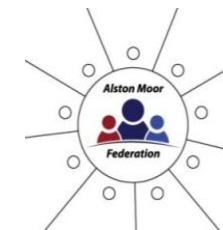
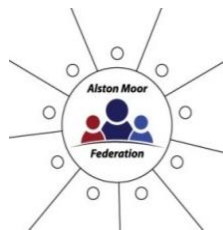











# Middle Fell- Spring- 1<sup>st</sup> Half-Term- Learning Overview

<p style="text-align: center; color: purple;"><u>Literacy</u></p> <p>This half-term we will be planning/publishing extensions of narratives and persuasive speeches. We will be extending our comprehension skills by delving into <i>“The Great Kapok Tree”</i> by Lynne Cherry. We will continue to engage with the CLPE programme by reading and discussing this text as well as <i>“Rhythm of the Rain”</i> by Grahame Baker-Smith. This unit involves: sketching scenes to inspire an extension of exciting vocabulary in response to audio stimuli; class debates; creating word collections for specific purposes; extending narratives through shared writing; responding to illustrations; conducting research; and note taking. Our 4 key goals are to: increase <b>hand writing stamina</b>, extend <b>reading comprehension skills</b>, improve <b>spelling accuracy</b> and develop <b>SPAG skills during independent writing</b>.</p>	<p style="text-align: center; color: purple;"><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"> <li>• Identifying and applying the appropriate adverbs to express time, place and cause.</li> <li>• Extending our use of prepositions to express time, place and cause.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Understanding the grammatical differences for plural and possessive -s.</li> <li>• Deploying apostrophes accurately to mark plural possession in our writing.</li> <li>• Using and punctuating direct speech appropriately and consistently.</li> <li>• Utilising inverted commas and other punctuation to indicate direct speech.</li> </ul>	<p style="text-align: center; color: green;"><u>Class Books</u></p> <p style="text-align: center; color: green;"><i>“The Great Kapok Tree”</i> by Lynne Cherry</p> <hr style="border: 1px double black;"/> <p style="text-align: center; color: blue;"><i>“Rhythm of the Rain”</i> by Grahame Baker-Smith</p> <hr style="border: 1px double black;"/> <p style="text-align: center; color: green;"><i>“Pugs of the Frozen North”</i> by Philip Reeve</p>	<p style="text-align: center; color: blue;"><u>Art/DT</u></p> <p>We will be further exploring and experimenting with art styles, materials and skills, including:</p> <ul style="list-style-type: none"> <li>• Exploring the naturally forming patterns in ice crystals and incorporate these into our own piece.</li> <li>• Experimenting with collage art to show emotion.</li> <li>• Research and design a simple interactive pop-up.</li> <li>• Making interactive pop-up story books.</li> <li>• Testing and evaluating our interactive story books, sharing constructive criticism and working alongside peers to action these suggestions.</li> </ul>
<p style="text-align: center; color: purple;"><u>Geography</u></p> <p>This half-term, we will explore Russia. We will: identify the position and significance of lines of latitude and longitude; consider how the position of places impacts environmental conditions; understand where Russia is located on various maps and consider the significance of its location; explore some of the key human and topographical features of Russia; researching how people adapt to live in extreme conditions in Oymyakon; looking at the potential impact climatic changes are having on people and ecosystems in the Siberian habitat.</p>		<p style="text-align: center; color: magenta;"><u>Computing</u></p> <p>We will learn about recording podcasts by:</p> <ul style="list-style-type: none"> <li>• Identifying input and output devices used to record sound and use said devices to practice with.</li> <li>• Explaining that the person who records content is the owner of said content &amp; must give permission.</li> <li>• Re-recording soundbites to edit our work.</li> <li>• Inspecting the soundwave view to know where to trim my recording and explaining how sounds can be combined to make podcasts more engaging.</li> <li>• Saving and exporting our projects so that each aspect can be edited at a later date or time.</li> </ul>	
<p style="text-align: center; color: green;"><u>Science</u></p> <p>In Science, we will be examining <b>muscles and skeletons</b>, by:</p> <ul style="list-style-type: none"> <li>• Categorising animals based on what they eat naturally.</li> <li>• Extracting data from a food survey and displaying this in a range of formats including tables and bar charts.</li> <li>• Identifying patterns and trends in data, using these to spawn new questions and to deepen our understanding of the nutritional properties of each food group that we study.</li> <li>• Understanding how muscles work in pairs, plus how they allow movement and maintain posture in vertebrates.</li> <li>• Exploring how muscles gather and use oxygen.</li> </ul>	<p style="text-align: center; color: orange;"><u>Numeracy</u></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 pupils will all be learning alongside their year group peers to better integrate them into our learning community and to help accelerate their progress. The main topics we will cover in depth this half-term are: <b>1) Multiplication and Division (block B); and 2) Length and Perimeter.</b></p>		<p style="text-align: center; color: red;"><u>Music</u> Miss Horn will be using Charanga this half-term with a focus on the song ‘Three Little Birds’.</p>
<p style="text-align: center; color: orange;"><u>PE</u> NUFC &amp; Mr Percival will run these sessions, focussing on Team Working and Problem Solving.</p>		<p style="text-align: center; color: purple;"><u>RE</u> We will be exploring Judaism in terms of Passover and the sincerity of following God’s rules.</p>	
<p style="text-align: center; color: green;"><u>PSHE</u> We will explore our hopes/dreams creating plans to achieve these, focusing on resilience.</p>		<p style="text-align: center; color: blue;"><u>MFL</u> We will be learning about French activities, the months, French songs, birthdays and games.</p>	



# Middle Fell- Homework- Spring 1

<p><u>Amazing Art</u> </p> <p>Can you create a piece of art inspired by cold weather or sub-arctic environments?</p>	<p><u>Purposeful Writing</u> </p> <p>Can you write a persuasive letter to our new head teacher asking him 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 create a diagram, sculpture or model which highlights all of the main bones in our skeleton?</p> <p><i>We can display these in school!</i></p>	<p><u>Choose a Chapter</u> </p> <p>Can you pick a scene from one of our class stories or a book you're reading at home and write a short story which adds to this world?</p>
<p><u>Creative Computing</u> </p> <p>Can you make a short podcast at home about something you really enjoy or feel is important to share with the class?</p>	<p><u>Research Specialist</u> </p> <p>Can you create a poster about a key habitat in Russia, e.g. animals, rivers, mountains?</p>	<p><u>Riveting Russia</u> </p> <p>Can you choose your own project to share with our class about Russia?</p> <p><i>This could maybe be a poster/PowerPoint/art.</i></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.