












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

<p style="text-align: center;"><u>Literacy</u></p> <p>This half-term we will be planning/publishing a creative story of our own and a persuasive letter. We will be extending our comprehension skills by reading “Varjak Paw” by S. F. Said. We will continue to engage with the CLPE programme by reading and discussing this same text in much greater depth. This unit involves: responding to illustration, making informed inferences, writing in role, exploring how language is used to convey emotion, analysing characterisation in texts, creating Role on the Walls for key characters, hot seating, engaging in book talk, editing our work, text marking, story mapping and justifying our opinions. 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"> • Revisiting the differences between abstract, common/concrete, collective, proper and pro-nouns. • Recognising and using abstract nouns. • Reinforcing the correct use of Standard English, deploying correct verb inflections. • Consolidating understanding of tense. • Highlighting the difference between first and third person when writing. • Sequencing sentences and paragraphs. • Defining and identifying paragraphs in narratives, reports and biographies. • 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;">“Varjak Paw” by S. F. Said</p> <hr/> <p style="text-align: center;">“Windrush Child” by Benjamin Zephaniah</p> <hr/> <p style="text-align: center;">“Percy Jackson and the Lightning Thief” 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 with shading by using scumbling, hatching, cross-hatching and contour hatching. • Researching and sketching Viking warrior scenes • Designing our own clay Viking warrior statues. • Refining designs before producing clay statues. • Exploring and forming opinions on the life and work of Michelangelo across his career. • Creating our own art inspired by Michelangelo.
<p style="text-align: center;"><u>Geography and History</u></p> <p>This half-term, we investigate historic invaders and settlers, starting with Anglo-Saxons. We will: identify the AS period on timelines; discuss why invasions aren’t always unpopular and why settlers aren’t always welcome; explore where invading tribes came from using maps; consider how AS’s spread across Britain; understand the role and appearance of AS warriors; design a shield in their style; research how AS’s chose where to settle; explore our local area for evidence of AS’s including place names and their origins; research Pagan gods/beliefs.</p>		<p style="text-align: center;"><u>Computing</u></p> <p>We will learn about information data logging by:</p> <ul style="list-style-type: none"> • Selecting data to answer given questions. • Identifying that data can be generated over time. • Recognising that we can record data from sensors • Exploring how data loggers collect data at given points before experimenting with these ourselves. • Highlighting intervals when collecting data. • Discussing and analysis data we have captured. • Organising data to find information we need. • Explaining there are different ways to view data. • Drawing conclusions from data we have collected. 	
<p style="text-align: center;"><u>Science</u></p> <p>In Science, we will be examining electricity, by:</p> <ul style="list-style-type: none"> • Identifying common appliances which run on electricity. • Constructing a simple series electrical circuit, whilst understanding and naming its basic components. • Predicting whether lamps in simple series circuits will light based on the presence of batteries/ complete loops. • Recognising that switches open/ close circuits. • Researching the properties of conductors and insulators. • Applying our understanding of how to stiffen and reinforce more complex structures to our own electrical circuits. • Reporting the findings from our scientific enquiries. 	<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. Whilst our Y3’s start the term learning more about Fractions, the Y4’s will learn about Decimals. Following these units, both year groups move onto Money and Time.</p>	<p><u>Music</u> Miss Horn will be using Charanga this half-term before exploring pieces linked to electricity.</p>	
		<p><u>PE</u> NUFC & Mr Percival will run these sessions, focussing on touch ball as an invasion game.</p>	
		<p><u>RE</u> We will explore Judaism and ask, ‘What is the best way for a Jew to show commitment to God?’</p>	
		<p><u>PSHE</u> We will explore relationships in terms of: jealousy, love, loss, memories, falling out, getting on, girl/boyfriends and celebrating relationships.</p>	
		<p><u>MFL</u> We will enhance our French by developing language surrounding birthdays and fun activities.</p>	



Middle Fell- Homework- Summer 1

<p><u>Amazing Art</u> </p> <p>Can you create a piece of art inspired by Michelangelo?</p>	<p><u>Wicked Writing</u> </p> <p>Can you write a story as if you were living a day in the life of Varjak or an Anglo Saxon?</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 electrical circuits rely on power cells? <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 create a set of data using regular intervals at home?</p>	<p><u>Research Specialist</u> </p> <p>Can you create a fact file about the Anglo Saxons or another time period you are interested in?</p>	<p><u>Riveting Religion</u> </p> <p>Can you interview someone about their religious beliefs and share your findings with the class?</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</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.

