, because there is hope; you will look about you and take your rest in safety." (Jeremiah 31:16)

It's a wonderful reminder that with hope and courage, we can face challenges confidently, knowing we are safe and supported. We will also continue our school vision, "Let your light shine" (Matthew 5:16), which will shine through everything we do. We can't wait to see all the ways the children show courage this term – through their kindness, curiosity, creativity, and bold enthusiasm.

This spring term is shaping up to be action-packed, with lots of exciting opportunities for the children to learn, grow, and have fun together. And if you haven't already, do pop in to see the fantastic classroom space for our Year 3 and 4 children – it's looking absolutely brilliant!

Here's to a wonderful start to the spring term, full of shining lights and happy smiles!



English Reading:

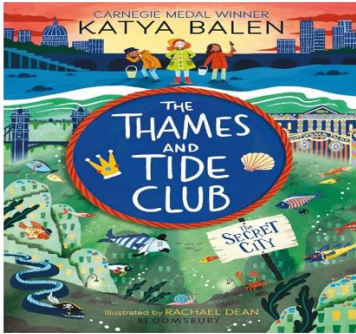
This half term, we will continue to use VIPERS with focused comprehension questions to help children think deeply about texts. We'll explore Fiction, Non-fiction, and Poetry, including links to other subjects like History, Science, and RE encouraging discussion and curiosity.

In Love for Reading sessions, children will explore separate texts across genres purely for enjoyment—no writing, just reading, sharing, and immersing themselves in the writing.

English Writing

We will focus on one main text and create a series of fun writing opportunities inspired by it.

Our chosen text is: *The Thames and Tide Club: The Secret City* by Katya Balen

Term	Spring 1	 <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of) - Introduction to paragraphs as a way to group related material - Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play) - Introduction to inverted commas to punctuate direct speech - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg. the teacher expanded to: the strict maths teacher with curly hair) - Fronted adverbials (for example, Later that day, I heard the bad news) - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Use of inverted commas and other punctuation to indicate direct speech
Text, author	The Thames and Tide Club by Katya Balen	
Main theme	From mystery to discovery	
Links and Themes	London, Thames, river, mudlarking, mystery, discovery, community, friendship	
Writing Purposes	To entertain To inform To persuade	
Main Outcome	Own version fantasy narrative	
Other outcomes	Outcomes: Persuasive letters and letters of advice, diary entry, weather report, advertisement, dialogue	
Length	Over course of Spring term	

Curriculum areas at a glance!

English	Main outcome: Own version narrative fantasy Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue
Maths	Area / Multiplication & Division / Length & Perimeter
Topic (History)	Why did the Romans invade and settle in England?
Science	Materials: Rocks and Soil
RE	Do you have to be part of a faith community to express an organised worldview?
PSHE	Safety and the changing body
Music	Music and Sound
French	Playground games; Numbers and Toys
PE	Gymnastics / Badminton
Computing	Creating media—website design
DT	Pneumatic toys

Homework and Online Learning

It is very important that children are completing their homework to support learning in school. Please make sure your child is accessing Accelerated Reader each week, to take their reading quizzes. You can check on there to monitor how they are progressing with their own personalised targets.

In addition, children should be practising their maths regularly: Numbots and now Times Tables Rock Stars, for Year 3 and Times Tables Rock Stars (TTRS) for Year 4.

Maths - Yr 3 and Yr 4 - Next Focus: Area

Area

Area is the amount of space inside a 2D shape.

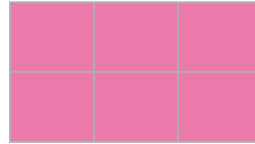


Measuring Area

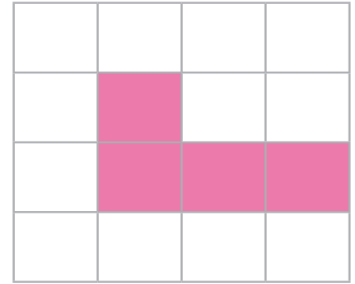
We can count **squares** to find the **area** of a **rectilinear** shape.



Area = 1 square



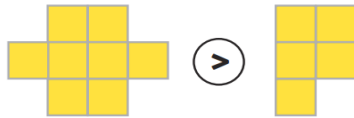
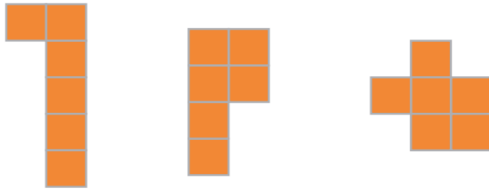
Area = 6 squares



Area = 4 squares

Comparing Area

These rectilinear shapes all have an area of 6 squares.



Rectilinear Figures

A **rectilinear** figure is a 2D shape whose sides all meet at **right angles** (90°).



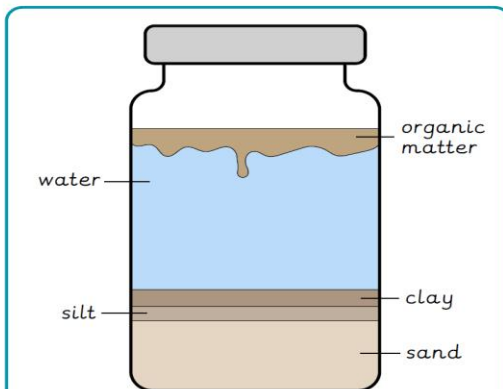
Science - Knowledge Organiser

Science - Rocks and soil



Rocks are formed in different ways and from different mixtures of minerals, other rocks and **organic materials**. This means their appearance and physical properties can vary.

Drainage rate is how quickly water passes through a soil.



Soil can be separated using **sedimentation** (mixing with water).



Peaty soil

- Consists of mainly organic matter.
- Medium drainage.

Clay soil

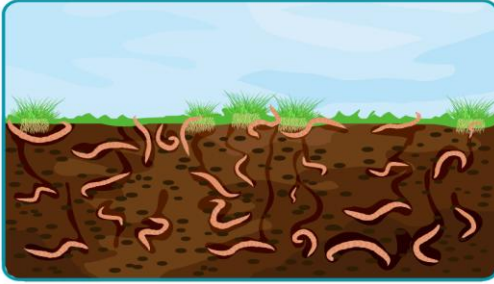
- Consists of mainly clay grains.
- Drains slowly.

Loam soil

- Consists of even amounts of sand, clay, silt and organic matter.
- Medium drainage.

Sandy soil

- Consists of mainly sand grains.
- Drains quickly.

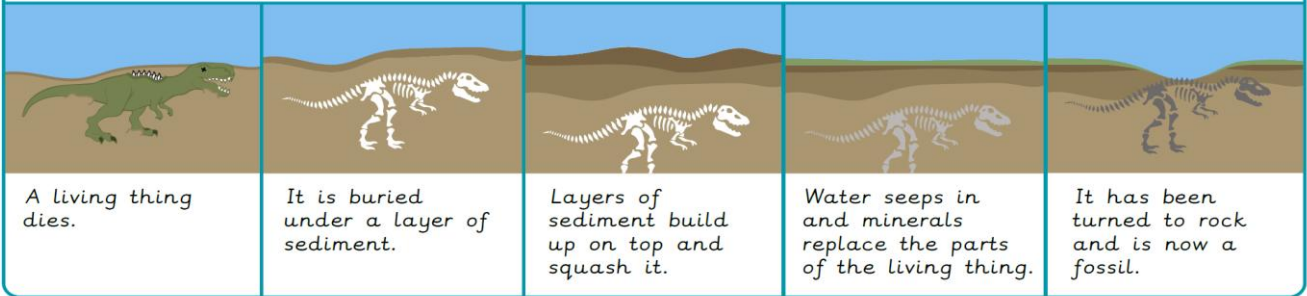


Rock can be broken down into small pieces called **sediment** by forces of nature like wind, rain, rivers, animals and plants.

Soil is made from **grains** of sediment, organic matter, water and air. Soil contains different sized grains of sediment:

- Clay (smallest).
- Silt (medium).
- Sand (largest).

A paleontologist is a scientist who studies fossils. Fossils can tell us about the living things from Earth's past.



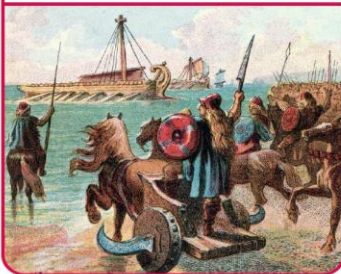
History - Knowledge Organiser

History - Why did the Romans invade and settle in Britain?

empire*	A group of countries or territories under the control of a single ruler (often an emperor, monarch or government).	primary source*	An object or record created at the time of an event or period.
inference	Using the clues in sources to form an idea.	Romans	The people who lived in Ancient Rome and whose empire spread across Europe, the Middle East and north Africa.
invasion*	A military attack in which an army or country uses force to take over another country or area.	secondary source*	An object or record created after an event or period.
legacy*	Past events or actions which have had a lasting impact.	settlement*	A place where people live together as a community.

The Roman invasion of Britain

Emperor Claudius led a successful invasion of Britain in AD 43. He wanted to show off his power and expand the empire.



Hadrian's Wall

Built by the Romans in AD 122 under Emperor Hadrian's orders, the wall marked the northern boundary of the Roman Empire in Britain and defended its tribes to the north.



Vindolanda

An ancient Roman fort near Hadrian's Wall, Vindolanda was a key military camp. The well-preserved artefacts and writings found there by archaeologists provide evidence about life in Roman Britain.



Boudicca

Boudicca was the Celtic queen of the Iceni tribe. She married King Prasutagus, who made a deal with the Romans to keep his land after their invasion. However, the Romans did not keep to their side of the deal. Boudicca successfully led a rebellion against the Romans and destroyed their capital. She was eventually defeated by the Romans and died in AD 60.



*key vocabulary



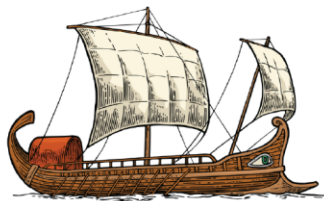
The Roman army

The Roman army was responsible for the expansion of the Empire. It was well-organised, and the soldiers were well-equipped and trained. Formations such as the testudo (tortoise) and the wedge allowed them to attack and defend themselves quickly.

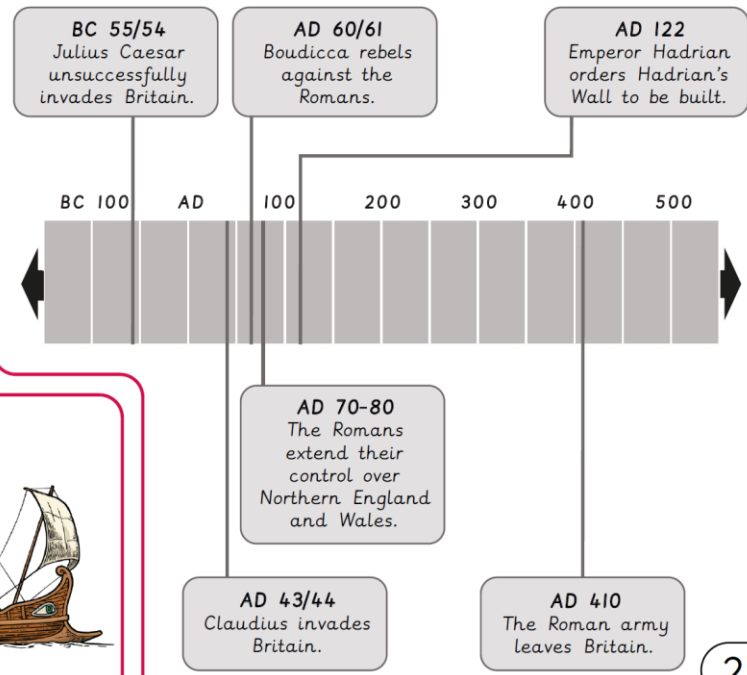


The Romans leave Britain

The Roman army left Britain for good in AD 410. Germanic groups were attacking Italy, and Emperor Honorius decided he needed the army to defend it. Britain was left to await the arrival of the next invaders. The Romans had changed life in Britain for good.



The Roman invasion of Britain



Spellings - Years 3 & 4

New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Please test your child on these, throughout the year, at home 😊

A Bright and Busy Spring Term!

This half term is packed with exciting learning adventures! Children will explore Maths, English, History, Science, PSHE, RE, Computing, DT, and Music, with plenty of opportunities to create, investigate, and perform. There's something for everyone to enjoy!

PE & Mindfulness

Get ready to move! PE takes place on Tuesday afternoons, so please make sure kits are ready. Each week, we'll also enjoy a mindfulness and meditation session to help the children relax, focus, and reflect.

Homework Focus

At the moment, as before, homework focuses on Reading and Maths, supporting what children are learning in school and helping them to reach their targets. Your support at home is essential, when reminding them what needs to be done! 😊

Equipment & Organisation

To keep things running smoothly, please ensure jumpers, coats, and water bottles are clearly named. Small bags only, to fit in lockers. Don't forget your child's reading book, as it's needed in school every day for reading opportunities.

Communication & Updates

If you have questions, concerns, or want to share a special moment from home, please contact me via Dojo. I check messages regularly and will respond as quickly as possible. Keep an eye on ParentMail for key dates, events, and updates.

Thank you for everything that you do - your support really helps to make the term positive, fun, and successful for everyone!

Miss Morys

Giggles out! :-D



What do hares use to
keep their fur neat?

Hare spray!



Spring Term A

(January–February)



Be strong and courageous: do not be frightened or dismayed, for the Lord your God is with you wherever you go.
Joshua 1.⁹

Being courageous can mean different things to different people. For example, one person may think it easy to speak in front of a large audience, whilst another would need to find lots of courage to do this. Everyone faces challenges from time to time, and we have to find courage to overcome them.

Courage at home: Talk together about:

- The different challenges that each family member faces
- Times when you have needed to be brave. How did you feel afterwards?
- Who or what helps us find courage?
- Is there someone that we admire because of the courage that they have shown?

At school we will be reading these stories about courage...



Bible stories and verses we will be learning about...

Stepping out of your comfort zone Exodus 3-4

Doing the right thing not the easy thing Esther 4-8

Overcoming fear
1 John 4.¹⁸

Facing a challenge
Joshua 2

Encouraging others
Joshua 1.⁹

Trusting God's promises
Luke 2. 21-40

