












Middle Fell- Autumn- 1st Half-Term- Learning Overview

<p style="text-align: center;"><u>Literacy</u></p> <p>This half-term we will be planning/publishing a historical enquiry report and a piece of writing in role. We will be extending our comprehension skills by reading <i>“Einstein the Penguin”</i> by Iona Rangaley. We will continue to engage with the CLPE programme by reading and discussing another text called “UG: Boy Genius of the Stone Age” by Raymond Briggs. This unit involves: making inferences and predictions from illustrations and similar clues; responding to illustration and reading a text aloud in our own authorial voices; creating ‘Role on the Wall’ profiles for key characters in our class text; creating and clearly communicating our ideas for a Stone Age game using strong procedural language; deploying ‘Double Bubble’ to reflect on changes in our world since the Stone Age; discussing and annotating extracts to inform our own role play; using verbal and written persuasive speech; and engaging in a ‘Conscience Alley’. Our 5 key goals are to: increase hand writing stamina, improve presentation skills, extend reading comprehension skills, strengthen spelling accuracy & develop SPAG skills during our independent writing across all subjects.</p>	<p style="text-align: center;"><u>SPAG</u></p> <p>We will learn key SPAG terminology/ concepts and apply these to our writing by:</p> <ul style="list-style-type: none"> • Identifying expanded noun phrases and how to correctly use determiners in texts. • Developing our range and quality of purposeful conjunctions & adjectives. • Making effective use of fronted adverbials and appropriate pronouns. • Applying a variety of prepositions to improve our independent writing. • Consolidating our effective use of taught punctuation. 	<p style="text-align: center;"><u>Class Books</u></p> <p style="text-align: center;"><i>“Einstein The Penguin”</i> by Iona Rangaley</p> <hr/> <p style="text-align: center;"><i>“UG: Boy Genius of the Stone Age”</i> by Raymond Briggs</p> <hr/> <p style="text-align: center;"><i>Weekly texts selected to cover each of the 2010 Equality Act’s ‘Protected Characteristics’</i></p>	<p style="text-align: center;"><u>Art/DT</u></p> <p>With support from Mrs Wheatley, we will be exploring and experimenting with various art styles, materials and skills, including:</p> <ul style="list-style-type: none"> • Investigating the purpose of real-life cave art. • Experimenting with charcoal and pastels. • Imitating the style of Stone Age cave art. • Representing an aspect of Harvest symbolically. • Learning about the life & work of Fridha Khalo. • Critiquing the work/ideas of our own and others.
<p style="text-align: center;"><u>Geography and History</u></p> <p>This half-term, we will investigate the key features of life in the Stone Age. We will: consider who came before us and question what life was like in pre-historic times; explore how we know about pre-history; identify some of the key differences between life now compared to the Stone Age; research which foods were available to humans in the Stone Age; make informed inferences about the potential uses of Stone Age artefacts; compare Stone Age homes to modern day homes locally; consider the significance of Skara Brae by researching secondary sources.</p>		<p style="text-align: center;"><u>Computing</u></p> <p>We will learn about creating stop motion media by:</p> <ul style="list-style-type: none"> • Explaining that an animation is a sequence of drawings or photographs, drawing some ourselves. • Creating rudimentary flipbook style animations. • Predicting what an animation will look like to show an understanding of why little changes are needed between each individual stop motion frame. • Breaking down stories into their components and considering how to represent these on a screen. • Generating our own animation storyboards. • Utilising tools like onion skinning in our projects. • Evaluating work produced by ourselves/ others. 	
<p style="text-align: center;"><u>Science</u></p> <p>In Science, we will be examining rocks, soil and fossils by:</p> <ul style="list-style-type: none"> • Asking questions answerable through Scientific enquiry. • Generating detailed drawings of 6 common rock samples. • Learning the 3 main ways rocks can form naturally. • Conducting a fair test into rock hardness and permeability. • Gathering information to determine our local bedrock. • Exploring evidence of rock erosion & uses of different rock. • Investigating and recording how fossils are made & found. • Considering the role soil plays in supporting life. • Comparing different soil samples for their key features. • Working in teams to produce presentations of our learning. 	<p style="text-align: center;"><u>Numeracy</u></p> <p>This half term, both our Y3s and Y4s will be covering the same overall units at largely similar times, but at different age-specific levels. As part of this, Y3 content will be delivered alongside Y4 pupils, which ought to help consolidate our Y4s’ prior understanding. The Y4s will then have their own content delivered as the Y3s begin their independent work. The topics we will cover this half-term are:</p> <ol style="list-style-type: none"> 1) Place Value and 2) Addition & Subtraction. 		<p style="text-align: center;"><u>Music</u> Miss Alison will be explore time signatures and develop a topic linked performance with us.</p> <p style="text-align: center;"><u>PE</u> Both Mr. Percival & an external provider will deliver this half-term’s twice weekly PE sessions.</p> <p style="text-align: center;"><u>RE</u> We will be learning about Hinduism and ask whether celebrating Divali at home or in the community brings a sense of belonging to Hindus.</p> <p style="text-align: center;"><u>PSHE</u> Jigsaw’s Year 3 unit called ‘Being Me In My World’ will be delivered this half-term.</p> <p style="text-align: center;"><u>French</u> We will learn how to communicate: week days, travel to school/other countries & transport.</p>





Middle Fell- Homework- Autumn 1

<p><u>Amazing Art</u> </p> <p>Can you create a piece of art inspired by Fridha Khalo?</p>	<p><u>Wicked Writing</u> </p> <p>Can you write a short fictional story set in the Stone Age?</p>	<p><u>Super Spelling</u> </p> <p>Can you find the most creative way to practice your spellings and send a picture on DoJo for the class to see?</p>
<p><u>Terrific Times Tables</u> </p> <p>Can you improve your TTR heatmap to make all your tables green? <i>Remember: Getting answers right slowly is far better than getting questions wrong quickly!</i></p>	<p><u>Skilful Scientists</u> </p> <p>Can you create a diagram, sculpture or model which highlights how fossils are made? <i>We can display these in school!</i></p>	<p><u>Choose a Chapter</u> </p> <p>Can you pick your favourite part of any of our class books and create a story map to explain what happened?</p>
<p><u>Creative Computing</u> </p> <p>Can you create a PowerPoint or Google Slides presentation about a hobby of yours to share in class?</p>	<p><u>Research Specialist</u> </p> <p>Can you create a fact file about an area of the Stone Age you are interested in, e.g. weapons, tools, etc.</p>	<p><u>Marvellous Maths</u> </p> <p>Can you make a poster for our Maths Working Wall explaining partitioning or column addition/subtraction?</p>

The best way to support your child’s learning is by committing at least 10 minutes each night to listening to them read or having them read to a family member, friend or themselves. Please remind your child to follow with their finger while reading, taking care to articulate each word clearly and accurately. Please also ask questions about the story and character feelings or motivations as this is essential to developing key comprehension skills.

Reading records are checked throughout each week, so please keep these up to date with adult signatures where possible.

10 minutes of daily spelling practice plus any times tables practice also bolsters your child’s progress. These can be supported in fun and engaging ways via Spelling Shed and Times Tables Rockstars, for which all pupils have login details on their reading records.

Thank you for your continued support!

If you have any questions or concerns, please drop me a message via the Class Dojo or via email at jwatters@alston.cumbria.sch.uk

