

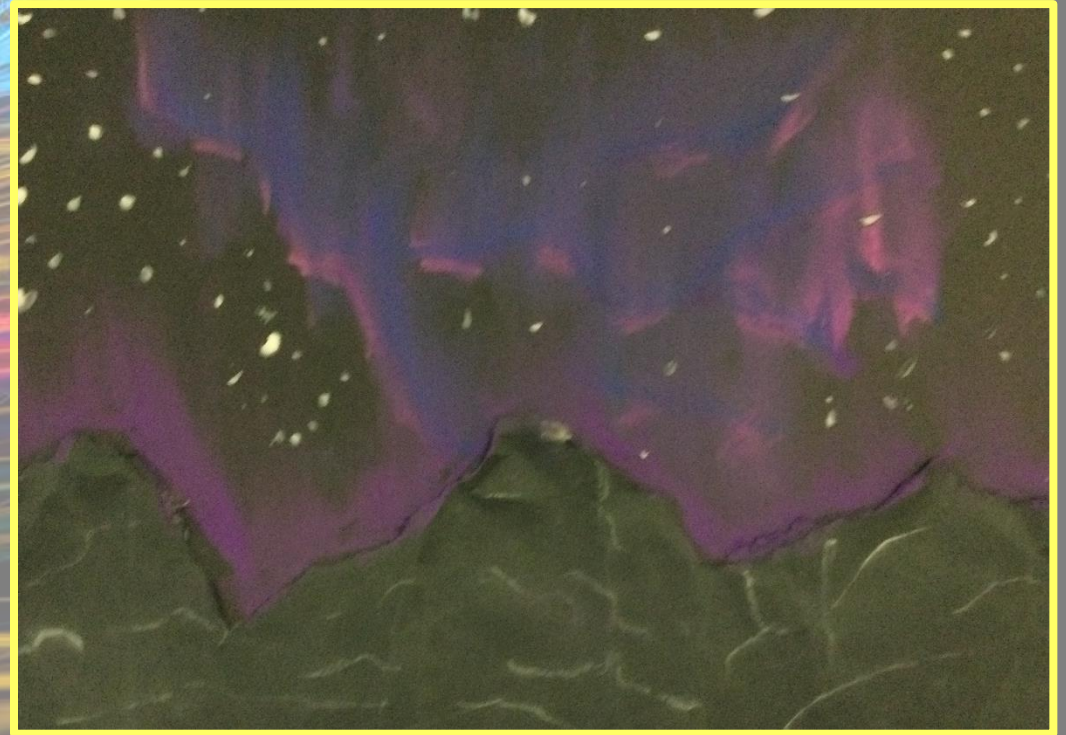


Let there be light

Y3/4 Autumn Term 2 2021

We got our new topic, Let There Be Light, off to a bright start with our Stunning Start Day.

We found out all about the Northern Lights with Mrs Haxby and created our own artwork using chalk, crunched up paper and paint.



We blended the chalk and created a 3d horizon before adding stars with white paint on matchsticks.

With Miss Mondon, we learnt all about Diwali, the festival of lights. We read the story of Rama and Sita and found out about the traditional diya lamps that are made each year to light people's homes and represent the triumph of light over darkness!



We have loved lighting our classrooms with our lamps this term!

Mr Lloyd helped us to explore reflective materials! We enjoyed making the Classroom as dark as possible and then shining torches on various materials and objects to see their reflections.



We learnt that light travels in a straight line and some materials are more reflective than others.

Our stimulus for our English work has been the silent, animated film, 'The Snowman'. We imagined what the characters might say to one another and practised acting out the scenes in small groups.



Then, we wrote our ideas for the dialogue in speech bubbles.

Figure 12.11.1
I can write dialogue between characters for a scene.

Hello, nice to meet you.




Hello, are you the person who killed me?

A: Yeah, I don't feel very well.

O: Oh no, you shouldn't be by the fire!

What's strange? This, it feels like.

I hate an apple, silly.



Well done for checking capital

O: Oh no, don't do that.
Because that's Mum and Dad.





A: Yeah, why not?
OK.

H: Ha, ha, ha, they look weird.

You look sunny.
Why not try yours hot on.

I like this.
A: Right. A: Right.

O: Oh no, I need get you out quickly.



Our aim was to write a play script for 'The Snowman'. We read a play of 'Oliver Twist' and discussed the features you would be likely to find. Then, we had a go at writing our own!

Wednesday 24th November
I can draft scenes of the play.

Scene 2 — Film in the house

James and the Snowman are outside the house.

James: Hello my name is James welcome to my house.

The Snowman: Thank you my name is the Snowman ~~I have never seen a house before!~~


(James and the Snowman walk into the living room)

(The Snowman sees a cat and ~~walks~~ walks towards it)

(The cat jumps up and surprises the Snowman)

The Snowman: Whoo! That cat is scary and it looks ~~spiky~~ spiky

(The Snowman bumps into a Christmas tree)

The Snowman: Why do you have a tree inside? 

James: It's called a Christmas tree with lights it has lights!

(James turns the lights on the Christmas tree on)

The Snowman: I like Christmas trees they look nice and I like the lights

(James finds a chair)

James: This is called a chair come and sit down on it and it's made of fabric and ~~fab~~ fabric is very comfortable.

Tuesday 30th November 2021

James: (Snowman dancing with James) ^(Happily) Hi everyone, it's nice to meet you, who are you?

(James gets pulled into another dance by another Snowman)

James: Who are you, you look pretty, what a nice suit ^{you} are wearing, you look like a cowboy, where are you from?

Snowman: I'm from house number 22 ^G Garden, would you like to come?

James: No thank you, I'm a bit dizzy right now!

(James dances round and round with another Snowman)

Snowman: Are you enjoying it?

James: No, not really, I'm a bit dizzy

James: ^(relieved) Ooh, look, cakes.

Snowman: No, not yet, they're still more dancing to do!

(James spins round with the Snowman)

James: Ahh stop it, I'm dizzy!

(James and the snowman land on a big heap on the ground in front of Father Christmas)

James: (Whispering to the Snowman) Look there's Father Christmas!

Father Christmas: ^(Laughing) Ho Ho Ho, welcome James, welcome to the North Pole.

We included:

- Scene name and number
- Setting description
- Name and colon
- Stage directions
- Dialogue

Mollie snow
Holly cottage

bramble lane
north yorksire

YO10 3LV
Saturday 24th December
2021

Dear elves

Firstly, I am writing to you to say thank you for the shoes you made for me and my husband, Ollie. Then I would just like to say I ~~got~~ felt amazed to find those shoes on my doorstep!

You might be wondering how we know it was you. Let me explain... Last night, we snuck downstairs and hid behind a cupboard and saw 2 naked elves hard at work! (P.S we left the leather out.) Then, in the morning, we woke up and our socks blew off! (Not because of Santa or the wind.)

twinkl.co.uk

Ok. Here we go. Time for the questions. Why were you helping us? I thought we'd be alone with nobody to help! Please can you teach us how to make such excellent shoes? We'll be rich if you do! And we need more leather! Also what's your name? If you answer then we can make letters with your name in! Are you friends of Santa? I'd love to meet him!

I am also going to make you some clothes because when we saw you we saw two NAKED little elves so please if you write back, include what type of clothes you want!

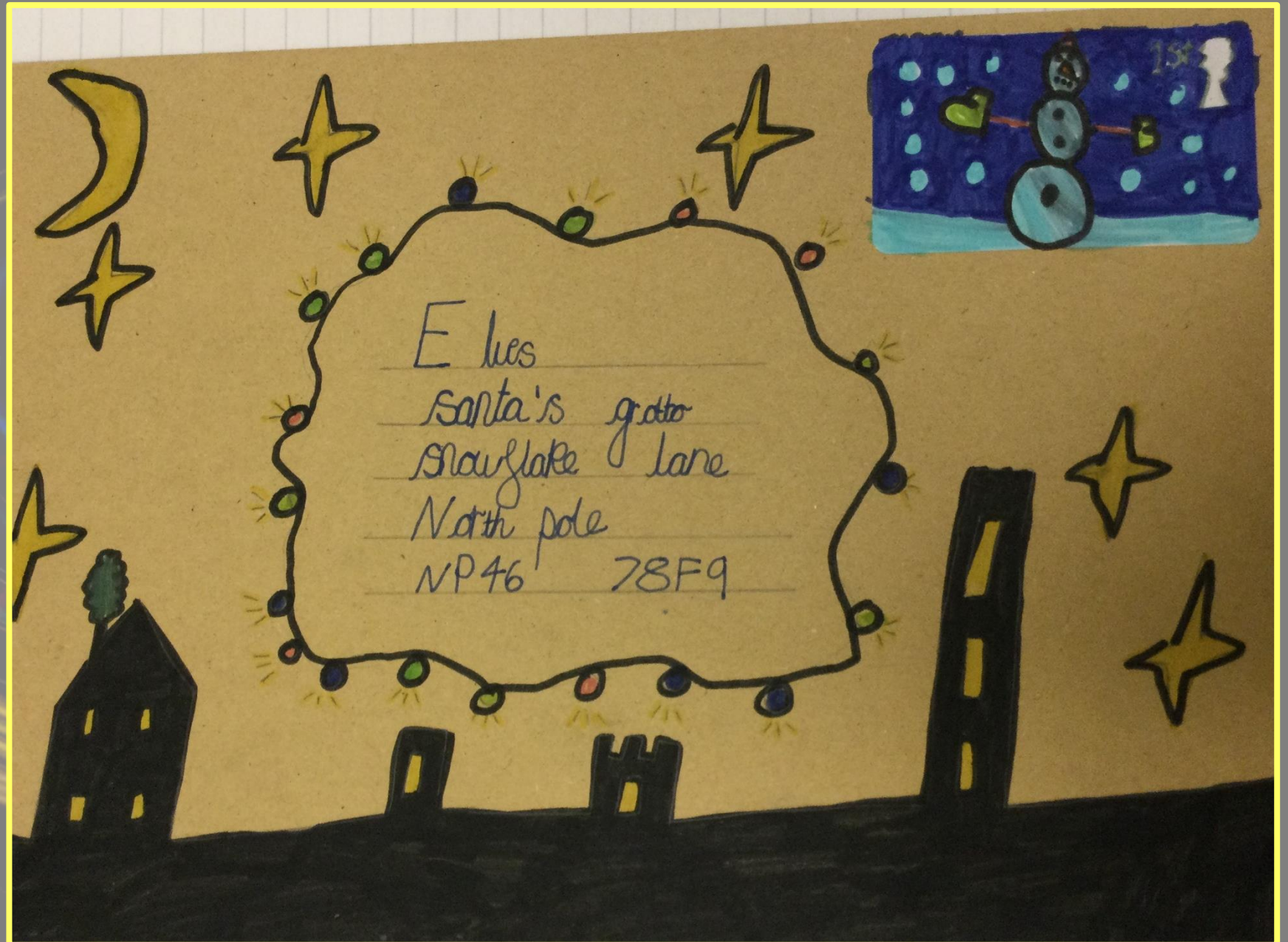
Now it's time for a big thank you for those shoes! I just loved those shoes! There could be nothing like them! Please please carry on helping!

Best wishes and please write back,
yours sincerely, Mollie. xxx Mollie

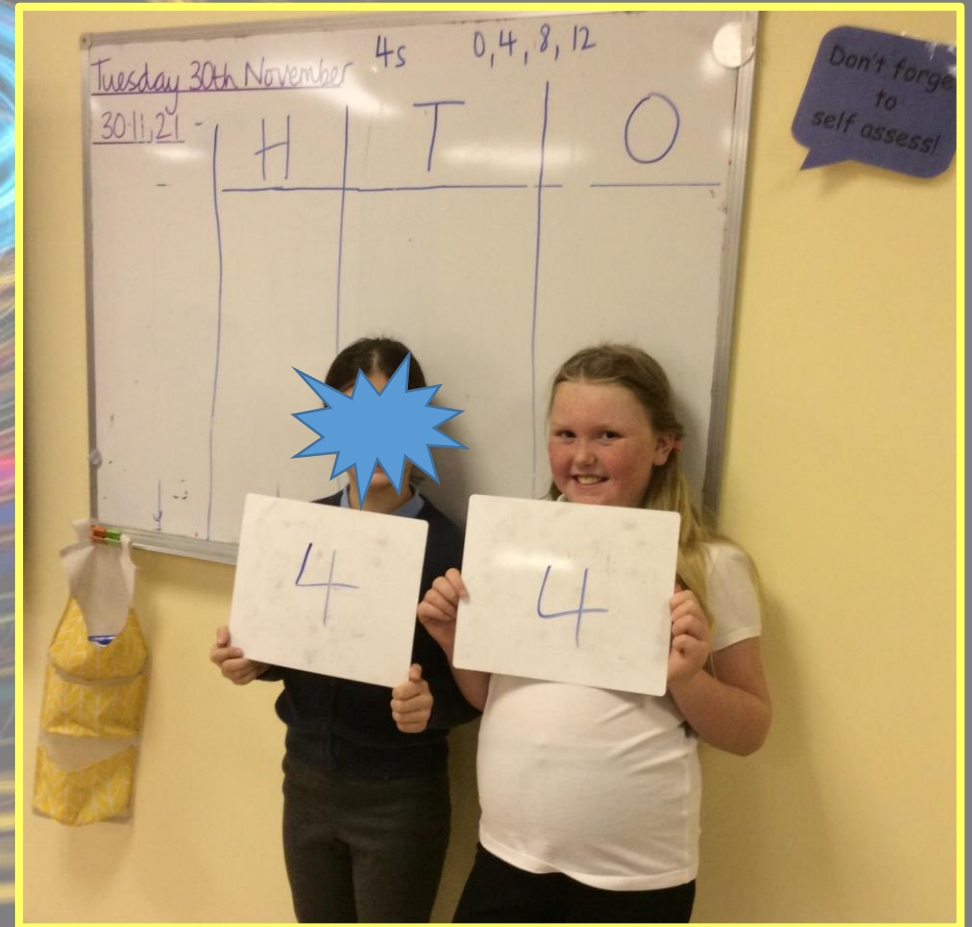
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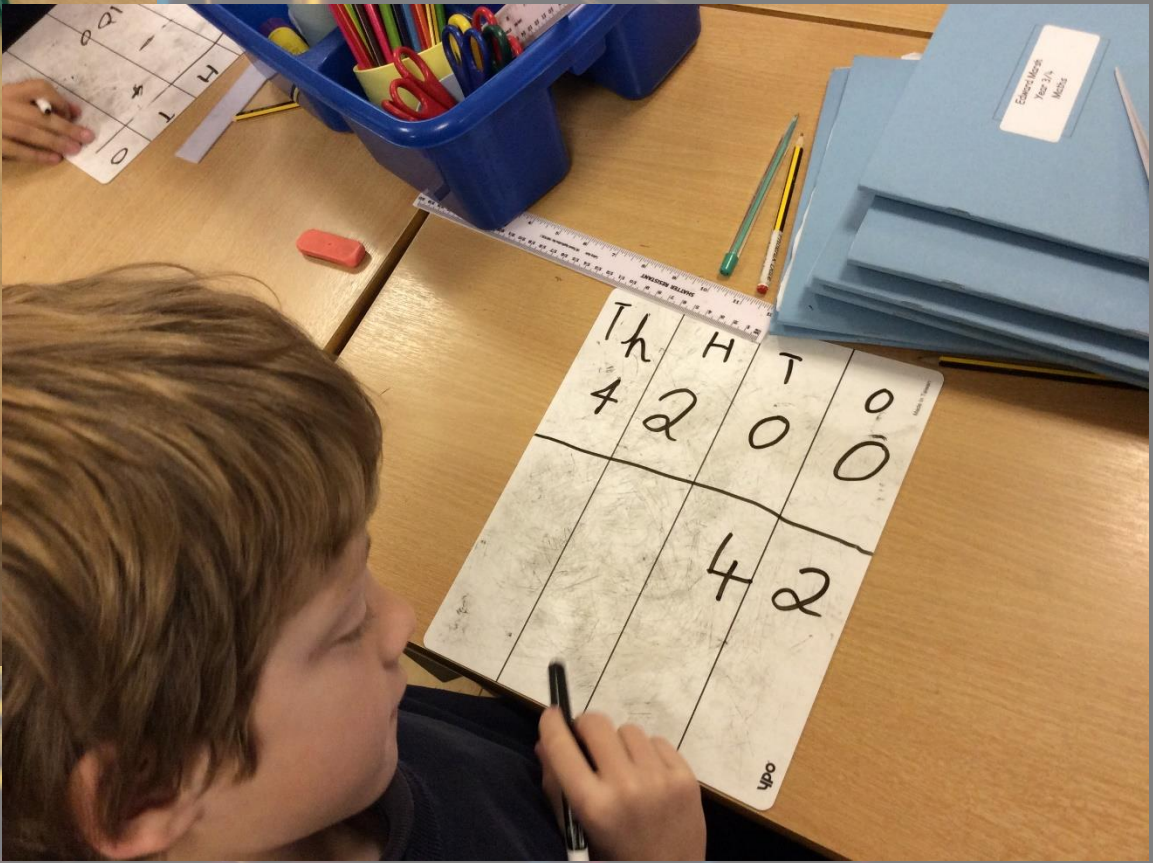
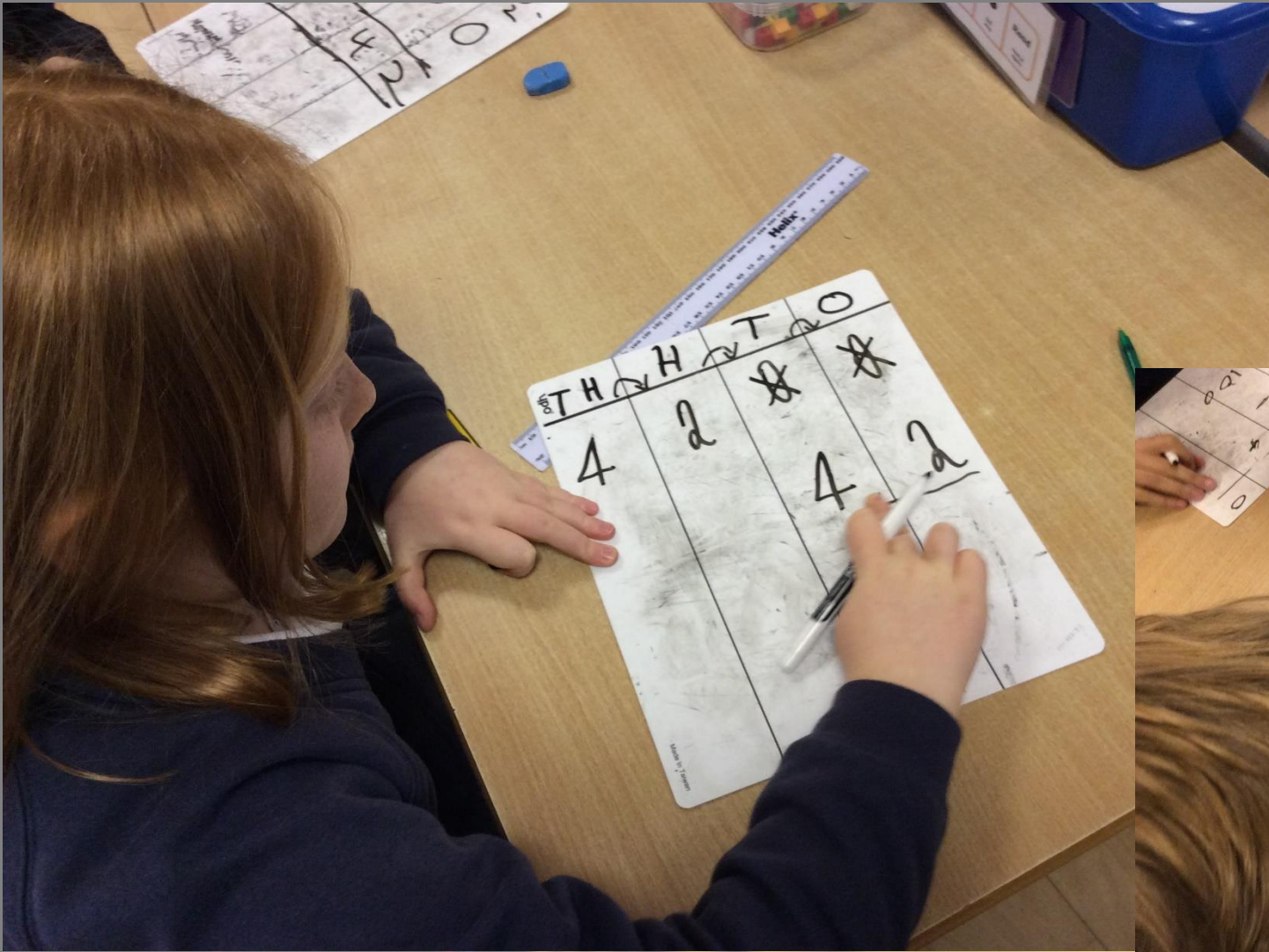
We have also been writing letters based on the story of 'The Elves and the Shoemakers'. We imagined what the shoemakers might like to say to the elves that helped them make their shoes and the questions they might like to ask.

We even
designed our own
Christmas
envelopes and
special stamp!



In Year 4 Maths we have been learning how to multiply and divide by 10, 100 and 1000.





Take a look at Ben's homework using column addition. Your job is to check his answers by working out whether or not he has got them right. Show your working out in the space.

1. 567

+289 ✓

My working out is

856

10

		5	6	7			
		+	2	8	9	✓	
			8	5	6		
			1	1			

2. 684

+328 ✗

My working out is

1002

--

		6	8	4			
		+	3	2	8	✓	
			1	0	1	2	
			1	1			

We've also been doing lots of addition and subtraction with bridging and exchanging.

5.11.21

I can subtract with more than one exchange.

1. ~~34~~⁹0~~8~~¹
- 1345 ✓
2736 ✓

3. ~~34~~⁹~~8~~⁹0¹
- 1964 ✓
2036 ✓

2. ~~45~~⁹~~8~~¹09
- 837 ✓
4172 ✓

4. ~~89~~¹¹~~2~~⁹0¹
- 2813 ✓
7387 ✓

I can use efficient Subtraction.

$$5000 - 2748 = 739$$

(-1)

4999

$$- 4261$$

$$= 0738$$

(+1)

739

$$3000 - 2941 = 59$$

(-1)

2999

$$- 2941$$

$$= 0058$$

(+1)

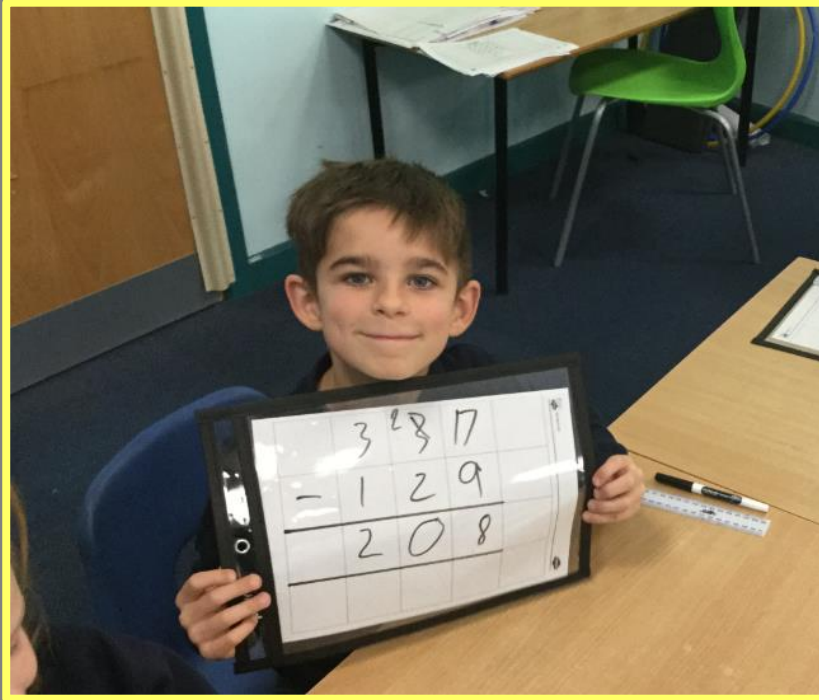
59

$$9000 - 4732 = 4268$$

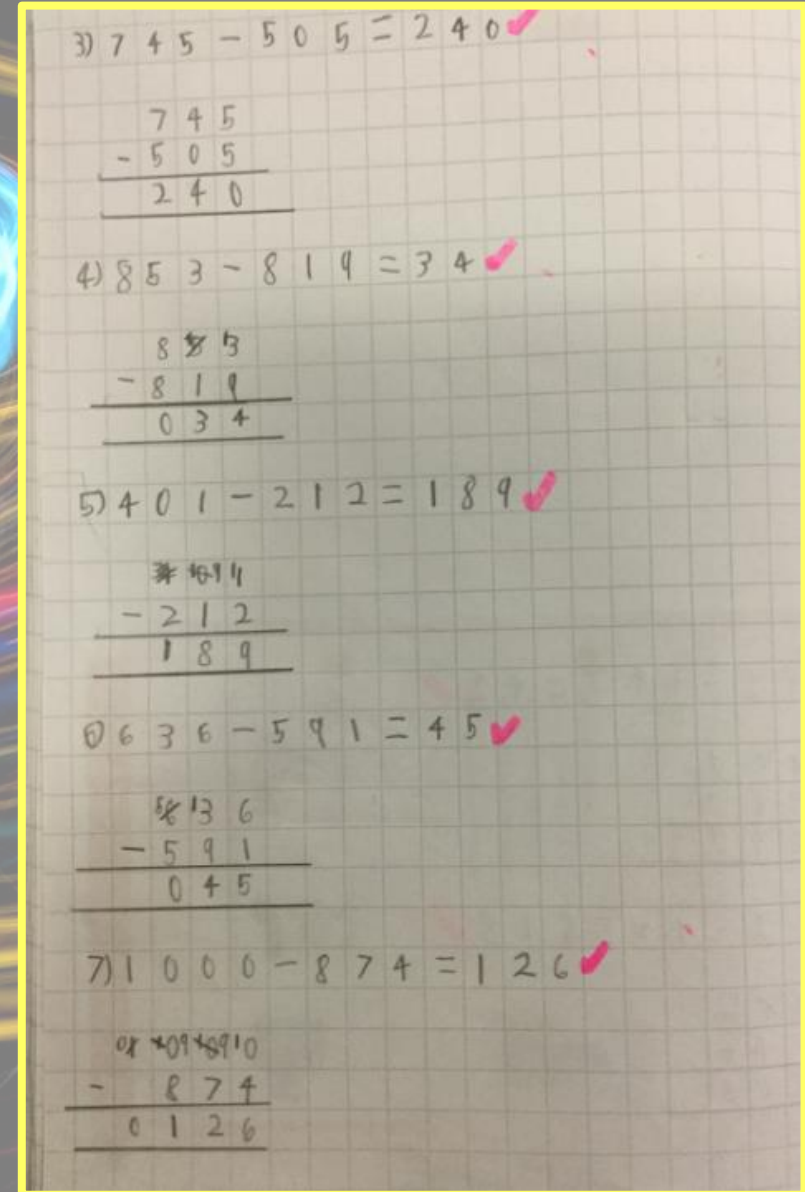
(-1)

We also enjoyed finding out about an efficient method of subtraction!

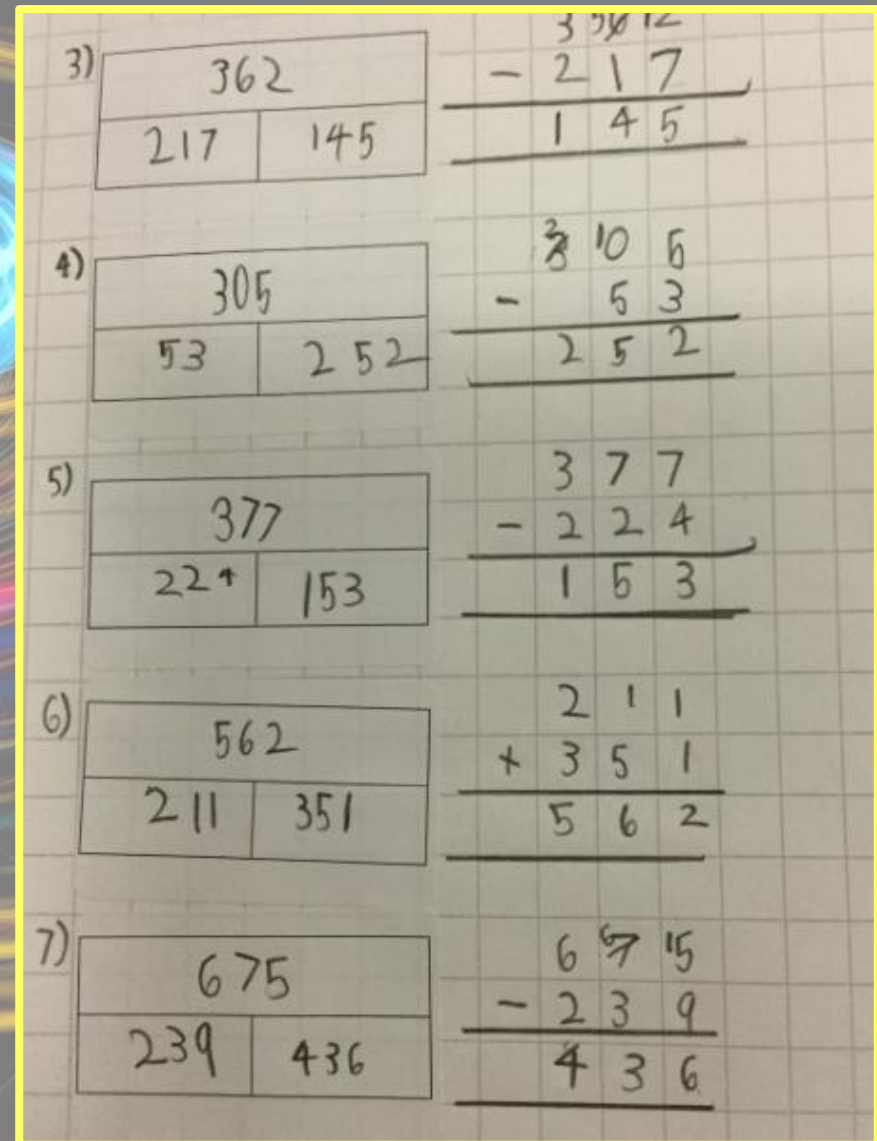
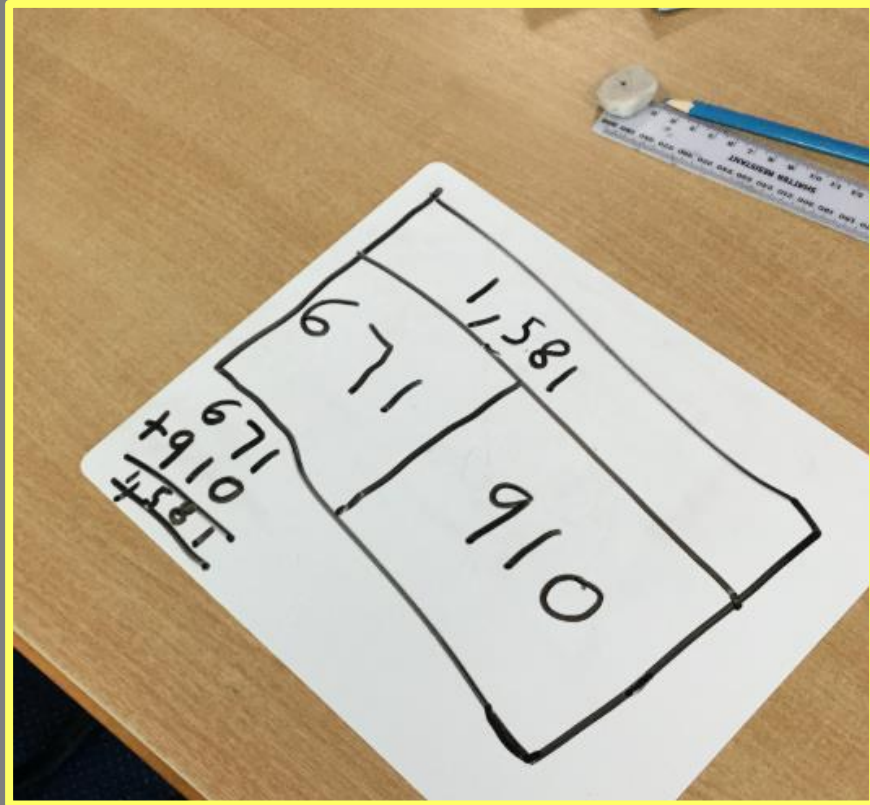
In Year 3 Maths, we have been learning about subtraction...

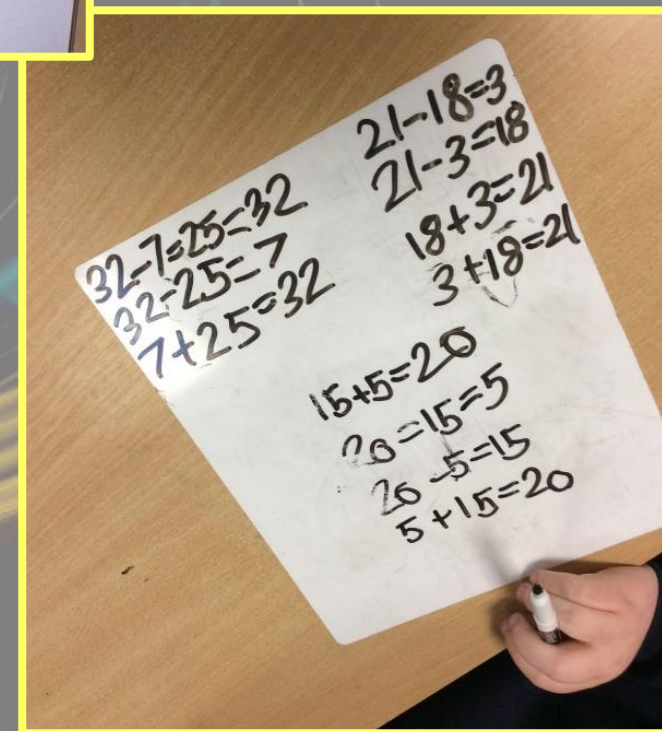
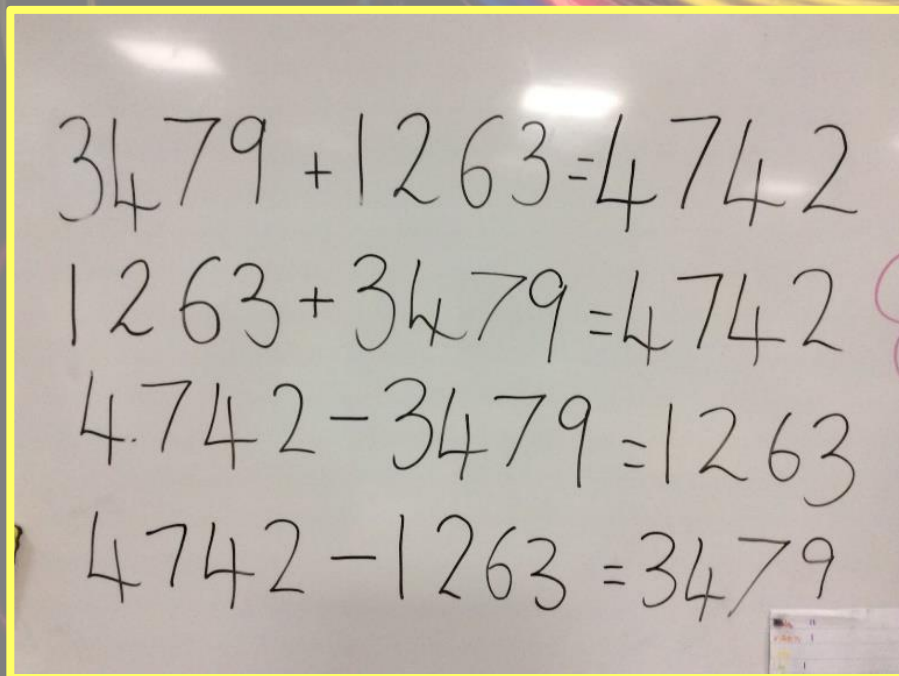
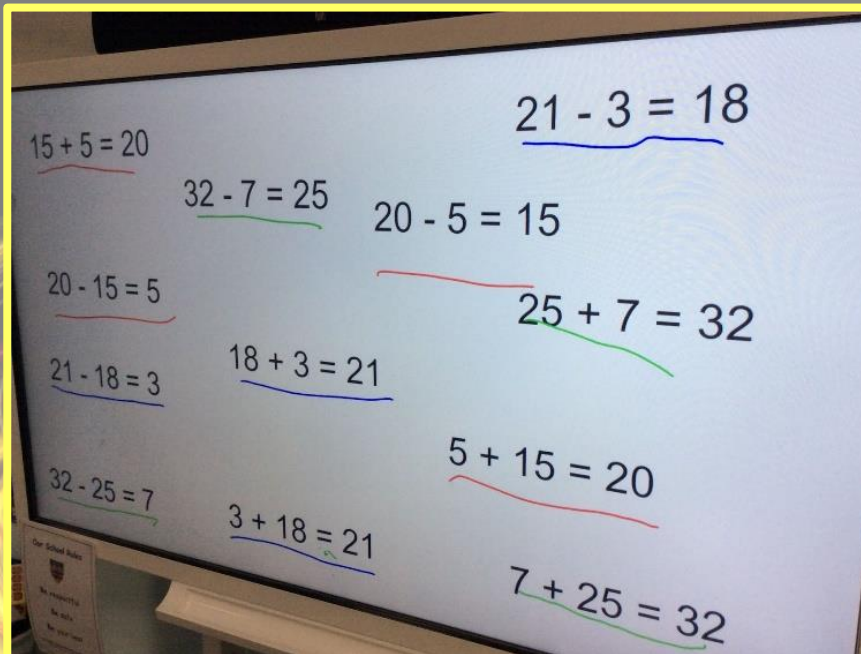
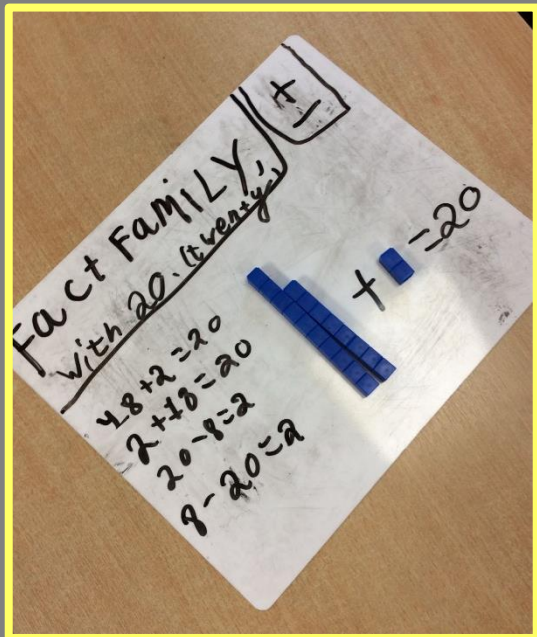


We started with simple subtractions using number lines and progressed to using column subtraction with multiple exchanges.

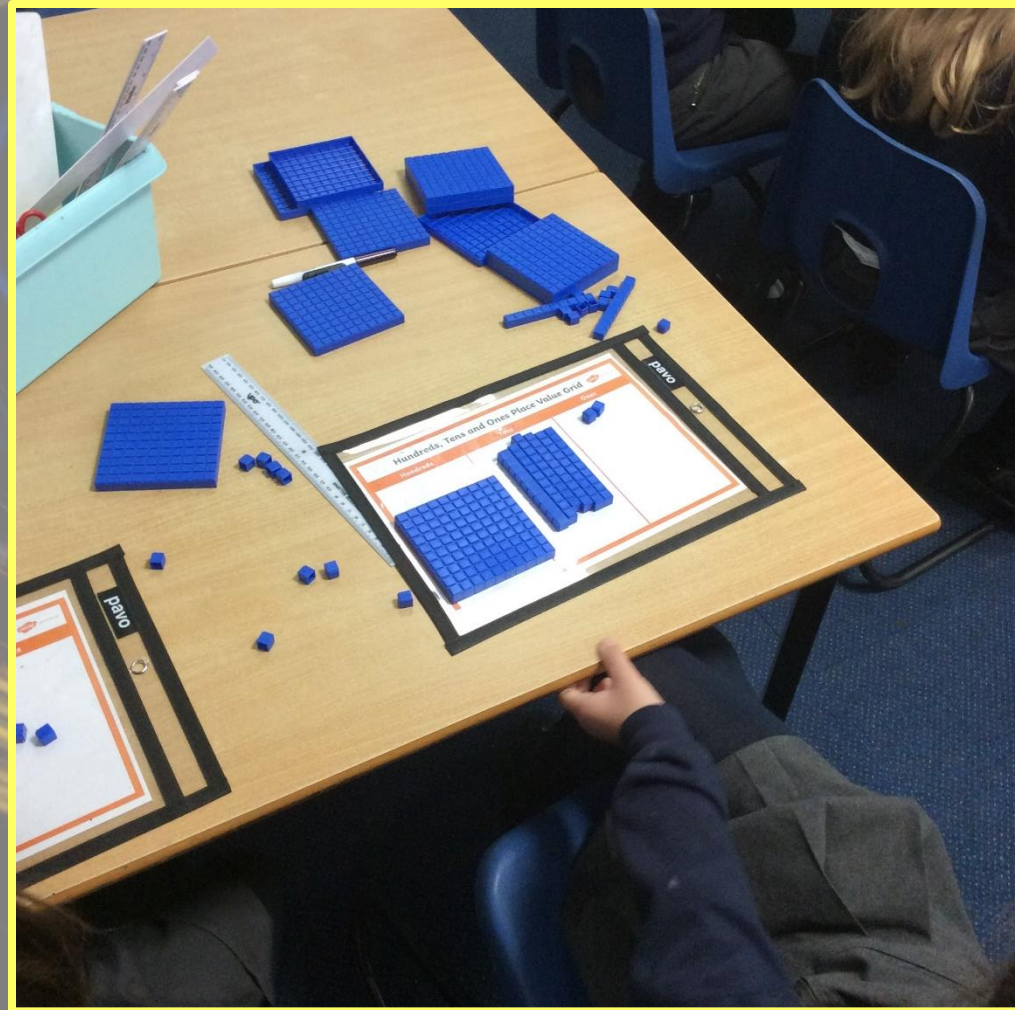


In Year 3 Maths, we have also been focussing on missing number calculations using bar models.





We used Base-10 to exchange 1 ten for 10 ones or 1 hundred for 10 tens and then applied this to the written method of column subtraction.





Our Science topic this half term has been 'Light'. We investigated what light is, that light is reflected off surfaces, the dangers of the sun and what makes shadows.

We conducted an experiment to find out which materials are the most reflective. We set out our hypothesis and drew a labelled diagram of our investigation.

Wednesday 17th November

Which materials are reflective?

Aim of investigation What are you trying to find out?

To find out what material is the most reflective

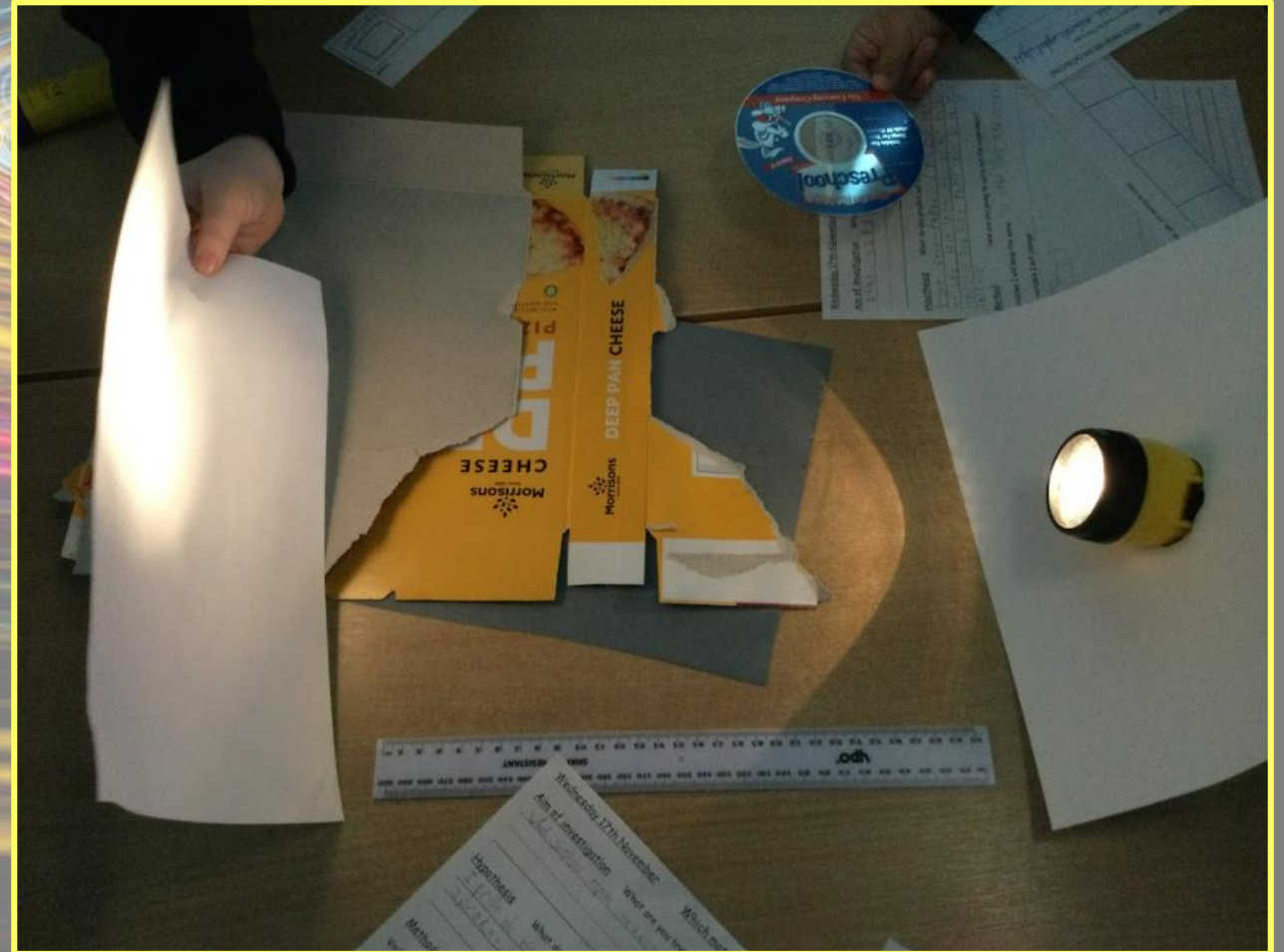
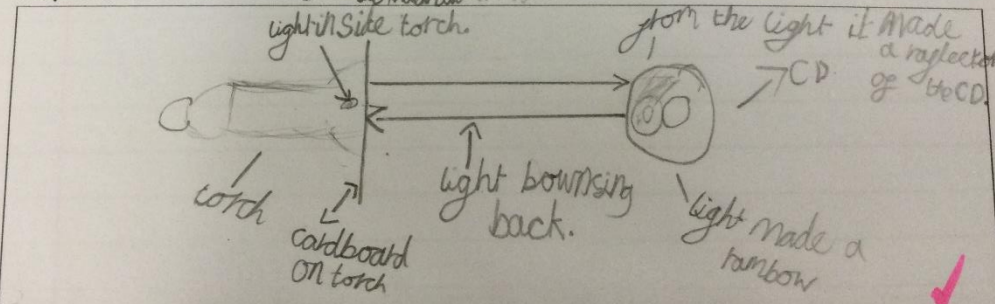
Hypothesis What do you predict will happen?

I think gold won't be very reflective because it's one of the least shinyest. I think the CD is going to be the most reflective because it's the most reflective. Why?

Method How are you going to carry out the experiment?

Variables I will keep the same: the distance between the object and the light. The torch

Only variable I will change: the material.



Afterwards, we evaluated the investigation and thought about how we could make it more accurate.

Results

What did you observe during the experiment?

<u>Object</u>	<u>Observations</u>
CD	a rainbow rainbow appeared and CD's reflection
cardboard	Quite yellowish colour colour.
red felt	Card turned bright red
Tin foil	Not so reflective and very dull
Sugar paper	It did not show as well but red spot at back

Conclusion

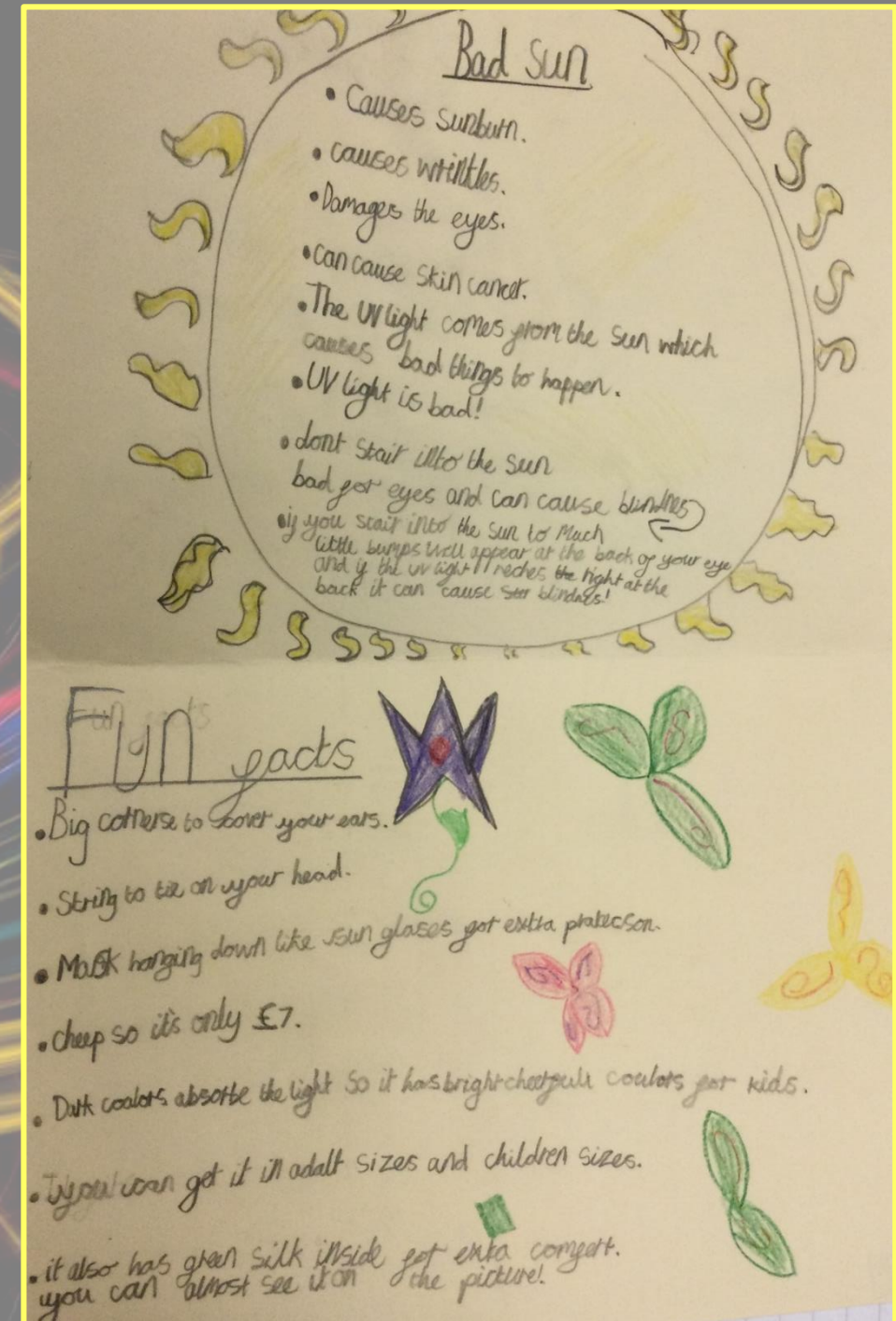
What have you found out?

The ones that reflected the best were the spottily shiny and shiny ones. An object the bright ones are very reflective too. The ones which were not so good were given the dark colours and the white ones which are not shiny.

Evaluation Was it a fair test? What went well or badly? What could you investigate next?

It was not very fair. The thing which we did not do is we held the light at different lengths. We would get a chair and put it in a sensible place, in front of the chair and stand next to it with the light and shine it on the material.

We learnt about the dangers of the sun and thought about how we could protect our eyes and skin. We even designed our own sunhats!



Some of our key words are 'opaque', 'translucent' and 'transparent'. We discovered the definitions of these words by shining a light onto different materials and seeing whether the light was able to travel through them or not.

Transparent

* Transparent is when you can see all the light through an object such as a window.

LEO

Translucent

means blurry and if you look through something that is translucent and try to read something it would be very hard. And it lets some light through.

Noah

Opaque

Opaque means that no light can travel through.

Rory

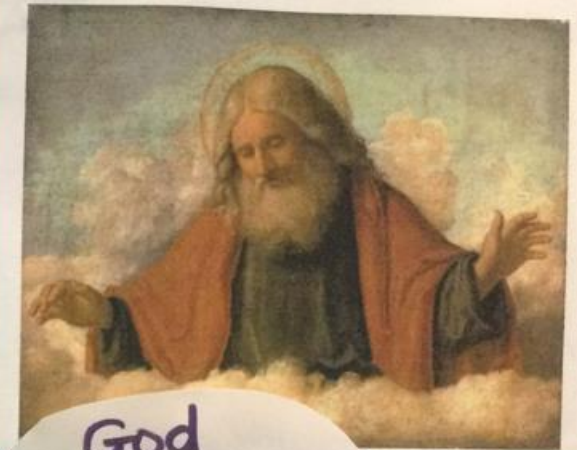
In RE we have been finding out about the Holy Trinity and what it means to Christians today.

We know that the Holy Trinity is made up of:

God the Father
God the Son
God the Holy Spirit

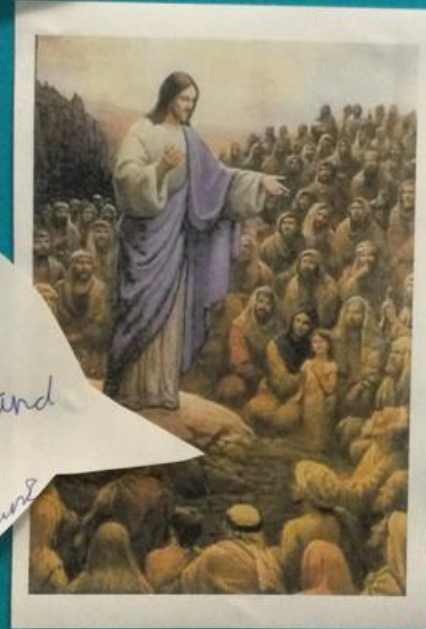
What do we know about

- God the Father
- God the Son
- God the Holy Spirit ?



God

God is the father of Jesus.
People believe that God made the world and believe God is in the air. God is the creator of the world.



Jesus

Jesus is ~~was~~ actually God that came to live amongst people and teach them the ways of kindness & Christianity. He is the human form of God.

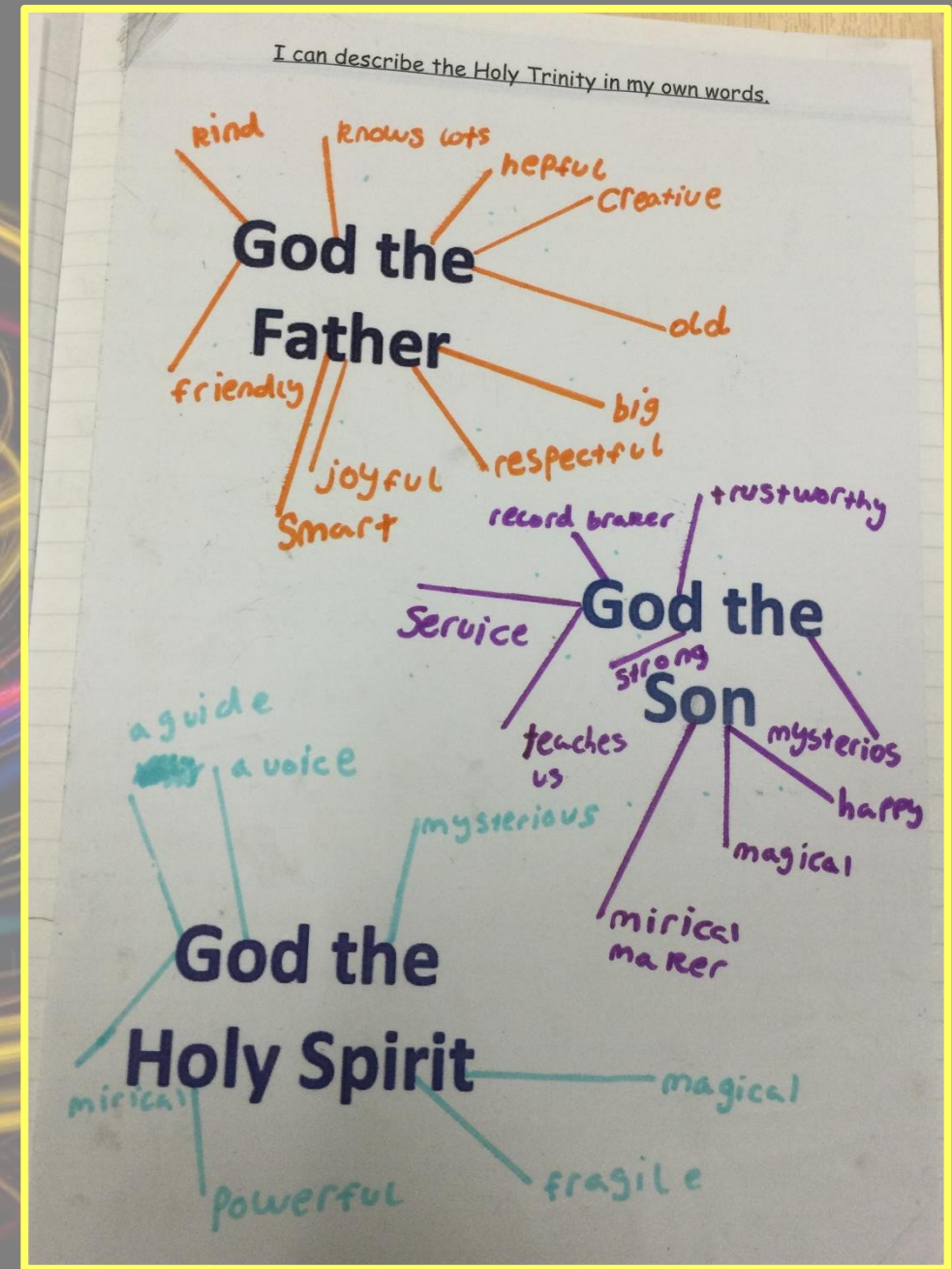
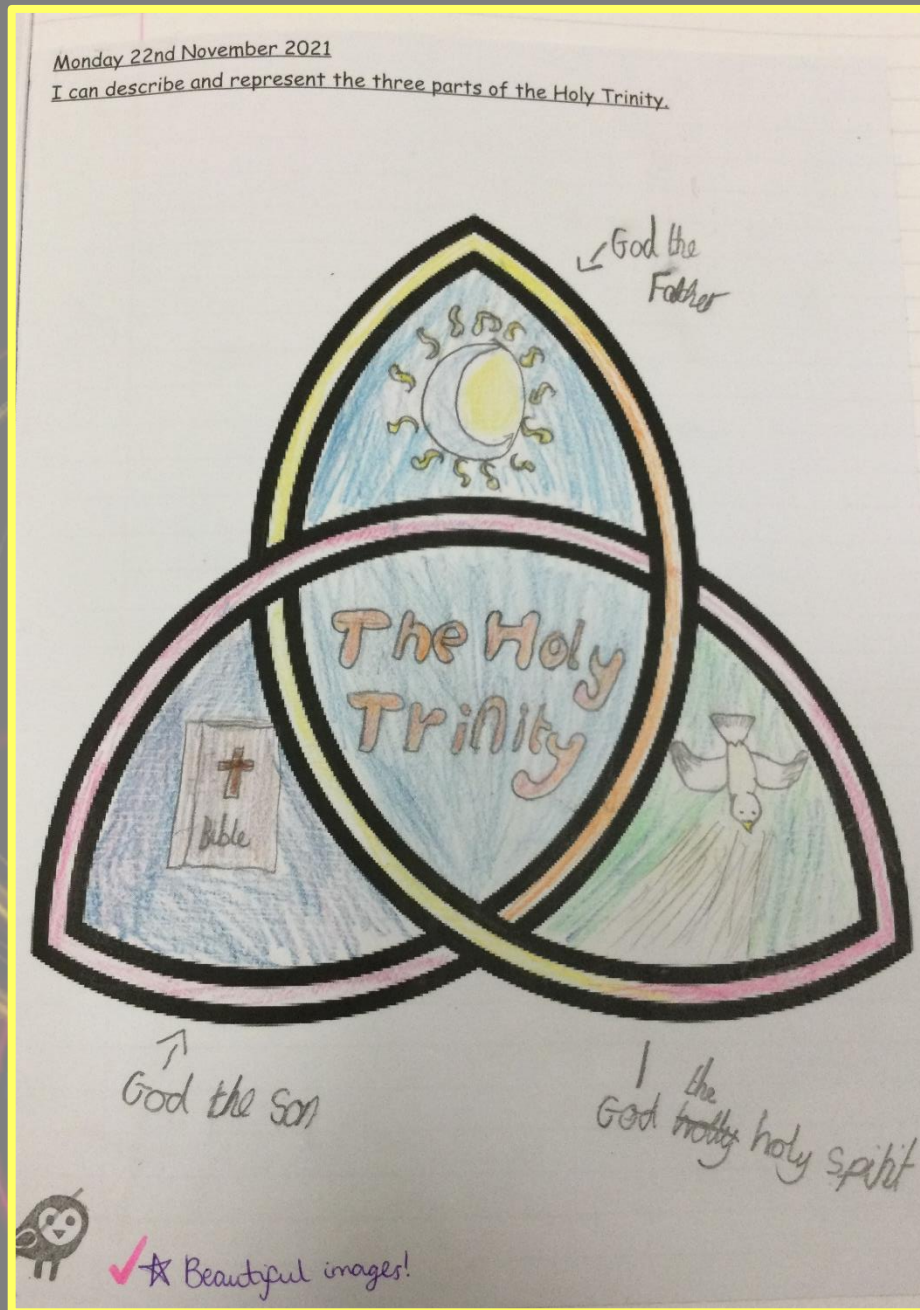


Holy Spirit

- The Holy Spirit is represented as a dove in paintings and photos.
- The Holy Spirit is God's other form from the Trinity.
- Christians believe the Holy Spirit is ~~not~~ inside of them and helps with their daily life.

After exploring lots of stories from the Bible, we created our own responses to the Holy Trinity.

Here are some of our representations.



A 'Trinity Poem'
written by Beth.

Monday 13th December 2021

Trinity poem

Father

Time starter

Hand holder

Mud Modeller

Eye opener

promise keeper



Son

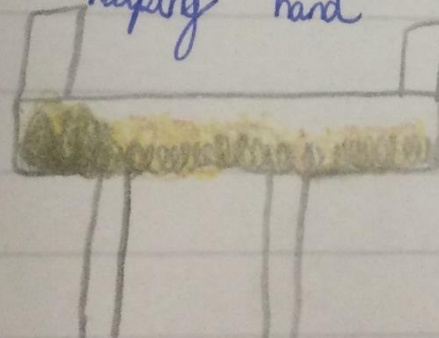
Miracle maker

Life giver

Stable sleeper

Helping Health

Helping hand

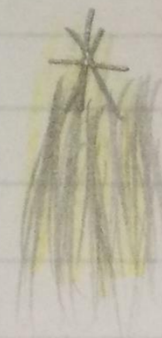


Holy Spirit

Energy booster

~~Heart~~ Heart warmer

Dazzling dare

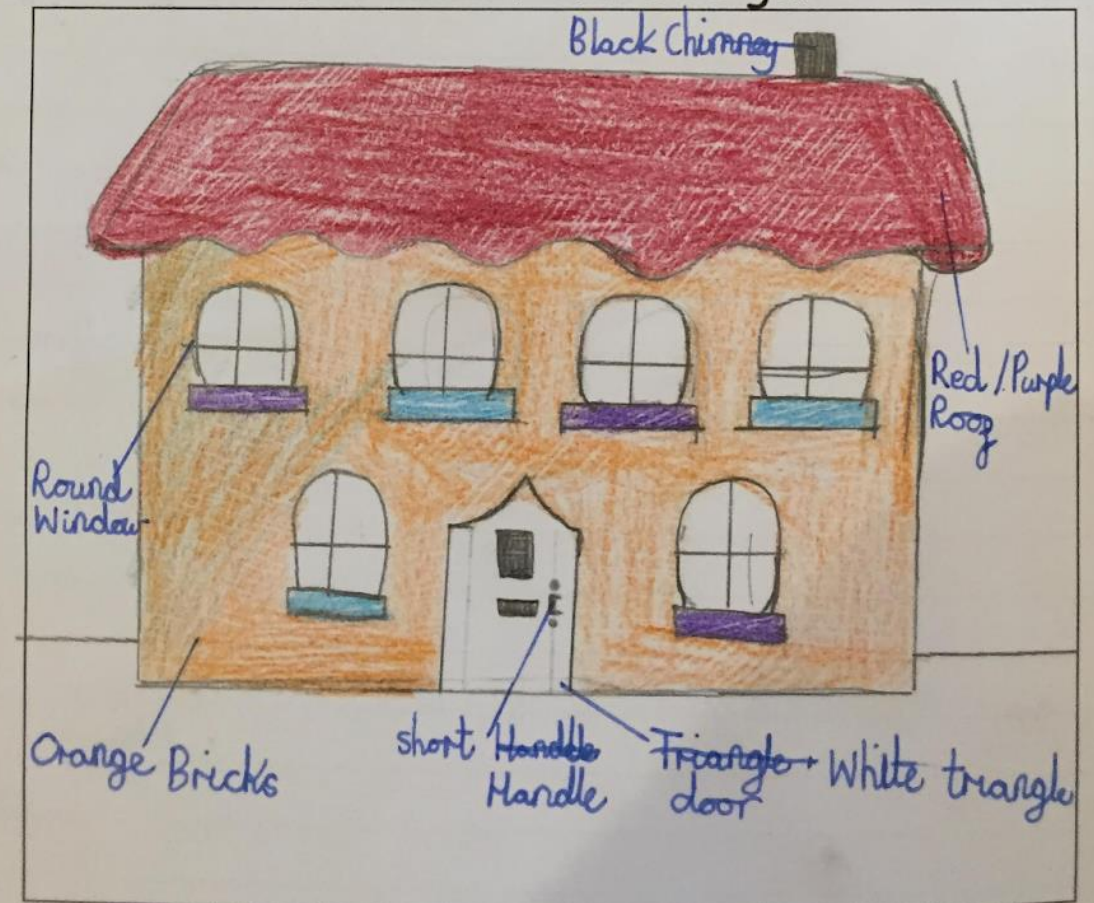


In Topic, we have thoroughly enjoyed our Design and Technology project to design and make our own light-up building. First, we researched different types of buildings and designed some potential plans.

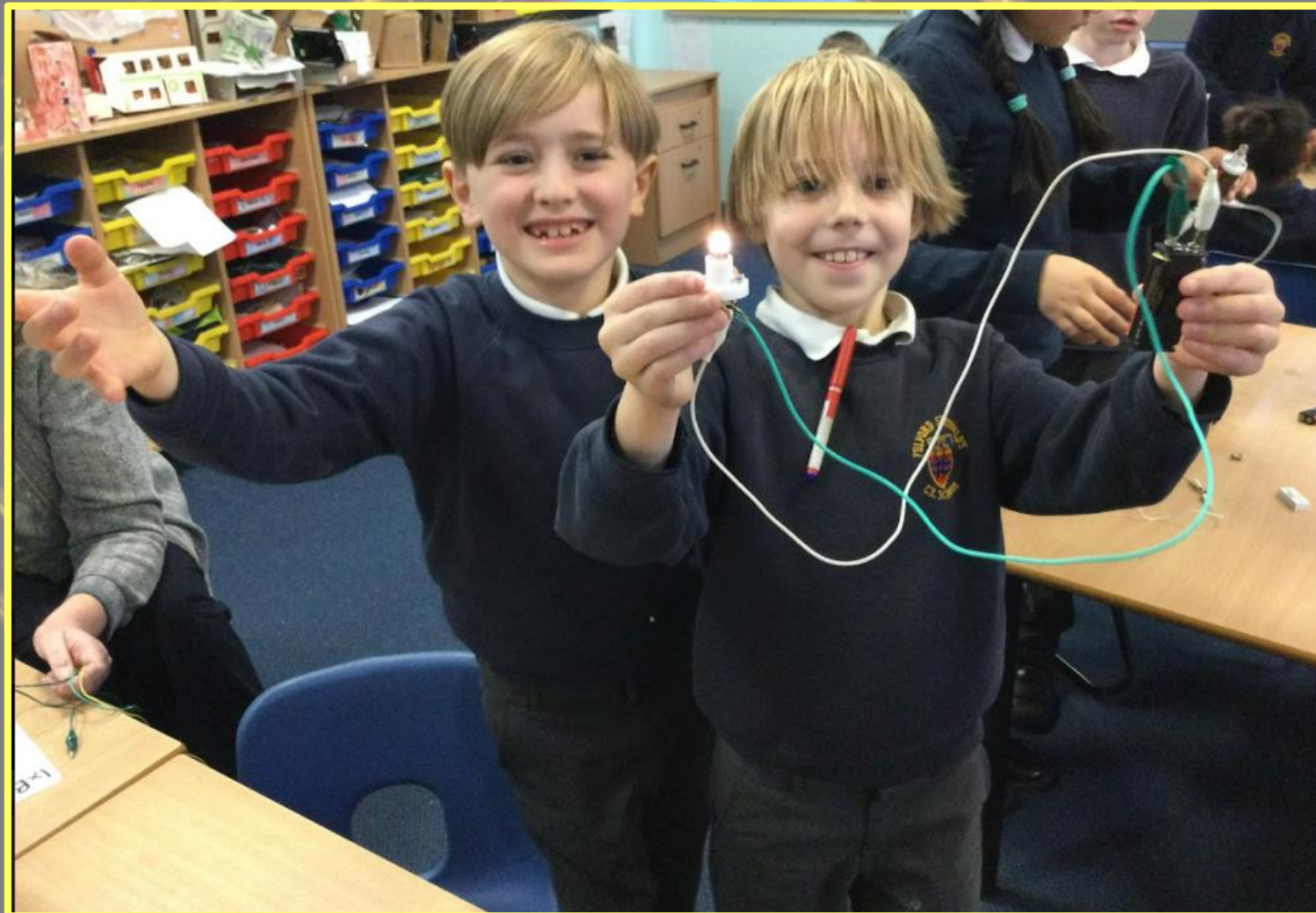
I can design a light-up box building



Labelled Final Design!



We were set a challenge of making our bulb light up using just a battery, battery pack, two wires and a bul. We soon realised that the components must be arranged in a circuit to allow the electricity to flow.



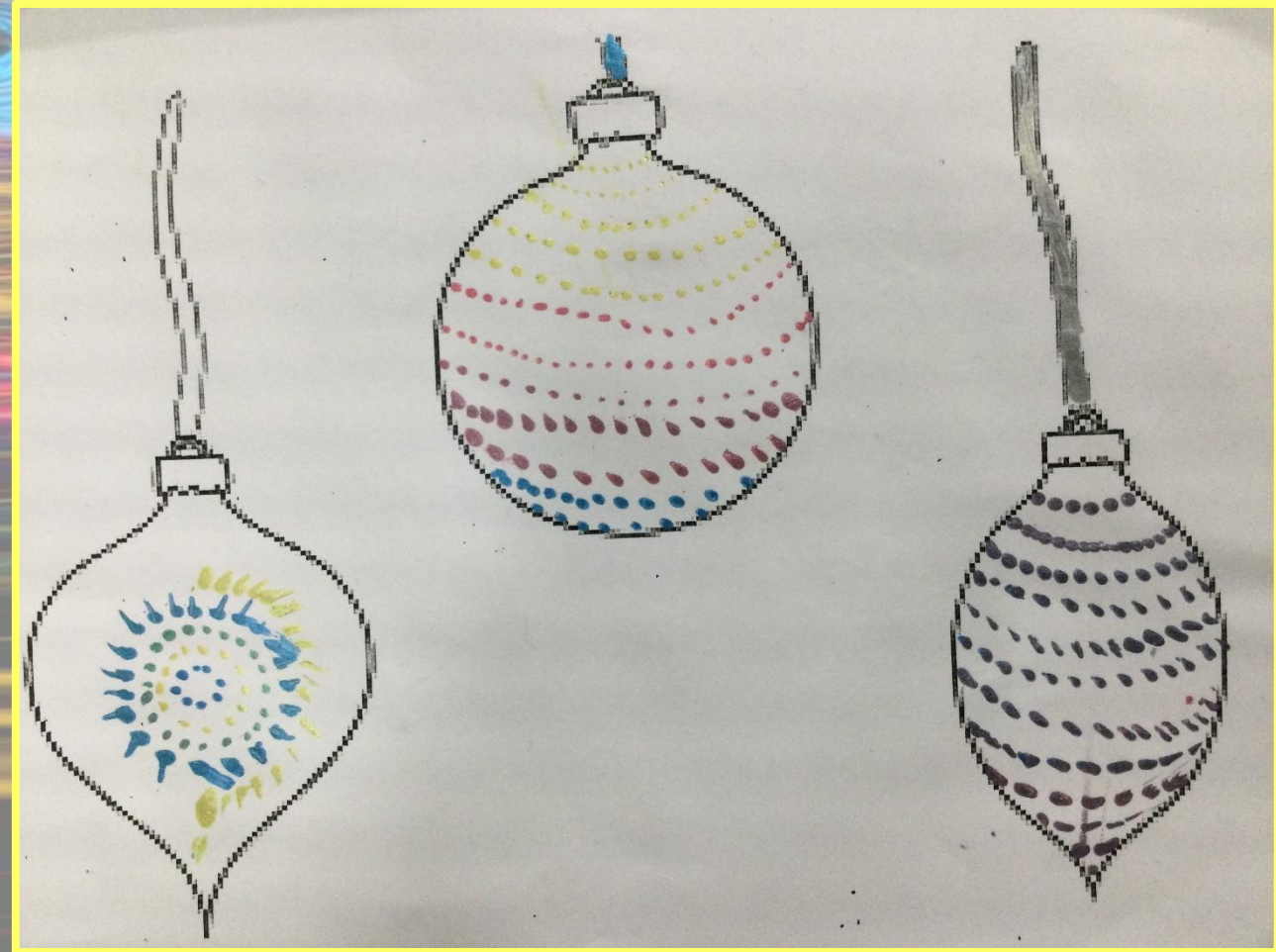
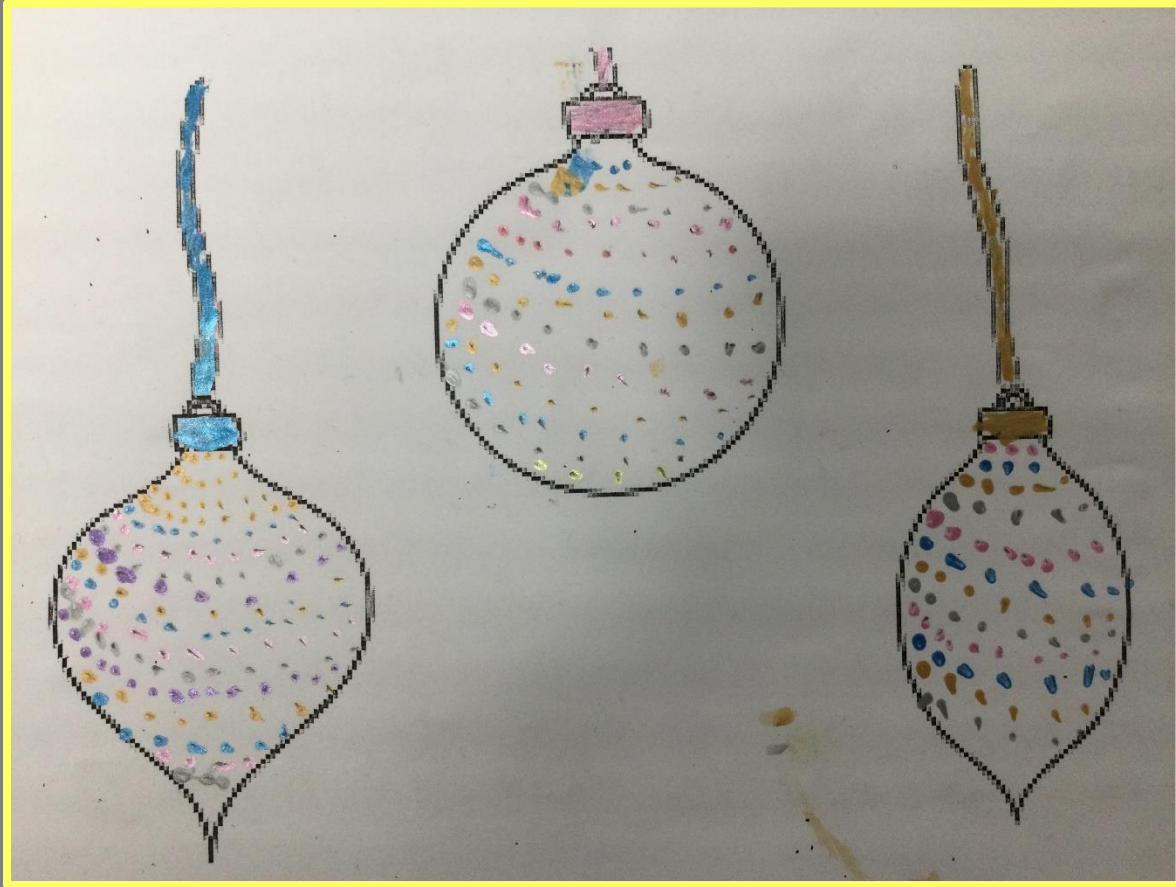
We used cardboard boxes as the base of our buildings. We turned them inside out, carefully cut the windows and doors and decorated the outside using a range of colours and materials.



The final touch was to add our circuits to allow the light to shine through the windows. We think they look magical!



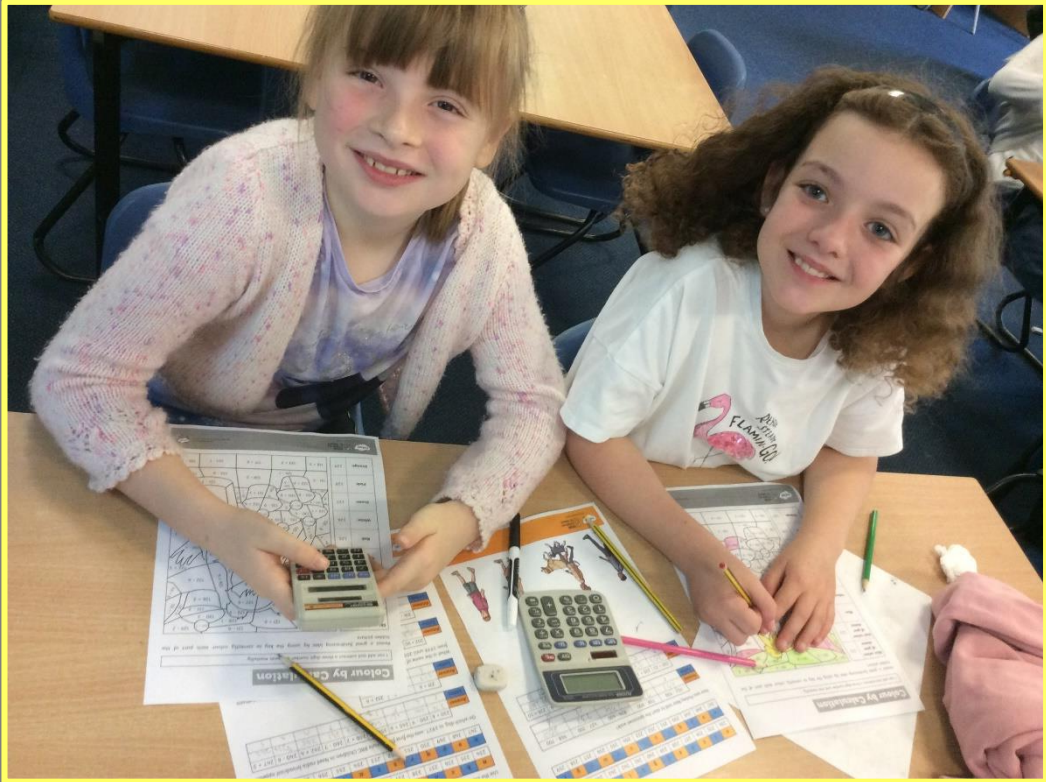
In Art, we have been practising our painting skills. Here are a few beautiful bauble paintings from Miss Mondon's Class.



We made some beautiful poppy artwork for Remembrance day, inspired by a poem written by a young girl back in 2015 who lost her Daddy whilst he was serving in the Royal Navy .




For 'Children in Need', we focussed on our wellbeing (both mental and physical). We loved following Mr Lloyd's relaxing yoga routine as well as doing some Pudsey-themed Maths!



In PE, we have been focussing on skills required for hockey. We practised our passing, dribbling, tackling and shooting during this half term.





And lots, lots more!