

# Welcome Back Snowy Owls

## Autumn 2 Newsletter

### Christian Value: Compassion

*Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:32*

### Teachers:

	Mon	Tues	Wed	Thurs	Fri
AM	Mrs Morris	Mrs Morris	Mrs Morris	Mrs Farmery	Mrs Farmery
PM	Mrs Morris	Mrs Morris	Mrs Morris	Mrs Mr Williams	Mrs Farmery

### Topic:

This term, our class topic is history based again and we will be learning all about life in Victorian times. We will begin by learning about Queen Victoria and her rule. We will then learn about the Industrial Revolution and all the amazing new inventions that the Victorians were responsible for. We also have a very exciting trip planned to learn all about Victorian Christmas traditions.

### Writing:

We will be working on the skills needed to write a fantastic character description about a Victorian person linked to our guided reading text. We will be practising using relative clauses and expanded noun phrases using adventurous vocabulary. Towards the end of term we will be doing some work on poetry using Julia Donaldson's beautiful book *The Christmas Pine*.

### Spelling:

Spellings will be included on the weekly homework sheet. Please also keep practising the y3/4 spellings from personalised spelling logs (in homework book)

### Reading:

In Guided Reading we are reading the historical fiction book *Street Child* by Berlie Doherty. We will practise key reading skills such as: inference, prediction, explanation, retrieval, summarising and vocabulary.

### Maths:

This half term, we have moved onto multiplication and division and then later we will be covering fractions. Alongside this, we will

continue to work on fluency daily so the children become really confident with the four operations (addition, subtraction, multiplication and division).

### Science:

What a first half term we have had in Science! We have had such fun learning about the planets - experiments in the dark hall, drawing orbits on the playground and talking about being 'spaghettified' in a black hole....the fun was endless! This half term we will be learning all about 'forces'. We will be learning about gravity, air resistance and friction amongst other forces. We will, again, be doing this in a very 'hands-on' way, investigating and using secondary sources to find things out. We have been watching some clips of Brian Cox in class - just ask them about the feather and the bowling ball! The children will be linking this current learning to the solar system which will enhance their learning further.

### PSHE:

In our weekly PHSE sessions we will be covering the unit *Celebrating Differences* where we will be covering topics such as racism and inclusion (for more details on Jigsaw see PSHE under the Curriculum section of our website).

**DT:** Cooking and nutrition (making Bolognese)

**Music:** Composition and notation

**IT:** Creating media (video)

**Spanish:** Shapes, colours, classroom objects and dates

### Homework:

Sheets will be given out and checked on a Monday.

### Summary:

- ✓ AR quizzes daily
- ✓ Book changes as necessary
- ✓ PE kit on Wednesday
- ✓ Trainers and no earrings Friday and Wednesday

Please contact admin if you have any questions or queries related to your child or their learning. We are more than happy to help.

Best wishes, Mrs Morris and Mrs Farmery

Writing		Maths
Text type: <b>Narrative / Poetry</b>		<ul style="list-style-type: none"> <li>• multiples</li> <li>• factors</li> <li>• prime numbers</li> <li>• square numbers</li> <li>• cube numbers</li> <li>• divide and multiply by 10, 100 &amp; 1000</li> <li>• unit and non-unit fractions</li> <li>• equivalent fractions</li> <li>• mixed numbers and improper fractions</li> <li>• compare, order, add and subtract fractions</li> </ul>
<b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Revise word types (nouns, proper nouns, abstract nouns, verbs, adjectives and adverbs)</li> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>○ learning the grammar for years 5 and 6 in <a href="#">Appendix 2</a></li> <li>○ En5/3.4b indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul> </li> </ul>		
<b>Spellings</b> <ul style="list-style-type: none"> <li>○ homophones</li> <li>○ Silent letters</li> <li>○ Modal verbs</li> <li>○ -ment endings</li> <li>○ Adverbs of possibility and frequency</li> </ul>		
<b>Guided Reading</b> Street Child by Berlie Doherty		<b>History:</b> <ul style="list-style-type: none"> <li>○ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>○ the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>○ a significant turning point in British history, for example, the first railways</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>○ <b>Was Jesus The Messiah?</b></li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>○ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>○ identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>○ recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	