

## PE

We will be developing our coordination, agility and fitness through cricket and athletics this term. In cricket we will focus on our ability to bowl accurately, and in athletics we will develop our ability to jump, run and throw.

## Computing

We will continue to develop our programming skills, using the Scratch platform (and logical thinking). Using ready-made 'blocks' of code and *if, or* and *forever* loops we will create stories and simple games, which we will then test, evaluate and de-bug.

This half-term, we'll be learning about...

## Science

Sorting and grouping living things  
We will be investigating the way that living things can be grouped - in particular by what they eat, by where they live and by their family (fish, reptiles, mammals etc.) We will use classification keys to sort and identify living things in the world around us and food chains to show how predators and prey are linked. We will also be thinking about the effect that humans have on our environment.

## The Arts

We will be working with clay this term, using a range of techniques to create pots. These will include coil pots, thumb pots and the use of slips to join sections together (for instance to add handles or decoration). We will then draw upon all of these skills to make our own pots, using themes from our history topic to inspire our designs.

## Maths

Our main focus at the start of term will be on multiplication and division strategies. We will start by revising strategies to  $\times$  and  $\div$  by 10, 100 and 1000, and will then learn to use formal written methods to multiply and divide 2-digit numbers by 1-digit numbers (solving calculations like  $34 \times 4$  or  $84 \div 6$ ). Later in the term we will be exploring statistics, interpreting information shown in bar charts and line graphs. Throughout the term, we will also continue to practice our tables facts, with those of us in Year 3 aiming to complete our Star ( $\times 2$ ,  $\times 5$  and  $\times 10$  tables) and Superstar ( $\times 3$ ,  $\times 4$  and  $\times 6$  tables) by the time we start Year 4, while those of us in Year 4 get ready for our tables check in June.

## Humanities

History : Anglo-Saxons  
Our focus for the next term will be the Anglo-Saxons. We will begin by placing them on a timeline, relating them to other periods and civilisations that we have already learnt about, before investigating their origins, including where they came from and why they invaded Britain in the 5th and 6th centuries.

We will identify the areas where they settled and discover the effect that they had on the lands that they moved to, particularly spreading Christianity and the first creation of an English nation. Finally we will discover what life was like for these warrior farmers, including investigating how they lived, what they ate and what it was like for young Anglo-Saxon children.

## English

We will begin the term by exploring persuasive letters and speeches, using *Clean Up!*, *Look Up!* and *Speak Up!* by Nathan Bryon as our core texts. We will investigate the use of paragraphs to organise ideas and rhetorical questions to engage and convince the reader, as well as exploring the difference between spoken and written arguments. We will complete the unit by writing our own persuasive letters.

Later in the term we will be shifting our focus to instructions, building our work around *Wolf in the Snow* by Matthew Cordell. We will revise the way in which instructions are organised and develop our ability to edit and improve our writing, and will then use these skills to write instructions for a journey.



# ANGLO SAXONS!

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## PE

Keeping fit, happy and healthy is always important. There are links to lots of great resources and workouts to help everyone in the family get active at [www.sportengland.org/jointhemovement](http://www.sportengland.org/jointhemovement)

## Computing

- You can have a go at coding in Scratch by heading to [scratch.mit.edu](http://scratch.mit.edu) or downloading the Scratch app. There are loads and loads of tutorials, ideas and examples of other people's work available on the Scratch site.

Ideas for supporting learning at home:



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## English

- Constant practice of reading - and discussion of what's been read - is just about the most valuable thing you can do at home. Try to listen to your child as often as possible.
- Spelling homework goes out every Thursday, so please help your child to learn these. You can find more advice on supporting spelling at: [www.bedwell.herts.sch.uk/learning/spelling\\_strategies.pdf](http://www.bedwell.herts.sch.uk/learning/spelling_strategies.pdf)
- We will be exploring persuasion this term, so keep an eye out for examples of this genre in the world around you, like adverts on YouTube or in magazines, or speeches being made by politicians on TV. How effective are they? What makes them persuasive?

## Science

- Our work on grouping animals relies on us having lots of science knowledge, so talk about creatures you see when you're out and about - what do they eat? Where do they live? What other living things are they similar to? Don't worry if this involves some 'let's Google that when we get home' - realising that it's OK not to know everything is a Learning Superhero skill!

## The Arts

Make stuff! Clay might be a bit ambitious (and messy) for art projects at home, but you can practice lots of similar skills with other malleable materials (like playdoh and plasticine) or junk-model your own legendary characters. For ideas and inspiration, the fantastic Tate Kids site is a great place to start - head to [www.tate.org.uk/kids/make](http://www.tate.org.uk/kids/make)

## Maths

So much of what we do in class depends on the recall of tables facts, so it would be brilliant if you could work on these at home. Focus on one table at a time and try:

- Making-up rhymes to help remember number facts ("4 x 6 is 24, bears growl and lions roar!")
- Looking for numbers in that table in the world around you - on doors, car number plates, in phone numbers or when you're out shopping.
- Writing-out tables with finger paints, chalk or water-on-tarmac, or make them from playdoh.
- Chanting, singing, whispering... Say tables out loud together whenever you have the chance.

## Humanities

- If you're looking for an afternoon out, many of our local museums have Anglo-Saxon finds and relics amongst their collections - including Stevenage, Hertford and Ware Museums (all of which are free to enter). Check their websites for more details on visiting.
- For a bigger day out, the British Museum in London has an impressive collection of Anglo-Saxon artefacts, including the Sutton Hoo finds that we'll be learning about in class. Again, this is free to enter (but it's a good idea to book tickets in advance).
- There are more resources to support the teaching of this topic on the BBC Bitesize history site at: [www.bbc.co.uk/bitesize/topics/zxsbcdm](http://www.bbc.co.uk/bitesize/topics/zxsbcdm)