



HARES NEWSLETTER

Hares Class - Years 3 & 4



Dear Parents and Carers,

I hope you all had a brilliant Easter break – full of fresh air, family time, chocolate and at least a little bit of rest!

We've had such a lovely start back already – the classroom is buzzing, the children are chatty (in the best way), and there's that unmistakable "summer term energy" in the air – a mix of sunshine, growing confidence, and "look how much I can do now!"

This half term feels like a really exciting one. Everything has come together, and the children seem to be growing even taller – academically, socially, and in confidence. It's really nice to observe.

Our Bible verse focus this half term is:

"Those who hope in the Lord will renew their strength." (Isaiah 40:31)

We're going to have lots of fun exploring this idea together. What does hope feel like? What does strength look like when things get tricky? And how do we keep going when our brains say, "Hmm... this is a bit hard actually"?

We'll be thinking about resilience, perseverance, courage and trust – and reminding ourselves that strength doesn't mean never wobbling... it means getting back up, trying again, and sometimes even surprising ourselves with what we can do.

As always, we'll continue to live out our school vision, "Let your light shine" (Matthew 5:16). And this term, I can already tell there will be a lot of shining – in learning, in friendships, in those "I did it!" moments, and in the everyday kindness the children show each other.

So here we go...A term of growing confidence, renewed strength, and plenty of sparkle.

Let's make it a sunny one,



English

This half term, we will complete our class text *Frindleswyde*, as we were left short for time, when we decided to focus our efforts around the trending news - Punch the Japanese monkey.

We will also read our new text, *The Farther* by Graham Baker Smith which will provide much opportunity for extensive writing. Additionally, we will centre reading around VIPERS skills and consolidate spellings, punctuation and grammar.

Shottery St Andrews Primary School

English Curriculum Map - Years 3 & 4 - SUMMER 1



Term	Summer 1	
Text, author	FA ^R THER by Graham Baker-Smith	
Main theme	Hope & resilience	
Links and Themes	Additional Theme(s): Strength & endurance, invention & innovation	
Writing Purposes	Writing to entertain Writing to inform	Vocabulary, Grammar & Punctuation • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Introduction to paragraphs as a way to group related material • Use of paragraphs to organise ideas around a theme • Using the present perfect form of verbs in contrast to the past tense • Indicate grammatical and other features by: • Using commas after fronted adverbials
Main Outcome	Sequel story	
Other outcomes	Outcomes: Retellings, recounts (postcards), setting descriptions, diary entries, instructions	
Length	15 sessions	

Curriculum areas at a glance!

English	Writing centred around the texts: <i>Frindleswyde</i> by Natalia and Lauren O'Hara and <i>The Farther</i> by Graham Baker Smith
Maths	Fractions A, Mass & Capacity, Fractions B, Time and Decimals
Topic (History)	What changed in Britain after the Anglo Saxon invasion?
Science	Energy: electricity and circuits
RE	L2.7: How have religion and history entwined in this area?
PSHE	Citizenship
Music	Jazz
French	Numbers and age & In a French Classroom
PE	Cricket / Outdoor adventurous activities
Computing	Scratch
Art & Design	Craft and design: Fabric of nature

Homework = secret superpower

Thank you for all the support you give at home – it really helps the children grow in confidence and shine in school (we definitely notice the difference!).

Reading - Keep those reading muscles strong! Please encourage your child to log into Accelerated Reader each week to take their quizzes. It's always exciting to see how they're getting on – and yes, you're very welcome to have a little peek at their progress and targets too!

Maths - Think of this as "little bursts of brain training" – short, regular practice makes a huge difference.
Year 3: Numbots + Times Tables Rock Stars (TTRS) = number confidence growing by the day!
Year 4: TTRS is the focus as they gear up for the Times Tables Screening Check – quick recall, here we come!

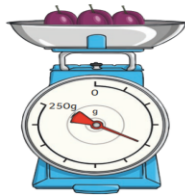
Maths - Mass and Capacity and Time - Knowledge helpers!

Measure and Compare Mass

Scales can be used to measure grams.

A gram is a unit of measurement that is used to measure the mass of something.

Grams can be written as **g**.



Scales can be used to measure kilograms.

A kilogram is a unit of measurement that is greater than a gram. It is also used to measure the mass of something.

Kilograms can be written as **kg**.



$$1000g = 1kg$$

To compare mass, we can use the words 'heavier' and 'lighter'.

Measure and Compare Capacity

Capacity is the amount of liquid a container can hold.

Volume is how much liquid is in the container.

Measuring cylinders can be used to measure smaller volumes.

Smaller volumes are measured in millilitres.

Millilitres can be written as ml.



Measuring jugs can be used to measure larger volumes.

Greater volumes are measured in litres.

Litres can be written as l.



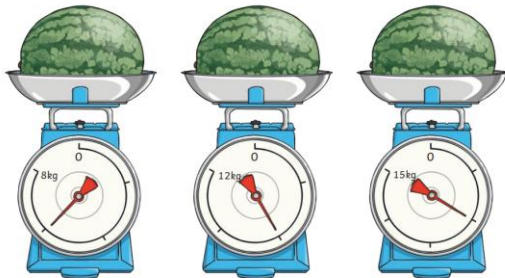
$$1000ml = 1l$$

To compare capacities, we can use the word 'full'.

Reading Scales

Mass

Each of the melons has a mass of 6kg but the arrows are all pointing at different points on the scales. This is because each of the measuring scales have different increments marked on them.

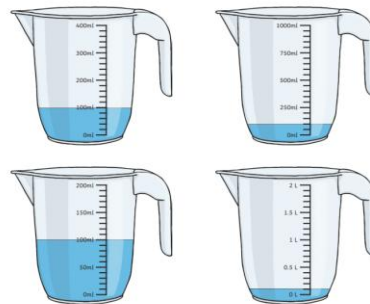


Always look carefully at how the numbers on the scales increase when reading a measurement.

Knowledge Organiser

Capacity

Measuring containers all have different capacities.



Each of these containers contain the same volume of 100 millilitres but have different capacities and scales. Always look carefully at how the numbers on the scales increase when reading a measurement.

What I should already know

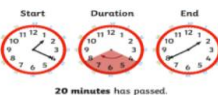
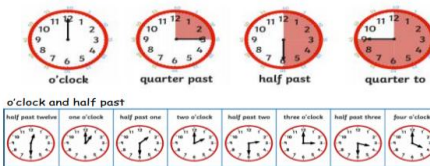


There are 24 hours in a day.

Hour Hand
The short hand points to the hour. If this hand is pointing between hours, it is either past the earlier hour or to the later hour.



Minute Hand
The long hand points to the minutes past or to the hour.



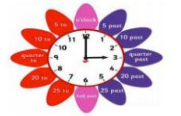
20 minutes has passed.



There are 60 minutes in an hour.



Compare durations of time



There are 365 days in a year.

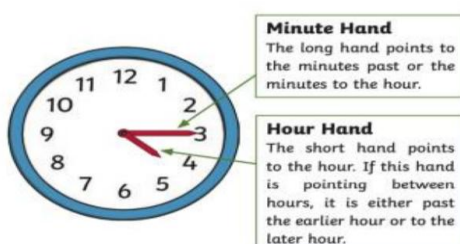
There are 12 months in a year.

There are 366 days in a leap year.

There are 7 days in a week.

Leap years happen every 4 years.

Analogue and digital clocks



Science - Knowledge Organiser

Science - Electricity and circuits

Electrical appliances

Electrical appliances are found all around us.



An electrical circuit is the pathway through which electrical charge flows in an appliance.

For a circuit to work, it must include:

- A power source.
- A complete pathway.
- A device or component, such as a bulb.

Power source: something that transfers electrical energy to make an appliance work.

Mains power



- Provides high power for larger appliances.
- Requires access to an electrical socket.
- Appliances are fixed in place.

Batteries



- Allows an appliance to be portable and used anywhere.
- Allows an appliance to be used where no electrical sockets are available.
- Batteries run out and need replacing.
- Batteries are harmful and must not go to landfill.

Science - Electricity and circuits

A **component** is a part of an electrical circuit.

Symbols are often used to represent the components so they are easy to draw and recognise.

battery/cell



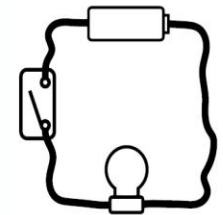
wire



bulb



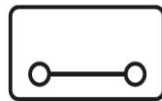
A **circuit diagram** is a simple line drawing that represents how the components in an appliance join together.



open switch



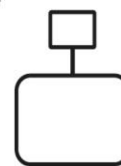
closed switch



buzzer



motor



Electrical conductors are materials that allow electrical charge to flow through quickly.



Metals are good electrical conductors.

Electrical insulators are materials that do not allow electrical charge to flow easily.



Plastics are good electrical insulators.

Electrical safety



- Do not use electrical appliances or switches with wet hands.
- Do not put anything other than a plug in an electrical socket.
- Let an adult know if electrical appliances or wires appear damaged.
- Do not leave electrical wires laying across the floor or on hot surfaces.

History - Knowledge Organiser

History - What changed in Britain after the Anglo-Saxon invasion?

claimant	A person who believes they are entitled to be the king or queen.
inference	A conclusion reached by using evidence.
invasion*	A military attack in which an army uses force to take over another country.
kingdom	A part of England which was ruled by a king or queen.
missionary	A person sent to an area to promote Christianity.
oath	A solemn promise.
settlement*	A place where a community of people live.
settlers	People who move to a new country and stay there permanently.
Viking raids	Attacks on Britain in which the Vikings landed to steal items.
Vikings	Seafaring people from Scandinavia who raided and invaded Britain.

Anglo-Saxon settlements

The Anglo-Saxons lived in single-roomed huts in villages. Houses were made out of wattle and daub and wood with a thatched roof. They had most things they needed: food, warmth and family. They left their villages only to trade with others for essential items.



Anglo-Saxon kingdoms

By AD 600, England was organised into five kingdoms: Northumbria, Mercia, Wessex, East Anglia and Kent. Each one was ruled by a king who made laws. Over time, Wessex became the most important kingdom and in AD 925, Aethlstan became the first king of England.



Christian missionaries

Columba, Aidan and Augustine were important Anglo-Saxon missionaries who arrived in Britain in the 6th and 7th centuries. Columba founded a monastery on the island of Iona and spread Christianity in Scotland. Aidan, from Iona, became a missionary in Northumbria, founding the monastery at Lindisfarne. Augustine was sent by the Pope to convert the Anglo-Saxons in Kent, establishing a church in Canterbury. Their work helped spread Christianity across Britain.



1

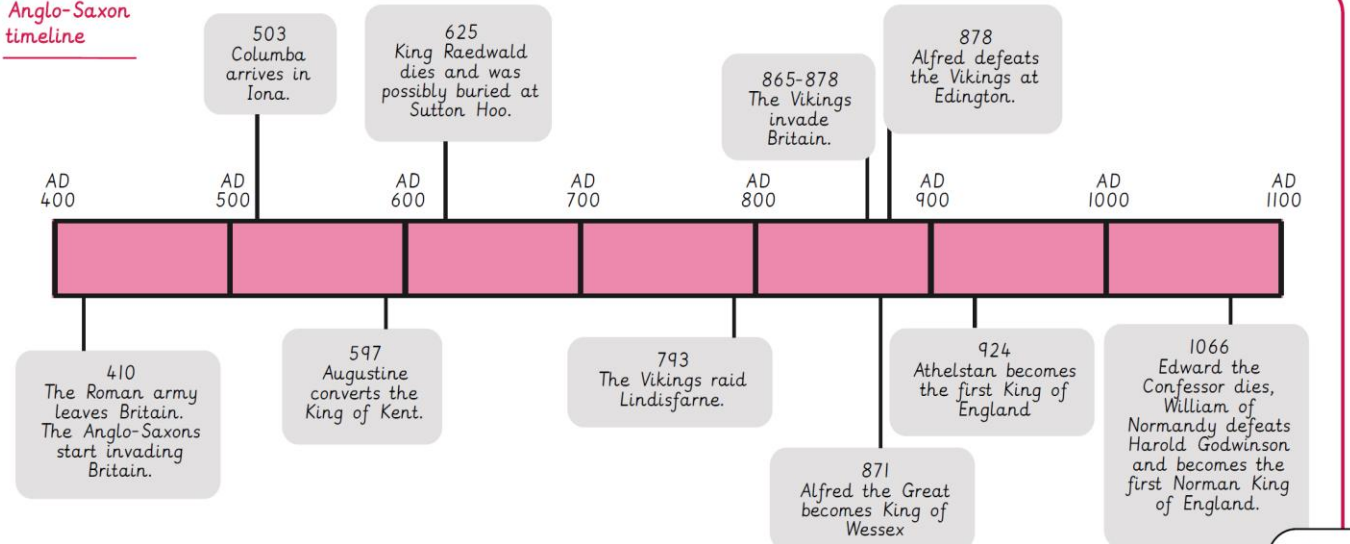
History - What changed in Britain after the Anglo-Saxon invasion?

The Viking raids

The Vikings raided Britain to steal items to trade. Over time, they decided they wanted to stay and settled in parts of northern England. In AD 878, Alfred the Great defeated the Vikings at the Battle of Edington and made a deal to split the country in two: Danelaw (the Viking part) and Wessex (the Anglo-Saxon part). Athelstan ended the Vikings' invasion by defeating them at York in AD 927 and became the first Anglo-Saxon king of England.



Anglo-Saxon timeline



2

Year 3 and 4 Statutory Spellings

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

Final Thoughts

Summer 1 is here, and we are buzzing with excitement! The next few weeks are set to be packed with learning, laughter, and lots of "wow!" moments as the children continue to grow, explore, and shine. We also have the exciting prospect of an overnight trip for Hares to look forward to—more details coming soon...

This Half Term's Adventures

We've got a jam-packed timetable full of exciting learning across Maths, English, History, Science, PSHE, RE, French, Computing, Art and Design, and Music. Whether we're investigating, creating, performing, or problem-solving, there will be something to inspire all of our Hares.

PE

Tuesdays will continue to be our PE day, now taking place in the afternoon instead of the afternoon—so don't forget to come in ready to get active! We'll also be continuing our mindfulness and meditation sessions, helping the children to pause, reset, and recharge their brilliant brains.

Stationery

The children have been keen to bring in their own stationery all year, so they are now welcome to do so! Please make sure they bring their own pencil, pen, rubber, highlighters, 15cm ruler, and—most importantly—a glue stick.

Keep in Touch

Got a question, a proud moment to share, or just want to say hello? Pop me a message on Dojo—I do check in regularly, on there. Also, don't forget to keep an eye on ParentMail for key dates, updates, and upcoming events.

Thank you, as always, for your continued support in supporting our fun, busy, and full of fantastic learning environment.

Kindest regards,

Miss Morys



A Riddle.
I move in leaps and bounds,
Yet I never touch the ground.
I'm known for speed, not for fright,
And sometimes I'm up before
daylight.
What am I?

Values Passport

Summer Term A

(April – May)



Friendship

Encourage one another and build each other up.

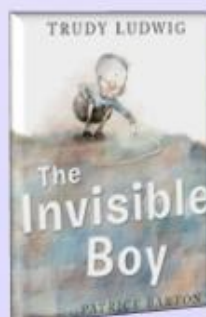
1 Thessalonians 5 "

Friendship at home: Talk together about:

- How friends come in all shapes and sizes. Some are young, some are old.
- Some are always there, some we see only occasionally.
- How do we choose our friends?
- What makes a good friend?
- Are we a good friend to others?



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



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

Sticking together

Proverbs 18.²⁴

Supporting one another

Luke 5.¹⁷⁻³⁹

Knowing God's presence

Acts 2



Encouraging one another.

1 Thessalonians 5.¹¹

Making time for each other

Luke 10.³⁸⁻⁴²

Learning to listen

Proverbs 17.¹⁷