

# Key Stage 2 Autumn Term Newsletter 2020

## Gatcombe, Coopers, Coker, Ashton and Morgan Classes

Welcome back to a new school year; we hope that you have had a pleasant start and the children are beginning to settle in. This newsletter is to give you an overview of the learning that we will be doing during the Autumn term as well as information about routines in our classes.

CLASS	STAFF	TIMINGS	PE DAYS
ASHTON	Mrs Nakayama, Natalie	8:50 – 3:20 Double Gates	Tuesday & Friday
MORGAN	Mr Ashdown, Mrs Snelson, Nicky	9:00 – 3:30 Double Gates	Tuesday & Friday
COKER	Mrs Sainsbury, Nicky	9:00 – 3:30 Back Gate	Tuesday & Friday
COOPERS	Miss Cresswell, Jean	8:50 – 3:20 Back Gate	Tuesday & Friday
GATCOMBE	Mr Lewis, Emma	8:40 – 3:10 Back Gate	Tuesday & Friday

**PE:** Your child should wear their PE kit to school on these days. PE will be outside whenever possible so trainers or daps are essential please, not school shoes. As the weather gets cooler, leggings or jogging bottoms will be ideal and possibly even gloves and hats. Your child should wear their school jumper as usual over a plain white t shirt. Please remove earrings if possible. PE begins week of 15<sup>th</sup> September 2020.

<b>ENGLISH</b>  Text: Stone Girl, Bone Girl  (Non Chron report, diary recount, biography)  Roman Rescue – a graphic novel  (Diary, advert, newspaper headlines, portal story)	<b>MATHS</b>  Mental Maths: Add / Subtract facts, Times Tables.  Number and Place Value (3 and 4 digits)  Addition and subtraction skills (3 and 4 digits).	<b>RELIGIOUS EDUCATION</b>  People of God What is it like to follow God?  Humanism  Festivals: Harvest / Christmas	<b>SCIENCE</b>  Rocks and Fossils -types of rocks -how fossils are formed -Mary Anning  Forces and Magnets
<b>PE</b> (units rotated through year)  <b>Ashton-</b> tennis / hockey <b>Morgan-</b> rounders / outdoors <b>Coker –</b> cricket / outdoors <b>Coopers –</b> hockey / tennis <b>Gatcombe –</b> outdoors / cricket		<b>SCARF</b>  Me and my relationships.  Valuing differences.	<b>ICT</b>  E-Safety – Being kind and responsible online.  Programming – Scratch Jr Multimedia - slideshows
<b>TOPIC</b> (Geog & History)  Romans Natural Disasters	<b>MUSIC</b>  Therapeutic music Online composition	<b>ART, DT &amp; ENGINEERING</b>  Mosaics, Sewing Roman engineering: catapults	<b>FRENCH</b>  All about me

**Reading:** The children will be given a book which may be a different colour band to the book they were reading in March. It is important that they are reading a book that matches their reading skills at the moment and we know that we are probably all a bit rusty. We will re-assess their reading on a regular basis. It is important to remember that as they are becoming fluent readers, children need to show an in-depth understanding of the text and talk about what they are reading which is included in the assessments we make before moving them on. Attached is a guide to asking them VIPERS questions similar to those we use during reading at school. Please continue to encourage daily reading at home and remember to look at the back of most books for questions to help with comprehension skills. Once children are fluent readers with sound comprehension skills, we encourage children to read longer texts, and these can be read at home (free readers). Please still bring their reading book and reading record into school **every day** as this will help us when we are reading with your child in school too.

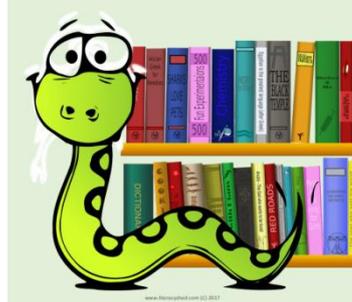
**Maths** – Very soon your child will be moved into their new Times Table Rockstars (TT Rockstars) class. Their account and password should be the same as last year and during lockdown. Please ask your teacher if unsure of the details. Please also use websites such as ‘Hit the Button’ to improve the speed of recall of mathematical facts for number bonds, subtraction, addition, multiplication and division.

**The Key Stage 2 Team**

## Reading VIPERS

Key questions you could ask your child while reading with them.

This helps them think about the whole text in a deeper way than 'just' reading the words.



What it stands for	Questions you could be asking? FICTION (stories)	Questions you could be asking? NON FICTION (fact, information, real life)
V Vocabulary	Be sure to talk about new words  Think of other words which mean the same	Be sure to talk about new words - these may be specialist words to the topic of the book. Point out the glossary may help them (if there is one)  Think of other words which mean the same
I Inference  THINK  SAY  FEEL	Which characters does the author want us to like? Dislike?  What is the mood of this story/chapter?  How did _ feel when happened?  Was ___ a nice character? What makes you think so?	Why are some parts in bold/bigger/coloured print?  Does the author like the topic they are writing about?
P Prediction	What do you think will happen in the story?  What will happen next?  What might _____ do?  What advice would you give _ in this situation? What would you do if you were ___?	What is the topic of the book going to be? How do you know?  Tell me about the pictures? What do they tell you?
E Explain	What ways did the characters act?  How did _ react when _ happened? Explain why ___ did ___? What would you do?  Do the characters remind you of anyone? Why?  Is this like another story? In what way?  Was this story happy/sad/exciting?  Is there a place when the writer makes you feel a bit worried/scared/excited? Can you find it? Tell me why it made you feel that way....  Why did the writer choose to use the word ___? What other words could they have used? How might this have changed the meaning?	What tells you that this is a non-fiction book?  Can you explain why some information is in a box, and some in a normal paragraph?  How are the pages different to a story book?  What makes a good title? Can you find me one and tell me why it's good? (look for short, sharp, rhyme, alliteration (same sounds))  Which part did you find the most interesting? Why?  What are the labels used for on a picture?  Can you explain why some information is in a box, and some in a normal paragraph?
R Retrieve (find)	Who is in the story?  What did ___do?  Can you find the words which make you feel _____?	Can you find me a fact about _?  Tell me some things you have learnt from this book?
S Summarise	What happened next?  Did _____ happen before or after _____?	Where might the index be? What does it do?  Where is the contents page and what is its job?  What is a glossary?