



10<sup>th</sup> January 2017

Dear Parents & families,

**CLASS 3M SHARE LETTER**

**WELCOME:** Welcome back parents and children to a brand new term. The following information is to continue to help with the smooth running of this year.

Water bottles are a must to keep brains hydrated and it is best if water bottles are filled at home initially as this avoids congestion at the fountains in school first thing in a morning. (Water only- no juice, with lids that allow the children to suck).

PE kits should be brought in on Monday and left in school until Friday; trainers are not needed for outdoor games. Reading books will be changed on **Fridays** and 2 new books will be issued weekly unless otherwise agreed.

Also, if you have any free time when you could volunteer to work with a reading group in school, please let myself or Mrs Owen in the office know.

**LEARNING:**

|                       |  |
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| English               | This term we will be consolidating our understanding of a variety of punctuation i.e. full stops, commas in a list, exclamation marks and question marks and ensuring that children are using the correct tense in their writing. We will also be practising the skills learnt last term in using inverted commas and apostrophes for contractions and possession. The children will continue to develop their use of connectives, openers, adjectives and adverbs to enhance their writing. The texts we will be reading are <i>The Hodgepodge</i> by Dick King-Smith, <i>The Poetry Chest</i> by John Foster and then after half term <i>Stig of the Dump</i> by Clive King.   |
| Maths                 | See non-negotiables list.  |
| Science               | What do rocks tell us about the way the earth is formed?<br>We will: <ul style="list-style-type: none"> <li>• name the three different types of rocks.</li> <li>• handle and examine rocks to identify their properties.</li> <li>• state the four different types of matter that soil is composed of.</li> <li>• learn to make careful observations.</li> <li>• take part in and contribute towards an oral presentation of their observations.</li> </ul>  |
| History and Geography | What makes the earth angry? <ul style="list-style-type: none"> <li>• What causes a volcano to erupt and which are the famous volcanoes in the world?</li> <li>• How do volcanoes impact on the lives of people and why do people choose to live near them?</li> <li>• How can we recreate an erupting volcano?</li> <li>• What causes an earthquake (and a tsunami) and how are they measured?</li> <li>• Who experiences extreme weather in our country?</li> <li>• Which countries have experienced earthquakes and tsunamis in your life time?</li> <li>• How can we capture a stormy weather pattern using music, drama and dance?</li> </ul> <p>How did the Victorian era shape the Westhoughton we live in today?</p> <ul style="list-style-type: none"> <li>• What made people come and live in Westhoughton in the first place?</li> <li>• When did Sacred Heart Church and school open and what can we find out about their history?</li> </ul> |



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|                       | <ul style="list-style-type: none"> <li>• Why does Westhoughton have a Pitt memorial?</li> <li>• Has anyone famous ever lived in Westhoughton?</li> <li>• How can we capture Westhoughton's history in art and music?</li> <li>• Why does Westhoughton have a railway station and when was it opened?</li> </ul>  |
| Art                   | <p>How cosy is our quilt?</p> <ul style="list-style-type: none"> <li>• What can we find out about quilts and how they are designed and made?</li> <li>• Can we copy and develop some patterns we have found in quilts?</li> <li>• How can we develop patterns and designs using software?</li> <li>• Why are there different types of stitching and how many can we learn to use?</li> <li>• Which fabrics could we use and what effect do they have?</li> <li>• What patterns could we use for our own class quilt?</li> <li>• How can we cut and join each section of the quilt?</li> </ul>  |
| Design and Technology | <p>How can we help an egg survive a journey home from the shops? <b>Please can parents/relatives save their egg boxes and send them into school?</b></p> <ul style="list-style-type: none"> <li>• What are egg boxes made of and why?</li> <li>• Can we design a test to find out which is the best egg box or egg carrier?</li> <li>• What materials could we use to make an even better egg box or carrier?</li> <li>• Can we develop two or three design ideas and then choose one to make?</li> <li>• How will we cut and join our chosen materials?</li> <li>• How will we decorate our product to make it appealing to customers?</li> </ul> <p>How will we bridge that gap?</p> <ul style="list-style-type: none"> <li>• How many types of bridges can we investigate?</li> <li>• Can we copy different bridge structures using construction kits?</li> <li>• Which shapes do engineers use for their strength?</li> <li>• Can we design a bridge made of card, paper and string to span a gap between two tables?</li> <li>• If we have a limited budget to 'buy' card, paper and string can we modify our designs and what will we choose to build our model bridge?</li> <li>• How will we cut and join the materials we are using?</li> <li>• How will we test our bridge?</li> </ul> |
| Computing             | <p>Gaming in the new world (<b>if you have a computer at home we kindly ask that your child is allowed to download a piece of software called Kodu Game Lab – hopefully they can download it themselves with little support</b>)</p> <ul style="list-style-type: none"> <li>• I can put programming commands into a sequence to achieve a</li> <li>• specific outcome</li> <li>• I can break an open-ended problem up into smaller parts</li> <li>• I can describe the algorithm I will need for a simple task</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming</li> <li>• I keep testing my program and can recognise when I need to debug it</li> <li>• I can collect data to answer a question</li> <li>• I can talk about the different ways data can be organised</li> <li>• I can use a data logger to monitor changes and talk about the information it collects</li> <li>• I can create different effects with different technology tools</li> <li>• I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>• I can evaluate my work and improve its effectiveness</li> </ul>  |
| PE                    | Netball, Rugby, Dance, Gymnastics and a year R-5 performance of Macbeth in drama   |

**RELIGION:** Local Church (Journeys), Reconciliation, Lent and Easter.

**WORSHIP:** You are also invited to all of our liturgies of the Mass and class-led para-liturgies (assemblies).

Class assembly 3M – Friday 20<sup>th</sup> January at 3pm in the School Hall.

Class Mass for Guardian angels with a linked pupil in RO – Monday 27<sup>th</sup> February at 9:30 in church.

Whole school Ash Wednesday Mass – Wednesday 1<sup>st</sup> March at 10:00 in the school hall.

Whole school Easter Mass – Monday 3<sup>rd</sup> April at 9:30 in church.

Whole school Stations of the cross – Monday 10<sup>th</sup> April at 2pm in school (possibly outside)

**HOMEWORK:** Please still continue to use Homework diaries to communicate with me about reading and any other queries, reading books will be changed on a Friday as normal this term. Spellings will be given out on Thursdays to be tested the following Wednesday – please continue to support your child with this, throughout December some children had fallen out of the habit of learning them. Active learn maths homework will be set on a Friday, however sometimes this may come home as a paper copy if no game is available that week.

**SNACKS:** Our breakfast club operates daily, 8:30am (50p / day) and morning snack at break-time (40p / day – **or £2 for an all week ticket**). Both are 'pay as you go' only, and served in the main hall. Until the end of Y2 all children are provided with a daily fruit / veg snack free of charge. Children in KS2 are only allowed to bring a healthy fruit or veg snack to eat at break-time – they will keep this in their classroom tray, not packed lunch boxes. All children must bring a clean, named, filled water bottle to school daily.



| ALL YEAR ROUND UNIFORM:  | SUMMER TERM UNIFORM OPTION:  | P.E. UNIFORM:  | NOTES:  |
|--|--|--|---|
| White collared long or short sleeve shirt  | Option A:<br><ul style="list-style-type: none"> <li>☒ White polo shirt</li> <li>☒ Grey long or short trousers</li> <li>☒ Grey / white socks</li> <li>☒ Black low-heeled shoes</li> </ul>       | White round neck t-shirt   | Label all items of uniform with name.                                 |
| Sacred Heart tie   |  | White shorts   | Tie must be worn with year-round uniform.                             |
| Maroon v-neck jumper or cardigan   |  | Dark grey / black pumps  | No jewellery is allowed.  |
| Grey long trousers, knee-length skirt or pinafore  | Option B:<br><ul style="list-style-type: none"> <li>☒ Red &amp; white gingham dress</li> <li>☒ Grey / white socks or white / grey / maroon tights</li> <li>☒ Black low-heeled shoes</li> </ul> | Track suit & trainers for necessary outdoor use  | Coat must have a hoop for hanging onto cloakroom hook.                |
| Grey / white socks or white / grey / maroon tights   |  | Draw-string pump-bag to hang onto cloakroom hook.  | School book bag should have a long strap to hang onto cloakroom hook. |
| Black low-heeled shoes [Velcro fastenings preferred for Reception]   | Maroon v-neck jumper or cardigan may be worn with both options.  | <b>UNIFORM STOCKISTS:</b><br>Rainbows Schoolwear (Church Street); Love to Sew (Market Street). | Water bottle & lunch box must be sealable and named.                  |
| <small>Reception only uniform also includes: round-neck maroon sweatshirt, white polo-shirt &amp; grey joggers option. Wellies must be provided. Waterproofs are ordered via the school scheme, and remain in school for everyday use. Spare socks / underwear may also be kept in school.</small> |  |  |   |

**UNIFORM:** Correct uniform is to be worn for school. P.E. kits should stay in school throughout the week. Note that jewellery is not allowed to be worn in school.

**WEEKLY NEWSLETTER:** The Sacred Heart Herald is produced by the school office each week, and is emailed to all parents. If you do not receive your copy, please let Miss Butler, in the main office, know. Paper copies are available to collect from the office. Up to date diary dates are included each week, and are also available to view at [www.facebook.com/TheJourneyMatters](http://www.facebook.com/TheJourneyMatters)

**FACEBOOK PAGE:** Our facebook page is updated by class staff when time permits. You may leave positive comments if you wish. This is not the forum to ask something which is better said in person to the class teacher.

**DIARY:** Key dates for this year (subject to change – but include them in your diary now!):

**Class-led para-liturgy [assembly]:** Friday 20<sup>th</sup> January, 3pm

**Class visit to weekday Mass:** See above.

**Whole school Masses:**

Ash Wednesday Mass – Wednesday 1<sup>st</sup> March at 10:00 in the school hall.

Easter Mass – Monday 3<sup>rd</sup> April at 9:30 in church.

**Trips & likely voluntary contribution:**

World Book Day Thursday 2<sup>nd</sup> March

Science Week - w/b Monday 13<sup>th</sup> March

Quarry Bank Mill – During Spring 2 (please see letter closer to the time)

**Summer SHARE meeting:** Wednesday 3<sup>rd</sup> May at 9am and 3pm

**SHARE Parents' evening:** Wednesday 1<sup>st</sup> March 4-8 by appointment.

**End of year SHARE open afternoon:**

Reports issued: Wednesday 5<sup>th</sup> July

Open afternoon: Wednesday 12<sup>th</sup> July, 2-5pm, drop-in.

Should you have any queries throughout the year, please do not hesitate to get in touch with me.

Thank you for your continued support as we work in partnership together...

Yours sincerely,

Miss McGlade