



**Hazel and Maple Class Information Letters – April 2024**

Dear Parents – Welcome back to the final term of this school year. We hope you all had an enjoyable Easter break and feel renewed and refreshed, ready to face the coming term. The purpose of this letter is to provide an overview of the work that your child will be undertaking in each area of the curriculum during this term. It is hoped that this information will enable you to prepare, support and reinforce your discussions with your child about their schoolwork. Should you need further information, please do not hesitate to contact us via email through the office, or by speaking to us at the end of the day.

<u>English</u>	<u>Maths</u>
<p>This term, we are continuing to use a new and innovative way of approaching English which comes from Herts For Learning. The scheme includes the teaching of grammar and punctuation.</p> <p>We will be considering the purpose of our writing under the four following headings: <b>Entertain – Inform – Persuade – Discuss.</b></p> <p>These four purposes will encompass the writing genres that we are used to referring to.</p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>-Using texts from different genres and authors</li> <li>-Plan and write descriptive scenes and narratives</li> <li>-Persuasive speech</li> </ul> <p><b><i>Speak Up! Clean Up! Look Up!</i></b> by Nathan Bryon <b><i>The Iron Man</i></b> by Ted Hughes</p> <ul style="list-style-type: none"> <li>-Instructions</li> </ul> <p><b><i>Instructions</i></b> by Neil Gaiman <b><i>Wolf In The Snow</i></b> by Matthew Cordell</p> <ul style="list-style-type: none"> <li>-Non-Chronological Report</li> </ul> <p><b><i>Amazing Animal Journeys</i></b> by Chris Packham</p> <ul style="list-style-type: none"> <li>-Poetry</li> </ul> <p><b><i>Take One Poet</i></b> by Joseph Coelho</p> <p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>-A weekly spelling rule will be taught, and spellings can be accessed using Seesaw.</li> </ul> <p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>-There will be a whole class text as our focus and we will use a scheme called 'Reading Vipers' for our questions.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>-Handwriting will be covered regularly in class.</li> </ul>	<p><b>Division</b></p> <ul style="list-style-type: none"> <li>-Problem solving</li> <li>-Halving</li> <li>-Scaling and correspondence problems</li> <li>-Long division</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>-Relationship between hours, minutes and seconds</li> <li>-Links between days, weeks, months and years</li> <li>-Analogue and digital clocks</li> <li>-Time intervals</li> <li>-Roman numerals</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>-Ten times bigger and smaller</li> <li>-Decimals</li> <li>-Estimating</li> <li>-Rounding</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>-Problem solving using different units of measure</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>-3D shape building and identifying properties</li> </ul> <p>Lessons will also provide children with an opportunity to develop their mastery, application and fluency skills.</p> <p style="text-align: center;"><b><u>P.E.</u></b></p> <p><b>Ball Handling Skills</b></p> <ul style="list-style-type: none"> <li>-Improve accuracy and consistency of throwing and catching</li> <li>-Apply learnt skills to games</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Perform short movement phrases</li> <li>-Refine, practise and evaluate dance performances</li> </ul> <p style="text-align: center;"><b><u>Art</u></b></p> <p><b>Seurat</b></p> <ul style="list-style-type: none"> <li>-Study of Neo-Impressionism and</li> </ul> <p><b>Pointillism</b></p> <ul style="list-style-type: none"> <li>-Study of the artistic technique using tiny brushstrokes of contrasting colours</li> </ul>
<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>-Our School</li> <li>-Time</li> </ul> <p style="text-align: center;"><b><u>Science</u></b></p> <p>This term, we will be following the Rising Stars Scheme, focusing on:</p> <p><b>We Are Astronauts</b></p> <ul style="list-style-type: none"> <li>-To describe the sun, moon, earth</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p>This term we will be following the Rising Stars Scheme, focusing on:</p> <p><b>We Are Bug Fixers</b></p>

- To describe the appearance of the far and near side of the moon
- To understand how a space rocket works

**How Does Your Garden Grow?**

- How to identify parts of a plant
- How to describe parts of a plant
- To explore the life cycle of plants

**Music**

Music lessons will follow the **Music Express** scheme of work, which uses a topic-based approach. The main focus areas still include vocal skills and instrumental work.

- Human body
- Structure
- Singing French
- Pitch
- Ancient worlds
- Structure
- Food and drink
- Performance

- To identify algorithms
- To code using Scratch
- To debug coding

All lessons begin with a scenario promoting the ongoing importance of E-Safety.

**History**

This term, we will be following the Rising Stars Scheme, focusing on:

**What Was Important To Our Local Victorians?**

- To explore the role of workhouses
- To compare the lives of poor and rich people in Victorian times
- To identify how our local area has changed since Victorian times

**Geography**

This term, we will be following the Rising Stars Scheme, focusing on:

**Do You Like To Be Beside The Seaside?**

- To locate and name some countries and cities in the UK
- To learn about topographical features and understand how they may have changed over time
- To understand similarities and differences through human and physical geography regions in the UK

**Design & Technology**

**Topic Cut Out**

- Features of cutting techniques
- Practical application of design and cutting skills to produce intricate but practical objects

**PSHE**

**Relationships**

- Understanding family roles and responsibilities
- Identifying friendship skills
- How the actions and work of others influence my life

**Changing Me**

- How babies grow into adults
- Being part of a family
- Looking ahead and preparing for my next school year

**RSHE**

- The Church's mission to reflect the Holy Trinity
- How we love others

## General Information

Please provide a named water bottle and ensure that they are refreshed every day. Please ensure that all school uniform, including PE kit, is clearly labelled with your child's name and that your child's PE kit is in school ready for them to access. Seesaw will be used by your child's teacher to check your child's homework. Any messages should be sent to us either via the office or discussed with us at collection time.

## Homework

All children will receive English, Maths and Topic homework, which will rotate on a weekly cycle. Homework will be sent home on a Friday, to be completed by the following Thursday.

**For Maths:** The children must practise their times tables facts daily to achieve instant recall. They will be tested on the times table they are individually learning. Please see your child's times table card for details and encourage your child to keep this in their bag so that adults in school can easily access them. Learning times tables is very important as these facts are used in nearly all maths lessons.

**For English:** Homework will compliment work covered in class during the term. There will be a list of weekly spellings on Seesaw to learn and an accompanying activity will be sent home. Spellings will be tested in school on a Friday.

Please ensure that you hear your child read each evening (where possible) for 10-15 minutes focused time! Please ask them to retell what they have read in their own words, and where possible, to predict what might happen next. Your child's reading record can be used to record a note of your reading with them at home but please make sure this is kept with the reading book in your child's school bag, so that adults in school can access them when recording the names of their new reading books. We will use our own records in school when listening to your child read.

## Uniform/Appearance

We believe that the children should take pride in the way they present themselves e.g. being able to independently put on their tie, shirt tucked in and top buttons done up. We *do not* permit hair gel, nail polish or jewellery besides plain studs and a watch (appropriate for school use), and we would be grateful for your support in this matter. If hair is able to be tied up, then it should be at all times using discrete hairbands/clips. ***The children are also expected to have clearly named indoor and outdoor shoes and named P.E. kit and outdoor wear, such as coats and jackets.***

Yours sincerely,

Mrs T Duhig (Hazel Class Teacher)

Mrs C Saunders (Maple Class Teacher)