

# Neptune Class newsletter

Welcome back! We hope you have all had a lovely summer break. We are so excited about the things this year will bring and the activities we are going to take part in together.

This term, we are learning about the Stone Age and the changes that occurred during the Iron Age. Here are some photos from our WOW afternoon. We learnt about cave paintings and then created our own. We have also been exploring 3D sculpture in Art.



# Polite Reminders

Please make sure your child has a water bottle with a **sports bottle lid** and not a screw top as these can get knocked over and spill everywhere, thank you!

Please inform the school, via Dojo or through the school office, if your child is being picked up by someone other than their parent, carer, or usual adult. It is essential that school staff know to whom they may release your child as we will not release them to an unknown adult unless we have prior notification.

Please DO NOT come into the Key Stage 2 building or stand on the ramp at the start of the day but say positive goodbyes to your child on the playground. Both KS2 classes use this entrance, and we would like to keep these spaces clear for the pupils entering school who are preparing for the start of their school day. The mornings are also extremely busy. If you need to pass on a message, please do so to the senior member of staff who is on the gate. Thank you for your understanding and support.

We have loved seeing the learning the children have been completing at home. Please do keep sending pictures of this to us on ClassDojo so we can celebrate with the children in school.

Please can you make sure that your child does not bring in pencils, pencil sharpeners and other stationery from home. It can easily cause upset when items are lost or misplaced and fortunately we have all the equipment we need in school.

PE



This term, the children will have double PE on a Tuesday afternoon so there will be no PE on the other days. Please ensure that your child comes to school in the correct PE uniform on these days. Long hair needs to be tied back for PE lessons, and it would be helpful if earrings could be removed at home on these days or they will need to be covered with tape.

| DAY       | Teaching Team                                        | PE DAYS         |
|-----------|------------------------------------------------------|-----------------|
| Monday    | Miss Earl/Mrs Turner                                 |                 |
| Tuesday   | Miss Earl/Mrs Turner/Mr Stillie                      | PE Sports Coach |
| Wednesday | Mrs Oliver/Mr Stillie                                |                 |
| Thursday  | Mrs Oliver/Mrs Turner/Mr Stillie, Mrs Difford (p.m.) |                 |
| Friday    | Mrs Oliver/Mrs Turner                                |                 |

# HOME LEARNING

## Reading

Reading every day can help children in all areas of their learning. One HOME READ and one SCHOOL READ per day can go towards reaching a reading milestone and a reading award. Reading must be to an adult and signed in the reading record book. If you think that your child has reached a reading milestone, please inform us via Classroom Dojo and we will verify the number of reads.



Please remember to use the questions on the children's bookmarks to support their reading comprehension.

We were really impressed with how many children were awarded reading awards from Neptune class last term. Keep it up!

## Times Tables

At the end of the year, Year 4 will take part in a national times table check. It is really useful if the children can start practicing their times tables from now and it would be wonderful if the Year 3 children could do this as well please. Times tables come into so many areas of Mathematics including statistics, time and fractions so rapid recall of these can really help children to feel confident within lessons. Children tend to need additional practice on their 6s, 7s, 8s, 9s, and 12s.

We're excited to let you know that our Times Table Pick and Mix homework will be starting again soon! If your child was in Mars Class last year (current Year 3s), they will already be familiar with this format.

This year we are introducing **Times Table Pick and Mix**. This is a fun and flexible way for children to practice their times tables at home. Your child will be given a sheet with different short times table activities on to give them a choice of activities to help them build speed and confidence with their multiplication facts. The idea is to make practice varied and engaging – something they can easily do in just 5 to 10 minutes a day. There will be more information about this at our Meet the Teacher afternoon.

A decorative border of colorful pencils in various colors (blue, green, yellow, orange, red, purple) is arranged in a repeating pattern around the edges of the page.

# Curriculum

Our key question this term is **Stone Age or Iron Age?**

In **Science**, we will be learning about forces and magnets before exploring sound.

In **English**, we are starting Stone Age Boy by Satoshi Kitamura. As we explore life in the Stone Age during our topic work, we will be writing our own stories based on this text before moving on to non-fiction.

In **Maths**, we will be exploring statistics before moving on to place value. We have started looking at this already by interpreting pictograms.

In **History**, we will be exploring what daily life was like in the Stone Age. We will explore features of Stone Age settlements and in particular look at the tools that would have been used. We will then compare these things to life in the Iron Age and consider the similarities and differences between life in these two time periods.

In **PSHE**, we will be exploring what makes a good friend and how we can treat everybody with respect.

In **Computing**, we will be considering how to stay safe online with 'strong' passwords before moving on to document creating and editing and then storyboards/comic book creation.

In **Art**, we will be exploring Sculpture and abstract shapes.

Please find the links to our knowledge organiser and curriculum map below

[Neptune-Class-Knowledge-Organiser\\_The-Stone-Age-or-Iron-Age.pdf](#)

<https://www.northroadprimaryschool.co.uk/curriculum>

## Celebration Assemblies

During our assembly time on a Wednesday, we celebrate personal achievements in art, science and technology. If your child has been working on a project at home that demonstrates their school values in action, for example a special piece of artwork, a craft project, a Lego design model, and they would like to showcase it, please send us a Dojo message so that we can arrange for your child to celebrate their achievement with the rest of the school.

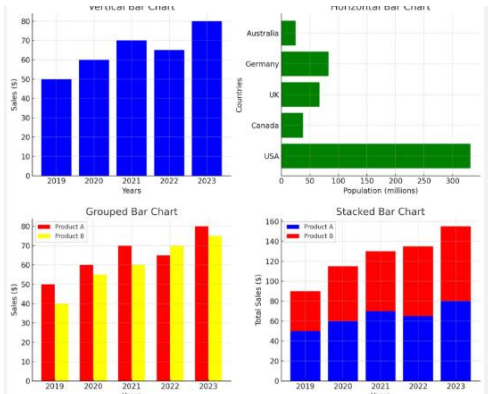
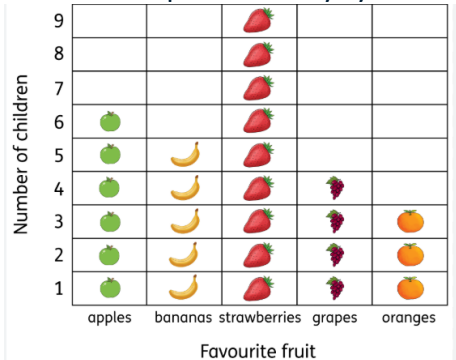
Each week, we are able to share the work of one pupil from each class and we would like to ensure that as many children as possible get the chance to celebrate their creative and design achievements across the school year. We will reply to your Dojo message confirming which Wednesday assembly your child's achievements will be celebrated.

This year, we have already been inspired by so many fantastic artists and designers who have already shared their work with us during our Wednesday assemblies.

During our Friday 'Stars Assembly', we will continue to celebrate sporting achievements, both in and out of school. Please send your child's certificate/medal into school with them on a Friday.

# Curriculum Vocabulary

Please support your child's learning by using the curriculum vocabulary for the term together .

| English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Please find attached a glossary of spelling, punctuation and grammar terms for your future reference!</p> <p><b>Dialogue</b> - Dialogue is a conversation or speech that is written down as part of a piece of narrative text.</p> <p><b>Expanded noun phrases</b> – These devices add more detail to the noun by adding adjectives or prepositional phrases e.g. a huge tree; the large, royal castle; the mysterious man beside the river.</p> <p><b>Fronted adverbial</b> -Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe the action that follows. Here are some examples:</p> | <p><b>Bar chart</b>- a graphical tool that represents categorical data using rectangular bars of varying lengths or heights, where the length of each bar is proportional to the value or frequency it represents</p>  <p><b>Data</b>- factual information, measurements, or observations collected for analysis</p> <p><b>Pictogram</b>- a chart using pictures for data; key, which explains the value of each picture; symbol, the picture itself; and frequency, the count of each item represented by symbols.</p>  <p><b>Place value</b>- the value represented by a digit in a number on the basis of its position in the number. For example, the place value of 7 in 3,743 is 7 hundred or 700.</p> | <p><b>Agriculture</b>-Growing crops and keeping animals for food and materials</p> <p><b>Bronze Age</b> -A period of history characterised by the use of bronze tools.</p> <p><b>Flint</b>-A grey, hard rock.</p> <p><b>Stone Age</b> – a period of history where the use of stone tools predominated.</p> <p><b>Hunter-gatherer</b>-A person who moves from place to place in search of food, surviving by hunting, fishing, and collecting berries, fruits &amp; seeds.</p> <p><b>Iron Age</b>-A period of history characterised by the use of iron and steel tools.</p> <p><b>Nomad</b>-A person who travels from place to place.</p> <p><b>Settlement</b>-A place where people live together in a community.</p> | <p><b>Attract</b>- f one object attracts another object, it causes the second object to move towards it</p> <p><b>Friction</b>- he resistance of motion when there is contact between two surfaces</p> <p><b>Force</b>- he pulling or pushing effect that something has on something else</p> <p><b>Gravity</b>- he force which causes things to drop to the ground</p> <p><b>Magnet</b>- a piece of iron or other material which attracts magnetic</p> <p><b>Magnetic field</b>- materials towards it field an area around a magnet, or something functioning as a magnet, in which the magnet's power to attract things is felt</p> <p><b>Pull</b>- when you pull something, you hold it firmly and use force in order to move it towards you or away from</p> |

Before sunrise, Zack ate his breakfast. After the rain stopped, Sophie went outside to play.

**Inverted commas**-another name for speech marks. These go before and after direct speech, surrounding what was said. For example: "I'm hungry," she complained.

| Thousands    | Hundreds    | Tens      | Units/Ones |
|--------------|-------------|-----------|------------|
| Cube<br>1000 | Flat<br>100 | Rod<br>10 | Unit<br>1  |

its previous position

**Push**- When you push something, you use force to make it move away from you or away from its previous position

**Repel**- When a magnetic pole repels another magnetic pole, it gives out a force that pushes the other pole away

**Resistance**- a force which slows down a moving object or vehicle

# Spelling.

Please find our spellings for the term below. Please help your child to learn and practice them at home. They could use 'look, cover, write, check,' put the spellings into sentences or even have fun writing them in rainbow colours. Be creative and help the spelling patterns stick!

|                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1:</b> Revision of previous sounds                                                                                                                                                                                                                           | <b>Week 2:</b> Revisit the phonetic basic code<br><br>Revise long vowel sounds from Year 2<br><br>1. ape<br>2. rain<br>3. cake<br>4. feed<br>5. seed<br>6. beep<br>7. feet<br>8. sleep<br>9. light<br>10. night                                                                               | <b>Week 3:</b> Revisit the phonetic basic code<br><br>Revise long vowel sounds from Year 2<br><br>1. oats<br>2. boat<br>3. coat<br>4. mute<br>5. cube<br>6. fuse<br>7. ice<br>8. nice<br>9. time<br>10. hide                            | <b>Week 4:</b> Revisit the phonetic code and notice these alternatives to the basic code<br><br>Alternative spellings<br>/i/ sound gym /u/ sound young /ae/ sound vein, weigh, they<br><br>1. myth<br>2. busy<br>3. pretty<br>4. women<br>5. gym<br>6. sound<br>7. young<br>8. vein<br>9. weigh<br>10. they |
| <b>Week 5:</b> Alternative spellings /k/ sound scheme antique /sh/ sound chef /g/ sound league /ng/ sound tongue /s/ sound scene<br><br>1. chef<br>2. mission<br>3. sugar<br>4. scene<br>5. social<br>6. station<br>7. league<br>8. magic<br>9. tongue<br>10. anchor | <b>Week 6:</b><br>Homophones-a c c e p t / e x c e p t affect / effect/ ball / bawl/ b e r r y / b u r y brake / break fair / fare grate / great groan / grown<br><br>1. accept<br>2. except<br>3. affect<br>4. effect<br>5. ball<br>6. bawl<br>7. brake<br>8. break<br>9. grate<br>10. great | <b>Week 7:</b> sound groups<br>Sound group: /ae/ as in strange.<br>Sound group: /ar/ as in answer/heart<br><br>1. strange<br>2. change<br>3. manger<br>4. snake<br>5. plane<br>6. path<br>7. craft<br>8. bath<br>9. rather<br>10. heart |                                                                                                                                                                                                                                                                                                             |

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# Dates for your diary

**Wednesday 10<sup>th</sup> September-** Meet the Teacher- please feel free to pop into the classroom after school where Miss Earl will be going through an introduction about Neptune Class.

**Friday 24<sup>th</sup> October** – Last day of term

Many thanks for your support. If you have any questions, please feel free to make an appointment to meet us or send us a Dojo.

With best wishes,  
Miss Earl and Mrs Oliver