



Wolstanton News – Summer Term

Dear Parents and Carers,

Welcome Back!! We hope you all had a relaxing Easter break and enjoyed the sunshine!

It is a pleasure to welcome the children this term and to immerse ourselves in our new learning theme. Hopefully, they are already coming home filled with enthusiasm at what they have learned.

We hope that you find the following class newsletter useful! As always, if you have any questions or concerns feel free to discuss any matters personally with us after school at the end of the day once the children have been sent safely home.

Many thanks, Mr.Crane and Miss.Adams

This Term's Topic is... Burps, Bottoms and Bile - How do we survive?



Open wide - let's take a look inside! We're on a voyage of discovery to investigate the busy world inside your body! Follow a tasty morsel as it makes its way through your digestive system, helped by some mouth-watering saliva!

Mmmm!

And don't forget the importance of good hygiene – at both ends! And whilst we're talking business... could you recognise an animal just by its poo? Are you brave enough to take the challenge?

Make a model of the digestive system and use it to persuade others to eat healthily. Learn how to look after this marvellous belching, squelching, mixture-making machine we call our body.

As part of our learning, the following events have been planned. If you are able to support our learning on any of these dates, please let us know.

Memorable Experience

St John's Ambulance: Equip yourselves with the skills you need that will make a difference when faced with a first aid emergency.

Dental Nurse: Find out how to keep you smile bright and healthy for life

Educational Visits

Tesco: Complete a tour of the supermarket and find out how food is chosen to sell. Investigate the different kinds of foods available, where they can be found in the store and maybe try some before thinking about your own food product to add to the range!

Sharing Learning

Dragon's Den: Does your food product have what it takes to join other pizzas on Tesco's shelves?

English	As writers, we will be creating a narrative for a character to answer the question: 'Why do people risk their lives for excitement?' We will be applying knowledge of facts and opinions to persuade the reader to agree with our point of view whilst including figurative language that subtly drops hints. In addition, we will be using conjunctions to construct an obituary before debating 'Are some risks too great?'
Mathematics	As mathematicians, we will continue to calculate using fractions and identify the properties of 2D/3D shapes, rotating shapes through right angles. We will also be applying our knowledge of the 4 operations to solve problems involving measurement, and we will consolidate our understanding of data handling by presenting and interpreting data using scaled bar charts and pictograms.
Design Technology	As designers, we will design and produce a new product before 'pitching' this to a supermarket in a 'Dragon's Den' presentation. We will make realistic plans to achieve our designs and work in a safe and hygienic way. We will measure out ingredients by capacity, weight or quantity, and create eye catching adverts to attract consumers.
History	As historians, we will learn about the history of medicine. We will begin in the modern age, and then track back in time to discover the medical practices of the Tudors, Vikings, Saxons and Romans.
Science	As scientists, we will learn about our bodies, including the function of our teeth and skeleton. We will learn about the location and function of our organs. Finally, we will learn about how to care for our bodies by eating a balanced diet, by washing ourselves correctly and by brushing our teeth effectively. We will also begin discovering how our bodies begin to change as we age (linked with PSHE).
Art & Design	As artists, we will be exploring how artists have represented the human form and composing our own portraits, using a range of materials and techniques.
Computing	We will create informative presentations linked to our Science and PSHE learning, using stop-motion animation programmes such as <i>i-motion</i> .
E-safety	As computing technicians, we will understand that any personal information we put online can be seen and used by others and develop awareness of relevant e-Safety issues, such as cyber-bullying. We will specific in what is meant by personal information and why it should be kept private and know that passwords keep information secure and that they should be kept private. We will create our own secure passwords.
PE	In PE, we will be learning the rules and skills involved in the team games, including Rounders and Cricket.
French	As linguistics, we will be learning to speak and write basic French vocabulary. We will also begin to learn about France and the French culture. We will have a dedicated lesson once a fortnight led by a specialist French teacher.
Responsible Citizens	
RE	In our development of diversity and beliefs, we will explore the Bible, finding out about the sections and different books within it. We will also learn about people and groups that have worked to distribute the Bible over time.
PSHE	We will explore how our bodies change overtime. We will investigate the effects of substances that can impact on health including how to resist pressures that encourage us to behave in an unacceptable or risky way. We will identify changes that occur to our bodies during puberty and explore the human life cycle.
British Values	In our British Values development, we will learn about democracy. We will be finding out about the upcoming General Election and how adults use their right to a democratic vote to choose the nation's primary legislative body.

Home learning - Please ensure the new Home Learning books are returned weekly on a Thursday. Spellings and Maths challenges will change each week, but Discovery questions/challenges can be answered over the next half term. Use your Home Learning Books to record what you did during your home learning time.

PE - PE takes place every Tuesday and Thursday afternoon. Please ensure PE kits are in school (each item labelled with your child's name) on the days and that ear-studs have been removed.

**The key text we are reading this term is:
'Queen of the Falls' by Chris Van Allsburg**



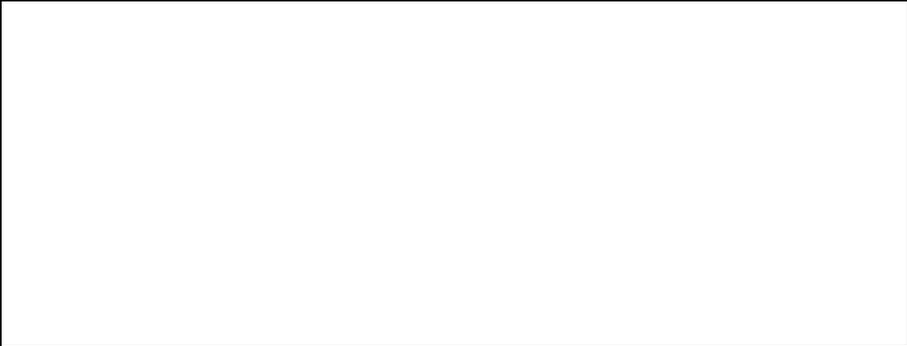
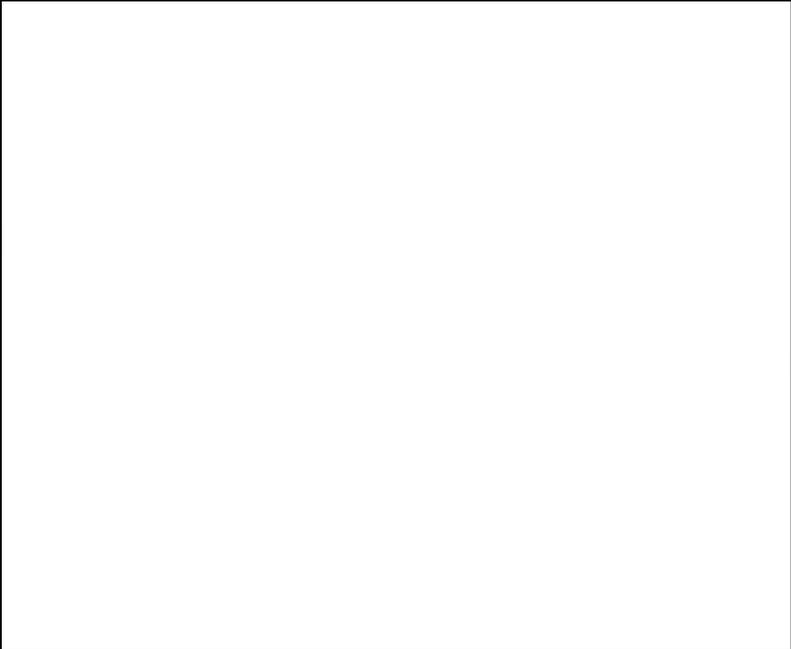
If you would like to share any artefacts, pictures or books about adrenaline sports, healthy eating, dentistry or medical history, please let us know. Everything will be taken care of.

Skills	Essential Skills for Learning and Life		Programme of Learning – National Curriculum 2014
Using English	PSHE, RE, British Values, Community		History
<p>Writing, presenting and debating</p> <ul style="list-style-type: none"> • Poetry • Recount • Setting description • Narrative – Adventure • Narrative including dialogue • Non-Chronological Report • Obituary • Biography 	<p>Year 3</p> <p>2f Resolve differences by looking at alternative, making decisions and explaining choices</p> <p>5d Make real choices and decisions: e.g. about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities</p> <p>Year 4</p> <p>5f. Develop relationships through work and play: taking part in activities with groups that have particular needs such as children with special needs and the elderly; communicating with children in other countries via satellite, email or letters</p> <p>1e the range of jobs done by people they know and understand how they develop their skills to make contributions in the future</p> <p>4g where individual, families and groups can get help and support</p>		<p>Pupils will be taught to:</p> <p>KS2 H1 changes in Britain from the Stone Age to the Iron Age</p> <p>KS2 H2 the Roman Empire and its impact on Britain</p> <p>KS2 H3 Britain’s settlement by Anglo-Saxons and Scots</p> <p>KS2 H4 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>KS2 H5 a local history study</p> <p>KS2 H6 a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Tudor Medicine</p>
Using Mathematics			Science
<p>Number: Fractions</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Geometry: Property of Shapes</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2-D shapes and make 3D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p>	<p>Year 3 SRE</p> <p>1b, to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>1c, to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>2k, to explore how the media present information</p> <p>3c, about how the body changes as they approach puberty</p> <p>4a, that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</p> <p>4c, to be aware of different types of relationship, including marriage and those between friends and families</p> <p>4e, to recognise and challenge stereotypes,</p> <p>Science 2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p> <p>Year 4 SRE</p> <p>1c, to face new challenges positively by collecting information, looking for help making responsible choices, and taking action</p> <p>1d, to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>2f, to resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>3c, learn about how the body changes as children approach puberty</p> <p>3f, that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>4a, that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</p> <p>4g, where individuals, families and groups can get help and support</p> <p>Science 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p>2f, about the main stages of the human life cycle</p> <p>Y3: To listen and respond to stories about how the Bible was written, some stories about how people have led to the distribution of the Bible, (Mary Jones, Wycliffe and the Gideon society.)</p> <p>Y4: How did Christianity arrive at our shores? To appreciate the links with other countries and its Saints and legends of Christianity.</p>		<p>Sc1 ask relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc2 set up simple practical enquiries, comparative and fair tests</p> <p>Sc3 make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc5 record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc7 use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Sc9 using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Year 3: ScA1: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Year 3: ScA2: identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Year 3: ScL3: recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Year 4: ScA1: describe the simple functions of the basic parts of the digestive system in humans</p> <p>Year 4: ScA2: identify the different types of teeth in humans and their simple functions</p>
<p>Measurement</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).</p>			Art and Design Technology
			<p>Pupils will be taught:</p> <p>KS2 DT D1 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>KS2 DT M2 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>KS2 DT E1 investigate and analyse a range of existing products</p> <p>KS2 DT E2 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>KS2 DT CN1 understand and apply the principles of a healthy and varied diet</p> <p>KS3 DT CN2 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>KS3 DT CN3 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>KS2 AD1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>KS2 AD2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>

Statistics
Interpret and present data using bar charts, pictograms and tables.
Solve onestep and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.

Computing

KS2 C1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
KS2 C2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output
KS2 C3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.



PE

- Pupils will be taught to:**
- Warm up, cool down and stretch their muscles correctly.
 - Catch a tennis ball delivered at different heights and speeds.
 - Bowl over arm with increasing speed and accuracy.
 - Bat confidently and with increasing accuracy.
 - Understand the roles of different members of a rounders/cricket team and practise the skills required in those positions.
 - Explain the rules of different team games.