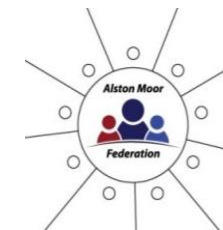
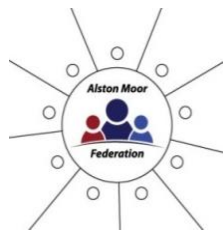











Middle Fell- Autumn- 1st Half-Term- Learning Overview

<p style="text-align: center;"><u>Literacy</u></p> <p>This half-term we will be planning/publishing diary entries and informal letters in role. We will be extending our comprehension skills by delving into <i>“Stitch Head”</i> by Guy Bass. We will engage with the CLPE programme by reading and discussing <i>“Firebird”</i> retold by Saviour Pirotta and <i>“Fly, Eagle Fly! An African Tale”</i> retold by Christopher Gregorowski. These units involve embracing: role on the wall activities, readers theatre, role playing, writing letters of advice in role, debating character choices, making informed inferences, expanding our range of exciting vocabulary, generating story maps and unpicking the hidden moral lessons from stories. Our 4 key goals are for us to: increase our handwriting stamina, extend our reading comprehension skills, improve our spelling accuracy and develop our independent writing.</p>	<p style="text-align: center;"><u>SPAG</u></p> <p>With support from Ms Philipson, we will learn key SPAG terminology/concepts, applying each element to our writing by:</p> <ul style="list-style-type: none"> • Identifying expanded noun phrases and using correct determiners as needed. • Developing the range and quality of purposeful conjunctions and adjectives. • Making effective use of fronted adverbials and appropriate pronouns.. • Applying a variety of prepositions to make our independent writing stand out. • Consolidating our use of: full stops, capital letters, exclamation marks, question marks, using commas for lists, apostrophes to indicate missing letters, inverted commas for direct speech and paragraphs to organise themes/ideas. 	<p style="text-align: center;"><u>Class Books</u></p> <p style="text-align: center;"><i>“Stitch Head”</i> by Guy Bass</p> <hr style="border: 1px solid black;"/> <p style="text-align: center;"><i>“Firebird”</i> retold by Saviour Pirotta.</p> <hr style="border: 1px solid black;"/> <p style="text-align: center;"><i>“Fly, Eagle, Fly!”</i> <i>An African Tale”</i> retold by Christopher Gregorowski</p>	<p style="text-align: center;"><u>Art/DT</u></p> <p>In Art/DT we will be using the lens of our History topic to further explore and experiment with different art styles, materials and skills, including:</p> <ul style="list-style-type: none"> • Reflecting on, discussing and evaluating Ancient Egyptian art, imitating it for our own narratives. • Researching, designing and making our own healthy sandwich recipes to fulfil a project brief. • Learning about the life and work of Keith Haring, forming an opinion on his approach to art. • Evaluating the impact and effect our work has.
<p style="text-align: center;"><u>Geography / History</u></p> <p>This half-term, we are exploring the Ancient Egyptians. We will: identify this period on a timeline, generate questions for our historical inquiry, appreciate how historians come to know about the past, explore artefacts, locate Egypt on maps, consider why Egypt’s geography was significant, investigate how/why the pyramids were built, explore mummification and what this reflects about the beliefs at this time before finally learning about the life/death of Tutankhamun. We will also use atlases and physical/digital maps with 8-figure grid references.</p>		<p style="text-align: center;"><u>Computing</u></p> <p>We will learn about computer networks by:</p> <ul style="list-style-type: none"> • Exploring how digital devices are built to accept inputs as well as produce outputs for other devices. • Classifying and designing input & output devices. • Investigating how digital devices relate to and differ from non-digital tools as well as their uses. • Discussing how messages are passed through multiple connection point to reach an end user. • Considering why we need network switches. • Recognising computer networks are made up of multiple devices with information being shared via network switches, servers & wireless access points. 	
<p style="text-align: center;"><u>Science</u></p> <p>In Science, we will be examining states of matter. We will:</p> <ul style="list-style-type: none"> • Group a range of materials according to their features. • Observe states of matter shift with differing temperatures. • Identify the roles of evaporation and condensation in the water cycle, associating the rate of this process with temp. • Learn how the molecular structures of each state differ. • Undertake experiments to reveal the true nature of gases. • Plan and conduct fair tests to examine key phenomena. • Present our findings in a meaningful but objective way. 	<p style="text-align: center;"><u>Numeracy</u></p> <p>This half term, both our Year 3s and our Year 4s will be covering the same overall units at largely similar times but at different levels to better support all pupils in the class. As part of this, the Owls group will now be absorbed into the Year 3 cohort so they can continue to engage in content alongside their peers. The two main topics we will cover in depth this half-term are 1) Place Value and 2) Addition and Subtraction.</p>	<p style="text-align: center;"><u>Music</u> Miss Horn will be using Charanga this half-term to develop our pupils’ musical notation skills.</p> <p style="text-align: center;"><u>PE</u> NUFC & Mr Percival will run these sessions, focussing on Football, Handball and Dance skills.</p> <p style="text-align: center;"><u>RE</u> We will be exploring the religion of Judaism in terms of the relationship Jews have with God.</p> <p style="text-align: center;"><u>PSHE</u> We will explore our actions/ attitudes & the notions of community, empathy and democracy</p> <p style="text-align: center;"><u>MFL</u> In French, we will be learning how to greet others, share our names and how to count to 12.</p>	



Middle Fell- Homework- Autumn 1

<p><u>Amazing Art</u> </p> <p>Can you create a piece of art inspired by the Ancient Egyptians?</p>	<p><u>Purposeful Writing</u> </p> <p>Can you write a short story about a long journey being interrupted by something very unusual?</p>	<p><u>Super Spelling</u> </p> <p>Can you make a collage of one week's spellings for your spelling group? We will display these in class!</p>
<p><u>Terrific Times Tables</u> </p> <p>Can you help Alston Primary School rise in the TTR league table against other local schools? <i>Remember: Getting accurate answers slowly is far better than getting wrong answers quickly!</i></p>	<p><u>Skilful Scientists</u> </p> <p>Can you fill a large bowl with water, put an empty pot in the middle, cover the bowl with cling film and place by a sunny window for a few days? Record what happens as the days go by!</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? For extra DoJo's, see if you can write a few extra sentences to add to the story and take it in your own direction.</p>
<p><u>Creative Computing</u> </p> <p>Can you imagine a world with no internet? Write some ideas about what you think might happen. Is this good, bad or a mixture?</p>	<p><u>Research Specialist</u> </p> <p>Can you create a poster of a food chain including a wild animal you love?</p>	<p><u>Exciting Egyptians</u> </p> <p>Can you write a fact file or make a poster about one of the pharaohs of Ancient Egypt?</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!

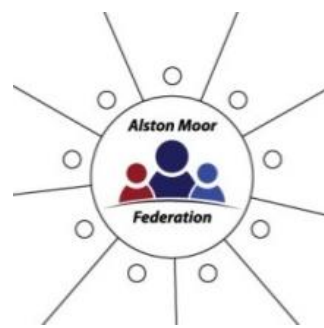
If you have any questions or concerns, please drop me a message via the Class Dojo or via email at jwatters@alston.cumbria.sch.uk

Timetable Reminders for Home

<i>Monday</i>	<i>Maths Homework Due</i>	<i>Choir Club</i>	<i>10 min read with an adult</i>	<i>10 min spelling practice</i>
<i>Tuesday</i>	<i>Reading Records Checked</i>		<i>10 min read with an adult</i>	<i>10 min spelling practice</i>
<i>Wednesday</i>	<i>Pupils arrive in PE kits</i>		<i>10 min read with an adult</i>	<i>10 min spelling practice</i>
<i>Thursday</i>	<i>Pupils bring PE kits in bags</i>	<i>Girls Football</i>	<i>10 min read with an adult</i>	<i>10 min spelling practice</i>
<i>Friday</i>	<i>Pupils' Spelling Test</i>		<i>10 min read with an adult</i>	<i>10 min spelling practice</i>
<i>Please note that this information is subject to change, though it will always be updated via our Class Dojo with as much notice as possible!</i>				

Other noteworthy information:

- *Pupils are strongly recommended to have their names written in the labels of **ALL** of their coats, jumpers and other clothing.*
- *Pupils require a water bottle when they attend school.*
- *Pupils' PE kits must be all black.*
- *Jewellery is not permitted at school, with the singular exception of small ear studs (which must be covered or removed for PE).*
- *Pupils are responsible for remembering and maintaining their personal property.*
- *Non-completion of work during school hours will result in pupils being sent home with such work to complete for the next day.*
- *Please refrain from allowing pupils to bring their own stationary, unless this has been arranged with the class teacher.*
- *Pre-ordering meals from iPayImpact remains an important activity required of parents/guardians. If you know your child will regularly bring their packed lunch, please book this in advance via the same website to support our catering team & other staff.*
- *For those pupils who regularly miss homework deadlines, fail to read regularly at home or practice their spellings, a meeting will be arranged with the pupil's parents/guardians to see how we can better support their learning.*



Tuesday 2nd September 2023

Dear parents/guardians,

My name is Mr Watters and I feel privileged to say that I will be your child's teacher for this academic year. Whether your child is a returning pupil or a fresh face in our class, please know that I will do everything within my power to support your child in their learning journey.

This year is set to be a fantastic one with lots of exciting opportunities on the horizon for our class. I intend to take our class on a school trip once every term, with each visit lending itself well to extending the depth of knowledge surrounding the topics we cover in class. In the Summer term, we hope to go on a class residential for 3 days (2 nights) to York in order to enhance our curricular coverage of the Vikings that term.

I have been working throughout the holidays to review and renew our class curriculum to ensure that we are delivering the most engaging and effective lessons possible. Please see the attached documents for a brief overview of what your child can expect to be learning about this half-term. Longer term planning is available to view on our updated class website, though if you have any questions please do not hesitate to contact me.

Our class Teaching Assistant will be Mrs Liverick, who is very well equipped to help support your child's learning throughout the academic year. We work hard to ensure pupils feel valued as part of our class family in Middle Fell so from both Mrs Liverick and myself, we can't wait to get started on an exciting new year together!

Kind regards,

Mr Watters

Year 3/4 Class Teacher