



Hazel and Maple Class Information Letters – January 2024

Dear Parents – Welcome back to the New Year. We hope you all had an enjoyable Christmas 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: Entertain – Inform – Persuade – Discuss.</p> <p>These four purposes will encompass the writing genres that we are used to referring to.</p> <p>Fiction</p> <ul style="list-style-type: none"> -Using texts from different genres and authors -Plan and write descriptive scenes and narratives -Persuasive speech <p><i>Alice In Wonderland</i> by Lewis Carroll <i>Stella And The Seagull</i> by Georgina Stevens</p> <p>-Personal Narrative</p> <p><i>The Proudest Blue</i> by I Muhammad and SK Ali <i>Jabari Jumps</i> by Gaia Cornwall <i>Ralph Tells A Story</i> by Abby Hanlon</p> <p>-Poetry <i>Love That Dog</i> by Sharon Creech</p> <p>Spellings</p> <p>-A weekly spelling rule will be taught, and spellings can be accessed using Seesaw.</p> <p>Guided Reading</p> <p>-There will be a whole class text as our focus and we will use a scheme called 'Reading Vipers' for our questions.</p> <p>Handwriting</p> <p>-Handwriting will be covered regularly in class.</p>	<p>Measurement</p> <ul style="list-style-type: none"> -Perimeter <p>Number (mental and written)</p> <ul style="list-style-type: none"> -Multiplication (including associative and distributive law) and division -Formal written method for multiplication -Arrays (linked to multiplication facts for the 3,4 and 8 times tables) -Fractions of quantities, ordering fractions, addition and subtraction of fractions and problem solving with Unit and Non-Unit Fractions -Ongoing times tables and related division facts <p>Statistics</p> <ul style="list-style-type: none"> -Analysis of scaled bar charts and pictograms <p>Lessons will also provide children with an opportunity to develop their mastery, application and fluency skills.</p> <p><u>P.E.</u></p> <p>Gymnastics</p> <ul style="list-style-type: none"> -Develop flexibility, strength, technique, control and balance -Follow pathways and form letter patterns -Link actions, ways of travelling and patterns into short sequences <p>Dance</p> <ul style="list-style-type: none"> -Perform short movement phrases representing the functions of everyday machines -Observe and evaluate performances -Exploration of changes in speed, level and directions <p>Alongside regular PE lessons, children will also take part in physical activities such as Go Noodle exercises.</p> <p><u>Art</u></p> <p>Pop Art 1</p> <ul style="list-style-type: none"> -Andy Warhol and an introduction to pop art.
<u>French</u>	<u>Computing</u>
<p>-Food, Glorious Food</p> <p>-Family & Friends</p> <p><u>Science</u></p> <p>This term, we will be following the Rising Stars Scheme, focusing on:</p> <p>Earth Rocks</p> <ul style="list-style-type: none"> -Exploration of rock types and their properties -Discussion of rock families 	<p>Pop Art 1</p> <ul style="list-style-type: none"> -Andy Warhol and an introduction to pop art. <p><u>Computing</u></p> <p>This term we will be following the Rising Stars Scheme, focusing on:</p> <p>We Are Presenters</p> <ul style="list-style-type: none"> -Plan, write and film presentations using iPads -Exploration of video skills (panning, high-angle, low-angle, zooming e.g) <p>All lessons begin with a scenario promoting the ongoing importance of E-Safety.</p>

<p>-Formation of fossils</p> <p>Mirror, Mirror</p> <ul style="list-style-type: none"> -How light is reflected -How shadows are formed -Shadows through the course of a day <p style="text-align: center;"><u>Music</u></p> <p>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.</p> <p>China</p> <ul style="list-style-type: none"> -Pitch <p>Time</p> <ul style="list-style-type: none"> -Beat <p>In the past</p> <ul style="list-style-type: none"> -Pitch <p>Communication</p> <ul style="list-style-type: none"> -Composition 	<p style="text-align: center;"><u>History</u></p> <p>This term, we will be following the Rising Stars Scheme, focusing on:</p> <p>What Happened When The Romans Came?</p> <ul style="list-style-type: none"> -The lives, challenges and achievements of Romans in Britain -Opposition to the Roman Empire -Using sources of information to find out more about Roman Britain <p style="text-align: center;"><u>Geography</u></p> <p>This term, we will be following the Rising Stars Scheme, focusing on:</p> <p>How Does Water Go Round And Round?</p> <ul style="list-style-type: none"> -Water cycle process (evaporation, condensation, precipitation) -Famous rivers including their locations and uses -River formation <p style="text-align: center;"><u>Design & Technology</u></p> <p>Money containers</p> <ul style="list-style-type: none"> -Features of existing money containers -Practical application of stitch types (cross stitch, back stitch, over stitch e.g.) -Design and make a money container <p style="text-align: center;"><u>PSHE</u></p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> -Difficult challenges and achieving success -New learning challenges and working out the best ways for me to achieve them -Recognising obstacles which might hinder achievement and finding steps to overcome them <p>Healthy me</p> <ul style="list-style-type: none"> -Balanced diets and healthy choices -Identify safe places and people and strategies for keeping myself safe -Understanding our complex bodies and the importance of taking care of it <p style="text-align: center;"><u>RSHE</u></p> <ul style="list-style-type: none"> -Relationships between family, friends and others -What makes us feel good and bad -Online internet use -First aid
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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)