












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

<p style="text-align: center;"><u>Literacy</u></p> <p>This half-term we will be planning/publishing a fictional newspaper report and a 'porquoi tale'. We will be extending our comprehension skills by reading <b>"Varjak Paw"</b> by S. F. Said. We will continue to engage with the CLPE programme by reading and discussing two other texts however. These are 'The King Who Banned The Dark' by Emily Hayworth-Booth and 'How The Stars Came To Be' by Poonam Mistry. These unit involve: responding to illustration, making informed inferences, empathising with characters, making personal connections to the texts we read, creating Role On The Wall profiles for key characters, engaging in respectful but meaningful debate, considering the potential audiences and purposes of newspaper reports, researching myths/creation stories exploring how text and illustration can complement one another and retrieving key facts from texts. Our 4 key goals are to: increase <b>hand writing stamina</b>, extend <b>reading comprehension skills</b>, improve <b>spelling accuracy</b> &amp; develop <b>SPAG skills during our independent writing</b>.</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"> <li>• Using &amp; sequencing paragraphs in narratives, reports and biographies.</li> <li>• Exploring word families in terms of root words, prefixes and suffixes.</li> <li>• Deploying pronouns and conjunctions effectively.</li> <li>• Inserting inverted commas to identify speech, taking care to use the correct punctuation.</li> </ul>	<p style="text-align: center;"><u>Class Books</u></p> <p style="text-align: center;"><b>"Varjak Paw"</b> by S. F. Said</p> <hr/> <p style="text-align: center;"><b>"The King Who Banned The Dark"</b> by Emily Hayworth-Booth</p> <hr/> <p style="text-align: center;"><b>"Percy Jackson and the Lightning Thief"</b> by Rick Riordan</p> <hr/> <p style="text-align: center;"><b>"How The Stars Came To Be"</b> by Poonam Mistry</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"> <li>• Investigating what the Vikings used to wear.</li> <li>• Designing and making a pouch out of hessian.</li> <li>• Evaluating the work and ideas of others.</li> <li>• Researching how Vikings made tapestries.</li> <li>• Creating our own Viking style tapestry designs.</li> <li>• Producing our Viking inspired tapestries.</li> <li>• Critiquing the work/ideas of our own and others.</li> </ul>
<p style="text-align: center;"><u>Geography and History</u></p> <p>This half-term, we investigate historic invaders and settlers, delving into the Vikings. We will: use knowledge of 4-figure grid references, maps and atlases to explore Southern Scandinavia; discover when Vikings began to invade Britain and place in our shared timeline; explain how we know about the Vikings; understand where Vikings invaded from and where they settled; uncover how the Vikings succeeded; describe a Viking raid from an Anglo-Saxon's perspective; consider the importance of trade to Vikings; explore Viking beliefs, homes &amp; jobs.</p>		<p style="text-align: center;"><u>Computing</u></p> <p>We will learn about repetition in programming by:</p> <ul style="list-style-type: none"> <li>• Identifying everyday instructional processes including repetition &amp; suggest ICTs use in these.</li> <li>• Predicting outcomes from snippets of code and modifying these to produce a given outcome.</li> <li>• Effectively choosing when to use count-controlled and infinite loops or sometimes both when needed.</li> <li>• Explaining what the outcome of repeated actions should be and evaluate the effectiveness of these.</li> <li>• Understanding the effect of changing parts of loops and re-use snippets of code on new sprites.</li> <li>• Refining our own algorithms and projects.</li> </ul>	
<p style="text-align: center;"><u>Science</u></p> <p>In Science, we will be examining <b>light</b>, by:</p> <ul style="list-style-type: none"> <li>• Investigating the nature of darkness, light &amp; human sight.</li> <li>• Drawing conclusions about how light travels/</li> <li>• Testing how reflective different colours and surfaces are.</li> <li>• Exploring how light behaves when reflected by mirrors.</li> <li>• Categorising between opaque, transparent &amp; translucent.</li> <li>• Considering how angles of light impact shadow size/shape.</li> <li>• Observing how an object's orientation impacts shadows.</li> <li>• Examining how distance from light sources affect shadows.</li> <li>• Accurately measuring &amp; recording data we have observed.</li> <li>• Researching how rainbows are generated &amp; replicating it.</li> </ul>	<p style="text-align: center;"><u>Numeracy</u></p> <p>Our class will be covering mostly the same units at similar times this half-term, but at different levels to better support all our pupils. Both year groups will begin the half-term by learning about the <b>Properties of Shape</b> before moving on to <b>Statistics</b>. Our Y4s will then go on to learn about the additional unit of <b>Position and Direction</b>. This half-term will also see the Y4s sit their <b>Multiplication Tables Check</b> very early into the half-term.</p>		<p style="text-align: center;"><u>Music</u> Miss Horn will be using Charanga this half-term, focussing primarily on Music composition.</p> <p style="text-align: center;"><u>PE</u> NUFC continue to run our on-site sessions, whilst Woggle Goggle will deliver Swimming.</p> <p style="text-align: center;"><u>RE</u> We'll explore Christianity and ask, 'Do people need to go to Church to show they're Christian?'</p> <p style="text-align: center;"><u>PSHE</u> We will PSHE in separate year groups to learn about how our bodies change as we get older.</p> <p style="text-align: center;"><u>MFL</u> We will enhance our French by developing language surrounding greetings, numbers and body parts as well as animals and colours.</p>



## Middle Fell- Homework- Summer 2

<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 short piece of non-fiction about the Vikings?</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 light reflects off different surfaces? <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 game using Scratch 3.0? You can continue the game that you start in class!</p>	<p><u>Research Specialist</u> </p> <p>Can you create a fact file about York? This could be about its rich history, its culture, its landmarks, etc.</p>	<p><u>Marvellous Maths</u> </p> <p>Can you record what you do at home for a weekend by writing the time of day in both 12-hr &amp; 24-hr time?</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 catch-up</i>	<i>Singing 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>Maths Homework set</i>	<i>Chess- Lunch</i>	<b>10 min read with an adult</b>	<b>10 min spelling practice</b>
<b>Friday</b>	<i>Pupil Spelling Tests Maths Homework due Swimming kits needed</i>	<i>No clubs tonight</i>	<b>10 min read with an adult</b>	<b>10 min spelling practice</b>
<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>				

**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.

