

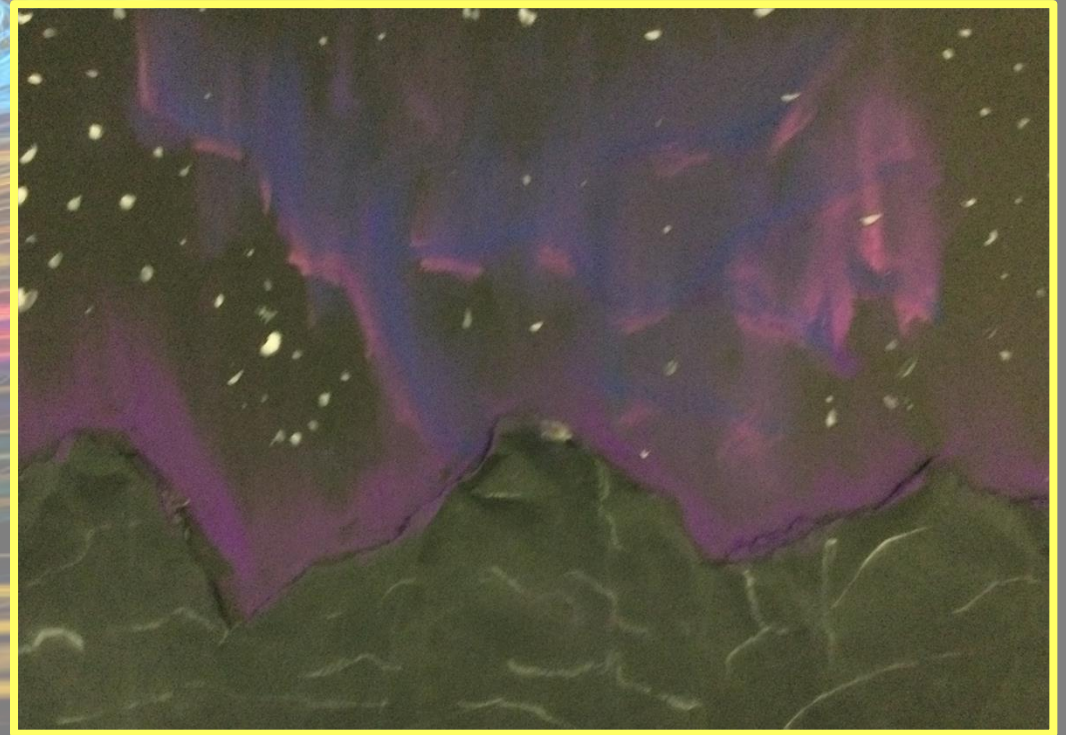


# Let there be light

Y3/4 Autumn Term 2 2023

# 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 Hunt, 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!





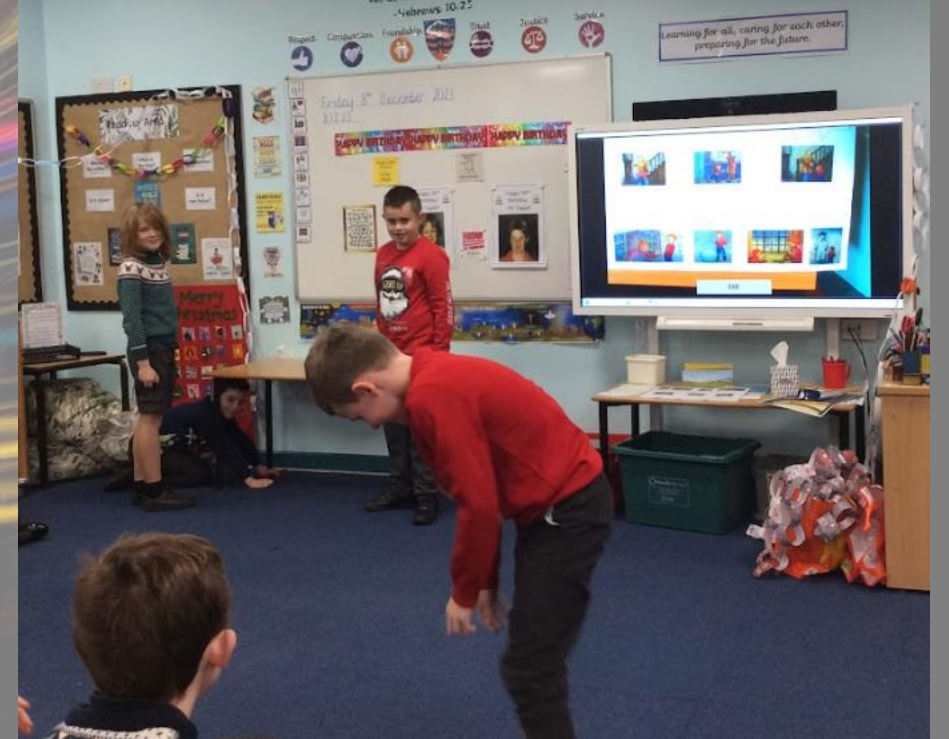
Mr Lloyd helped us to explore reflective materials! We enjoyed making the classroom as dark as possible and then shining torches on various materials and objects to see their reflections.



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.

H ello, nice to meet you.  
 H ello, are you the person who killed me?  
 A saah, I don't feel very well.  
 O h no, you shouldn't be by the fire!  
 W hat's strange? this, it feels  
 I hate an apple, silly.  
 O h no, don't do that.  
 B ecause that's Mum and Dad.  
 A saah, why not?  
 O K.  
 H ha, ha, ha, they look weird.  
 Y ou look funny.  
 W hy not try yours hot on.  
 I like this.  
 A ught. A ught.  
 O h no, I need get you out quickly.  
 W ell done for checking capital



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!

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 <sup>I have never seen a house before</sup>


(James and the snowman walk into the living room)

(the snowman sees a cat and walks towards it)

(the cat jumps up and surprise 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 this 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.

James: (Snowman dancing with James) <sup>(Happily)</sup> 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 <sup>your</sup> wearing, you look like a cowboy, where are you from?

Snowman: I'm from house number 22 <sup>G</sup> 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: <sup>(relieved)</sup> Ooh, look, cakes.

Snowman: No, not yet, there is 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)

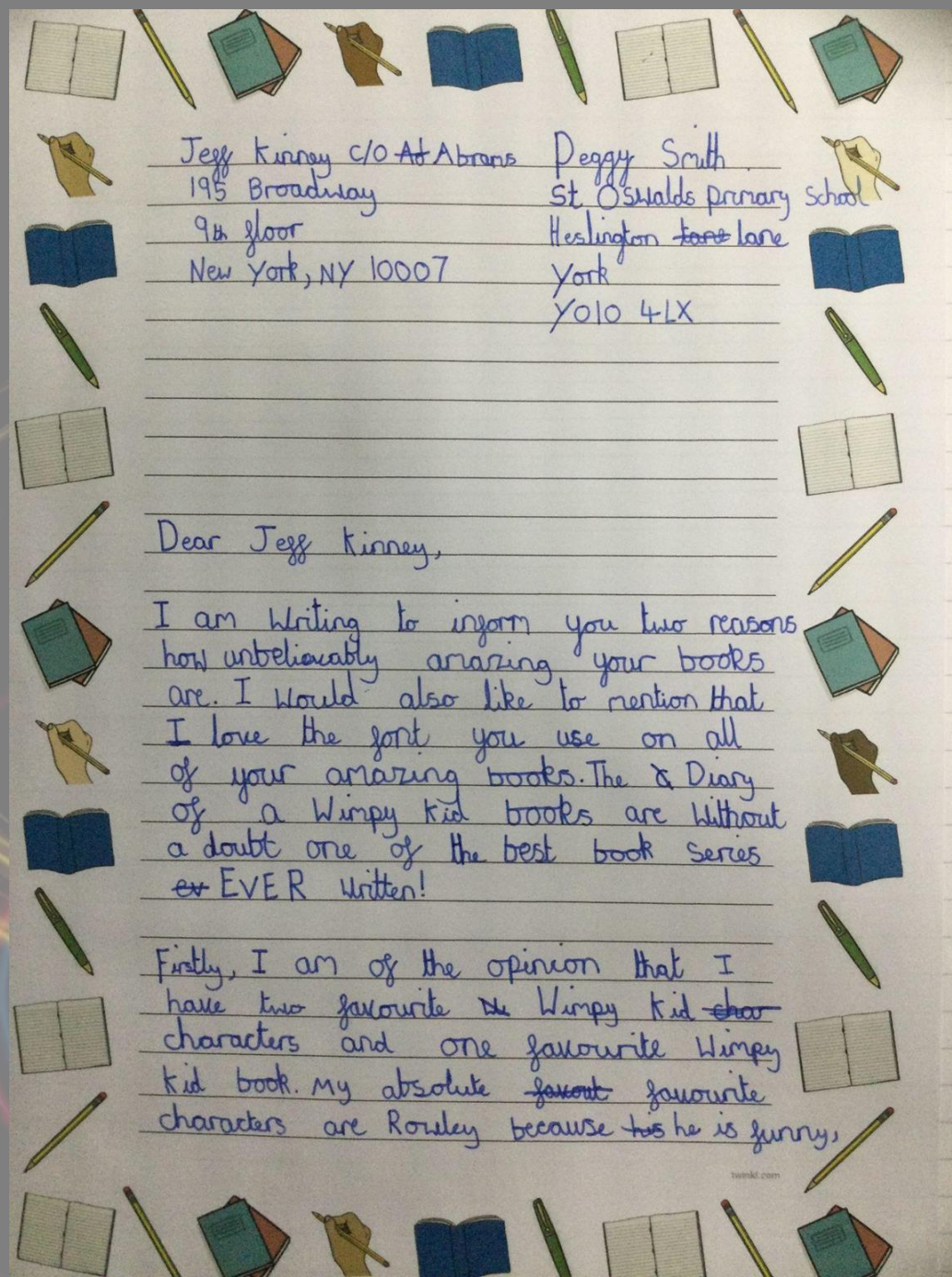
James: (Whispering to the Snowman) Look there <sup>F</sup> Father Christmas!

Father Christmas: <sup>(Laughing)</sup> Ho Ho Ho, welcome James, welcome to the North Pole.

We included:

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





We have also been writing letters to authors of our favourite books.

We have had replies from J. K. Rowling already!



Pera Kaye  
St Oswalds Primary School  
Huslington Lane  
York  
YO10 4LX

Francesca Simon  
5 Upper St Martin's Lane  
London WC2H 9EA UK

Dear Francesca Simon,

I am writing to you as I would like you to write a new book Horrid Henry because he is my favourite character.

I would love a new horrid henry book, it would be a dream come true, you are one of my favourite authors and your books always make me laugh.

My favourite book is called Krazy Ketchup

Firstly, can I trust you to make new Horrid Henry Series?

Because you really need to know much I want one.

It is really funny when Horrid Henry is being rude.

I suggest that there should be a new character that helps Horrid Henry. I hope that you will be able to make loads more series that are really funny. Hopefully you make the book. I am wishing you luck.

Your book will not beat any other author in the world. Please take as long as you want to write this new book.

Secondly, I would to meet you one day because you are super good at writing books. I really want a new book because I have been fascinated with all the other books you made.

You need loads more books so people can read and be pleased.

Every time I read books, I get snuggled up and read more. I love your books because when I read different books from different authors I feel bored but when I read your books it brightens up my day.

I think I might have read all of your books. Your books help me understand how hard it is to be an author.



Lucy Hoyle  
STOswalds  
Primary School  
Heslington Lane  
York  
YO10 4LX

Jeff Kinney  
195 Broadway  
9th Floor  
New York NY 10007

Dear Jeff Kinney,

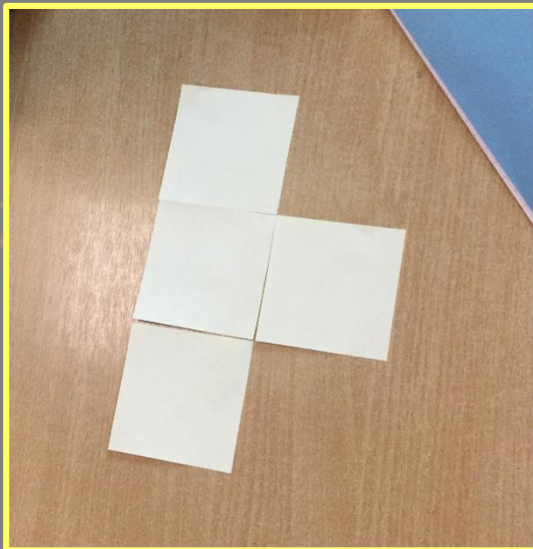
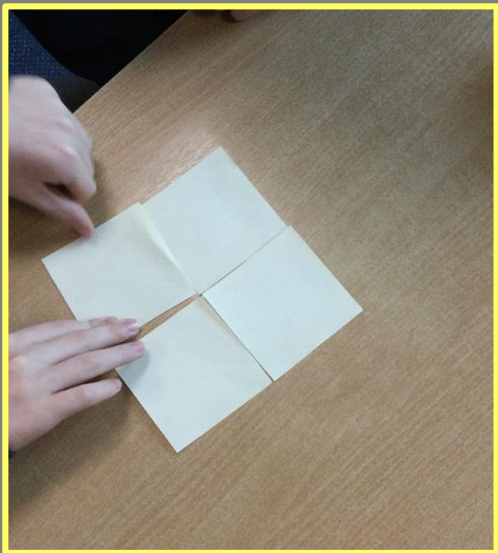
I am writing to you to explain why you are my all time favourite author. I am in the opinion that the Diary of a Wimpy Kid series are, without a doubt, best set of books that have ever been created. I hope you read this because I would be delighted to receive a response from you.

Firstly, I would like to reiterate my previous point that

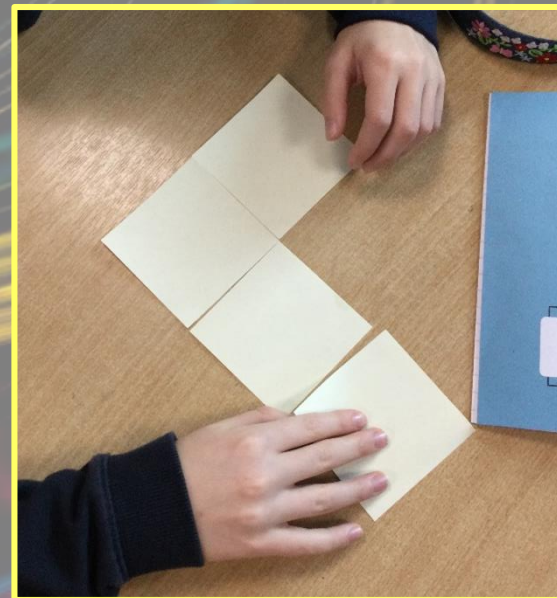
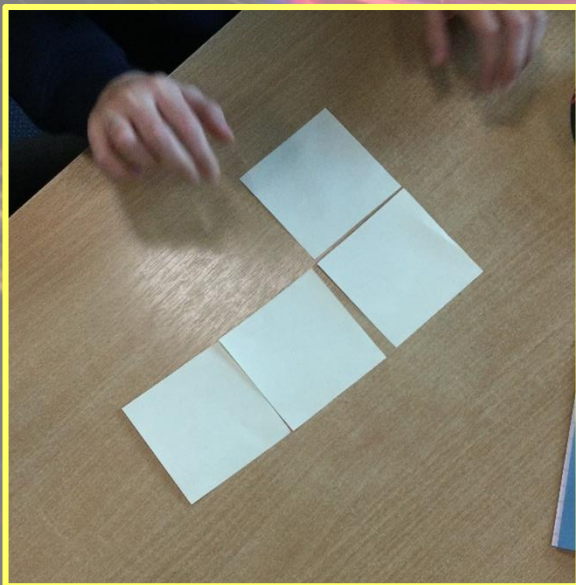
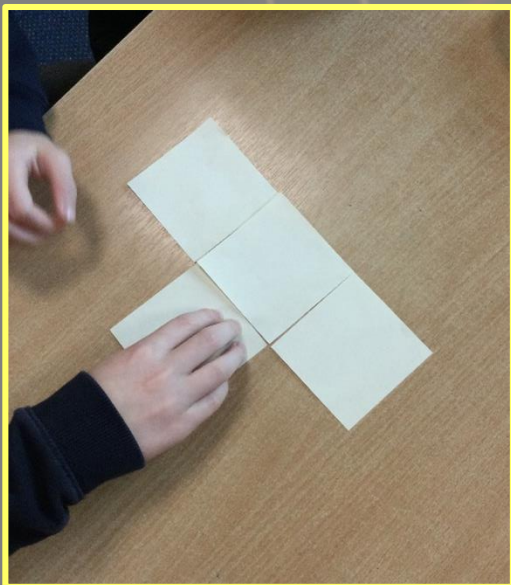
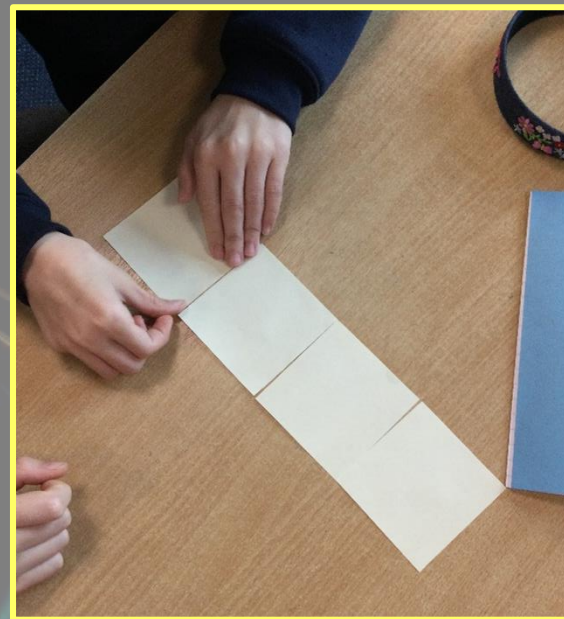
the Diary of a Wimpy Kid series are beyond fantastic. Unsurprisingly, I love all your amazing books. However, my ~~absolut~~ absolute favourite just has to be Cabin Fever. My favourite character is of course Manny. I ache with laughter but am so ~~y~~ surprised at the same time when he steals the food! And Gregs gobstopper! I feel the way you developed and described this character the second he turns up to be the reason he did all that funny and unexpected stuff. Also, I love the way you make Greg an innocent ~~th~~ trouble maker. When they starve because of Manny, you just make it so exciting. And even when things seem dangerous, you just make them a wonderful adventure! You're funny and inspiring and that is why your books are ~~a~~ absolutely mind-blowing.



In Year 4 Maths we have been learning about area.




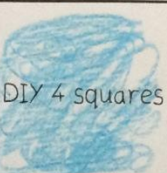
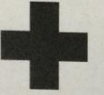
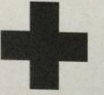

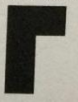



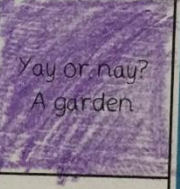

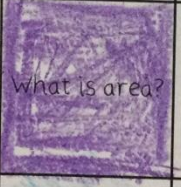




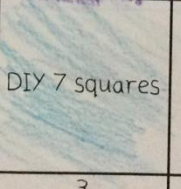
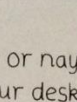


We have been learning about Area. These photos are of us finding ways to make different rectilinear shapes with the same area.





# What is area?

|   |   |   |  |   |
|---|---|---|--|---|
| 5 | Make and measure<br>                 | Yay or nay?<br>Classroom<br> | DIY 10 squares<br>                                    | Do all squares have the same area?<br> |
| 4 | Are area and perimeter the same?<br> | Make and measure<br>         | What is the area of the cover of your maths book?<br> | Make and measure<br>                   |
| 3 | DIY 6 squares<br>                    | Yay or nay?<br>This game<br> | DIY 5 squares<br>                                     | Yay or nay?<br>A garden<br>            |
| 2 | Yay or nay?<br>Fingernail<br>       | DIY 8 squares<br>            | What is area?<br>                                     | RPS Challenge 2<br>                    |
| 1 | Make and measure<br>                | RPS Challenge 3<br>         | DIY 7 squares<br>                                    | Yay or nay?<br>Your desk<br>          |
|   | 1   | 2   | 3  | 4   |

**Instructions**

- The team whose go it is. The first roll tells you who is bottom to go to. The second roll tells you how many up you need to go. If the first dice you roll is a 6, choose how many squares along the bottom to start. If the first dice you roll is a 6, choose how many squares along the bottom to start.
- Both teams follow the instructions.
- Both teams show their area.
- If the team whose go it is wins the box in their colour. If the team whose go it is loses the box in their colour. If nobody is right, nobody wins the box. If the box you roll has already been used, pass the dice to the other team.
- Keep playing until all the boxes are coloured in at the end.
- The winner is the team who has coloured in at the end.

**DIY:** make your own shape with the dice.


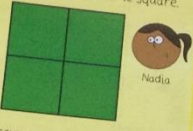
**RPS Challenge:** turn over the challenge. Follow the instructions.

**Yay or nay:** would it be sensible to use the shape with sticky notes? Why?

**Make and measure:** use your squares to find the area.

### RPS Challenge 1


Elliot and Nadia both measure the area of the same square.

Decide whose method is more accurate and why.

### RPS Challenge 2

Decide which child has correctly measured the area. How do you know?




The area is 10cm.

The area is 6 squares.


What mistake did the other child make?

### RPS Challenge 3

Petra and Danny measure the area of a reading book using different size squares.

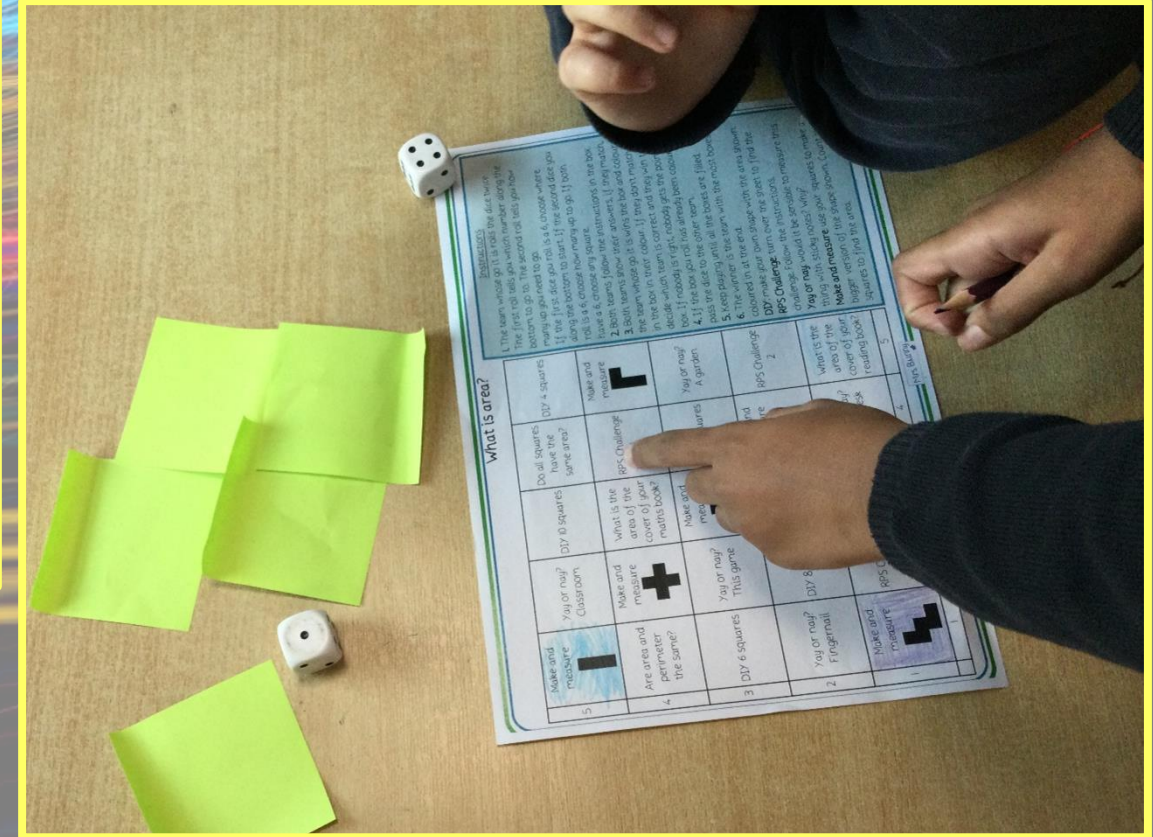


The book had an area of 8 squares.



The book had an area of 18 squares.

Decide who used the smaller squares. How do you know?





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.

I can subtract with more than one exchange.

1. ~~34~~<sup>30</sup> ~~10~~<sup>8</sup> ~~1~~<sup>1</sup>  
- 1345 ✓  
2736 ✓

3. ~~34~~<sup>30</sup> ~~10~~<sup>9</sup> ~~1~~<sup>9</sup> ~~0~~<sup>1</sup>  
- 1964 ✓  
2036 ✓

2. ~~45~~<sup>40</sup> ~~10~~<sup>9</sup> ~~0~~<sup>1</sup> 9  
- 837 ✓  
4172 ✓

4. ~~80~~<sup>80</sup> ~~10~~<sup>9</sup> ~~1~~<sup>9</sup> ~~0~~<sup>1</sup>  
- 2813 ✓  
7387 ✓



I can use efficient subtraction.

$$5000 - 2748 = 739$$

(-1)

4999

$$- 4261$$

$$\hline 0738$$

(+1)

739

$$3000 - 2941 = 59$$

(-1)

2999

$$- 2941$$

$$\hline 0058$$

(+1)

59

$$9000 - 4732 = 4268$$

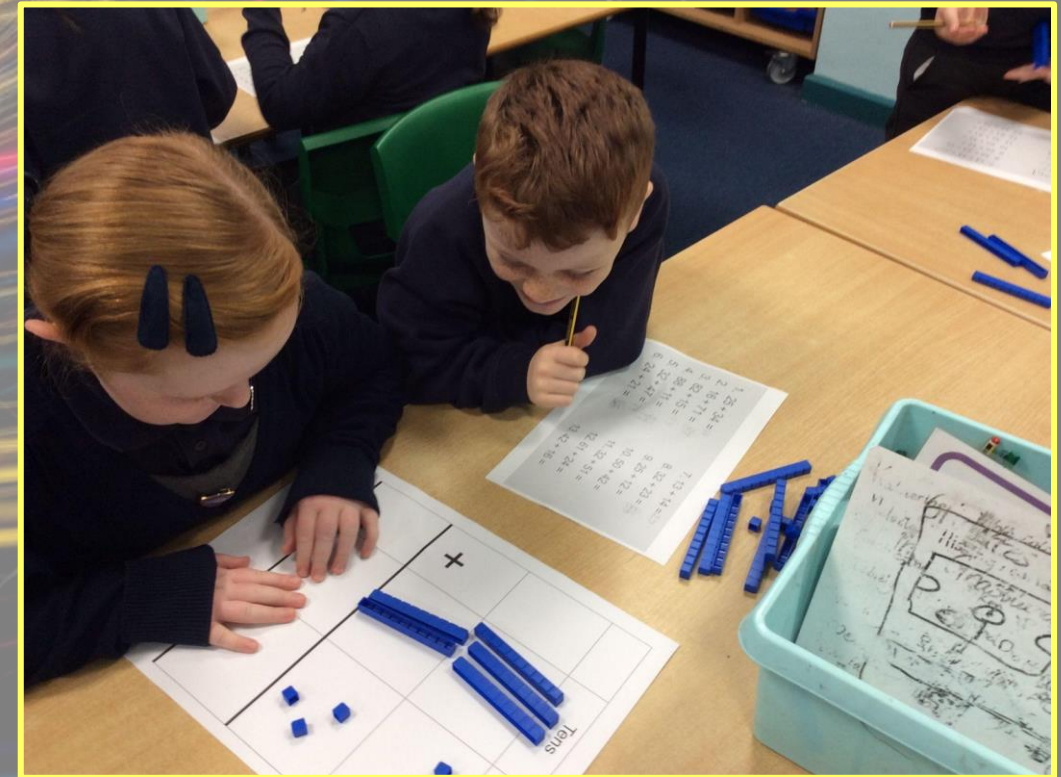
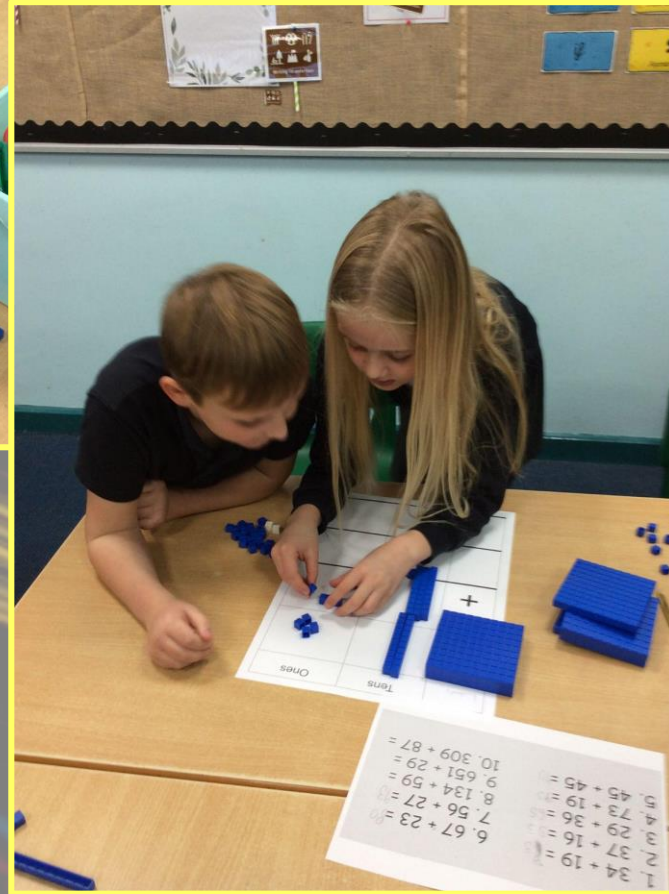
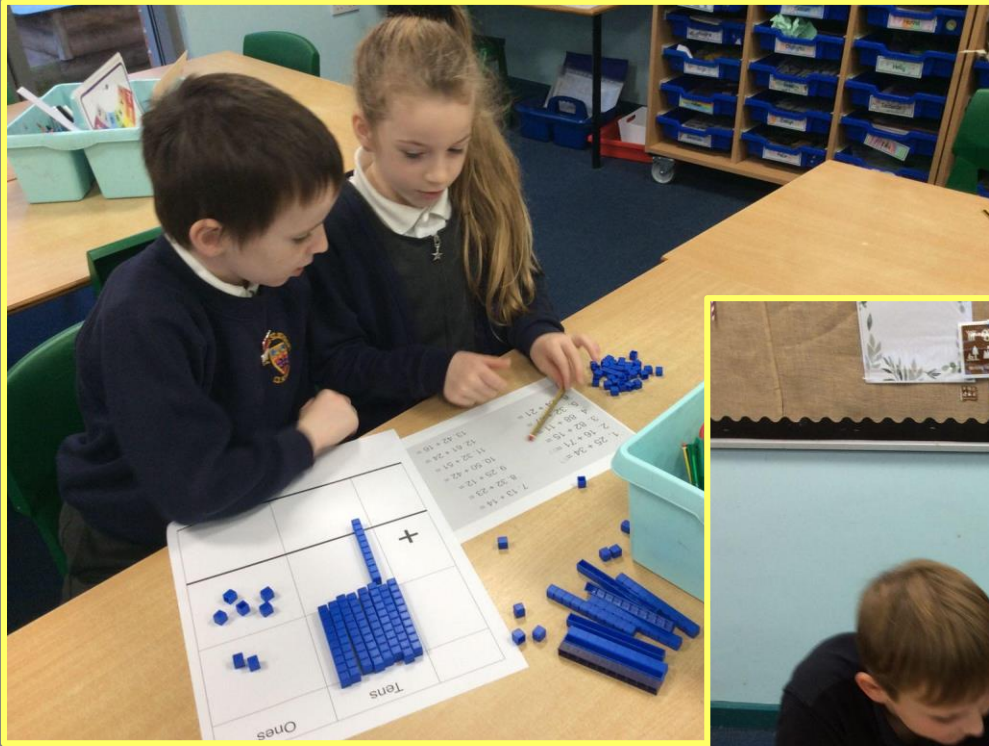
(-1)

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



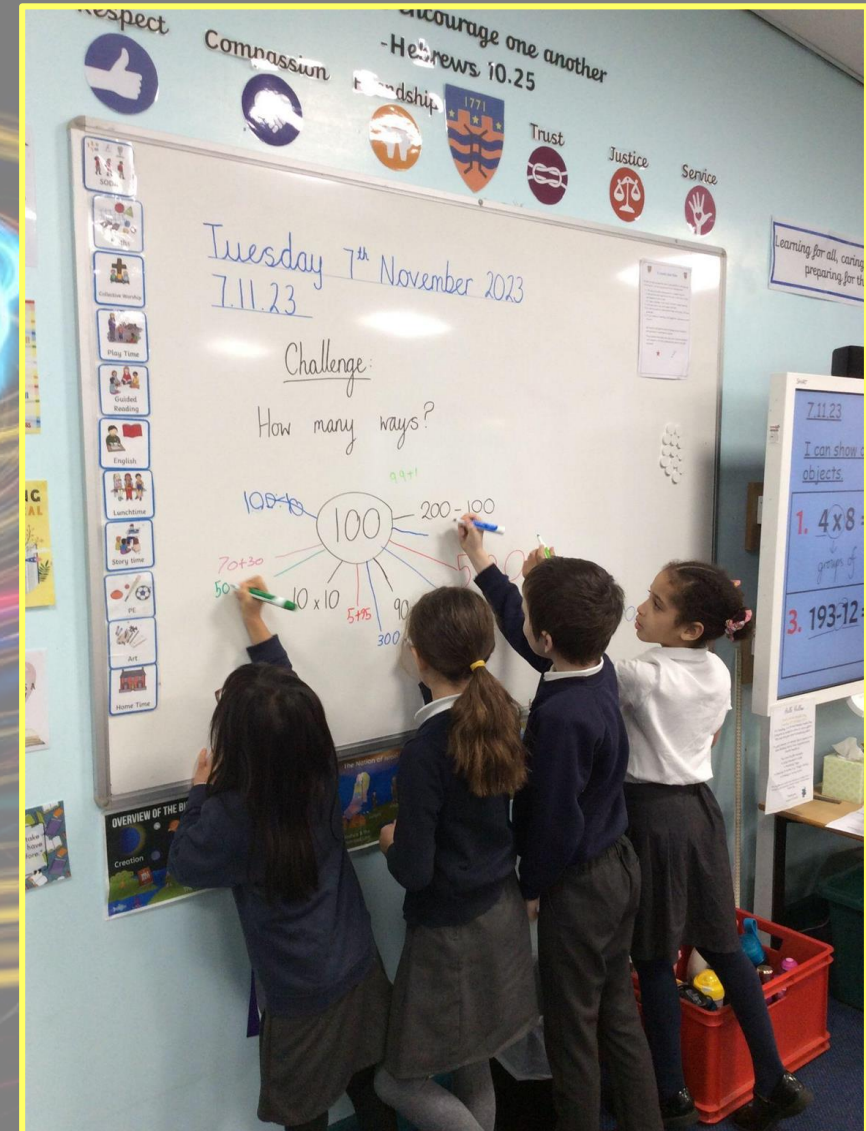
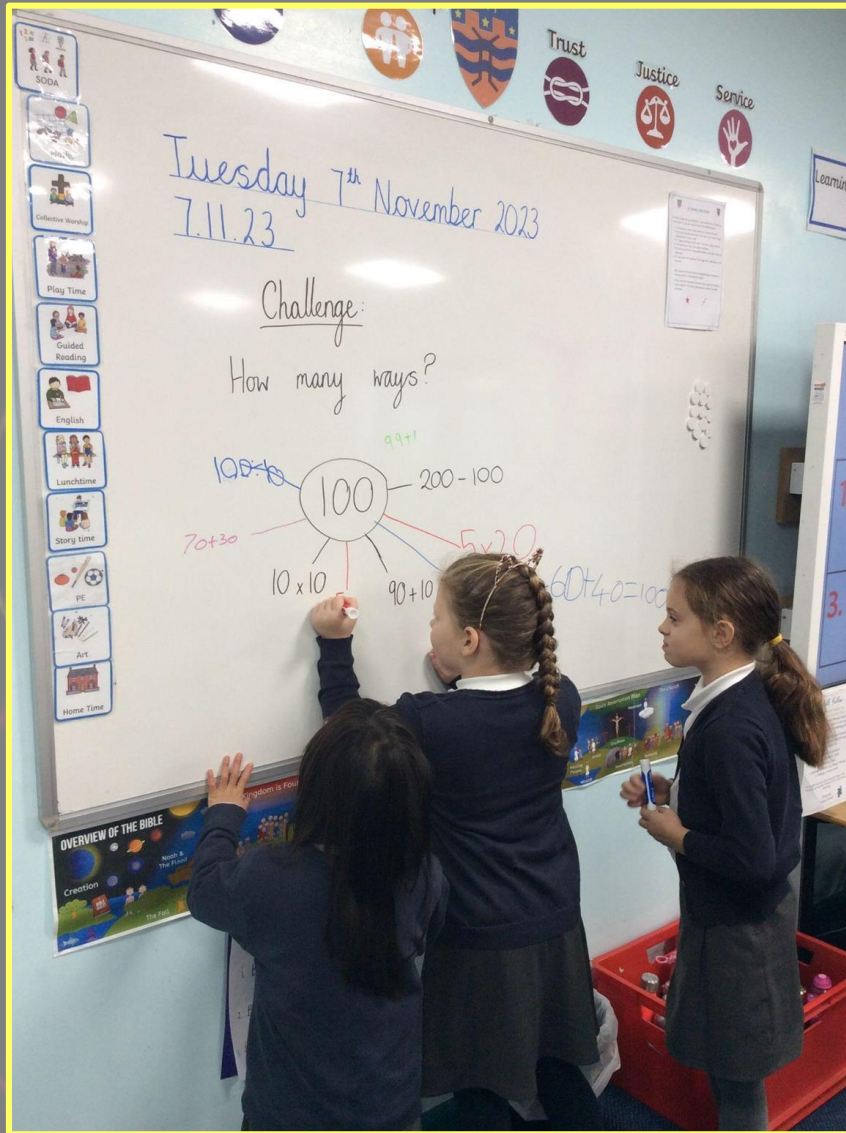
In Year 3 Maths, we have been learning about column addition...

We used concrete resources to show the value of each number and what happened when we bridged 10.





In Year 3 Maths, we love a maths challenge!





The background features a series of concentric, glowing light trails in shades of yellow, orange, and blue, creating a sense of motion and energy. The trails are centered around a bright blue point, with some trails extending outwards in a spiral pattern. The overall effect is reminiscent of a nebula or a galaxy core.

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

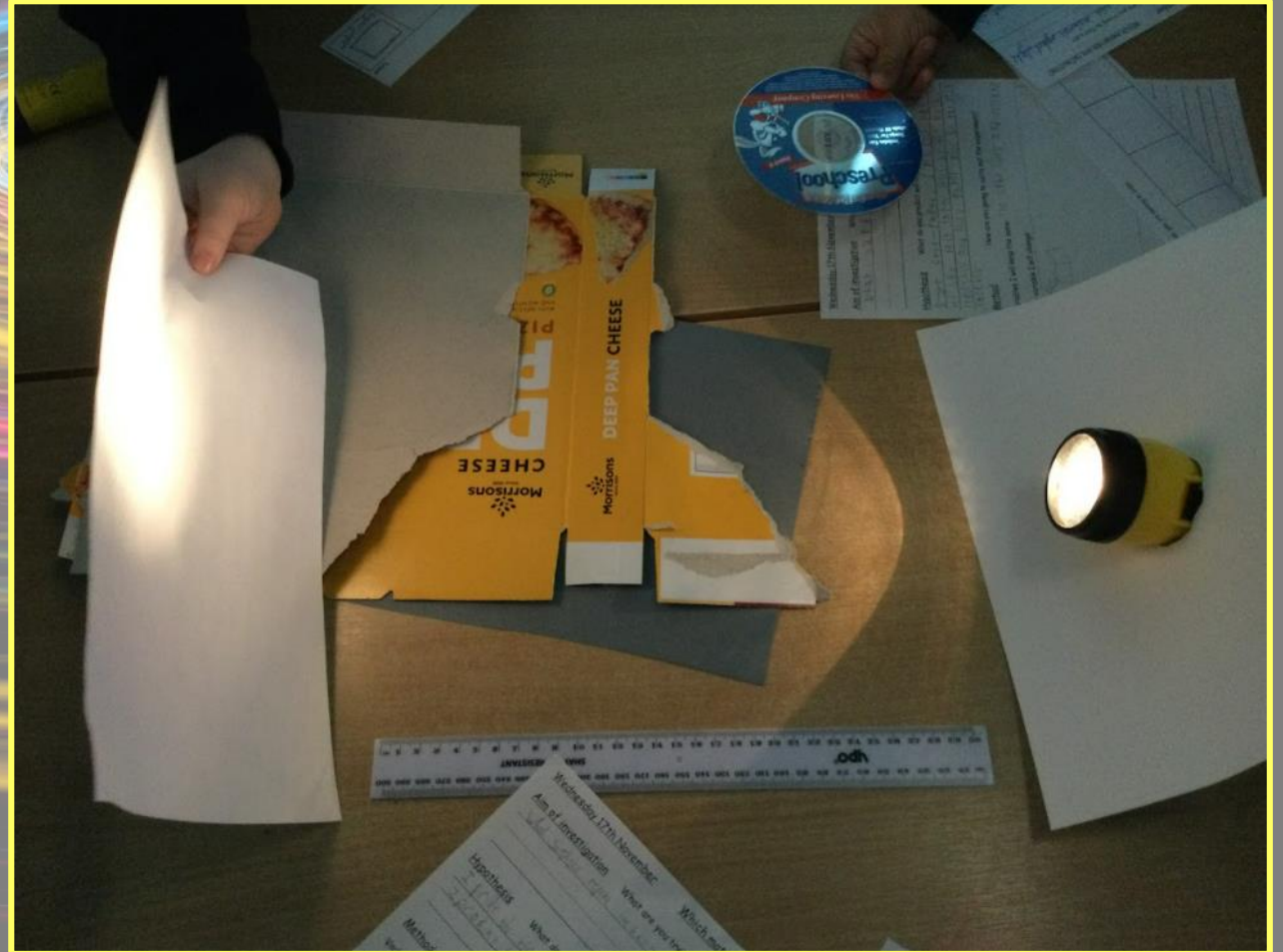
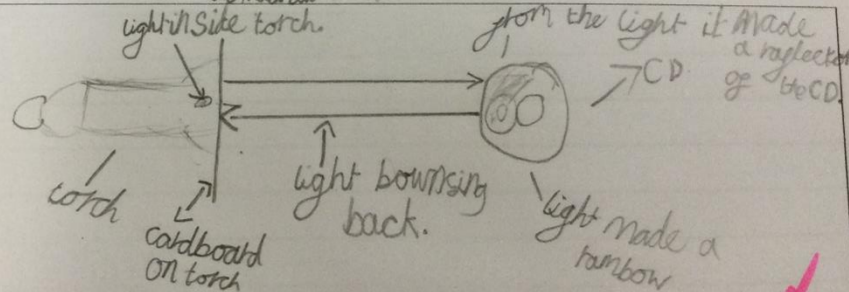
Hypothesis What do you predict will happen?

I think gold won't be very reflective because it's one of the least shiny. 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 appeared and CD's reflection       |
| cardboard     | Quite yellowish <del>colour</del> 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?

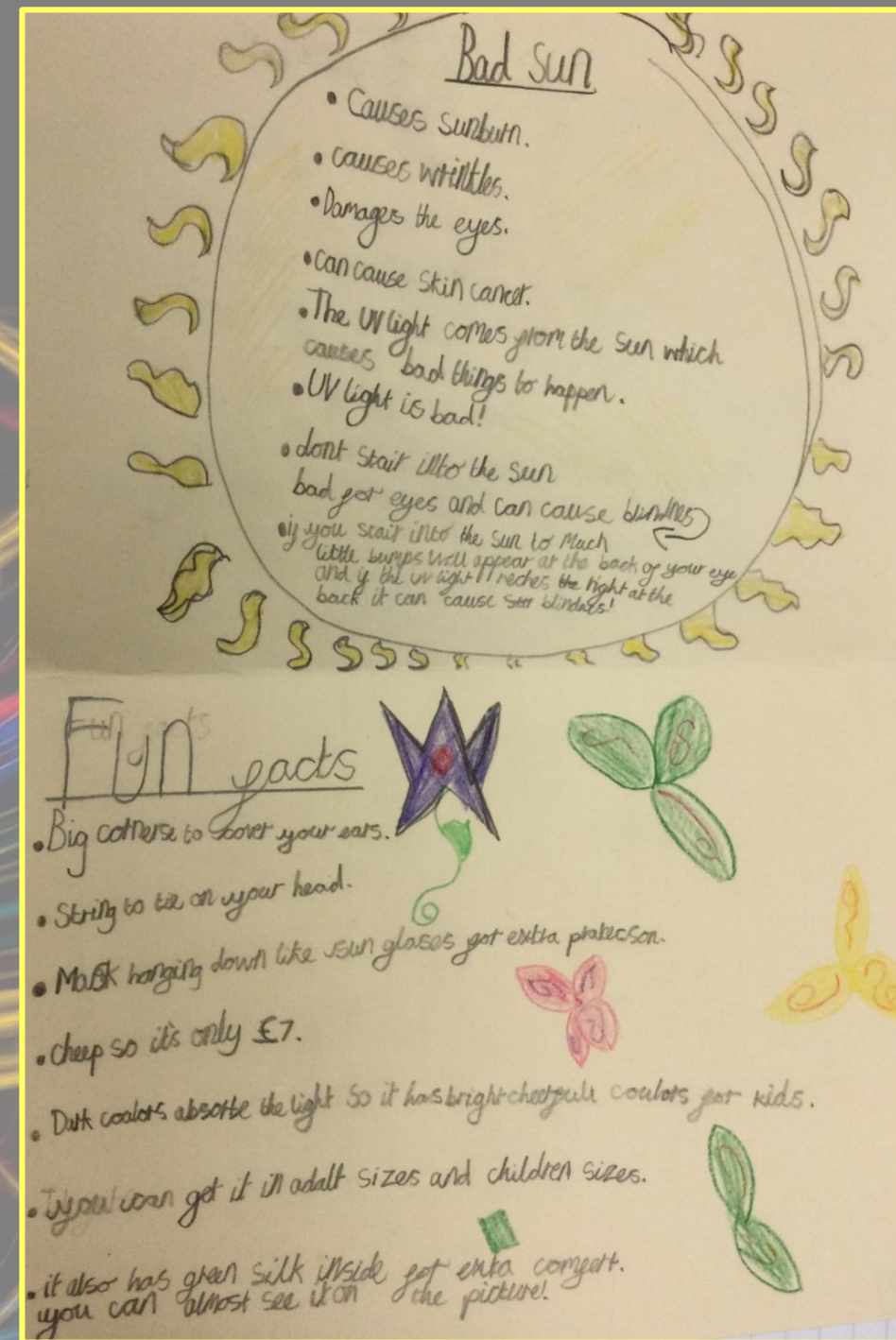
The ones that reflected the best were the spottily shiny and shiny ones. An object the bright ones are very reflective too. The ones which were not so good were yellow, the dark colours and the white ones which are not shiny.

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.



e 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



We also had a whole school STEM day. All of us in Key Stage made periscopes, using our knowledge of light and reflection. We mixed all of the classes up and worked with a partner from a different year group to make our periscopes.





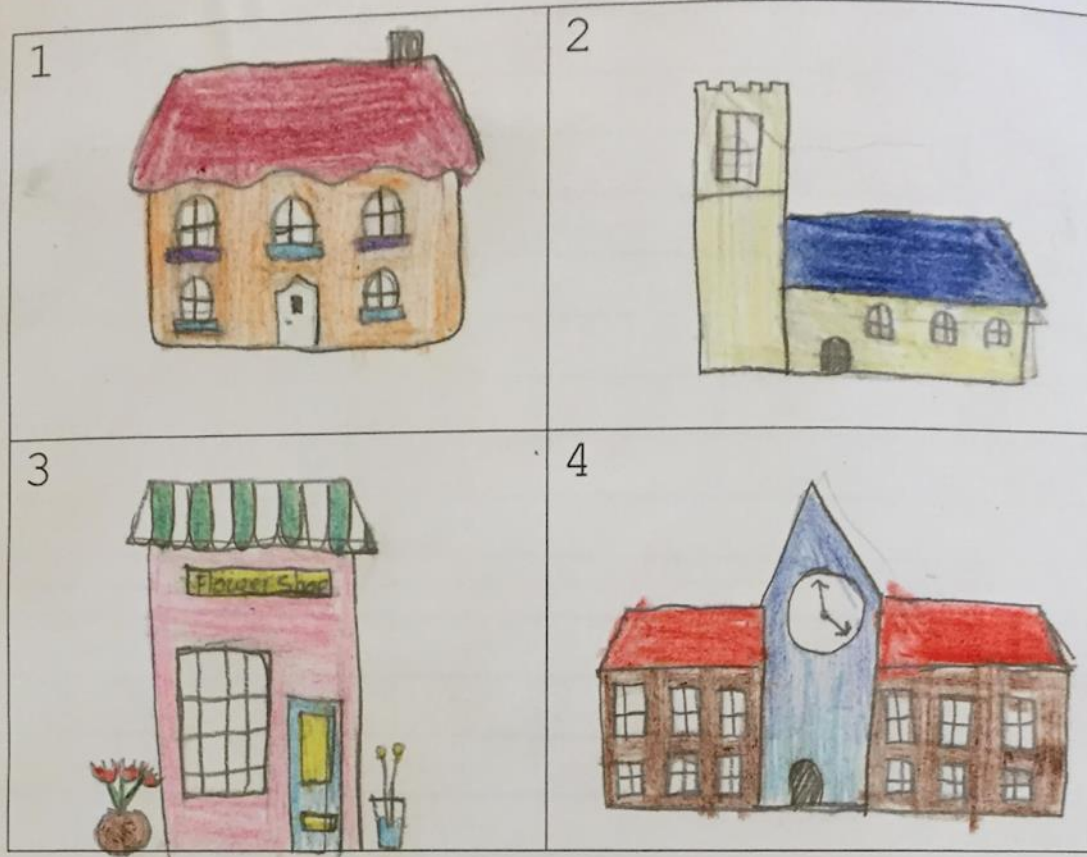
In RE we have been finding out about Hinduism. We have learnt about Diwali, made our own rangoli patterns and compared the creation story of Hinduism and Christianity.



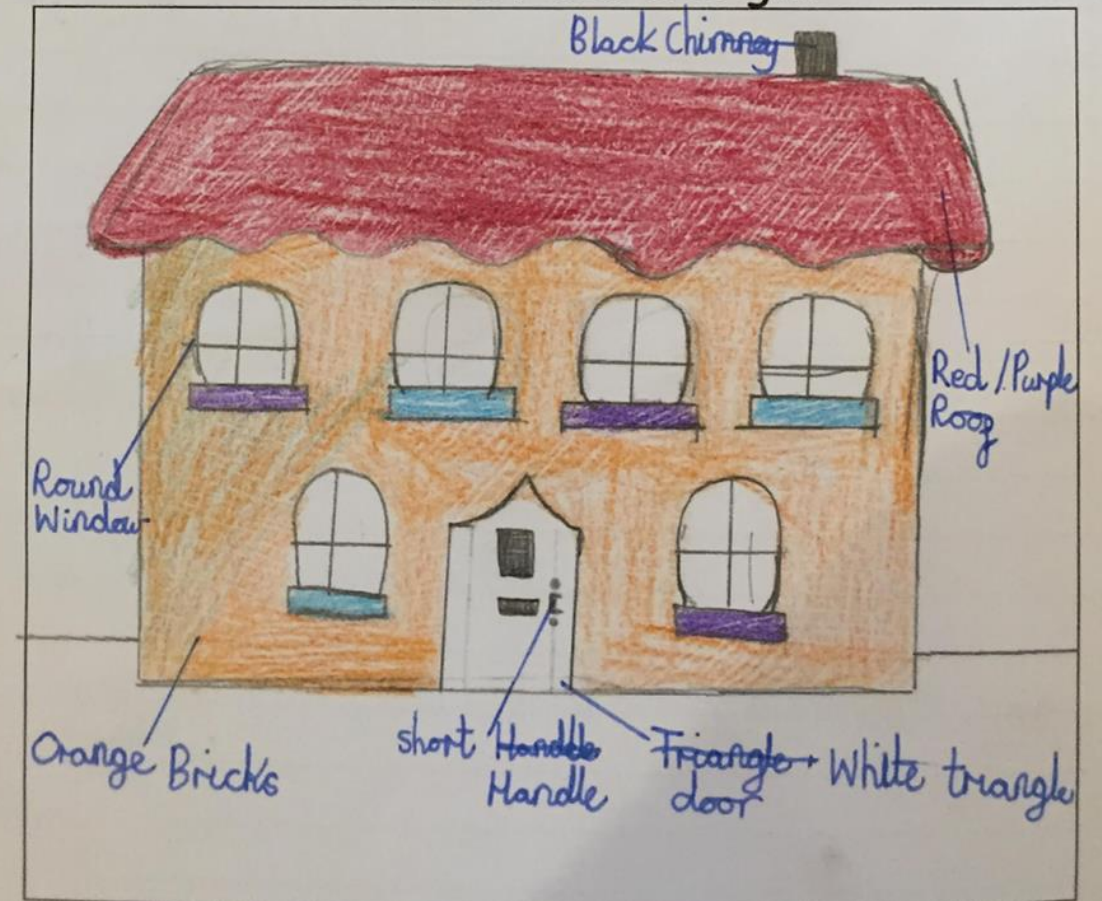


We have thoroughly enjoyed our Design and Technology project to design and make our own light-up building. First, we researched different types of buildings and designed some potential plans.

I can design a light-up box building



Labelled Final Design!





We 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. Phoebe's church had a ramp up to the door to make it accessible to everyone.





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



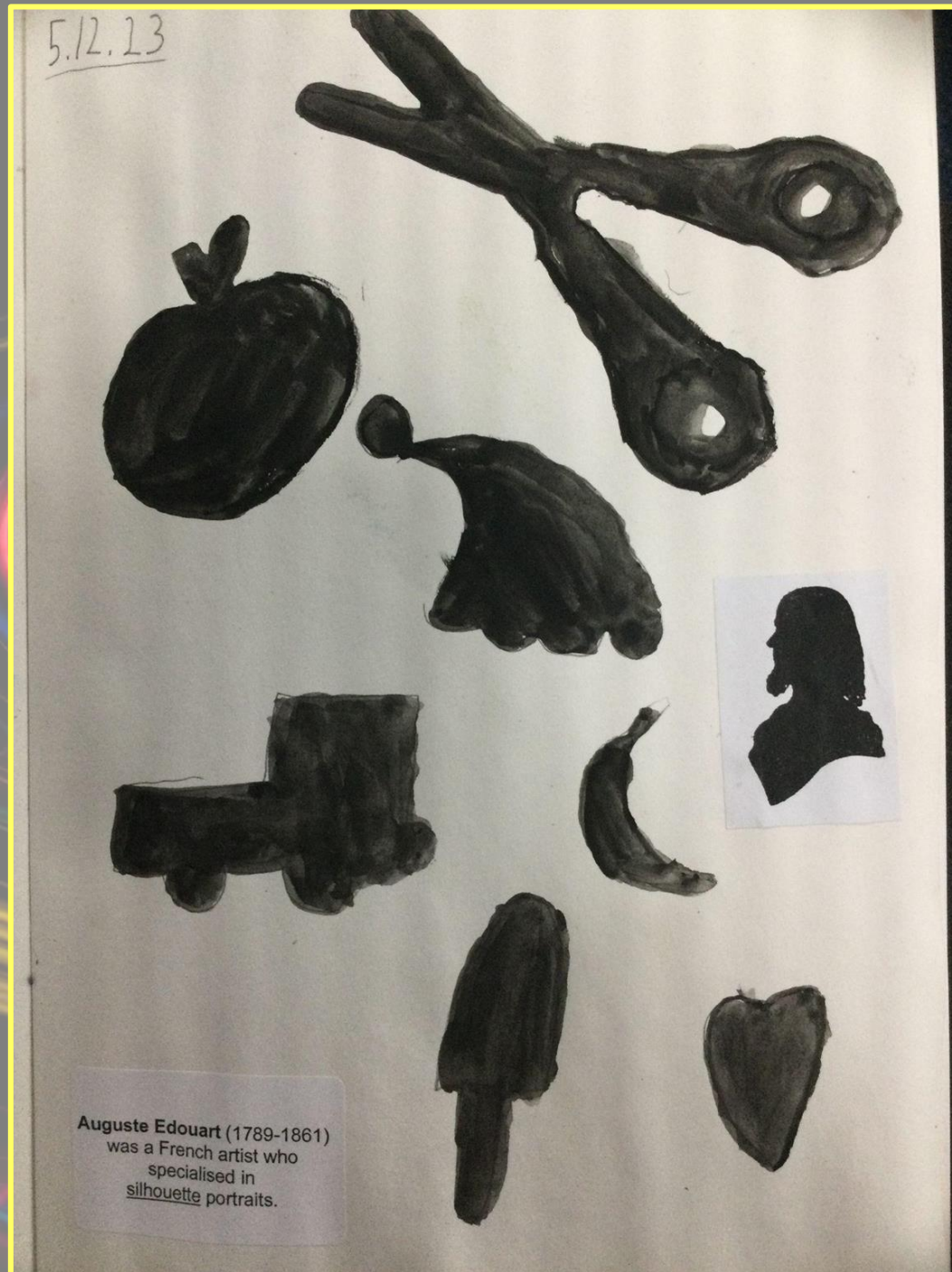


In Art, we have been practising our painting skills. We have learnt about colour mixing and colour washes.



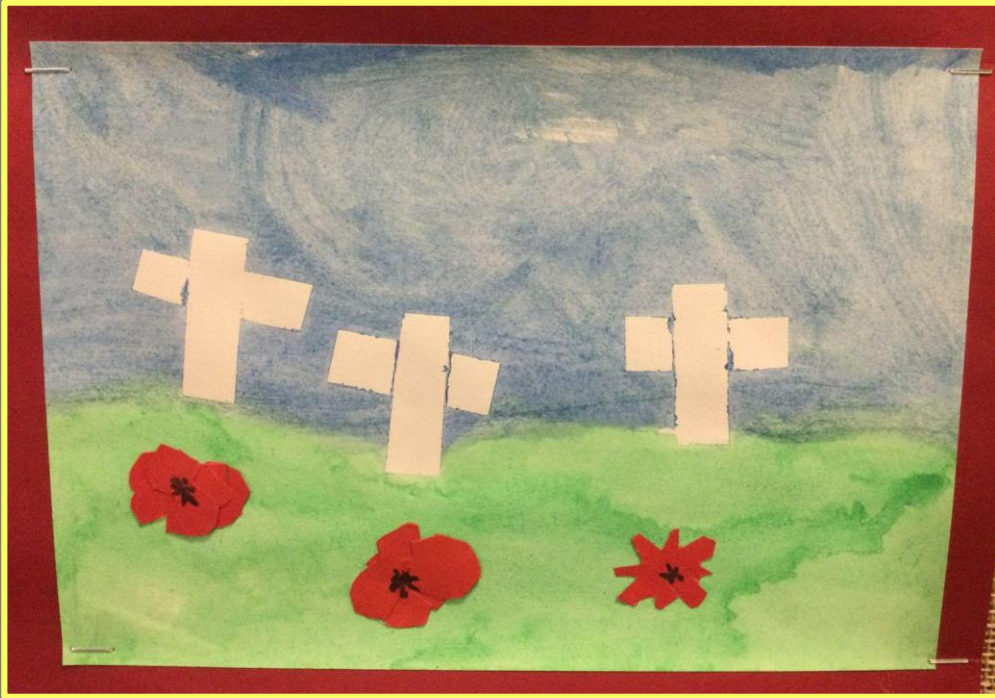


Here are our  
shadow  
paintings we did  
after learning  
about the  
French artist,  
Augusta  
Edouart.





We made some beautiful poppy artwork for Remembrance day.



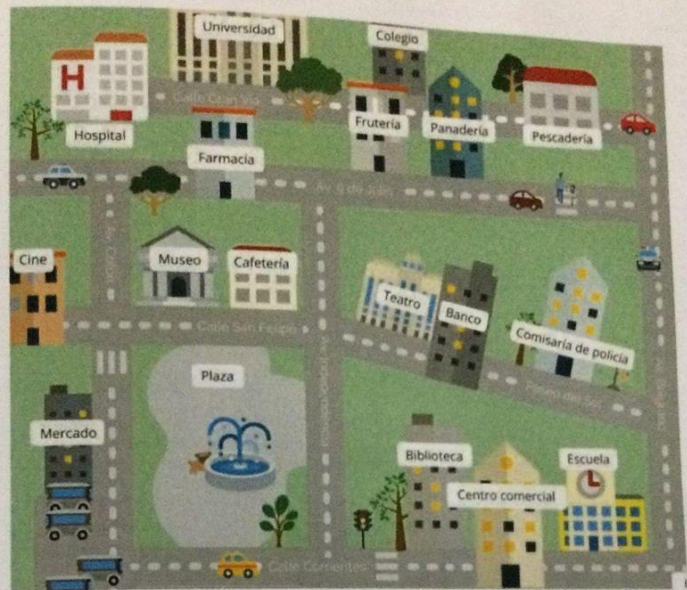






In Spanish, we learnt how to find our way around a Spanish town.

I can ask for and give directions



There are some new place name words on the map.  
Be a Spanish detective and find the Spanish words for:

Fruit shop = *Fruteria* (f)  
Museum = *Museo* (m)  
Police station = *comisaria de policia* (f)  
Bank = *Banco* (m)  
Theatre = *Teatro* (m)

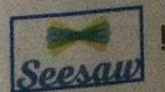
**Challenge**  
Do you think they are masculine or feminine?  
Mark them with m or f.

Now work in pairs. Use your big map.

Person A start at POINT A  
Ask for directions to the cinema then the chemist.

Person B start at POINT B  
Ask for directions to the café then the bakery.

Record yourselves on



We learnt them name of lots of shops and places you would find in a typical town and also how to ask for and give directions.





We practised by getting our partner to move a teddy around a map speaking only in Spanish!

We also looked at how all nouns in Spanish are either masculine or feminine and how there are FOUR different words for 'the'!!! Very confusing!

Y3/4 A12

### Noun Bank

|                 |                 |
|-----------------|-----------------|
| el cine         | the cinema      |
| el restaurante  | the restaurant  |
| el supermercado | the supermarket |
| el estadio      | the stadium     |
| el colegio      | the school      |
| la carnicería   | the butcher's   |
| la panadería    | the baker's     |
| la cafetería    | the café        |
| la pastelería   | the cake shop   |
| la farmacia     | the chemist     |

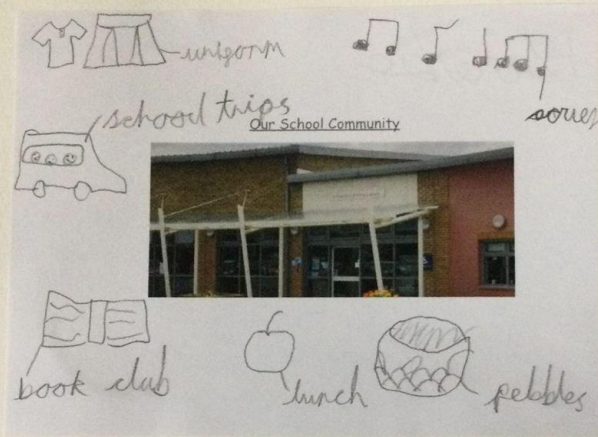
  

 A worksheet with Spanish vocabulary cards and a 'WHERE?' section. The cards include 'el colegio', 'la carnicería', 'el estadio', 'la cafetería', 'la pastelería', 'el restaurante', and 'la panadería'. The 'WHERE?' section features a cartoon character asking '¿Dónde está .....?' and 'Aquí está .....?'.

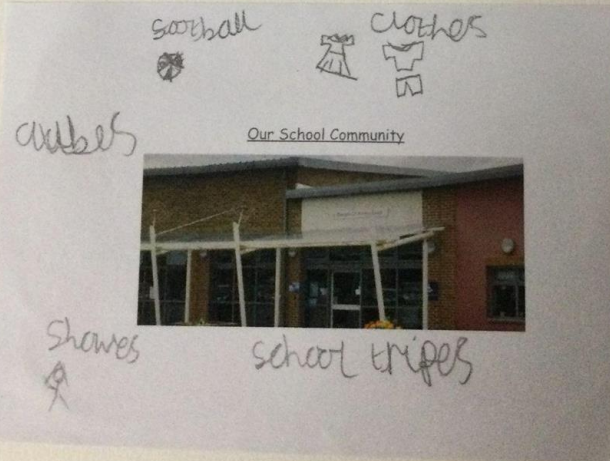


In RHE, we have been thinking about what makes our school a community and how we can support and encourage the people around us.

## Service



## Trust



## Justice

Monday 11th December 2023 Respect Scenarios



"Maybe she came from a different school where they wore blue hats. She would feel sad."  
 "They might be saying it's a babyish hat."  
 "Maybe she couldn't afford a red hat."



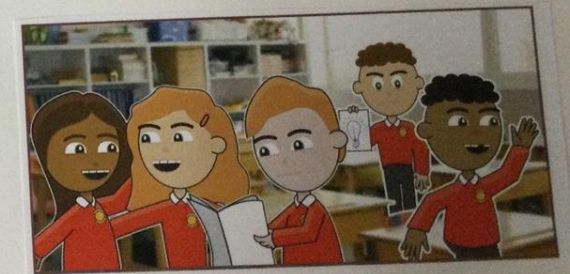
"They need to take turns."  
 "It's not kind to say 'you're rubbish'."

How do you think the children are being treated like that? Why do you think they are being treated like that? Is it fair?



"She would be cross and annoyed because she can't play football."  
 "It's not fair."

What could we do to help the child in each scenario?



"He is feeling left out and no one is listening to his idea."  
 "It is important to let everyone have a turn to speak."

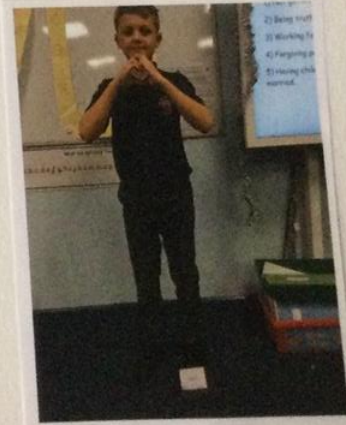


We have also talked about the different feelings and emotions which we all feel at different times.

Monday 4<sup>th</sup> December 2023.

Emotions

Today we talked about some of the feelings and emotions that we all feel at different times. We played charades. Can you guess how the children are feeling from their expressions and actions?



amused

shy

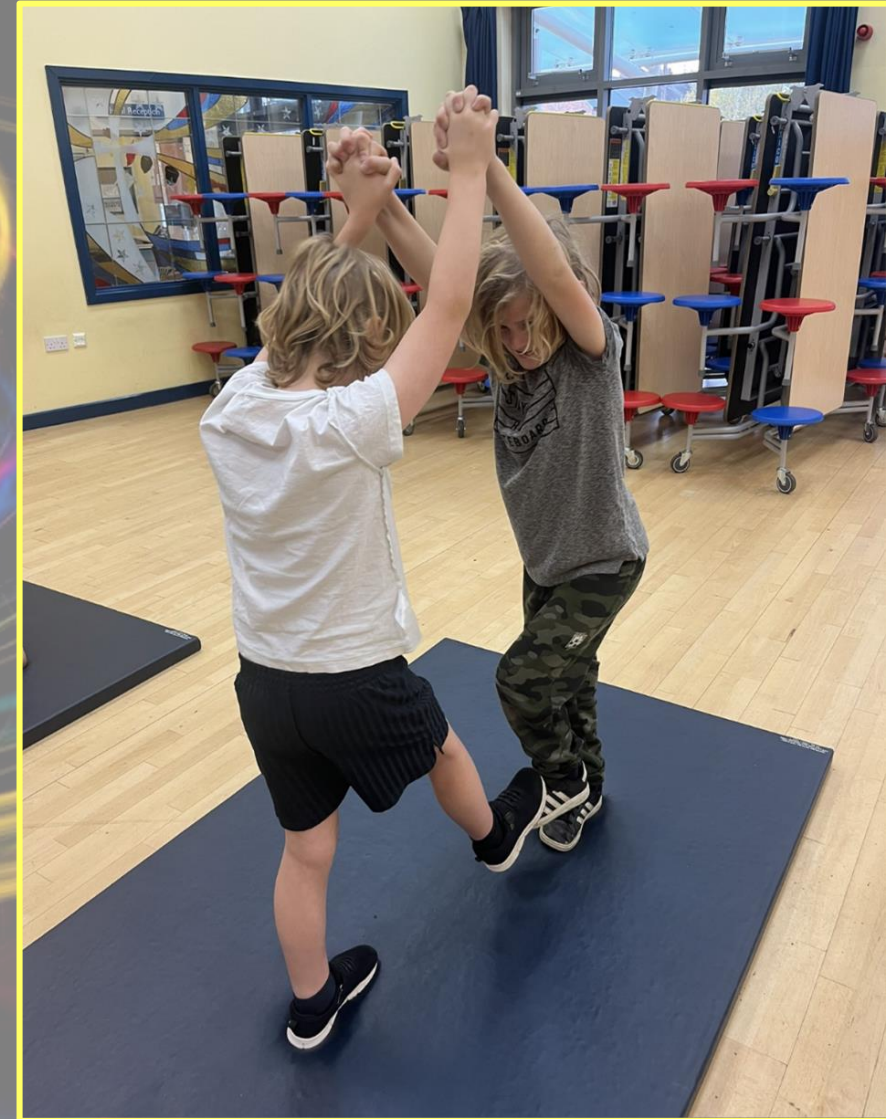
unsure

love

bored



In PE, we have been focussing on skills required for gymnastics. We have been doing counter-balances with partners, a range of jumps and transitions from one balance to another.











# Technology Weekly



Our special feature this week:  
Should primary age children  
have Chromebooks in schools?

We interview Year 3/4 children  
from St Oswald's Primary  
School in York to find out!

Plus, what is the best way to  
spend your TTRockstars  
money?

Clothes or Instruments?

And much, much more!



## Computing

As part of our digital media topic in computing, we learned how to use templates in desktop publishing.

We applied these skills and created our own front covers of magazines. We discussed orientation, placeholders, text and images.

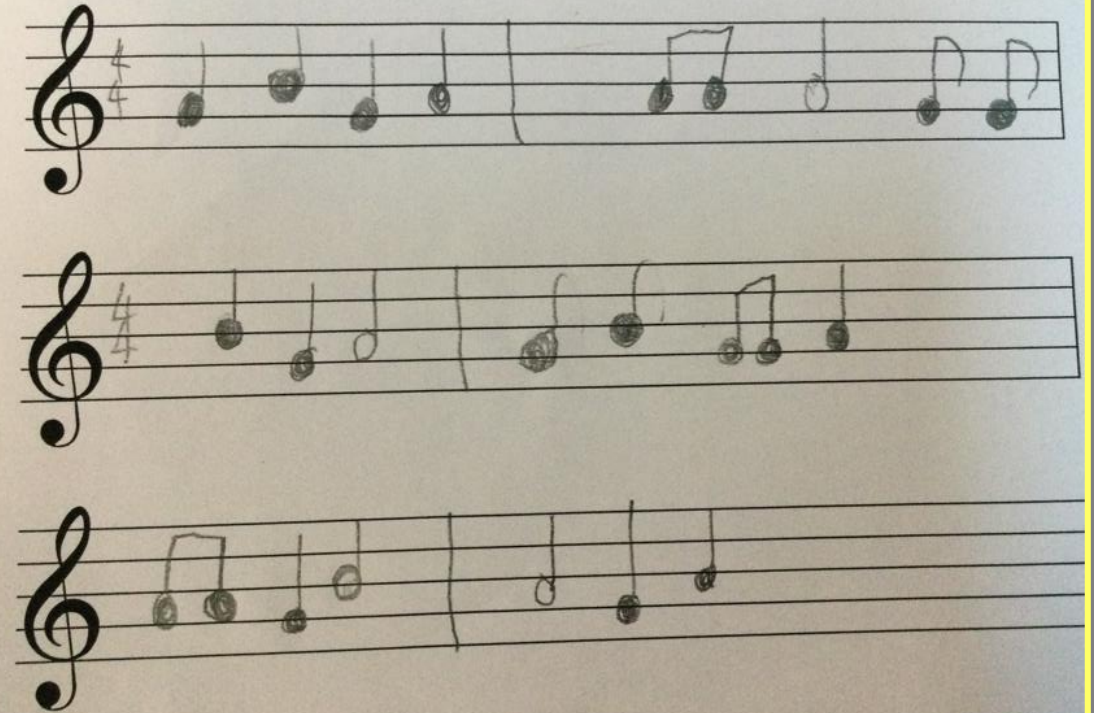
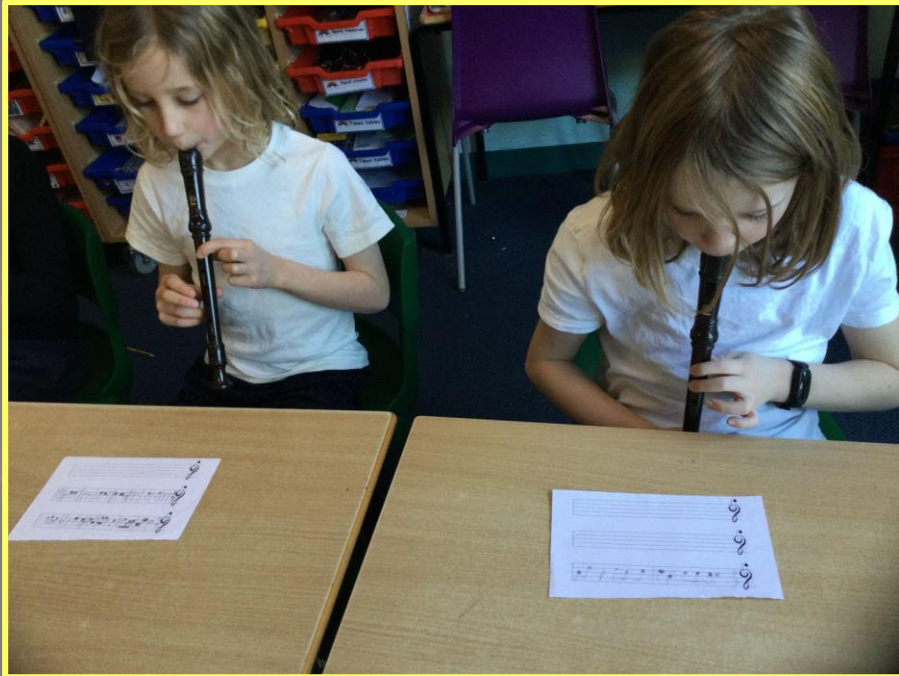




In music we have been learning to play the recorder.

We learned how to play the notes on the recorder, read the notes from a music score and recognise note values.

Then we had a go at composing our own music!





The background of the slide is a solid gray. Overlaid on this background are numerous concentric, swirling lines of light. The lines are primarily yellow and orange, with some blue and pink lines interspersed. They form a complex, multi-layered pattern that resembles a stylized spiral or a nebula. The lines are thin and have a soft, glowing appearance.

And lots, lots more!