

13 July 2022

# Our Year 2 & 3 Newsletter



**Year 2: Miss Akhtar, Mrs Akhtar, Miss Bibby, Mrs Hanif, Mrs Zia and Mrs Azid.**

**Year 3: Mr Gould, Miss Saddique, Miss Hussain, Mrs Khan, Miss Islam and Mrs Zamir.**

Dear Parent/Carers,

I have been very impressed with our Year 2 pupils for trying their best with their learning, which reflects in their phonics and SATS outcomes—well done! Year 3 have completed their end of year assessments too, and have tried their best too. Earlier this term in June, Class 2C spoke eloquently and confidently in their World Humanist Day class assembly, which I very much enjoyed seeing and marvelling at how much our year 2 pupils have grown in confidence and have developed their vocabulary over this year alone!

Thank you for the fantastic turnout for the Year 2 and Year 3 sports days. We were privileged to have Danielle Brown MBE, an award winning Olympian and Paraolympian, join us last Thursday too. Our pupils competed in relay, sprint, javelin, long jump, throwing targets and obstacle course. The weather was on our side, and it was fun!

The summer holidays are now upon us and hopefully over the next six weeks, pupils will have a chance to play, rest and complete some learning to get ahead of learning starting September 2022. We have some exciting school events in the weeks ahead, including Year 3 workshops about the Stone Age to the Iron Age, as well as the Romans, Year 3 pupils will visit Sarehole Mill. Year 4 pupils have an Ancient Greek Day and an exciting trip to Walsall Art Gallery to learn about printing, with all Year 3 and 4 pupils part of anti bullying workshops later in the autumn term.

Finally, just a reminder that the last day for children in school is Tuesday 19th July at 12.15pm. In the meanwhile, if you need any log ins for My Maths, Maths Whizz, TTRS, My On, please let your child's teacher know.

Next week, I will be leaving Waverley School, which is a special place to me. Thank you for all for your support towards our school and dedication towards the children over the years.

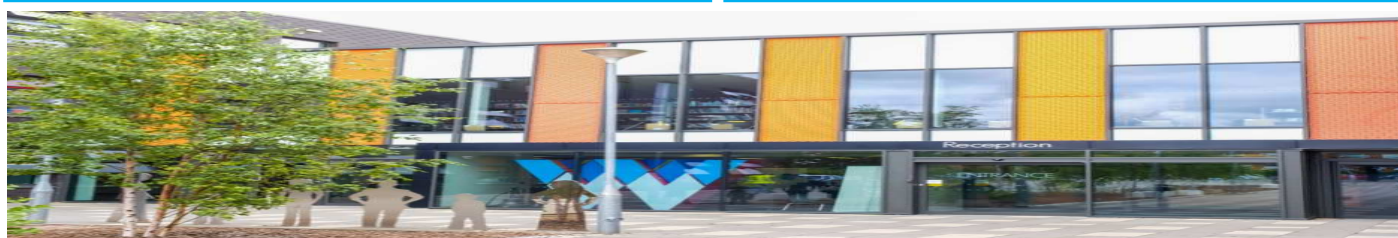
**Mrs Zamir, Director of Learning—Years 2 and 3**

## Dates for your diary:

<b>Last day for children in school:</b> <b>Tuesday 19th July 2022</b> <b>Primary ends at 12:15</b>	<b>Pupils return to school:</b> <b>Wednesday 7th September 2022</b>
<ul style="list-style-type: none"><li>• Year 3 Stone Age to the Iron Age Day: 8/9/22</li><li>• Year 4 Ancient Greece Day: 9/9/22</li></ul>	<b>Primary Photograph Day:</b> <b>Wednesday 14th September</b>
<b>Year 4 Parents Meeting - MTC Tests</b> <b>21st September 3:10-3:40pm</b>	<b>Last day of Autumn 1 term:</b> <b>Friday 21st October</b>
<b>Pupils return to school:</b> <b>31st October 2022</b>	<b>Parents Evenings</b> <b>1st &amp; 2nd November 2022</b>
<b>Year 3 Roman workshop</b> <b>November 2022</b>	<b>Remembrance Day:</b> <b>Friday 11th November</b>
<b>Children in Need Day:</b> <b>Friday 18th November</b>	<b>Anti-Bullying Workshops (Y3 &amp; Y4):</b> <b>Friday 18th November</b>
<b>Y3 Sarehole Mill Trip:</b> <b>December 2022</b>	<b>Last day of autumn term for children:</b> <b>Friday 17th December 2022</b>

THERE ARE NO  
SEVEN WONDERS  
OF THE WORLD IN  
THE EYES OF A  
CHILD. THERE ARE  
SEVEN MILLION.

WALL STREET JOURNAL





# ~Year 2 English~



This term the children set off on a voyage across the treacherous terrain of Antarctica. They explored poems related to the sea and the beach. They explored the wild and deserted islands through the eyes of the great explorers. Within this topic, children focused on using persuasive techniques in their writing where they had to convince people to visit the beach. They also used their focus story to write their own adventure stories. Year 2 were provided regular reading activities and opportunities that enabled them to develop their comprehension skills. To do this, we used our class text, Nim's Island (by Wendy Orr). Our writing was enhanced by our wonderful trip to Weston-Super-Mare Beach.

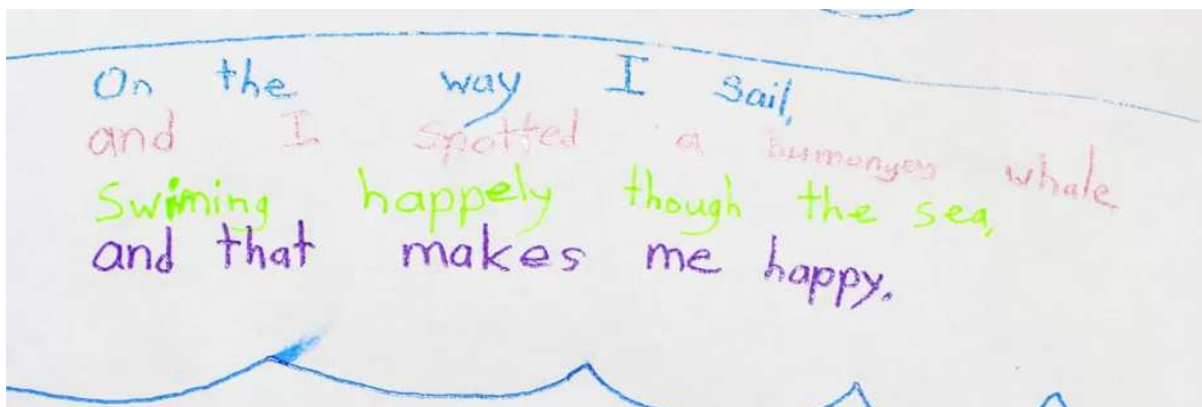
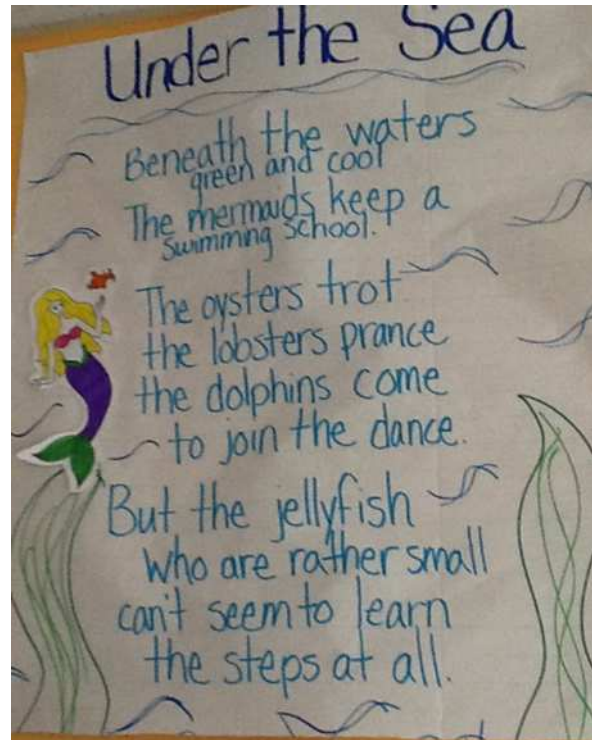
## Year 2 Write Nonsense Poetry

There was a girl in the sun,  
She was having fun,  
With her water gun.  
She had a little snack which was a bun,  
She went for a little run.

**Khadijah**

I went next to the sun,  
I brought a nerf gun,  
I ate a hotdog with a bun.  
I had so much fun!

**Farzana**



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Phone:  
0121 566 6600

Email:  
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# English continued...

## Year 2 Write Adventure Stories...

One pitch black night on a beautiful, lovely and strange island, I was playing with my seal in the middle of the island. My seal was blue and bold. In the middle of the soft, brown sand, there was a sharp needle. All of a sudden, my seal stepped on the needle.

A while later, I heard loud, noisy, deafening footsteps in the sand coming towards me. Me and my seal ran towards my cabin and when I got to the cabin I heard "Yoo Hoo!" I felt extremely scared so I hid under my soft, cosy bed and I shivered and trembled...

### *Aiyla*

One windy, sunny day I was looking for my animals in the rainforest that had lots of trees and grass!

Whilst my aunt was fishing, I was playing hide and seek with Peter. Peter is my friend; he is a tiger! He is furry and fun to play with. He is good at playing. Me and Peter were seeing who could collect more leaves and my mum was busy cooking the fish she had caught.

As I was eating, I saw something in the distance. I called my mum but it was too late, it was gone...

I tried very hard looking for the thing that disappeared. When I looked back at my pet, it started running away so fast. Just then, I ran as fast as I could, but someone took me away. I shouted as loud as I could, but no one heard except my pet. Peter grabbed my hand tightly. I just couldn't hold it any longer. My hand slipped. At that moment...

### *Nuraley*

*"Nim's Island was a super film and story. I loved writing my own adventure story. It was exciting creating my own characters and trying to think of a problem that would keep the reader interested."*

*Aleeza*

*"Nim's Island was a superb film. I loved the fact that there were animals in it. In my story, I had an animal too that saved the day. My animal was a lion."*

*Armaan*

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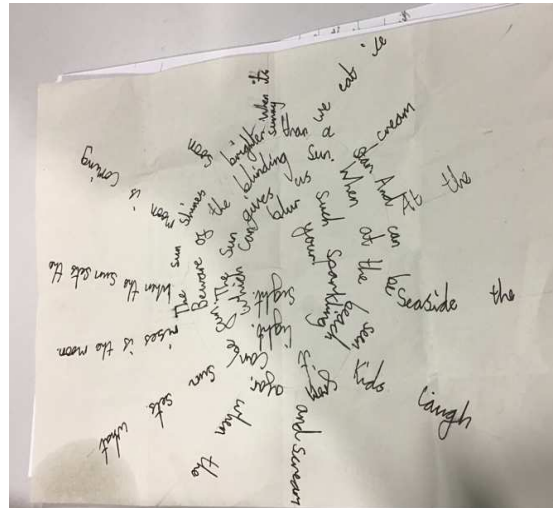
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# ~Year 3 English~



Year 3 have been very excited to learn about non-fiction text all about rivers this term. The children learned many different skills including retrieval, inference and summarising. The children learnt about different rivers including the Amazon, River Nile, River Cole, River Thames and River Trent. They explored the structure of the river and learned new vocabulary including the where the 'mouth' of the river is and where the rivers flow into and where the 'source' of the river is. The children identified the features of an information text. Furthermore, the children used dictionaries to find meanings of words they were unfamiliar with.

The children watched videos about the different rivers and focussed on researching about the different plants and animals which live in the rivers. Also the children explored how the rivers are being polluted from the oils, factories and waste. They looked at ways in which we could make the rivers a better place.



In summer 2, the children explored different types of poems and we focused on calligrams and learned about different structures of poems, looking at the style in which the poem has been created and also focussing on the feelings and moods which different poems make us feel. The children moved on to focusing on narratives including Jack and the Beanstalk and Princess and the Pea and made comparisons. Furthermore, the children looked at play scripts based around these stories and began to use their drama and performing skills to showcase this. The children learned how to use speech marks and understood the importance of changing their voices for different characters.

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# English continued...

“In English, we have been learning about calligrams which are shape poems written about animals, plants or any other topic/subject- I learnt that the information about the topic or subject is written around the shape and inside. I have also learnt that calligrams do not need rhyming words.”

H.I 3A

“The longest river in the world is called the river Nile and its length is 4.160 miles long (6695 km).”

I.K 3B

“The river Amazon is the second longest river in the world. It has a length of 4.086 miles and its width is 62miles. “

FA 3B

“The river Amazon is located in South America from the Andes mountains of Peru through Ecuador, Columbia Venezuela, Bolivia and Brazil .”

I.A 3B

“Calligrams means beautiful writing.”

R.N 3B

“Calligrams are poems that are written in the shape and can rhyme but most don’t.”

M.A 3B

“In English I learnt something new – calligram means beautiful. I enjoyed writing a poem about a cat which created the shape of my chosen animal. I also learnt that we do not need the sentences or words to rhyme..”

F.R

“In English we are learning about calligrams (shape poems). As a class we read a booklet full of calligrams to enable us to familiarise ourselves with features of a calligram and how to write one. Miss R Hussain then modelled by doing a brainstorm of the features including all the children giving ideas. We then had the opportunity to write one of our own.

I.H 3B

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# READING

is an adventure that never ends!

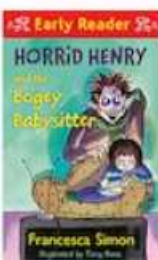
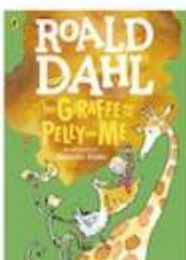
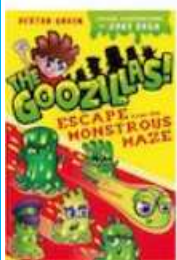
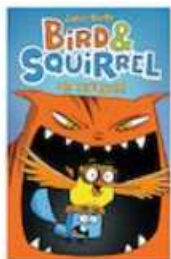


Reading is vitally important; it involves an adult sharing a text with the whole class and really looking deeply into the book. It is a strategy that supports students to discover the meaning of a text. It encourages use of problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print. Reading also serves other purposes other than that related to its literary functions, it ultimately broadens and educates the mind. Reading allows us to be transported from our own world to another. Between the pages of a book, we can immerse and imagine ourselves in the lives of fictional characters. Books enable us to learn about other cultures that are entirely different from our own. This is especially important as we live in a multi-cultural and diverse city underpinned by British Values. Waverley School pupils uphold and actively promote our HEAR values.

Reading exposes us to new vocabulary thus enabling us to learn new words and phrases, experience a range of emotions, and acquire skills and knowledge. Because of the learning potential, the effects of reading on child development are vast and multiple studies have highlighted its benefits. As such, teachers and parents are in a great position to ensure reading is a key part of children's daily routine.

Today more than ever, we need to really support our children in building a love of reading. This can

be achieved by questioning the comprehension of books read, promoting inference and predicting what could happen next in a story, encouraging children to summarise texts and invest the time in listening to children read aloud. These small price-less actions can help promote reading for pleasure and develop not only children's literacy skills but confidence too! Each child at Waverley should aim to read at least 10 minutes a day and make some inferences.



Let's make this summer a fun and engaging one! Why not try out some of these year 3 texts aimed at year 3 children who should be reading free readers (chapter books)?

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# Year 2 are Mathematicians



At Waverley School, we have been working hard to deliver the best possible maths education to prepare year 2 for later life. We follow a system of teaching mastery in maths. The structure of learning is carefully crafted through concrete (practical objects), pictorial (using pictures) and abstract (formal written) methods to ensure children develop a deep conceptual understanding of Maths.

In the beginning of the summer term, we have been studying measurement. Children have actively and enthusiastically engaged in lessons exploring length, capacity, mass and temperature. Children have had practical lessons where they have measured: lengths of different objects, volumes of liquid, the mass of objects and temperature. Following this, year 2 have also compared the different measurements.

At the end of the summer term, Year 2 have spent two weeks consolidating prior learning in readiness for Year 3.

At Waverley, we have built the required foundation for the end of Key Stage 1. We will continue to develop our wonderful pupils in year 3.

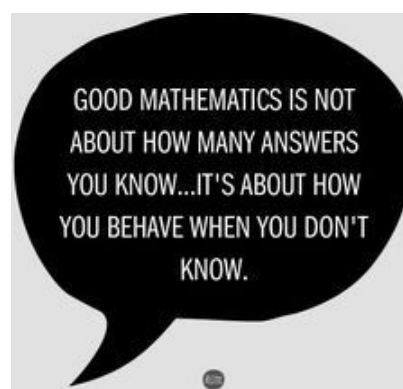
In the mean time, below are some useful websites, in addition to My Maths, TTRS and Maths Whizz, that you can access to further support your child at home:

[www.topmarks.co.uk/](http://www.topmarks.co.uk/)

[www.bbc.co.uk/bitesize/ictgames.com/](http://www.bbc.co.uk/bitesize/ictgames.com/)

[www.home.oxfordowl.co.uk/fun-maths-games-and-activities/](http://www.home.oxfordowl.co.uk/fun-maths-games-and-activities/)

[www.whiterosemaths.com/homelearning/year-3/](http://www.whiterosemaths.com/homelearning/year-3/)



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# Year 3 are Mathematicians



At Waverley School, we have been working hard to deliver the best possible maths education to prepare year 3 for later life. We follow a system of teaching mastery in maths. The structure of learning is carefully crafted through concrete (practical objects), pictorial (using pictures) and abstract (formal written methods) methods to ensure children develop a deep conceptual understanding of maths. During this summer term, we have been looking at a lot of new mathematical vocabulary and concepts. Some of these areas include statistics, mathematical reasoning, multiplication and investigations. Children have had the opportunity to actively experience working with other children and using a range of resources to help guide them in mastering the skills needing to overcome mathematical challenges. Children also have explored different methods used to solve multiplications and how we have been able to successfully grasp new concepts and methods to identify the key features of recognising equal groups.

Children have shown great development and determination in overcoming challenging questions along with using their reasoning skills successfully to answer challenging questions.

We have built the required foundation required by the end of Key Stage 2 which we will continue to be built on into year 3. Here are some websites, in addition to TTRS and Maths Whizz, that you can access to further support your child at home:

[www.topmarks.co.uk/](http://www.topmarks.co.uk/)

[www.bbc.co.uk/bitesize/ictgames.com/](http://www.bbc.co.uk/bitesize/ictgames.com/)

[www.home.oxfordowl.co.uk/fun-maths-games-and-activities/](http://www.home.oxfordowl.co.uk/fun-maths-games-and-activities/)

[www.whiterosemaths.com/homelearning/year-3/](http://www.whiterosemaths.com/homelearning/year-3/)

I learnt about 3D shapes which I enjoyed very much because we were able to see the shapes physically and identify the names, edges, vertices and faces. By year 4, I should know all of my Times Tables. I have been actively using MyOn, My maths and TTR.

Y.S 3A

We have been learning about time, fractions and 2D shapes as well 3D. I loved learning about fractions because they I understood the concept of fractions and was able to add fractions confidently. When learning about time I learnt how many minutes an hour has and I learnt quarter to, quarter past and half past. I learnt about shapes towards the end of term- amount of edges, vertices and faces.

H.I 3A

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# Year 2 are Artists



**'Art is not what you see but what you make others see.'**

**Anni Albers**

During Topic, we have been aiming to develop our artistic skills for Arts Week. Children have designed and created self-portraits, facial collages and masks. We also used our bodies to express ourselves and create the alphabet! Children have been inspired by the works of Julian Opie and Damian Hurst and have used their works as a central focus when creating their own masterpieces. To add, our children have learnt to provide friendly yet critical feedback on their own work and peers' work.



*"I loved art week. I loved making a collage using different pictures of people's faces. I also loved designing the skull mask."*

**Armaan**

*"I found it fun drawing a self portrait. I used the iPad to look at my face while I was drawing."*

**Zakariyah**

*"The best part of art week was creating the alphabet with our bodies."*

**Mukthaar**

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# Year 3 are Artists



**‘Art is not what you see but what you make others see’**

**Anni Albers**

During Topic we have been aiming to develop our artistic skills for Arts Week. Children have designed and created colourful sketches of ice cream towers and roller coasters! We have also tried to replicate Clarice Cliff's artwork by exploring painting, shading and tone. A particular favourite was when the children used the manipulation of clay to create a replica of Nancy Mc Croskey's flat tree by using repeated patterns. Children have learnt to provide friendly yet critical feedback on their own work and peers' work.



It was lovely to see all children getting enthusiastically involved in expressing art with their bodies. Children showed how to replicate alphabet letters and creatively make the words 'Art Week' with their body posture. Year 2 also created imaginative collages with magazines. They focussed on accuracy of placing facial features in the correct place in order to make different faces.

***‘What a brilliant week we had!’ Last Thursday we all did art, I found it quite hard but I tried my very best and actually really enjoyed myself. We had to get clay and mash it into a flat circle, it did take ages! After that, we got given a wooden stick to create our designs like Nancy McCroskey. I made a tree with lots of tiny leaves’. By***

***Sulayman 2A***

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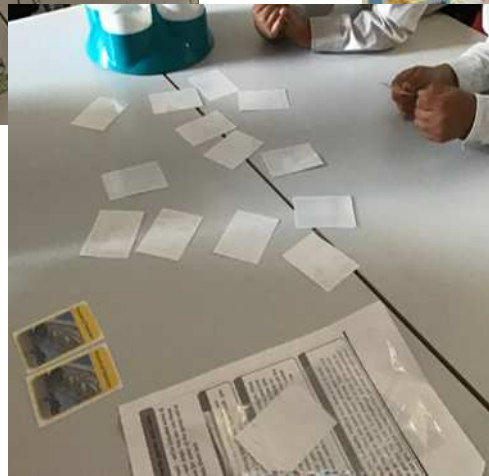
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# Year 2 are Geographers

For Geography this term we have been comparing the UK with non-European country, Brazil. We had a fantastic start to the unit; exploring atlases and world globes, playing 'landmarks' snap, colouring carnival masks and finding out interesting facts about Brazil. Did you know that the Amazon River has no bridges? Furthermore, we compared the physical and human characteristics of the UK with Brazil, exploring spoken languages, national celebrations and so on. Children then explored the concept of 'poverty' and what it looks like in the two countries. They appreciated 'wants' and 'needs' around the topic of poverty. At the end of the unit, we put all of our knowledge into practice by writing a postcard home from Brazil.



*"I found learning about Brazil so interesting. I especially enjoyed learning about the different languages spoken as well as the food they eat."*

**Mustafa**

*"I couldn't believe that more religions are in the UK compared to Brazil. There are also more languages spoken here than there".*

**Inaaya**

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## ~Year 3 are Scientists~

In our final half term, in topic we have continued to learn all about plants. We have found out about the different parts of plants and their functions. We also researched about how flowers grow and what they need to grow. Also, we looked at the lifecycle of a flowering plant and explored the different methods of seed dispersal.

**"In Science I learnt that flowers need sunlight and water to grow."**

**H.K 3C**

**"In topic I learnt how seeds grow in soil and how soil is filled with nutrients."**

**H.K 3C**

**"In topic I learnt that you can plant new plants from their own seeds."**

**S.V.G 3C**

## ~Year 3 are our Designers~

It was Art Week this half term and the children have been very busy making puppets. The children of year 3 made many different kinds of puppets such as: shadow puppets, stick puppets and sock puppets. The children used lots of different materials to make their sock puppets and they had to think carefully about the shape, colour and size of each part.

**"I enjoyed art week because we got to colour and draw a lot when planning our puppets and they're my favourite things to do."**

**N.S.F 3C**

**"I enjoyed art week the most because we got to decorate our sock puppets however we liked."**

**K.B 3C**

**"Art week was really fun because we got to make different kinds of puppets."**

**R.U 3C**

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# RELIGIOUS EDUCATION



Religious Education has never been more relevant, engaging or challenging as religion and religious issues are in the news every day. For pupils to be able to understand our constantly changing world they need to be able to interpret religious issues and evaluate their significance. From the pupils first day at school, RE gives students valuable insights into the diverse beliefs and opinions held by people today. It helps with their own personal development & supports an understanding of the spiritual, moral, social and cultural questions that surface again and again in their lives. In tackling difficult questions, it provides pupils with insight that can work to challenge stereotypes, promote cohesion, and tackle extremism. RE serves as a good foundation encouraging young people to value themselves & the communities within which they live, strengthened by our shared British Values.

***"Two facts that I have learnt about Hinduism this term are:***

***They have many Gods but they mainly worship one god.***

***Did you know that most Hindu men want to be like Rama because he is strong and loyal?"***

***Alesha***

We, at Waverley, accept and respect each other's beliefs. We celebrated being imaginative and creative with everyday objects. Children experienced closing their eyes and creating images in their minds. Children were then taught the different ways religious traditions envisage God. Pupils virtually visited a Hindu temple and learnt about who Brahman is, what his different personalities are, what are his other personalities called and their characteristics.

Children in year 2 performed an assembly about Humanism. It was fantastic to see them project their voices loud and clear as well as taking turns to speak. Children learnt Humanism is a philosophy or a way of thinking about the world. It is a set of ethics or ideas about how people should live and act. People who hold this set of ethics are called humanists. Humanists prefer critical thinking and evidence. Children in Class 2C had fun putting together a performance of the song 'Be Kind' which they enjoyed singing in the assembly! Well done to you all!

***"Did you know that humanists believe that you should ask questions, be kind and find your happiness?"***

***Imaani***



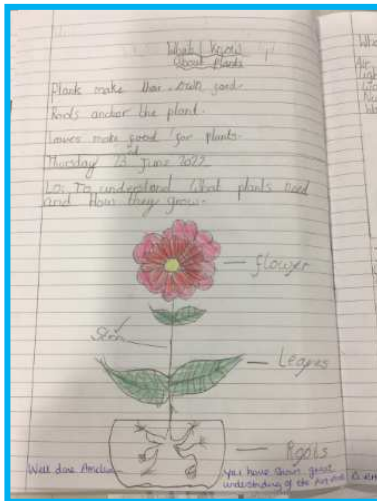
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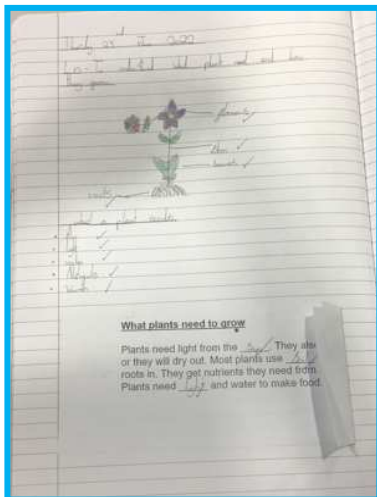
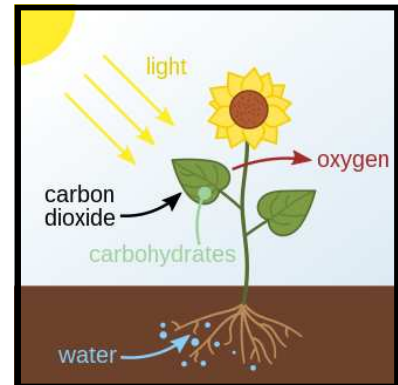
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# ~Our Scientists~

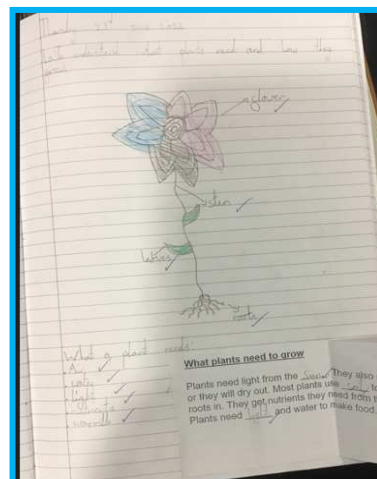
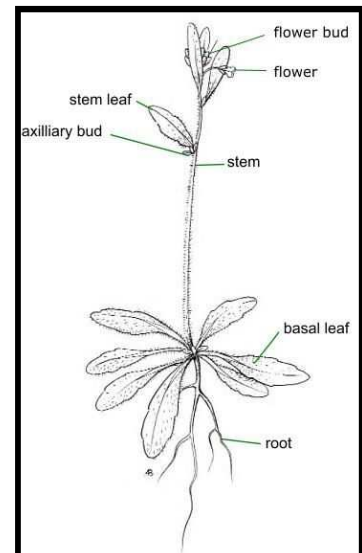


In Science we have been learning about plants, how long they take to grow, what food they need in order for them to grow and parts of the plants as well as the function. We learnt about how bee's get honey and how they grow.

K.I 3C



In Science, year 3 have been learning about plants. We have developed further by teaching them about the function of each part of the plant. The children have shown immense enthusiasm when learning about plants as some children had the chance to plant sunflower seeds which they were responsible for looking after, for example keeping the plants near a window for some sunlight and watering them when needed, It was fantastic to hear the children talk about how their plants have grown and what they been doing to look after them.



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After the summer holidays, Year 2 pupils will become Year 3, and Year 3 pupils move into Year 4, both being in key stage 2! We thought we would give you some things to work on over the summer as well as some useful tips for Year 3 and Year 4 and help you access the next part of your learning journey as a junior!

## Year 3 & 4 Common Exception Words

### Practice your spellings!

The year 3 and 4 common exception words are tricky so why not learn them over the summer and that way you are already achieving one of the year 3 targets before you return in September!

### Challenge!

Can you put any of these words into an amazing sentence? Remember an amazing sentence includes expanded noun phrases, conjunctions, adverbs and punctuated all correctly!

Word	R	W	Word	R	W	Word	R	W
accident			consider			group		
accidentally			continue			guard		
actual			decide			guide		
actually			describe			heard		
address			different			heart		
although			difficult			height		
answer			disappear			history		
appear			early			imagine		
arrive			earth			increase		
believe			eight			important		
bicycle			eighth			interest		
breath			enough			island		
build			exercise			knowledge		
busy			experience			learn		
business			extreme			length		
calendar			famous			library		
caught			favourite			material		
centre			February			medicine		
century			forward			mention		
certain			forwards			minute		
circle			fruit			natural		
complete			grammar			naughty		

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Phone:  
0121 566 6600

Email:  
[enquiry@waverley.bham.sc.uk](mailto:enquiry@waverley.bham.sc.uk)

# Let's Get Ready for Year 3!



## ~Topic~

In Autumn 1 of Year 3, across the afternoon Topic sessions, English and Guided Reading the children will be exploring the Stone Age to the Iron Age.

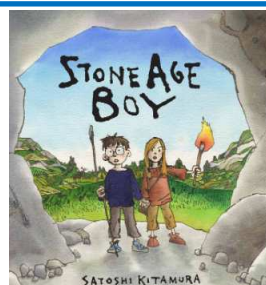


Children learn about life in Britain covering a million years of history. As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age. They will have the opportunity to explore this in-depth across all three subjects producing work to be extremely proud of.

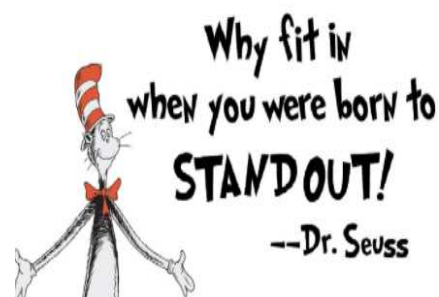
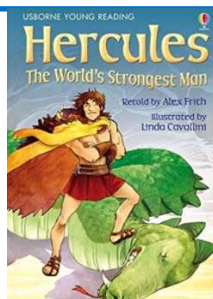
## ~Maths~

Children will start the autumn term learning about place value. They will be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.



## Key Texts



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# Let's Get Ready for Year 4!

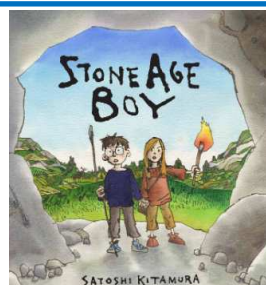


## ~Topic~

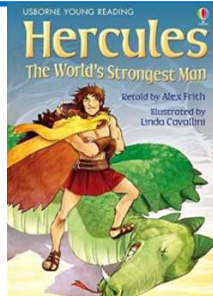
In Autumn 1 of Year 4, across the afternoon Topic sessions, English and Guided Reading the children will be exploring Ancient Greece.



Children learn about life in Britain covering a million years of history. As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age. They will have the opportunity to explore this in-depth across all three subjects producing work to be extremely proud of.



## Key Texts



## ~Maths~

Children will start the autumn term learning about place value. They will be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and

**Learn your timetables!!**

**Year 4 it's the 6, 7, 9,  
11, 12.**

This will help when you  
are doing your MTC.

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