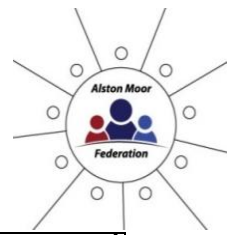
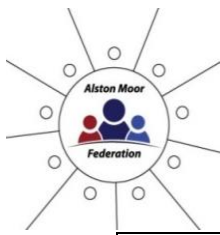











# Middle Fell- Autumn- 2<sup>nd</sup> Half-Term- Learning Overview

<p><b><u>Literacy</u></b></p> <p>This half-term we will be planning/publishing riddle poems and non-fictional research pieces. We will be extending our comprehension skills by delving further into <i>“Stitch Head”</i> by Guy Bass. We will engage with the CLPE programme by reading and discussing <i>“Marcy and The Riddle of The Sphinx”</i> by Joe Todd-Stanton. This unit involves: annotating images, making informed inferences, considering realistic predictions, orally retelling stories, experimenting with ‘hot seating’ / ‘freeze framing’, writing to persuade, expanding our range of vocabulary, generating story maps and unpicking the hidden moral lessons from stories. Our 4 key goals remain for us to: increase our <b>handwriting stamina</b>, extend our <b>reading comprehension skills</b>, improve our <b>spelling accuracy</b> and develop our <b>independent writing</b>.</p>	<p><b><u>SPAG</u></b></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"> <li>• Identifying and applying the appropriate pronouns as needed in our writing.</li> <li>• Developing our range and quality of purposeful conjunctions and adjectives.</li> <li>• Making effective use of a range of conjunctions and determiners.</li> <li>• Applying a variety of fronted adverbials to improve our independent writing.</li> <li>• 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.</li> </ul>	<p><b><u>Class Books</u></b></p> <p><i>“Stitch Head”</i> by Guy Bass</p> <hr/> <p><i>“Marcy and The Riddle of The Sphinx”</i> by Joe Todd-Stanton</p> <hr/> <p><i>“Hot Like Fire”</i> by Valerie Bloom</p>	<p><b><u>Art/DT</u></b></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"> <li>• Making our own papyrus paper.</li> <li>• Investigating hieroglyphics and creating art that incorporates these into its design.</li> <li>• Researching, designing, making and evaluating authentic Ancient Egyptian recipes.</li> <li>• Building interactive displays to share knowledge.</li> <li>• Designing and making rune jewellery from clay.</li> </ul>
<p><b><u>Geography / History</u></b></p> <p>This half-term, we will further explore the Ancient Egyptians but will also extend our investigation by considering modern Egypt too. We will: explore some of the Ancient Egyptian gods and understand how the afterlife was viewed; consider the role of Hieroglyphics and use these to send a message; investigate the diets of Ancient Egyptians and compare these to modern diets; research the key geographical features of modern Egypt; research the wildlife present in modern Egypt; and reflect on the impact of modern Egyptian tourism.</p>		<p><b><u>Computing</u></b></p> <p>We will learn about branching databases by:</p> <ul style="list-style-type: none"> <li>• Investigating database mapping based on simple yes/no questions and answers to organise data.</li> <li>• Selecting attributes to organise items into groups.</li> <li>• Arranging simple objects into tree structures.</li> <li>• Testing our own branching databases.</li> <li>• Creating yes/no questions using given attributes.</li> <li>• Comparing two branching database structures.</li> <li>• Independently creating a branching database that adheres to a carefully structured plan.</li> <li>• Evaluating our identification tools.</li> </ul>	
<p><b><u>Science</u></b></p> <p>In Science, we will be examining ‘<i>living things</i>’. We will:</p> <ul style="list-style-type: none"> <li>• Categorise animals into groups according to their features.</li> <li>• Explore and identify the 7 characteristics of living things.</li> <li>• Use secondary sources to research facts on green plants.</li> <li>• Observe, collect and draw a range of invertebrate creatures from the local environment and group these.</li> <li>• Develop classification keys for living things.</li> <li>• Determine features of vertebrates (fish and amphibians).</li> <li>• Set up fair tests to investigate how mammals have adapted to meet the needs of their natural environments.</li> </ul>	<p><b><u>Numeracy</u></b></p> <p>This half term, our Y3s and Y4s will be covering most of the same units at similar times, but at different levels to better support all our pupils. Our Y4 group working amongst the Y3s will now be reintegrated into Y4 once again so they can better engage in content alongside their peers. The main topics we will cover in depth this half-term are: 1) <b>Addition and Subtraction</b>, 2) <b>Multiplication and Division</b>, 3) <b>Area (Y4 only)</b>.</p>		<p><b><u>Music</u></b> Miss Horn will be using Charanga this half-term to develop our pupils’ glockenspiel skills.</p> <p><b><u>PE</u></b> NUFC &amp; Mr Percival will run these sessions, focussing on Team Game and Dance skills.</p> <p><b><u>RE</u></b> We will be exploring Christianity in terms of incarnation and the significance of the nativity.</p> <p><b><u>PSHE</u></b> We will be celebrating our differences by considering the impacts of assumptions &amp; bullying.</p> <p><b><u>MFL</u></b> We will be learning about French no.’s to 20, masculine/feminine nouns and playground games.</p>



# Middle Fell- Homework- Autumn 1

<p><u>Amazing Art</u> </p> <p>Can you create a piece of art inspired by Ancient Egyptians gods or the Egyptian afterlife?</p>	<p><u>Purposeful Writing</u> </p> <p>Can you write a persuasive letter to our school council asking them to make a change that you want to see?</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 help Alston Primary School rise in the TTR league table?</p> <p><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 explore the living plants, insects and animals near your home before grouping these into a table?</p> <p><i>Don't be afraid to get messy!</i></p>	<p><u>Choose a Chapter</u> </p> <p>Can you pick a chapter from one of our class stories or a book you're reading at home and write a short review about what you thought of it?</p>
<p><u>Creative Computing</u> </p> <p>Can you make a poster about how to stay safe online and why this is so important for people your age or younger?</p>	<p><u>Research Specialist</u> </p> <p>Can you create a poster about the positives and negatives surrounding tourism in our local area?</p>	<p><u>Exciting Egyptians</u> </p> <p>Can you use Hieroglyphics to write a message about your life now to share with future archaeologists?</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](mailto:jwatters@alston.cumbria.sch.uk)

<b>Timetable Reminders for Home</b>				
<b>Monday</b>	<i>Maths Homework Due</i>	<i>Reading Club</i>	<b>10 min read with an adult</b>	<b>10 min spelling practice</b>
<b>Tuesday</b>	<i>Reading Records Checked</i>	<i>ICT Club</i>	<b>10 min read with an adult</b>	<b>10 min spelling practice</b>
<b>Wednesday</b>	<i>Pupils arrive in PE kits</i>	<i>NUFC Club</i>	<b>10 min read with an adult</b>	<b>10 min spelling practice</b>
<b>Thursday</b>	<i>Pupils bring PE kits in bags</i>	<i>Lunchtime Chess Club</i>	<b>10 min read with an adult</b>	<b>10 min spelling practice</b>
<b>Friday</b>	<i>Pupil Spelling Tests</i>	<i>No clubs tonight</i>	<b>10 min read with an adult</b>	<b>10 min spelling practice</b>
<p><b>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!</b></p>				

**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.