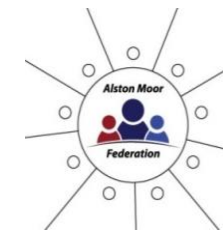
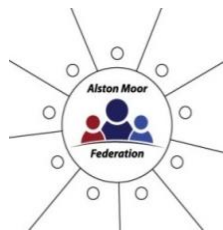











Middle Fell- Spring- 2nd Half-Term- Learning Overview

<p style="text-align: center;"><u>Literacy</u></p> <p>This half-term we will be planning/publishing a clear set of instructions and a non-chronological report. We will be extending our comprehension skills by reading <i>“Windrush Child”</i> by Benjamin Zephaniah. We will continue to engage with the CLPE programme by reading and discussing this text as well as <i>“Ice Palace”</i> by Robert Swindells. This unit involves: engaging in drama, role-play and freeze-frames to portray scenes; responding to feedback on our performances; working with partners to create a piece of shared writing; responding to illustrations; conducting research; learning the skills of scanning for information and note taking. Our 4 key goals are to: increase hand writing stamina, extend reading comprehension skills, improve spelling accuracy and develop SPAG skills during 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 and applying the appropriate punctuation for speech in our writing. • Extending our use of prepositions to express time, place and cause. • Indicating tense in a clear and consistent manner, deploying the most suitable verb inflections to suit the context of sentences. • Recapping all of the statutory suffixes. • Continuing to extend noun phrases in more complex detail for added effect. • Utilising inverted commas and other punctuation to indicate direct speech. • Practicing the application of all prior topics covered during our SPAG sessions. 	<p style="text-align: center;"><u>Class Books</u></p> <p style="text-align: center;"><i>“Windrush Child”</i> by Benjamin Zephaniah</p> <hr style="border: 1px double black;"/> <p style="text-align: center;"><i>“Ice Palace”</i> by Robert Swindells</p> <hr style="border: 1px double black;"/> <p style="text-align: center;"><i>“Percy Jackson and the Lightning Thief”</i> by Rick Riordan</p>	<p style="text-align: center;"><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"> • Experimenting in the style of portable art, making painted stones inspired by Ice Age engravings. • Forming opinions on Wassily Kandinsky’s work. • Imitating Kandinsky’s art in our own styles. • Researching and designing our own gift boxes to meet a project brief before constructing these. • Testing and evaluating our gift boxes by considering these against the original project brief.
<p><u>Geography and History</u></p>			
<p>This half-term, we will continue to explore Russia. We will: consider how a proposed ski resort could impact the lives of locals in Oymyakon; learn about the cultural and historical significance of Russia whilst considering its standing in modern history; name, locate and produce fact files for each of the countries of the UK and consider how these differ to Russia; use the 8-points of a compass and 6-figure grid references to identify and share our favourite places; engage in fieldwork by sketching a map of the school grounds; and trying out orienteering.</p>			
<p style="text-align: center;"><u>Science</u></p> <p>In Science, we will be examining magnetism, by:</p> <ul style="list-style-type: none"> • Exploring how forces present in the world as pushes or pulls which make things move, stop or change shape. • Preparing and conducting comparative fair tests, recording measurements and discussing the results we achieve. • Investigating how most forces need contact, but that gravity and magnetism do not need contact to work. • Recording data in tables and plotting these on bar graphs. • Asking purposeful questions about how magnetism works. • Interpreting results and drawing conclusions, but also forming theories to explain the phenomena we observe. 	<p style="text-align: center;"><u>Numeracy</u></p> <p>Our class will be covering most of the same units at similar times, but at different levels to better support all our pupils. Our pupils will be taught alongside their age peers to better integrate them into our learning community and to help accelerate their progress. The main topics we cover this half-term are: 1) Length & Perimeter; and 2) Fractions. Our Y3s then go on to Mass & Capacity while the Y4s transition to Decimals.</p>	<p style="text-align: center;"><u>Computing</u></p> <p>We will learn about creating digital designs by:</p> <ul style="list-style-type: none"> • Programming computers by typing commands. • Explaining effects of changing command values. • Creating code snippets for given purposes. • Use templates to draw our intentions for a programme and write algorithms to achieve these. • Testing our algorithms in a text-based language. • Identifying patterns in sequences and using a count-controlled loop to produce a given outcome. • Predicting the outcomes of programmes using a count-controlled loop and debugging our designs. 	
<p>Music Miss Horn will be using Charanga this half-term with a focus on studying “The Dragon Song”.</p>			
<p>PE NUFC & Mr Percival will run these sessions, focussing on dancing to “Sparks Might Fly”.</p>			
<p>RE We will be explore Easter and ask whether forgiveness is always possible for Christians.</p>			
<p>PSHE We will explore resisting peer pressure by discussing ways to form healthy friendships and the risks associated with smoking and drinking.</p>			
<p>MFL We will about colours, body parts and ultimately how to describr monsters in French.</p>			



Middle Fell- Homework- Spring 2

<p><u>Amazing Art</u> </p> <p>Can you create a piece of art inspired by Wassily Kandinsky or painting a portable stone?</p>	<p><u>Wicked Writing</u> </p> <p>Can you write a story as if you were living a day in the life of a child in Oymyakon, Russia?</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 magnets attract repel other magnets? <i>We can display these in school!</i></p>	<p><u>Choose a Character</u> </p> <p>Can you pick a character from one of our class stories or a book you're reading at home and write a character description for them?</p>
<p><u>Creative Computing</u> </p> <p>Can you make a drawing using FMSLogo or Turtle Academy?</p>	<p><u>Research Specialist</u> </p> <p>Can you create a quiz for our class to find points of interest using only their 6-figure grid references?</p>	<p><u>Riveting Russia</u> </p> <p>Can you choose your own project to share with our class about Russia? <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

Timetable Reminders for Home				
Monday	<i>Maths Homework catch-up</i>	<i>Singing Club</i>	10 min read with an adult	10 min spelling practice
Tuesday	<i>Reading Records Checked</i>	<i>ICT Club</i>	10 min read with an adult	10 min spelling practice
Wednesday	<i>Pupils arrive in PE kits</i>	<i>NUFC Club</i>	10 min read with an adult	10 min spelling practice
Thursday	<i>Pupils bring PE kits in bags Maths Homework set</i>	<i>Chess- Lunch Rugby Club</i>	10 min read with an adult	10 min spelling practice
Friday	<i>Pupil Spelling Tests Maths Homework due</i>	<i>No clubs tonight</i>	10 min read with an adult	10 min spelling practice
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!				

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.