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## Farcet CofE Primary School Newsletter

Dear Farcet Families

Welcome back to school! I hope that you all had a restful and enjoyable half term. As I stood by the school gate on Monday morning, it was lovely to see the children arriving for school looking happy and very smart despite the wet weather.

We ended Term 3 on a very positive note. Here are some of the highlights of Term 3:

- Firstly, it has been lovely to see invited family members join us to celebrate their children's achievements during Celebration Assembly on a Friday.
- We have been very pleased by the number parents who attended Parents Evening consultations to discuss their child's/children's progress.
- The children's behavior continues to be impeccable during their learning time and they are showing great attitudes to their learning too.
- The work in the children's books illustrates that they have been gaining excellent knowledge during their lessons and their recent assessments show that they have retained the knowledge too, which is great news!

We have made a great start to Term 4. I am sure that this will be another successful term too. Although this is a short term, there will be lots of events taking place such World Book Day, Red Nose Day, Mothers' Day Cream Tea (after school) and the Easter Bonnet Parade. We will send you further information about these events in due course.

Best wishes

Caroline Sadler



24<sup>th</sup> February 2025  
Term 4, Week 1

## OUR SCHOOL VALUES

- Trust
- Friendship
- Compassion
- Forgiveness



## **TERM 4 Curriculum Focus**

### **Earhart Class (EYFS Reception)**

In Earhart this half term, we will be learning about 'Growing and Changing'. In this topic we will explore seasons, growing plants, how animals grow and change, food and farming and how we grow and change.



The children will learn that we have four seasons on earth. They will recall that the earth orbits the sun (knowledge they learned in our Space topic) and will know that when our part of the earth tilts towards the sun we experience summer. Then continuing to think about the idea of change, the children will think about the past and how places change over time. This is another opportunity for children to establish an early understanding of chronology, building on their learning from the Autumn unit, Transport, where children learned about transport in the past and how it has changed over time.

Moving through the unit, children will have an opportunity to plant a seed and observe its growth, so we can understand what plants need to grow. We will also learn about life cycles and how animals grow and change.

In Literacy, we will read a range of fiction and non-fiction texts about how people, animals and plants grow, including, *The Tiny Seed* by Eric Carle. We will learn how to label and write descriptive sentences. We will also read, *The Cat in the Hat* by Dr Seuss and write simple phrases and sentences.

In Number we will be learning about 3D shapes and describing them using mathematical language. We will also be exploring length and height and will measure objects using cubes. Finally we will be exploring the composition of the number 10, thinking about two numbers that equal 10.

We will also continue to provide a range of opportunities for all areas of learning in our provision, including understanding the world, personal social and emotion development, communication and language and physical development.

## Goodall Class (Year 1&2)

In History next half term, we will be learning about the Tudor period. We will be learning about the life of Henry VIII, including his parents, wives and heirs. We will also be learning about the reigns of Edward VI, Elizabeth I and Mary I. We will also be discussing life in Tudor England, specifically the contrasting lives of rich and poor people.



In Art we will be learning how to create a landscape, thinking about a background and foreground. We will be practising different artistic skills, such as creating large brushstrokes, dabbing with sponges and sketching. Finally, we will be exploring symmetry and how to create a symmetrical piece of artwork.

In Music we will be learning all about Gamelan music, a traditional Indonesian percussion orchestra. We will be naming different types of instruments and will carry on learning now to play a simple tune on a glockenspiel.

In Science we will be learning about different materials and their properties. We will be discussing that materials have specific uses based on their properties, i.e. transparent materials. We will be exploring liquids and solids, and discussing how they differ. We will also be learning about the role of a scientist and that sometimes they use microscopes to explore objects in detail.

## Luther King Class (Year 3&4)

During maths lessons, Year 4 will be exploring fractions further – finding mixed and improper fractions as well as adding and subtracting. Year 3 will be learning fractions, understanding the whole/part as well as simple addition and subtraction calculations.

During history lessons, the children will be learning about 'The Rise and Fall of Ancient Rome'. They will explore some of the emperors and their achievements in the empire, as well as Britain and begin to look at how this then impacted on the downfall of the empire.



During geography lessons, the children will be learning about Northern Ireland. They will be exploring Northern Ireland further, building on their Year 2 knowledge, by looking at the physical and human features of this country. They will also briefly look at the unification of Northern Ireland into the United Kingdom.

Monuments of Ancient Rome will be explored during art lessons. The children will look at how the Romans were able to design and build buildings, which still stand today. They will then consider how this has influenced later architecture. Finally, they will build a Roman monument using lollipop sticks.

The children will explore sound during their science lessons. They will learn about the inner ear, and how it helps us to hear. They will also explore how sound travels, and plan a simple Scientific Investigation to deepen our understanding on this.

### Hawking Class (Year 5&6)

In English next half term, we will be continuing with *The Boy in the Tower* and exploring more of the mystery surrounding the bulchers! We will focus on grammar and varying the steps of sentences we use within our longer pieces. We will write a discussion essay, narrative and character description. We will also be continuing to practice retrieving information from texts we read and working on our Soundwrite spelling list.

In History we are delving further into WW2, learning about the events within the war and why it is still such an important historical era today. We will learn about the amazing work of British codebreakers and the tragedy of the Holocaust. In Science we will begin our unit on light, thinking about how light travels, how we see and even making our own periscope! We will journey to the continent of Africa in Geography and begin to explore the different biomes and physical features of the different countries within it and in Art we will begin our unit of learning about Photography! We will be taking and editing pictures using I pads and explore different photographers such as Dorothea Lange, Jason Evans and Man Ray.



## Maths is Fun!

During Term 3, our school focus was mathematics. The children thoroughly enjoyed developing their knowledge of different mathematical concepts during their maths lessons. EYFS Reception and KS1 children particularly enjoyed using maths resources to support their learning. Here's what some of the children had to say about their maths lessons at the end of Term 3:

### Earhart Class:



The children were asked by Mrs Wilson what they had enjoyed learning about during their maths lessons. Here's what they said:

Rufus said, *"We have been learning doubles. Double 2 is 4. Double 5 is 10 and double 3 is 6."*

Violet said, *"We have been practising odd and even. These are odd: 1,3, 5,7."*



Sarah-Grace said, "2,4,6,8 are evens because they are pairs."

Grace spoke about using scales to weigh different objects in the provision: "We can use these to balance things. That side is heavier and that side is lighter."



## Goodall Class:



Looking at her maths book, Mrs Brown asked Torvi-Lee what she had been learning about during her maths lessons. Torvi-Lee said....

*"We have been learning number bonds to 10 and number bonds to 20. We have been making teen numbers like 14. Also, we have been learning all about doubles and when it is like a double, like  $5+4$ . I like it most in maths when we spell numbers!"*



Mrs Brown asked Marley what he had been learning about during maths lessons whilst looking at his maths book. Marley said....

*"We have been learning to multiply. That's when you add the same number over and over again. We have also been learning to divide and you can do that by sharing or by grouping them, like in 2s. I like it when we have to add tens and then ones together. In the mornings we do our times tables, I am getting good at them now!"*

# Hawking Class:

David and Emily in Year 6 shared the following information about their maths lessons with Miss Roberts.

"In Maths we have been focusing on fractions, decimals and percentages and exploring how they are equivalent. We have really thought about the link between division, fractions, decimals and percentages.

We have recapped upon solving problems where we need to add, subtract, multiply and divide fractions and decimals and find percentages of amounts.

Our mocks have been going well, we evaluated the parts we found tricky and worked on this during boosters. We are still working on finding percentages of amounts."

F	D	P	F	D	P
$\frac{1}{2} = 0.5 = 50\%$	$\frac{1}{2} = 0.5$	$50\%$	$\frac{1}{2} = 0.5 = 50\%$	$\frac{1}{2} = 0.5$	$50\%$
$\frac{1}{4} = 0.25 = 25\%$	$\frac{1}{4} = 0.25$	$25\%$	$\frac{1}{4} = 0.25 = 25\%$	$\frac{1}{4} = 0.25$	$25\%$
$\frac{1}{3} = 0.33 = 33\%$	$\frac{1}{3} = 0.33$	$33\%$	$\frac{1}{3} = 0.33 = 33\%$	$\frac{1}{3} = 0.33$	$33\%$
$\frac{2}{3} = 0.66 = 66\%$	$\frac{2}{3} = 0.66$	$66\%$	$\frac{2}{3} = 0.66 = 66\%$	$\frac{2}{3} = 0.66$	$66\%$
$\frac{1}{5} = 0.2 = 20\%$	$\frac{1}{5} = 0.2$	$20\%$	$\frac{1}{5} = 0.2 = 20\%$	$\frac{1}{5} = 0.2$	$20\%$
$\frac{2}{5} = 0.4 = 40\%$	$\frac{2}{5} = 0.4$	$40\%$	$\frac{2}{5} = 0.4 = 40\%$	$\frac{2}{5} = 0.4$	$40\%$
$\frac{3}{5} = 0.6 = 60\%$	$\frac{3}{5} = 0.6$	$60\%$	$\frac{3}{5} = 0.6 = 60\%$	$\frac{3}{5} = 0.6$	$60\%$
$\frac{4}{5} = 0.8 = 80\%$	$\frac{4}{5} = 0.8$	$80\%$	$\frac{4}{5} = 0.8 = 80\%$	$\frac{4}{5} = 0.8$	$80\%$

F	D	P	F	D	P
$\frac{1}{10} = 0.1 = 10\%$	$\frac{1}{10} = 0.1$	$10\%$	$\frac{1}{10} = 0.1 = 10\%$	$\frac{1}{10} = 0.1$	$10\%$
$\frac{2}{10} = 0.2 = 20\%$	$\frac{2}{10} = 0.2$	$20\%$	$\frac{2}{10} = 0.2 = 20\%$	$\frac{2}{10} = 0.2$	$20\%$
$\frac{3}{10} = 0.3 = 30\%$	$\frac{3}{10} = 0.3$	$30\%$	$\frac{3}{10} = 0.3 = 30\%$	$\frac{3}{10} = 0.3$	$30\%$
$\frac{4}{10} = 0.4 = 40\%$	$\frac{4}{10} = 0.4$	$40\%$	$\frac{4}{10} = 0.4 = 40\%$	$\frac{4}{10} = 0.4$	$40\%$
$\frac{5}{10} = 0.5 = 50\%$	$\frac{5}{10} = 0.5$	$50\%$	$\frac{5}{10} = 0.5 = 50\%$	$\frac{5}{10} = 0.5$	$50\%$
$\frac{6}{10} = 0.6 = 60\%$	$\frac{6}{10} = 0.6$	$60\%$	$\frac{6}{10} = 0.6 = 60\%$	$\frac{6}{10} = 0.6$	$60\%$
$\frac{7}{10} = 0.7 = 70\%$	$\frac{7}{10} = 0.7$	$70\%$	$\frac{7}{10} = 0.7 = 70\%$	$\frac{7}{10} = 0.7$	$70\%$
$\frac{8}{10} = 0.8 = 80\%$	$\frac{8}{10} = 0.8$	$80\%$	$\frac{8}{10} = 0.8 = 80\%$	$\frac{8}{10} = 0.8$	$80\%$
$\frac{9}{10} = 0.9 = 90\%$	$\frac{9}{10} = 0.9$	$90\%$	$\frac{9}{10} = 0.9 = 90\%$	$\frac{9}{10} = 0.9$	$90\%$

Kasper and Brooke in Year 5 shared the following information about their maths lessons with Miss Roberts.

"In Maths we have been exploring decimals as parts of a number. We have been thinking about the similarities between decimals and fractions and have been learning about some of the same concepts as Year 6! We have been using numbers lines, images and part whole models to help us.

We have enjoyed challenging Miss Sadler to see who is quickest with the answers; especially when we beat her!"

F	D	P	F	D	P
$\frac{1}{10} = 0.1 = 10\%$	$\frac{1}{10} = 0.1$	$10\%$	$\frac{1}{10} = 0.1 = 10\%$	$\frac{1}{10} = 0.1$	$10\%$
$\frac{2}{10} = 0.2 = 20\%$	$\frac{2}{10} = 0.2$	$20\%$	$\frac{2}{10} = 0.2 = 20\%$	$\frac{2}{10} = 0.2$	$20\%$
$\frac{3}{10} = 0.3 = 30\%$	$\frac{3}{10} = 0.3$	$30\%$	$\frac{3}{10} = 0.3 = 30\%$	$\frac{3}{10} = 0.3$	$30\%$
$\frac{4}{10} = 0.4 = 40\%$	$\frac{4}{10} = 0.4$	$40\%$	$\frac{4}{10} = 0.4 = 40\%$	$\frac{4}{10} = 0.4$	$40\%$
$\frac{5}{10} = 0.5 = 50\%$	$\frac{5}{10} = 0.5$	$50\%$	$\frac{5}{10} = 0.5 = 50\%$	$\frac{5}{10} = 0.5$	$50\%$
$\frac{6}{10} = 0.6 = 60\%$	$\frac{6}{10} = 0.6$	$60\%$	$\frac{6}{10} = 0.6 = 60\%$	$\frac{6}{10} = 0.6$	$60\%$
$\frac{7}{10} = 0.7 = 70\%$	$\frac{7}{10} = 0.7$	$70\%$	$\frac{7}{10} = 0.7 = 70\%$	$\frac{7}{10} = 0.7$	$70\%$
$\frac{8}{10} = 0.8 = 80\%$	$\frac{8}{10} = 0.8$	$80\%$	$\frac{8}{10} = 0.8 = 80\%$	$\frac{8}{10} = 0.8$	$80\%$
$\frac{9}{10} = 0.9 = 90\%$	$\frac{9}{10} = 0.9$	$90\%$	$\frac{9}{10} = 0.9 = 90\%$	$\frac{9}{10} = 0.9$	$90\%$

# COLLECTIVE WORSHIP



This week, we are talking about the importance RESPECT. We have key questions to think about and discuss with our friends: What do you need to do to show respect? Do you have to earn respect, and if so, how? What is self-respect?



## HAPPY BIRTHDAY!

On Friday 28th February, we will be celebrating all of the children who had their birthday during half term and this week too.

## ATTENDANCE

**End of Term 3, week 6 attendance:**

**Whole School Attendance: 95%**

**Earhart Class attendance: 96%**

**Goodall Class attendance: 96%**

**Luther-King attendance: 95%**

**Hawking class attendance: 94%**



**Well done everyone for a fantastic Term  
3.**

**I am sure Term 4 will be even better.**

# **DATES FOR YOUR DIARY**

## **Term 4 Dates**

<b>Thursday 5<sup>th</sup> March</b>	<b>World Book Day</b>
<b>Friday 7<sup>th</sup> March</b>	<b>Mother's Day Cream Tea After School</b>
<b>Friday 21<sup>st</sup> March</b>	<b>Red Nose Day</b>
<b>Thursday 3<sup>rd</sup> April</b>	<b>Easter Bonnet Parade</b>
<b>More Information To Follow Regarding These School Events</b>	





