
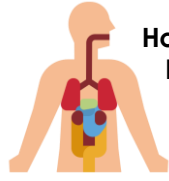




Dear Parents,

Here are some of the activities we will be covering this half-term. This overview does not include everything that we will be doing, but hopefully it will give you an insight into some of the learning which will be taking place in our classroom.

<p align="center"><u>English</u></p> <p>SPaG - This half term we will continue to develop the accuracy of basic punctuation (full stops, capital letters, question marks and exclamation marks), the structure of sentences, vocabulary development and handwriting. To support this, we will focus on a range of fiction and non-fiction writing; poetry, stories, speeches and performance. The following stimulus will be used to support learning;</p> <p>Aesop's Fables; a range of different short fables The Ning Nang Nong by Spike Milligan The Sports Manager (Read Write Perform Unit) Class Novel – The Firework Maker's Daughter by Philip Pullman</p>		<p align="center"><u>Mathematics</u></p> <p>Fractions</p> <ul style="list-style-type: none">• Confidently identify the numerator and denominator in fractions.• Recognise and use fractions as numbers identifying unit and unit fractions.• Recognise and show, using number lines, equivalent fractions.• Add and subtract fractions up to and over a whole.• Recognise tenths and hundredths and count in steps of multiples of both.• Identify fraction and decimal equivalents for halves, quarters and tenths.
<p align="center"><u>PSHE</u></p> <p>Respecting ourselves and others – Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p>	<p align="center"><u>RE</u></p> <p>Why is Lent such an important period for Christians? This half-term children will revisit and further develop their understanding of Christianity. They will use their knowledge to express their views, make connections and ask/answer significant questions about religion and beliefs.</p> <div align="center"><p>LENT</p></div>	<p align="center"><u>Science</u></p> <p>How do animals and humans' bodies function correctly? The children will:</p> <ul style="list-style-type: none">• Identify that animals including humans need the right type of nutrition from the food they eat as they cannot produce their own food.• Construct and interpret a variety of food chains identifying producers, predators and prey.• Compare and observe the differences of the skeletal structure of different animals and explain that humans have a skeleton for support, protection and movement.• Describe the simple functions of the human digestive system including the identification and purpose of human teeth. <div align="center"></div>
<p align="center"><u>French</u></p> <p>Phonics, Presenting Myself and Shapes - Children will continue developing their understanding of the French language through the use of a range of resources via Language Angels.</p> <div align="center"></div>	<p align="center"><u>Computing</u></p> <p>Word Processing - Children will be developing the skills of creating and saving shared documents, practising the skills needed to use word processing software effectively; such as using imported images, creating text boxes, changing font style, size and colour as well as backgrounds.</p> <p>Presentation Skills - Using a range of applications/software, children will be tasked with producing a presentation with slides to present to the class. This work will be linked to the geography unit.</p>	
<p align="center"><u>Geography</u></p> <p>What can we discover about Europe? Children will further deepen their knowledge of the United Kingdom its geographical regions and begin to use this to investigate the similarities and differences between a range of different European countries. They will be using map, atlases and digit mapping to locate and describe the geographical features. They will be able to name and locate a range of the 52 European (including Russia) and their capital cities. This unit of work will be linked to the computing unit.</p> <div align="center"></div>	<p align="center"><u>Design Technology</u></p> <p>Food & Nutrition Children will carry out and record evaluations of a variety of different ingredients and products understanding whether specific ingredients are grown, reared or caught. They will then design and make bread that is suitable for toasties. This unit of work will be linked to some aspects of the science unit.</p>	
<p align="center"><u>PE – Tuesday (Year 4), Wednesday (ALL), and Friday (Year 3)</u></p> <p>Rounders (team work) – Children will be working in teams to develop skills such as; striking, batting and fielding. They will be encouraged to consider strategy and observing how to manage team strengths to achieve successful outcomes. Team encouragement and RESPECT will be a key thread through-out this unit with children further developing their resilience in competition.</p> <p>Y3 Games –Outdoor games and activities. Y4 – Swimming: <u>Swimming kit is essential.</u></p> <p><i>*Note: children should make sure their PE kits are in school every day as we may take advantage of the drier days for PE across Spring term.</i></p> <p><i>Note: Remember, you can quiz on books that you have on your own bookshelf at home if they are on your Accelerator Reader level. To check which level books are on go to www.arbookfind.co.uk.</i></p>		