









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

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| <p style="text-align: center;"><u>Literacy</u></p> <p>This half-term we will be planning/publishing an opinion column on a piece of poetry and a personal “I” poem. We will be extending our comprehension skills by reading “Being Me” by Laura Mucha, Liz Brownlee and Matt Goodfellow. We will continue to engage with the CLPE programme by reading and discussing another text called “Pebble in my Pocket” by Meredith Hopper. This unit involves: exploring our feelings towards poetry; investigating what poetry is; listening and responding to others’ opinions; performing poetry and evaluating this; considering the role of rhyme, rhythm and beat in poetry by examining syllables; annotating poems to unpick their deeper meaning; discussing how poets imbue their poetry with meaning from personal events and feelings; inferring details about a poet from their poems; and appreciating how poetry can enable us to express our thoughts and feelings in a meaningful way unique to us. Our 5 key goals are to improve: hand writing stamina, presentation skills, reading comprehension skills, spelling accuracy & SPAG skills during our independent writing.</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"> • Learning how to effectively use adverbial phrases. • Ensuring we understand how to correctly deploy prepositions in our writing. • Exploring how apostrophes are used in various contexts. • Identifying when to use speech and how to deploy the punctuation needed for this. • Consolidating our understanding of previously taught concepts last term. | <p style="text-align: center;"><u>Class Books</u></p> <p>“Stig of the Dump” by Clive King.</p> <hr/> <p>“Being Me” by Laura Mucha, Liz Brownlee and Matt Goodfellow.</p> <hr/> <p>“The Things That I Love About Trees” by Christine Butterworth</p> <hr/> <p><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"> • Exploring tone and depth of colour to enhance a portrait’s background, making use of silhouettes. • Incorporating patterns observed in natural ice formations into our own original artworks. • Use collage art to convey emotion. • Developing pop-up story books with levers/linkages. |
| <p style="text-align: center;"><u>Geography and History</u></p> <p>This half-term, we’ll investigate the key features of life in the Iron Age and begin to consider the key Geographical features of the UK. We will: investigate how Iron Age homes differed from those in the Stone Age; explore what day-to-day life was like in the Iron Age by considering their jobs, tools and food; identify the UK’s countries and capital cities; learn about the relief of the UK; explain how the UK’s relief determines where people live and how this differs across regions; and we will examine the causes of the UK’s weather patterns.</p> | | <p style="text-align: center;"><u>Computing</u></p> <p>We will be learning about desktop publishing by:</p> <ul style="list-style-type: none"> • Recognising that text/images can form messages. • Identifying the (dis)advantages of text/images. • Changing font style, size & colour as needed. • Explaining what ‘page orientation’ means and why placeholders are important in templates. • Exploring different document layouts. • Choosing the best locations for specific content. • Copying and pasting text or images on demand. • Matching layouts to their appropriate purposes. • Understanding benefits of desktop publishing. | |
| <p style="text-align: center;"><u>Science</u></p> <p>In Science, we will be investigating habitats & climates by:</p> <ul style="list-style-type: none"> • Defining what both natural habitats and ecosystems are. • Conducting our own habitat survey on the school grounds. • Understanding that animals and plants adapt to habitats. • Classifying habitat changes as natural or human causes. • Conducting fair tests into greenhouse effect & soil erosion. • Understanding what ‘Climate Change’ is and its causes. • Considering how human waste impacts habitats. • Researching animals that are endangered by habitat loss. • Persuading others to make better environmental choices by presenting scientific arguments and evidence. | <p style="text-align: center;"><u>Numeracy</u></p> <p>This half term, 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: Multiplication, Division, Length and Perimeter. Though we have already focussed on multiplication and division in Autumn 2, this will be covered in much greater depth this term.</p> | <p style="text-align: center;"><u>Music</u> Miss Alison will work with the Charanga scheme encouraging pupils to explore the key elements of music through its ‘Mamma Mia’ unit.</p> <p>PE Both Mr. Dawson & Mr Holmes will deliver PE, covering Netball and Gymnastics: Core.</p> <p>RE We are examining Christianity by asking “Could Jesus heal people & were these miracles?”</p> <p>PSHE Jigsaw’s Year 3 unit called ‘Dreams and Goals’ will be delivered this half-term.</p> <p>MFL We will learn how to speak in French about: colours, likes, dislikes, pocket money and toys.</p> | |



Middle Fell- Homework- Spring 1

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| <p><u>Amazing Art</u> </p> <p>Can you create a piece of art based on a habitat, environment or ecosystem you appreciate?</p> | <p><u>Wicked Writing</u> </p> <p>Can you write a poem about a day in your life or the life of someone in your family?</p> | <p><u>Super Spelling</u> </p> <p>Can you write a story, poem or song using all of your group's spellings for that week?</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 the greenhouse effect? <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 or a book you're reading at home and draw it for our class display?</p> |
| <p><u>Creative Computing</u> </p> <p>Can you create a poster or presentation about internet safety?</p> | <p><u>Research Specialist</u> </p> <p>Can you create a fact file about a country in the UK?</p> | <p><u>Marvellous Maths</u> </p> <p>Can you make a poster for our Maths Working Wall explaining division, length or perimeter?</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