

Believe, Nurture, Grow, Flourish Together

Class Essentials

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Swallow Class
Mrs Baucher-Webb
Mrs Tarring
September 2025

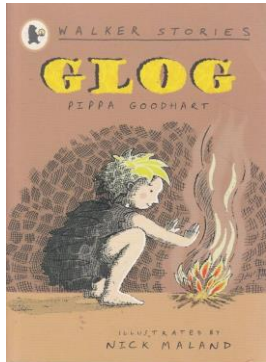
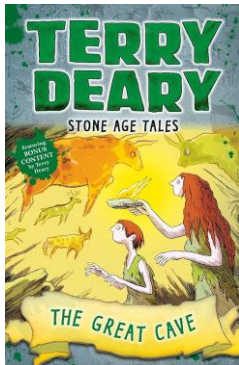
Typical day and week

WB: EXAMPLE

| | 850 – 9.00 | 9.00-9.35 | 9.35-10.10 | 10.10 –10.30 | 10.30-10.45 | 10.45-11.45 | 11.45-12.15 | 12.15-1.15 | 1-15 -2.15 | 2.15-3.15 |
|-------|------------|-----------|------------|--------------|-------------|-------------|----------------|------------|------------|-----------|
| Mon | | Maths | | CW | Break | English | Guided Reading | Lunch | Science | PE |
| Tues | | Maths | | CW | | English | Guided Reading | | Art | RWE |
| Wed | CW | Maths | | | | English | Guided Reading | | Spanish | PE |
| Thurs | | Maths | | CW | | English | Guided Reading | | History | PSHE |
| Fri | CW | Maths | | | | Computing | Guided Reading | | English | Music |

Curriculum

Our class reader for this half term is 'The Great Cave' by Terry Deary. Followed by 'Glog' by Pippa Goodhart.



The curriculum outline is on the school website under Swallow class page.

| | | | |
|--|---|---|---|
| <p>History: Stone Age to Iron Age</p> <p>We will use historical sources to explore the Stone Age, focusing on what life was like and the development of farming. We will examine when and how Stonehenge was built and consider its possible purposes. Along the way, we will ask and answer historical questions, studying sources and artefacts to build our understanding. We will then look at key aspects of the Bronze Age before moving on to the Iron Age, studying life in a hill fort. Our trip to the Sedgwick Museum will link to this topic.</p> | <p>Swallow Class, Year 3 & 4, Autumn 2</p> | | <p>Science: Rocks and Fossils</p> <p>We will become rock detectives, comparing and grouping rocks by their properties through hands-on investigations. We will discover how fossils are formed and what they reveal about plants and animals from the past, including the discoveries of Mary Anning. We will also explore how soil is made and why it matters. Our trip to the Sedgwick Museum will bring this topic to life.</p> |
| <p>Art - Storytelling through Drawing</p> <p>We will study the work of illustrators Laura Carlin and Shaun Tan. Using our sketchbooks, we will explore how artists create sequenced imagery to tell stories. Inspired by The Jabberwocky, we will design and make our own accordion books, experimenting with drawing in an illustrative way to bring stories to life.</p> | <p>English</p> <p>We will begin the autumn term by revisiting key writing skills—sentences, full stops and capital letters—while having fun writing a whole-class rhyming story.</p> <p>Our main texts will link with our history topic Stone Age to Iron Age. Using Satoshi Kitamura's Stone Age Boy, we will create imaginative time-travel narratives, and with How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley, we will write our own playful sets of instructions.</p> <p>In guided reading, we will enjoy Terry Deary's The Great Cave and Pippa Goodhart's Glog.</p> <p>We are also looking forward to National Poetry Day in October, where the theme Play will give us plenty of opportunities for creativity and fun.</p> | <p>PE</p> <p>Lessons A: Golf</p> <p>Lessons B: Cross-country</p> | |
| <p>RWF: Creation</p> <p>We will revisit the Christian Creation Story, asking: What do Christians learn from the Creation Story? Our focus will be on the story of Adam and Eve, considering what it shows about Christian beliefs on human nature and how to live. We will also explore the theme of forgiveness. Pupils will be encouraged to reflect and make connections with their own ideas and experiences.</p> | <p>Maths</p> <p>Year 3:</p> <p>Year 3 will revisit place value, learning to read, write and work confidently with numbers up to 1000. We will then move on to addition and subtraction, developing strategies for adding and subtracting across tens and hundreds.</p> <p>Year 4:</p> <p>In Year 4, we will extend our understanding of place value, working with numbers up to 10,000. We will then move on to addition and subtraction, developing efficient written methods and applying these to solve problems.</p> | <p>PSHE: Rights, Rules and Responsibilities</p> <p>We will explore the rights that all people share and the responsibilities that go alongside them. We will think about how our actions affect others and how we can make fair choices together. We will also consider the role of rules at home, at school and in the wider community, and how they help us to respect one another's rights.</p> | |
| | <p>Music: Jazz</p> <p>We will explore the timeline of jazz, beginning with ragtime. Along the way, we will learn about syncopation and experiment with call and response, scat singing, and swung rhythms..</p> | <p>Computing: Further Coding with Scratch</p> <p>We will build on our coding skills by creating programs using Scratch. Pupils will learn to design, write and debug simple programs, using sequencing, repetition and selection to make their projects more creative and interactive.</p> | |

Home Learning Resources

Spellings - in Home Learning Resources. There will be a half termly list uploaded for you to use at home. These words are taught discretely in spelling sessions and woven into other areas of the curriculum too.

Swallow Class: Home Learning Project Autumn 1 2025

Your child can choose one of the following projects below to complete over the course of this term for their home learning. The finished project should reflect roughly 3 hours of work over the course of the term - approximately 30 minutes a week. There will be an opportunity in the last two weeks of term to share the finished project with the rest of the class. Every child should be ready to contribute a presentation of their own. A **ParentMail** will be sent shortly with presentation dates.

The presentations are more than a "show and tell" and should evidence independent research and study at home about an area of our topic work that interests them most. The best presentations tend to be those that have started earlier in the half term, as the children are able to speak confidently about their chosen area of study.

For further guidance about Home Learning, please see the Home Learning page or speak to Mrs Baucken-Webb.

| History: Stone Age to Iron Age | Science: Rocks and Fossils | Art and Music |
|--|---|---|
| <p>In history we will be exploring the Stone Age period.</p> <p>Archaeologists have discovered cave paintings that give us clues about life in the Stone Age. They weren't random scribbles—they told stories about hunting, animals, and beliefs.</p> <p>Research examples of real cave paintings (for example, at Lascaux in France) and then create your own piece of prehistoric style art. Use simple natural materials, if you can (charcoal, chalk, mud, berries) or experiment with limited colours and bold shapes.</p> <p>Present your research alongside your artwork. What have you uncovered? What does your painting show and why?</p> | <p>In science we will be learning about rocks, fossils and soils.</p> <p>A key figure in this field is Mary Anning, the famous fossil hunter. Create a biography of Mary Anning that is both informative and engaging. This is not just a list of dates or a plain PowerPoint of her life—think about how to make it interesting for your reader or audience.</p> <p>You could:</p> <ul style="list-style-type: none"> Present it as a minibooklet or magazine article Record a short documentary style video Create a comic strip telling the story of her discoveries <p>Be sure to include what made her work important, the challenges she faced, and how her discoveries changed what people understood about the past.</p> | <p>In art we are exploring how illustrators tell stories through drawings. We will be creating our own accordion books illustrating the much-loved poem 'The Jabberwocky'.</p> <p>Use this resource https://www.creastory.org.uk/spot-on-comics-with-the-jabberwocky/ to create your own comic style illustration of a poem. You might choose the same poem on the resource or a favourite of your own. Ignore the instructions at the top and scroll down to the steps to see how to create your own illustration. Look at the different steps involved before embarking on your creative journey.</p> <p>This project is a wonderful opportunity to work creatively. To make the most of it, ensure that your approach is structured and well thought out, going beyond simply bringing in free drawings or paintings from home. Present your learning about how illustrators build a piece step by step by completing your own finished illustration, just like the example.</p> |
| <p>What evidence of the Stone, Bronze or Iron Age can you find in Cambridgeshire?</p> <p>Visit the site of an Iron Age hillfort at Wandebury or look for artefacts in the Museum of Archaeology and Anthropology.</p> <p>Document your learning and be ready to share the evidence you have found with us. This could be photographs, slides, sketches or a diary write-up.</p> <p>Remember: think like an archaeologist—notice details, interpret what they mean, and explain why they matter.</p> | <p>This project is your chance to become a palaeontologist and make your own fossil.</p> <p>Follow this guide from the Natural History Museum How to make a salt/dough laminate fossil.</p> <p>Don't just bring in the model—show what you've learned too. Prepare some facts about ammonites or fossil formation alongside your fossil, so your work explains both the process and the science behind it.</p> | <p>In music we are learning about the jazz genre.</p> <p>Use your knowledge to create your own composition. Think about including improvisation, call and response, swing rhythms and jazz motifs.</p> <p>You can make your piece in Chrome Music Lab—Chrome Music Lab—Song Maker (save and share the link), or record a live performance using instruments, voice, or body percussion.</p> <p>Be ready to share your composition <u>and</u> talk about the process you have worked through, from planning to performance!</p> |

Home Learning Projects - these are a great opportunity for Speaking and Listening, confidence building, sharing ideas, developing new skills, chance to be creative and independent. Please do try to make the home learning as independent as possible. **Look out for further communication via ParentMail regarding the Home Learning Project.**

Home Learning Resources

Times Table Rock Stars – your child will bring their login home. Practise at home and opportunities to use in school.

Letter sent via ParentMail last academic year. Please use the parent guides to get to grips with the site.



Home Learning Resources

Reading – Find support and suggestions on the Swallow Class Home Learning page. Try to read daily with your child. This should be a combination of reading to them and hearing them read.

Reading Resources

-  [100 Books To Read in Year 3 & 4](#)
-  [Swallow Class Reading Activities](#)
-  [Parent reading advice booklet Year 3](#)
-  [Parent reading advice booklet Year 4](#)
-  [Books for Topics](#)
Recommended fiction and non-fiction books



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Bookfinder

Looking for your child's next favourite read? You've come to the right place.















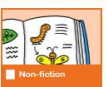





Our Bookfinder will help you discover the very best kids' books: magical mysteries, astonishing adventures and fantastic facts. Simply choose an age range, pick as many themes as you want to search through thousands of book reviews, and get reading. Enjoy!

Find children's books for every age...

Practitioner Area > **Step 1:** Choose an age/stage

| | | |
|--|--|--|
|  0-1 year |  2-3 years |  4-5 years |
|  6-8 years |  9-11 years |  12+ |

Step 2: Choose a type of book

| | | | |
|--|---|---|---|
|  Action and adventure |  Around the world |  Chapter books |  Classics |
|  Diversity and Inclusive |  Disability |  Fairy tale and fantasy |  Family and friends |
|  Friendship |  Feelings and wellbeing |  Funny |  Graphic Novel and Comic Book |
|  Historical |  Looking after our planet |  Non-fiction |  Poetry and rhyme |
|  Scary |  Sport |  School |  Science |

Website

- Please do see the website for any general information about the class.
- There are lots of useful resources to help support your child in things such as reading and maths.
- The gallery will also be in use with pictures of different activities that have occurred throughout the year. Look out for our class story coming soon!




What to bring and what to leave at home

Please clearly label everything with your child's name.

- ★ A healthy snack for play time: fruit or vegetables. **NO NUTS OR SESAME.**
- ★ Water bottle; named and separate from lunch box.
- ★ Wear PE kits to school on PE days (Mondays and Wednesdays).
- ★ Hair tied up and no jewellery for PE.

Please don't bring in:

- Toys from home
- Pencil cases from home
- Unnamed items of clothing (gloves and hats need names too!)
- Sweets or cakes for birthdays



Please pre-order your child's school lunch at home if you can. It helps our day run smoothly!

Behaviour and safety

Expectations are high for learning and behaviour.

Barton Bs and promotion of school values.

Injury: accident slips please check bags regularly.

E-safety is very important - training in school and resources on the website.

Parents to drop off and collect from the pedestrian gate on New Road. Please only enter the building via an appointment at the School Office Reception.

No ball games on the playground before the start of the day.

Communication - home/school

On the day brief messages: To teachers on the gates face to face at 8.45/3.20.

Changes to admin information: email office e.g. changes of address, who is picking up.

Surprises/emergencies: email directly to the office.

Please book up an appointment if there is a more lengthy issue in person or by email. Email address on class page of the website.

mbaucher-webb@barton.cambs.sch.uk

Parents involved in school

We want to work in partnership with you and your family.

There are many ways you can contribute to an enriched educational experience for all the children:

Things you can be involved in:

- FOBS
- Sharing your expertise - on a regular or adhoc basis
- Volunteer helpers are fantastic, please get in touch if you are interested.
We especially need a handful of volunteers to accompany us on our upcoming trip to the Sedgwick Museum.

Amazon Wish List

Please do have a look at the wish lists, especially if you are able to support us by helping to purchase some texts to enrich our upcoming Refugee Week (after half term).

Amazon Wishlists

Garden Wishlist: <https://amzn.eu/aekTeng>

Robin Class wishlist: <https://amzn.eu/jeA9hhv>

Kingfisher Class wishlist: <https://amzn.eu/iVJetZK>

Swallow Class wishlist: <https://amzn.eu/2ZoaTze>

Skylark Class wishlist: <https://amzn.eu/0O3PcpL>

Owl Class wishlist: <https://amzn.eu/8vE1QMX>

Fossils!

If you have any fossils you could lend to us for an upcoming science lesson, we would be very grateful. We promise to take extra good care of them!

We will likely need them from the week beginning 29th September.



Multiplication Tables Check – Year 4

June 2026

There will be an information session later in the year.

Please support your child to learn and rehearse their times tables. Start simple and build up to more challenging tables using known facts to support.

Look at the website for some suggestions of how you can help!

Weekly test coming later in the academic year.

Times Tables Resources

By the end of Year 4, the aim is to know all times tables up to 12 x 12. We practice these in class, but regular practice at home also helps children embed these. After Christmas we will begin a weekly times table test to encourage children to learn and retain their times tables. Introducing these tables at home before then can only help!

Here are a few ideas and resources for practicing times tables:

- short quizzes or timed challenges, e.g. on car journeys
- teaching a family member
- making up or learning a song - for example Mr DeMaio on YouTube
- looking at patterns in times tables together
- <https://trockstars.com/>
- <http://www.topmarks.co.uk/maths-games/hit-the-button> - a matching challenge for different times tables
- <https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4> - Dance and movement songs to learn and join in with.

Any questions?

