



What we will be learning this half term:

READING	How to help at home
<p><u>Reading Comprehension</u></p> <p><i>This half-term, children will continue to read fiction texts as well as non-fiction texts / information books.</i></p> <p><i>Pupils will read for a range of purposes.</i></p> <p><i>They will be making predictions about what might happen from details stated and implied in a fiction text. They will justify predictions with evidence from text and suggest alternative and extensions to events and actions.</i></p> <p><i>Pupils will retrieve and record information from non-fiction texts. They will use alphabetically ordered text to find information.</i></p> <p><i>We will look at use a range of organisational features to locate information, such as labels, diagrams and charts.</i></p>	<p><i>Ask your child about the books they are reading. Ask them to identify the genre and to distinguish between fiction and non-fiction.</i></p> <p><i>Use question words when discussing books; who, what, why, where, when how.</i></p> <p><i>Give your child opportunities to use a Dictionary or a Thesaurus to find the meaning of unknown words.</i></p> <p><i>Listen to your child read <u>daily</u> and encourage them to use expression, tone and intonation when doing so.</i></p> <p><i>Ensure your child regularly logs in to <u>Reading Eggspress</u> at home.</i></p>
WRITING	How to help at home
<p><i>This half-term, pupils will continue to focus on the key features of formal language and they will write a formal invitation letter. They will learn how to use Standard English correctly (for example, we were instead of we was, or I did instead of I done).</i></p> <p><i>Children will also look at the features of a playscript and write their own playscript incorporating features they have learnt about (e.g. organisational devices, layout). They will show evidence of viewpoint established.</i></p> <p><i>Pupils will practise looking at how to build and up-level their sentences by using a range of grammatical features.</i></p> <p><i>E.g: adverbial openers, connectives, synonyms, high level punctuation (such as brackets, ellipses, colons, semi colons), etc.</i></p>	<p><i>Give your children opportunities to read some formal letters (e.g. job application, letter of complaint, invitation letter) and playscripts identifying the key features (e. g. creating characters, settings, a plot, how to move the story forward, etc).</i></p> <p><i>Encourage them to practise their handwriting, as well to increase the legibility and quality of their handwriting in order for children to be ready to use a handwriting pen.</i></p>
MATHEMATICS	How to help at home
<p><i>This half term pupils will learn about counting backwards through zero to include negative numbers. They will practise mental methods with increasingly large numbers to aid fluency. The children will be taught to use the formal written method of columnar subtraction with numbers up to 4 digits</i></p> <p><i>Linked with this is the skill to estimate and use inverse operations to check answers to a calculation.</i></p> <p><i>We will continue to work on solving division and multiplication problems.</i></p> <p><i>The children will learn to identify acute and obtuse angles and compare and order angles up to two right angles by size.</i></p> <p><i>We will be investigating tenths and hundredths and solving problems involving increasingly harder fractions. Increasingly we will be using non-unit fractions where the answer is a whole number e.g. $\frac{3}{4}$. The children will learn to convert between different units of measure [for example, kilometre to metre].</i></p>	<p><i>Practice times tables regularly with your child using the available software called maths frame as this is something they are familiar with.</i></p> <p><i>Give your questions about the time and intervals of time. E.g in how many minutes will it be</i></p> <p><i>Ask them to tell and show you what they have learnt daily.</i></p> <p><i>Use their Timetable Rock Star log in to practise their tables. Also use online maths site maths frame.</i></p>

SCIENCE	<i>How to help at home</i>
<i>The children will identify how sounds are made, associating some of them with something vibrating. They will learn to recognise that vibrations from sounds travel through a medium to the ear. Associated with this the children will find out how the pitch and volume of sounds can be changed in a variety of ways. In conclusion the children will explore to find out that some materials are effective in preventing vibrations from sound sources reaching the ear</i>	<i>Ask your child what they have been learning. Allow them to research on line to further their knowledge especially about how sounds are made and the variations of sounds e.g. the pitch and loudness.</i>
COMPUTING	<i>How to help at home</i>
<i>During Autumn Term 1 children created simple scoring games using variables on Espresso Coding. To take this further, this half term pupils will be learning how computers use repetition and loops to do things over and over again, that code can be made to execute in a particular order called a sequence. Children will understand that computers use variables to count things and keep track of what is going on. Also, that 'if statements' select different pieces of code to execute depending on what happens to other objects.</i>	<i>Talk to your child about what they are doing at school. As part of our Internet Safety lesson, pupils will learn about plagiarism. You can talk to them about why it should be avoided.</i>

HUMANITIES		
<i>History: Vikings . The children will explain when and where the Vikings came from and why they raided Britain. They will also investigate why the Vikings explored many other parts of the world. Children will understand the significance of Anglo-Saxon kings during the Viking period, especially King Alfred. The children will use a range of sources to find out about Viking longboats and about the monastic way of life in Anglo-Saxon Britain. The children will also learn about King Ethelred II and why Danegeld was introduced into Britain.</i>		
MUSIC	RE	PSHE
<i>Children will sing with more awareness of pitch and perform as part of a group with confidence. They will learn to improvise a two bar rhythm using a range of body percussion sounds. On the recorder they will learn to play from notation with confidence understanding how to play D on the recorder correctly – covering holes and using correct breath pressure.</i>	<i>Pupils will be learning about Sikhism. They will look at the different garments a Sikh wears and describe their significance. Children will have a class debate that if school rules say no jewellery in school, would it be ok to wear jewellery if it is a religious symbol? Pupils will find out that not all Sikhs choose to have uncut hair or to wear a turban, but that doesn't necessarily mean that they don't follow the religion.</i>	<i>This half-term pupils will increase awareness of:</i> <ul style="list-style-type: none"> • hopes and dreams • overcoming disappointment • creating new, realistic dreams • achieving goals • working in a group <i>celebrating contributions</i> <ul style="list-style-type: none"> • resilience • positive attitudes
ART & DT	PE	
<i><u>Art</u> The children will explore the work of embroiderer Jane Morris and understand the historical and cultural development of her art forms. They will practice and use the basic running stitch, back stitch, blanket stitch and chain stitch. The children will design and make a book mark in the style of Jane Morris</i>	<i>Children will learn to catch, throw and strike a small ball to a large target or static partner from different heights and directions 8+ metres away. They will play competitive activities against themselves and others developing an increasing awareness of basic tactics for attacking and defending. This will develop effective communication and co-operation. They will develop the ability to reflect upon their own performance within a team giving insight as to how they could improve their own performance. <u>Swimming:</u> Pupils will continue to swim competently, confidently and proficiently over 25 metres or more using a range of strokes effectively (e.g. front crawl, backstroke, side stroke) They will learn to perform safe self-rescue in different water-based situations.</i>	

