

# Dear Parents and Carers,



Welcome back to an exciting and brand-new academic year.

We hope you have had a relaxing summer and that the children are refreshed and ready to start in Year 3 and Year 4. We are excited to share our Term I topic with you.

### Term I learning in Year 3 & 4



This term our topic is '1066'!
The children are really excited about this topic. It's probably the most famous date in English history - we're

travelling back to 1066... These are troubled times and there is danger afoot. A much-loved king is dead and a French Duke has staked a claim for our kingdom. Not to mention all the other "wannabe monarchs"! Discover a changing England, shaped by shires, protected by castles and ruled by foreign knights. We will use the famous Bayeux Tapestry to explore the significant events of 1066. What happened



when, and how did William come to be called the Conqueror? We will virtually explore the historic sight, Battle Abbey.

### P.E

Our topics for P.E are 'Gymnastics' and 'Ball games'. Please can you ensure that your child has their PE kit in school in a named bag. This will stay in school until the end of term.

## English

The book we are studying this term for reading is '1066 I was there' by Jim Eldridge.

We will be using our '1066' topic to write a narrative story that is set in 1066.

Following that, we will be writing a biography.

### Mathematics

Year 3 and Year 4 will begin the term by looking at Place Value finishing with Addition and Subtraction.

Thank you for your continued support, Mrs Banks, Mr Thomas, Miss Turton



## Mathematics,

Year 3/4 | Autumn Term | Week 1-4 - Place Value



#### Place Value

#### Common Content

#### Compare and order Find more or less Year 3 (Aut B1) Counting • Compare objects to 1,000 Year 3 (Aut B1) Representing numbers Year 3 (Aut B1) Find 1, 10, 100 more Year 3 (Aut B1) Year 4 (Aut B1) Compare numbers to 1,000 Hundreds Order numbers Represent numbers to 1,000 · Count in 50s 1,000s, 100s, 10s and 1s or less than a given Year 4 (Aut B1) 100s, 10s and 1s (1) number. Year 4 (Aut B1) Partitioning Compare numbers Count in 1.000s 100s, 10s and 1s (2) • Number line to 10,000 Year 4 (Aut B1) Order numbers Number line to 1.000 1.000 more or less Count in 25s Within this block, Year 4 are introduced to a lot of new content including Roman Numerals **Negative** Roman Numerals, Rounding and Negative Numbers. Year 3 could also Rounding Year 4 (Aut B1) Year 4 (Aut B1) **Numbers** look at Roman Numerals as they are expected to recognise Roman Roman Numerals · Round to the Numerals to 12 on a clock face in later blocks. Year 4 (Aut B1) to 100 nearest 10 Negative Round to the Counting in different multiples could be done throughout the block as Numbers nearest 100 lesson starters with links between the different multiples being Round to the highlighted.

### Year Specific

Year 3/4 | Autumn Term | Week 5 to 8 - Number: Addition & Subtraction



### Addition and Subtraction (1)

#### Common Content

#### Add and subtract multiples

Year 3 (Aut B2)

- Add and subtract multiples of 100
- 3-digit and 1-digit numbers
- 3-digit and 2-digit numbers
- Add and subtract 100s
- Spot the pattern

Year 4 (Aut B2)

Add and subtract 1s, 10s, 100s and 1,000s

#### Addition - adding more

Year 3 (Aut B2)

- Add 3-digt and 1-digit crossing 10
- Add 3-digit and 2-digit crossing 100
- 2-digit and 3-digit not crossing 10/100 (addition) Add two 4-digit numbers more than
- 2-digit and 3-digit crossing 10 or 100
- 3-digit numbers not crossing 10 or 100
- 3-digit numbers crossing 10 or 100

- · Add two 4-digit numbers no exchange
- Add two 4-digit numbers one exchange

  - one exchange

nearest 1,000

Children start by pattern spotting when adding ones and multiples of 10

When adding, children begin by adding numbers with no exchange before moving onto exploring exchange by using concrete and pictorial representations to support their understanding.

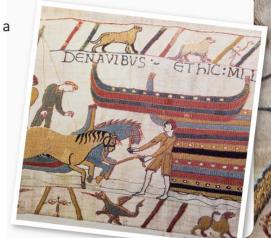
Year 3 focus on adding 3-digit numbers whilst Year 4 focus on adding 4-digit numbers.

### Year Specific



## What will you choose to do?

- Talk to your parents or grandparents about what they remember learning at school about the Battle of Hastings and 1066. Can they recall the key dates and information? If they are struggling, tell them all you know!
- Create a digital presentation with interesting facts about 1066 to share with other classes.
- Make your own life-size 1066 soldier! Download online images of Norman or Anglo-Saxon soldiers and look in detail at their armour. Ask someone to draw around your body outline on a piece of large paper, such as wallpaper. Cut this out and draw the soldier's face, then create armour using collage materials. Milk bottle tops or circles of tin foil would create a chain mail effect. Use card from junk boxes to create a shield and sword, then paint them.
- At least two of the Bayeux Tapestry panels went missing. These might have shown King William's coronation. Draw what these panels could have looked like, in the same style and colours as the original tapestry.
- Write a diary entry, as if you are King Harold in the days leading up to the Battle of Hastings. How are you feeling? What are your hopes and concerns?
- Find out about the types of shields used at the Battle of Hastings. Create a design for a shield. Will you use a kite or a round shape? Which colours and patterns will you use?
- Visit a castle or fort with your family. Take lots of pictures and tell your class about it on your return.
- Write a newspaper report all about the events of the Battle of Hastings. You could
  write it from the point of view of the Normans or the Saxons. Draw or download
  an image showing an important incident and include quotes from some of the key
  people involved.
- Using the Bayeux Tapestry as inspiration, design a new tapestry to show a story of your choosing.
   Remember to divide your story into panel sections.



# RIMARY SCO

#### **Rye Community Primary School**

