



## Summer 1 Newsletter

Welcome back to the Half Term when ...

**Hawk Owls go on RESIDENTIAL!**

### Christian Value: Service

*'Whoever is kind to the poor lends to the Lord, and he will reward them for what they have done.'*  
(Proverbs 19:17)

*'Give, and it will be given to you' (Luke 6:38)*

### Teachers:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning</b>	Mrs Collins	Mrs Collins	Mrs Collins	Mrs Farmery	Mrs Farmery
<b>Afternoon</b>	Mrs Collins	Mrs Collins	Mrs Collins	Mrs Farmery	Mrs Farmery

### Residential

Following our residential presentation to parents and children, please do get in touch if you have any further questions about our impending visit (no question is too silly to ask).

In class, we will be preparing the children for the trip by tailoring our PSHE lessons to cover 'stranger danger', devising coping strategies for being away from home and discussing general safety and expected behaviours.

### Writing:

Before moving onto our new topic, we made the most of the spring sunshine by walking to the village post box to send our letters to Miss O'Neill, Nigel Adams MP and HM the King. As you will see from the photos (which will be attached to the whole school newsletter), the class thoroughly enjoyed the walk, excitedly posted them and now, eagerly await a reply! We hope you enjoyed being given a copy of these letters. We are so pleased that the children are extremely proud of their writing and we certainly feel that they show great progress. For this half term's writing we are exploring fiction writing and more specifically, 'Finding Tales'. Initially we are going to investigate the features within a range of examples before moving on to theme our writing around our Guided Reading text and our residential visit.

### Spelling:

Your child will continue to bring home weekly spellings on a Friday. We would be grateful if your child could continue to practise these at home, as they will continue to reinforce our new spelling rule of the week. Many thanks for your time and dedication to practising spellings at home, it really does show in children's independent writing. As we begin to consolidate Year Three/Four spellings, it would be helpful if you could ask your child to define weekly spellings, use them in a sentence or find a synonym/ antonym to extend their understanding.

### Reading:

Ahead of Year Five, we are very pleased to see many Hawk Owls children taking on the responsibility of changing **both** their AR book and their Big Cat book as often as they like. Children continue to be offered daily opportunities to complete AR quizzes and we ask that your child continues to bring in their AR book for daily private reading during the school day. We greatly appreciate the time that you spend reading with your child at home, as it makes such a difference to children's fluency, comprehension skills and confidence.

Thank you to those of you who record in the 'Homework Journals' when your child reads at home. This is a helpful way of indicating to staff when other books from home are read, how much reading is done per week, and it can help adults easily track what books are read overtime. To clarify, children are more than welcome to read outside of the AR system, and they can also check if a quiz is available on those books. Please note - not all books are available on a quiz.

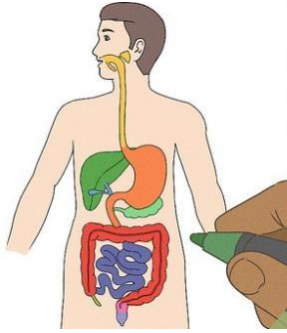
### Maths:

Hawk Owls children are working hard to prepare for the Year Four Times Table Check which takes place at the beginning of next Half Term. We are practising our multiplication facts for all tables from 1x - 12x tables daily either through board games, activities or by practising a mock TTCheck on: <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check> which can be accessed from home. To support our in-school learning, we would be very grateful if you could continue to practise tables at home. In our maths lessons this Half Term, we have finished off our fractions unit of learning and will be moving onto learning decimals for the first time! This is broken up into two chunky units of learning which will span into the next half term.

### Science:



We will be finishing off our unit on electricity by designing a defence mechanism for Thorney Castle to deter intruders from the Anglo-Saxon castle. Using all of our knowledge on conductors and insulators, and flowing electrons, the children will be labelling and drawing their circuits to explain how they work. Hawk Owls will also be learning who Thomas Edison was and what he invented as our last thinking starter.



Drumroll for one of the most popular year 4 Science topics...the digestive system! The most memorable activity will be performed this half term...we will be making our own 'waste product' and learning how the different parts of the digestive system work together to process our food and then get rid of it!

As well as looking at our different types of teeth we will also be learning about food chains - which will be further enriched by our visit to Walltown Nature Reserve on residential trip.

#### Summary:

- Bring reading folder and AR book in every day
- Parents to sign the back of the homework journal to indicate when their child has read at home
- PE kit on a Thursday
- Continue to help your child prepare for the Times Table Check at home

Please do let us know after school if you have any questions or queries or contact admin via email. We will do our very best to get back to you as soon as possible.

Best wishes,  
Mrs. Collins and Mrs. Farmery

Writing		Maths	
<p>Text type: <b>Finding Tale</b> (fiction)</p> <p><b>Grammar:</b></p> <p><b>Verbs</b> - Past perfect tense/form; Past perfect continuous: "had" + past participle + "-ing"</p> <p><b>A sentence that gives three actions:</b> Tom slammed the door, threw his books on the floor and slumped to the ground.</p> <p><b>Expanded noun phrases:</b> Changing <i>The teacher</i> to - <i>The strict English teacher with the grey beard</i></p>		<p><b>Decimals Unit</b></p> <ul style="list-style-type: none"> <li>○ Tenths as fractions &amp; decimals</li> <li>○ Tenths on a Place Value chart</li> <li>○ Tenths on a number line</li> <li>○ Divide a 1-digit number by 10</li> <li>○ Divide a 2-digit number by 10</li> <li>○ Hundredths as fractions</li> <li>○ Hundredths as decimals</li> <li>○ Hundredths on a place value chart</li> <li>○ Divide a 1- or 2-digit number by 100</li> </ul>	
<p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>○ Consolidation- Yr 3 words so far &amp; new Yr 4 words</li> <li>○ Words with the /s/ sound spelt 'sc'</li> <li>○ Endings that sound like /ʃən/ spelt 'sion'</li> <li>○ Apostrophes for possession, including singular and plural</li> <li>○ Homophones</li> </ul>			
<p><b>Guided Reading</b></p> <p><b>Why the Whales Came</b> by Michael Morpurgo AR quiz opportunities <b>every day!</b> Opportunities to change Big Cat books &amp; AR books <b>every day!</b></p>		<p><b>Arithmetic / Maths Passport</b></p>	
<p><b>RE</b></p> <p><b>When Jesus Left, what was the impact of Pentecost?</b> - Is the Kingdom of God a place with a leader? - What did the disciples do to show everyone that God rules on Earth? - What are some of the symbols of Pentecost and what do they represent? - What is the importance of Pentecost for Christians?</p>	<p><b>Science</b></p> <p><b>Animals including humans</b> <b><u>Observation over Time (OOT)/Identifying (ID),</u></b> <b><u>Classifying &amp; Grouping</u></b></p> <p>What happens to our teeth when they are left in cola? (Egg shells) (OOT) What are the names for all the organs involved in the digestive system? (ID)</p> <ul style="list-style-type: none"> <li>• to describe the simple functions of the basic parts of the digestive system in humans</li> <li>• to identify the different types of teeth in humans and their simple functions</li> <li>• to construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication facts of the 1, 2,3,4,5, 6, 7, 8, 9, 10, 11 and 12 times tables</li> <li>• Division facts corresponding to tables of 1, 2,3,4,5, 6, 7, 8, 9, 10,11 and 12</li> <li>• Add three two-digit multiples of 10</li> <li>• Double any two-digit number by doubling tens first</li> </ul>	<ul style="list-style-type: none"> <li>• Use known number facts and place value to multiply or divide, including multiplying and dividing by 10 and then 100</li> <li>• Use closely related facts to carry out multiplication and division</li> <li>• Use the relationship between multiplication and division</li> </ul>
			<p><b>PE</b></p> <p>Come in your kit on a Thursday - <b>Outdoor and Adventurous Activities</b></p>

Topic
<p><b>Geography: UK Coasts</b></p> <p><b>National Curriculum:</b> to name and locate counties and cities of the United Kingdom, geographical regions and their key topographical features (including hills, mountains, <u>coasts</u> and rivers), identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"><li>• to explain what weathering and erosion mean;</li><li>• to describe how erosion changes rocks;</li><li>• to name some features of a coastline;</li><li>• to name some famous UK coastal features;</li><li>• to describe how erosion and deposition change the look of a coastline;</li><li>• to name an area of the UK which has been affected by coastal erosion;</li><li>• to identify how the UK's borders have changed over time;</li><li>• to identify similarities in photographs of a landscape taken at different times;</li><li>• to describe some ways that weather can change the landscape;</li><li>• to describe how physical changes have affected Earth since 1800;</li><li>• to list some physical changes to the Earth predicted to occur by 2050;</li><li>• to describe some ways that human activity changes the landscape</li></ul> <p><b>DT: Moving Toys (Cams) using cardboard, tape, wood, dowel, string, wheels, wire</b></p> <ul style="list-style-type: none"><li>• I produce a plan and explain it</li><li>• I use equipment safely and follow my instructions to make my moving toy</li><li>• I can evaluate my product and suggest improvements for my designs</li><li>• I persevere and adapt my work when my original ideas do not work</li></ul> <p><b>PSHE:</b></p> <ul style="list-style-type: none"><li>○ Residential prep</li><li>○ Know how to make friends</li><li>○ Try to solve friendship problems when they occur</li><li>○ Help others to feel part of a group</li><li>○ Show respect in how they treat others</li><li>○ Know how to help themselves and others when they feel upset or hurt</li></ul>