



# Rye Community Primary School

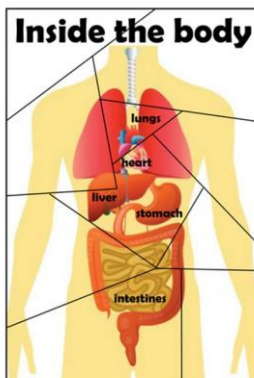
"A Gateway to learning"



Dear parents and carers,

Welcome back! We hope you had a well-deserved break. We are excited to share our Term 2 topic with you.

## Term 2 Topic



Our Term 2 learning journey will be centred around the topic of the Human Body! We will begin the topic with a virtual visit to a dentist where we'll find out about different dental procedures and learn new scientific vocabulary. There will be lots of investigating as we learn about our different teeth, how to brush them and how sugary drinks affect them. Next we'll explore the journey a piece of food takes through the digestive system. In science, we'll learn about the organs involved in digestion and plan making a healthy salad.

### English

Our class text to inspire our writing this term is 'Demon Dentist' by David Walliams. We will use this story as a basis for some of our creative writing. We will also write a letter to a dentist about some scientific discoveries. Then we will read 'How to build a Robot' and use it to write an explanation text about the

digestive system.



### Mathematics

**Subtraction**

<p><b>Year 3 (Aut B2)</b></p> <ul style="list-style-type: none"> <li>Subtract 1-digit from 3-digits</li> <li>Subtract 2-digits from 3-digits - crossing 100</li> <li>2-digits and 3-digits - not crossing 10 or 100</li> <li>2-digits and 3-digits - crossing 10 or 100</li> <li>3-digit and 3-digit (no exchange)</li> <li>3-digit and 3-digit (exchange)</li> </ul>	<p><b>Year 4 (Aut B2)</b></p> <ul style="list-style-type: none"> <li>Subtract two 4-digit numbers - no exchange</li> <li>Subtract two 4-digit numbers - one exchange</li> <li>Subtract two 4-digit numbers - more than one exchange</li> <li>Efficient subtraction</li> </ul>
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**Estimate and check**

<p><b>Year 3 (Aut B2)</b></p> <ul style="list-style-type: none"> <li>Estimate answers</li> <li>Check answers</li> </ul>	<p><b>Year 4 (Aut B2)</b></p> <ul style="list-style-type: none"> <li>Estimate answers</li> <li>Checking strategies</li> </ul>
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Subtraction is broken down into small steps focusing on different numbers of digits with or without exchange. Year 4 then consider the most efficient strategies when tackling different subtractions.

Both year groups look at how to estimate answers. This gives Year 4 the chance to consolidate their learning on rounding. Both year groups also draw their learning together through checking strategies.

<p><b>Year 3 (Aut B3)</b></p> <ul style="list-style-type: none"> <li>Multiply by 3</li> <li>Divide by 3</li> <li>3 times-table</li> <li>Multiply by 4</li> <li>Divide by 4</li> <li>4 times-table</li> <li>Multiply by 8</li> <li>Divide by 8</li> <li>8 times-table</li> </ul>	<p><b>Year 4 (Aut B4, Spr B1)</b></p> <ul style="list-style-type: none"> <li>Multiply and divide by 6</li> <li>6 times table and division facts</li> <li>Multiply and divide by 9</li> <li>9 times table and division facts</li> <li>Multiply and divide by 7</li> <li>7 times table and division facts</li> <li>11 and 12 times table</li> </ul>
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**Comparing and applying**

<p><b>Year 3 (Spr B1)</b></p> <ul style="list-style-type: none"> <li>Comparing statements</li> <li>Related calculations</li> </ul>	<p><b>Year 4 (Spr B1)</b></p> <ul style="list-style-type: none"> <li>Multiply 3 numbers</li> <li>Efficient multiplication</li> </ul>
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**Equal groups**

Year 3 (Aut B3)

- Multiplication-equal groups

**Multiplying and dividing by 10,100, 1 and 0**

Year 4 (Aut B4)

- Multiply by 10
- Multiply by 100
- Divide by 10
- Divide by 100
- Multiply by 1 and 0
- Divide by 1

In this block, children have a focus on times tables. Once introduced, children should practice every day to improve their fluency.

Year 4 also look at how place value is affected when multiplying and dividing by multiples of 10

Both year groups apply their knowledge of times tables by looking at related calculations and efficient multiplication.

**Factors**

Year 4 (Spr B1)

- Factor pairs

### Year Specific

### PE

PE this term will be taught twice a week on Monday and Thursday. Please ensure each child has a full PE kit and a jumper as one lesson will take place outside.



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

**"A Gateway to learning"**

Thank you for your continued support.

Mrs Smout, Miss Turton and Mrs Mamoany

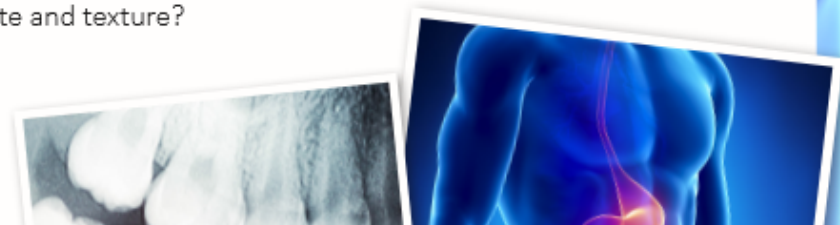
### **Termly Homework Project**

This term we would like you to choose one project (or more if you would like!) from the attached list over the page.



## **What will you choose to do?**

- Keep a food diary and notice what happens as certain foods (like beetroot, sweetcorn, asparagus or blueberries) pass through your body.
- Who spends the most time in the bathroom in your house? Make some observations and display your findings in a graph or chart!
- Find out how to look after your digestive system with some colon-cleansing foods (cider vinegar, flax seeds, avocado and spinach are good) and make a song or poster encouraging people to look after their guts!
- Learn how to boost your immune system. Make a poster or advert for a doctor's surgery to help people avoid falling victim to the flu season.
- Do you have any horrid habits, such as nail biting or nose picking? What habits do you dislike in others? Think up some tips on how to give up a horrid habit.
- Have a burping competition with family or friends! Set rules to make it fair. Record the contestants to resolve any disputes, and decide whether carbonated (fizzy) drinks are allowed.
- Drop grubby copper-plated coins into a range of fizzy drinks and leave them overnight to see what happens. Which brand has the most powerful cleaning properties?
- What qualifications and training do you need to become a dentist? You could quiz your dentist at your next check up! Ask before you are in the middle of a scale and polish!
- Some people sneeze because they are allergic to certain substances such as pollen or house dust mites. Survey your friends and family and find out if anyone you know has an allergy. How will you record the information?
- Try a new food or drink that you have never tasted before. What do you like or dislike about its taste and texture?





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Below are some examples of the topic vocabulary we will be using this term.

		<b>abdomen</b>		<b>absorb</b>		<b>acid</b>						
		<b>amylase</b>		<b>bile</b>		<b>blood vessel</b>		<b>bolus</b>				
		<b>bowel</b>		<b>bridge</b>		<b>calcium carbonate</b>						
		<b>canine</b>		<b>colon</b>		<b>crop</b>		<b>crown</b>				
		<b>decay</b>		<b>dentine</b>		<b>denture</b>						

		<b>maxilla</b>		<b>milk teeth</b>		<b>molar</b>		<b>mouth</b>				
		<b>nerve</b>		<b>oesophagus</b>		<b>papilla</b>						
		<b>plaque</b>		<b>premolar</b>		<b>pulp</b>		<b>rectum</b>				
		<b>root</b>		<b>saliva</b>		<b>small intestine</b>						
		<b>stomach</b>		<b>tongue</b>		<b>uvula</b>		<b>wisdom tooth</b>				