

# Celebrating Learning during Lockdown

## Lower Key Stage Two – Years 3 & 4

Dear Parents and Carers

I hope that everyone is well, as we come to the end of the second week of the National Lockdown. First of all, we would like to take this opportunity to thank you for the kindness, enthusiasm and support you have shown us throughout the last two weeks. We understand this has been a challenging time for everyone and we really appreciate all your efforts in keeping your child engaged with their learning either online or at home.



It has been wonderful seeing so many children logging onto their daily lessons and taking an active role with their learning. Throughout the last two weeks, we have been impressed by the resilience and determination the children have shown in lessons. We hope that by providing online learning continuously throughout the day we are enabling your child to take an active role in their own learning, and we can also support you with anything you need.

Just a reminder, we do not want you to worry if you are unable to cover all the learning throughout the day. These are just suggestions and we understand that everyone's circumstances are different.

Thank you for sharing so many positive comments with us over the past couple of weeks. We are very keen to gain feedback from our parents and carers about our home learning provision and would be very grateful if you would take a few minutes to complete our [Feedback Form](#).

### Learning covered this week in school and online

#### Year 3

In History this week the children have been continuing to learn about the Stone Age and have been researching Skara Brae and Kingsmead Quarry. Also, we have been learning about how houses developed during the Neolithic period.



In Maths sessions, we have been learning how to multiply a two-digit number by a one-digit number using partitioning, column method and base ten images.

We have been practicing using prediction, questioning, summarising and clarifying skills during our reading sessions based around a factual text on Cowboys. These skills are important when answering comprehension questions and to gain a greater understanding of the text.



In our grammar sessions the children have been using editing skills to spot mistakes and improve texts, allowing the children to identify any mistakes in their own learning to support them become more independent learners.

Our spelling focus this week has been words with the suffix - 'ation.'

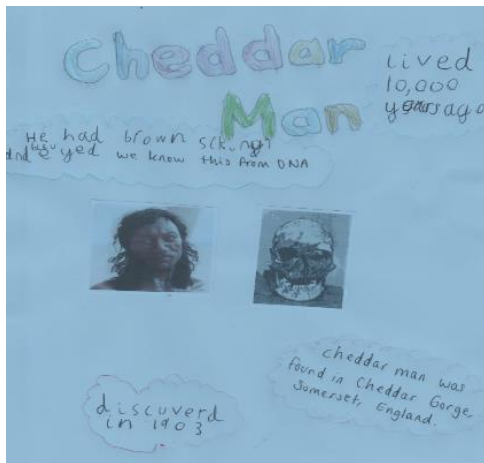
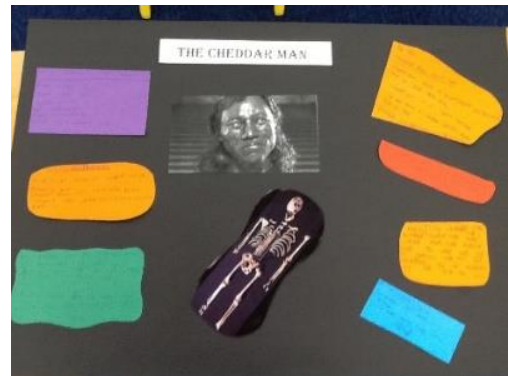
The children have been identifying the features of a non-chronological report and used what they have found out to write a report on a game they have enjoyed playing. We have also been looking at poetry in different shapes, including a portrait poem and action poems.



We would like to say big thank you to both the children and parents for their hard work both at school and at home. The Year 3 team are so proud of all the children's achievements and positive attitude to their learning.

Below are examples of the super learning that has taken place this week both in school and at home:


Information poster produced by the children in school: Isabella, Leighton, Archie, Ella-Grace, Jamie, Reg and Harry



Information poster by Maddie (Eagles)


Information poster by Shelbie (Kestrels)

**The Cheddar Man**



**The Cheddar Man reconstruction**

Cheddar Man was a Mesolithic hunter-gatherer (fully modern human) with dark skin and blue eyes. He was about 166 centimetres tall and died in his twenties. His skeleton was uncovered in 1903 during improvements to drainage for Gough's Cave, a popular tourist attraction.



Cheddar Man was lactose intolerant and was unable to digest milk as an adult. Modern-day British people share approximately 10% of their genetic ancestry with the European population to which Cheddar Man belonged, but they aren't direct descendants.

**Questions**

- 1) Is he called cheddar man as he smelt of cheese
  - a) No it is due to where they found his remains
- 2) Did they cut his head off to make the statue of cheddar man
  - a) No they used his skull and a 3d machine to reconstruct the what image they thought he would look like
- 3) Did he play games for fun  
He probably done things like hunting cave drawing fishing building fires skinning animals for fur to keep warm
- 4) what did he eat  
It was said they were cannibals but the cheddar man like things like deer stake ,fish and veg cooked on a camp fire

## Year 4

We wanted to give a massive thank you to both the children and the parents for their continued efforts with Google Classroom and their online learning this week. The children have been showing their resilience and determination to do their best in all areas of their learning with the continued support from you, their hard-working parents. We appreciate the time and effort you have given to us in supporting the everyday running of the live lessons and uploading completed learning.

In English, we have been breaking down and analysing a new writing genre - Procedural Texts (instruction texts). We started with a set of instructions of how to make a 'mind blowing chocolate apple' and will use this basic recipe to create a new 'marvellous medicine' on Friday.



In Maths, we have been multiplying three 1-digit numbers, identifying multiplications we know well, and using them to support our learning. Remember times tables are still the key focus in Year 4, so please still utilise the PiXL app as this will help the children embed them into their long-term memory.



We have taken the time in our Geography lessons to recap what we already know about the world. Identifying the hemispheres and how countries are the same or different depending on where they are in each of the hemispheres or along the line of the Equator. We have revisited the 7 continents and have used all of the information we have learnt to describe our own position in the world.

During our afternoon PSHE sessions we have been building our growth mindset and identify what it is to be resilient, especially in light of our new online learning. We have been using our learning from last week to support us being resilient and how we can keep our minds healthy.

Miss Hawkins and Miss Baillie are so proud of Year 4 and everything they are accomplishing, the effort you are all putting in is tremendous!

Below are examples of the super learning that has taken place this week both in school and at home:



Creating a poster of how to be resilient and how to keep our minds healthy by Olly (Hawks)

Feeling the burn in his PE sessions at home - Joshua (Falcons)





Making panpipes using different length straws to create a variety of sounds - Nicoletta (Falcons)

### **PE afternoons**

PE afternoons are on a Wednesday and Friday afternoon each week for both Year 3 and Year 4. There will not be a reflection session at the end for these days. The PE activities for your year group can be found on Google Classroom.

### **Behaviour for Learning expectations**

We continue to be impressed with the positive attitude to learning, the children's resilience and the GREAT Behaviour for learning we have seen across the phase both in school and at home. Below is a reminder of the expectations for all children.

Remote Behaviour for Learning expectations:

- You will all remain muted unless you are asked to unmute to answer a question or your teacher unmutes you.
- Everyone is listening and tracking the teacher while they are talking
- You can only private message the teacher.
- If behaviour expectations are not being followed, your teacher will give you with a warning. If the behaviour has not improved you will be moved into the waiting room to reflect on what changes you are going to make when you are invited back in.
- If there is too much background noise from home then you might also be placed in the waiting room.

If you are still having trouble logging on to Google Classroom or need any additional support please contact the school, we are here to help you at any time.

Kind regards

**Mrs N Watson**  
**Assistant Headteacher & LKS2 Phase Leader**