












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

<p style="text-align: center;"><u>Literacy</u></p> <p>This half-term we will be planning/publishing a persuasive speech and a set of effective instructions. We will continue to extend our comprehension skills by reading <i>“Tyger” by S. F. Said</i>. We will also continue to engage with the CLPE programme by reading and discussing another text called <i>“One Plastic Bag” by Miranda Paul</i>. This unit involves: making detailed inferences about the underlying narratives in our new story; utilising illustrations as a prompt to engage in meaningful exploration of Gambian culture; sketching our visualisations based on a description; researching and debating the relative uses of different biodegradable materials; investigating the properties of plastic and the impact of its common use; following different sets of instructions to assess how effective they are; working with partners to try and generate a reliable set of instructions; delve into evaluating authorial use of vocabulary, tone, adjectives and fronted adverbs to set the scene. Our 5 key goals remain for us to improve our: <i>hand writing stamina, presentation skills, reading comprehension skills, spelling accuracy & SPAG skills during our independent writing.</i></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"> • Identifying the key features of paragraphs in narratives, reports and biographies. • Learning how to utilise pronouns, conjunctions and speech in paragraphs. • Practicing how to sequence a series of paragraphs. • Using our knowledge of word families and prefixes to help aid us in our correct spelling of unfamiliar words. • Engaging in opportunities to write independently. 	<p style="text-align: center;"><u>Class Books</u></p> <p style="text-align: center;"><i>“Tyger” by S. F. Said.</i></p> <hr/> <p style="text-align: center;"><i>“One Plastic Bag” by Miranda Paul.</i></p> <hr/> <p style="text-align: center;"><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 artistic styles, materials and skills, including:</p> <ul style="list-style-type: none"> • Exploring traditional Roman metal- & woodwork. • Researching the form and function of genuine Roman shields, weapons and armour. • Designing, creating and evaluating our own Roman-style shields as informed by our research. • Learning about & recreating a Roman meal.
<p style="text-align: center;"><u>History</u></p> <p>We will continue to investigate the Roman period of British history in preparation for our trip to Vindolanda and the RAM. We will: explore the main beliefs systems held & imposed by Roman settlers/invaders; examine a range of evidence sources to provide deeper insights into daily Roman lives; deploy historical inquiry to explore possible uses of Roman artefacts; locate key countries of the Roman Empire & track how these changed over time; use 4-figure and 6-figure grid references for maps & atlases; appreciate the significance of Vindolanda as an active archaeological site ahead of our class trip this half-term.</p>		<p style="text-align: center;"><u>Computing</u></p> <p>We will be learning more about photo editing by:</p> <ul style="list-style-type: none"> • Improving images by rotating and cropping them. • Using editing software to alter image orientation. • Considering the ethical dilemmas of photo editing. • Explaining that different colour effects can alter how the viewer may think & feel different emotions. • Experimenting with different colour effects. • Justifying our choices for the alterations we make. • Adding to the composition of an image by cloning aspects to add to and remove details. • Utilising a range of tools to copy between images. • Selecting and combining multiple image elements. 	
<p style="text-align: center;"><u>Science</u></p> <p>In Science, we will be investigating the circle of life by:</p> <ul style="list-style-type: none"> • Reinforcing & expanding learning on digestive systems. • Demonstrating our learning about peristalsis via models. • Naming the basic parts of the human digestive system. • Recapping the various functions of different teeth. • Comparing the teeth of herbivores and carnivores. • Observing the role of decomposers in the circle of life • Constructing accurate food webs informed by research. • Thinking about what clues animal faeces give Scientists. • Distinguishing between diets of herb-, carn- & omnivores. • Showcasing our knowledge gained this past term to peers. 	<p style="text-align: center;"><u>Numeracy</u></p> <p>This half term, Y3 content will be delivered alongside Y4 pupils, which seeks 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: ‘Time’ for the Y3s, followed by ‘Shape’ and ‘Statistics’ for both year groups. The Y4s will then advance into exploring the unit ‘Position & Direction’ whilst the Y3s consolidate their skills.</p>	<p style="text-align: center;"><u>Music</u> Miss Alison will continue to work with the Charanga scheme through the ‘Pulse & Groove Through Improvisation’ unit, enhanced by dance.</p> <p><u>PE</u> We continue to attend swimming session in Penrith through Woggle Goggle & will learn gymnastics skills with Mr. Holmes/Mr. Dawson.</p> <p><u>RE</u> We explore Hindu faith, asking “Would visiting the Ganges feel special to a non-Hindu?”</p> <p><u>PSHE</u> Jigsaw’s unit ‘Changing Me’ will be taught to Y3s & Y4s separately so it’s age-appropriate.</p> <p><u>MFL</u> We will concluding our French animals unit.</p>	





Middle Fell- Homework- Summer 2

<p><u>Delightful DT</u> </p> <p>Can you create a meal or feast inspired by the Romans?</p>	<p><u>Wicked Writing</u> </p> <p>Can you write a short story based on one of the pictures on the website 'Once Upon A Picture'?</p>	<p><u>Super Spelling</u> </p> <p>Can you write a story, poem or song using all of your group's spellings for one 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 shows the role of decomposers? <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 earn your Be Internet Awesome certificate by completing Interland online (free)?</p>	<p><u>Research Specialist</u> </p> <p>Can you create a fact file about Vindolanda?</p>	<p><u>Marvellous Maths</u> </p> <p>Can you make a poster for our Maths Working Wall about the properties of shapes?</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

