



Blencathra Newsletter

Dear Blencathra Parents and Carers,

Here is a summary of the Curriculum
for
Blencathra Class
Spring Term 2024

Our topic this term is;
WW2 and Europe

English

Composition

At the start of the term, we will study "The Lion and The Unicorn" by Shirley Hughes. Children will explore the text in its historical context and discuss the themes and imagery within. They explore a range of grammatical concepts including dialogue to create inference about a character, a variety of noun phrases to create description, character comparisons using conjunctions, personification and prepositions to describe a setting. Children write a range of diary entries, letters, character comparisons, setting descriptions and finish by writing their own evacuation narrative. Later in the term, we will look at writing instructions for playground games and study non-fiction texts in order to write information texts about European countries.



Grammar and Punctuation— In our English lessons, we will continue to focus on developing an understanding of:

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, re], or prepositions
- Headings and sub-headings to aid presentation
- Noun phrases
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme
- Use of inverted commas and other punctuation to indicate direct speech
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Spelling— All children will have 3 spelling sessions a week in an appropriate group. They will have a spelling test on a Friday. We encourage the children to practise their spellings on Spelling Shed both in school and at home.

RE

In Spring 1, we will begin by studying Judaism and ask the question "How special is the relationship Jews have with God?". Children will start to explain what makes Jewish people believe they have a special relationship with God and start to understand how that might feel.

Towards Easter, we will focus again on Christianity in our RE and ask the questions "Is forgiveness always possible for Christians?" and "Why do Christians call the day Jesus died "Good Friday?".



Maths

Multiplication and Division

Children will learn to make and understand arrays and equal groups. They will experience how division can be seen as sharing and as grouping and improve fluency in 3, 4 and 8 times tables. Some Y4 children who are secure in these tables will then move on to developing fluency and problems solving skills using their 6, 7 and 9 times tables. We will continue to use TTRS online, worksheets and multiplication passports to support this. Later in the term, we build on this knowledge to learn how to multiply and divide any 2 digit (Y3) or 3 digit (Y4) number by a single digit number.

Length and Perimeter

Y3—learn how to measure, add, subtract and compare lengths in metres, centimetres and millimetres. They will also learn to measure and calculate perimeter.

Y4—learn to measure and compare and in kilometres and metres. They will then learn to measure and compare perimeter of various shapes.

Fractions

Y3—understand what the denominator and numerator are in a fraction, understand a whole, count in fractions and put them on a number line

Y4—understanding, partitioning, ordering and counting in mixed numbers. Children will convert proper and improper fractions and find equivalent fractions. They will then add and subtract fractions.

Science



During the first half of the term, our Science learning is based on Sound. We will be carrying out a range of activities and investigations in order to identify how sounds are made and to recognise that vibrations from a sound travel through a medium to the ear. We will be finding patterns between the pitch of a sound and features of the object that produced it as well as finding patterns between the volume of a sound and the strength of the vibrations it produced. Finally, we will be recognising that sounds get fainter as the distance from the sound source increases.

In the second half of the term, we will be focusing on rocks. During this unit, we hope to include a field trip to look at rocks and rock formations in our local environment. We will be using a lot of hands on Science, to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. We will be describing in simple terms how fossils are formed when things that have lived are trapped within rock and we will recognise that soils are made from rocks and organic matter.



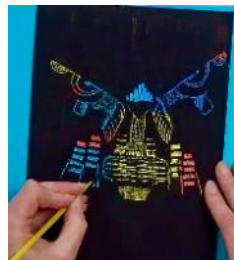


Art and D&T

Our Design and Technology this term is focused on structures and will see us designing and building our own castles. During the unit, we will be looking at a range of significant castles in order to identify the most common features. While looking at castles, we will recognise that they are made up of multiple 3D shapes. We will be designing our own castles which include the key features.

While constructing our castles, we will be scoring and cutting along lines on the net of a 2D shape and will glue these securely to create geometric shapes. Finally, we will be evaluating our work, by comparing it to our design and thinking about what we have done well and what we would improve, if we were to do it again.

In the second half of the term, we will be focusing on Art and our drawing techniques. Create several pencil tones when shading and create a simple 3D effect. We will continue to look at exploring the effect of holding a pencil in different ways and applying different pressures. We will be using charcoal and a rubber to show areas of light and dark in our drawings. Using scissors with care and purpose, we will be cutting out images. Once we have cut out our images, we will try a selection of arrangements to decide on our composition. We will also be using a range of different tools to create marks and patterns when scratching into a painted surface. We will conclude by creating an interesting finished drawing based on our original composition, including detail such as contrast and pattern.



PE

This term, Blencathra Class will have the chance to take part in Cumbria's UDance. This will be an exciting opportunity for children to create, practise and perform a dance with the help of their class teachers as well as a specialist dance teacher. The dance will be focused on the idea of inclusion and diversity, following on from and extending what we did during 'Friendship Week'.



Children will also be working on developing skills in gymnastics this term. This will focus on development of partner sequences, vault technique and using a variety of apparatus to improve gymnastic skills.

At playtimes, children will have the opportunity to learn and lead a range of traditional playground games.

Humanities

History-World War II

Our big question this term is "How did Britain Change during WWII?". We will begin by developing an understanding of how World War II started and why Britain was involved. Our topic will then focus on the impact of WWII on Britain and cover the Blitz, evacuees, the Home Front and the Battle of Britain. Making links to our area, we will investigate how WWII affected people in Shap, Penrith and Cumbria.



Geography-Europe

We will be developing an understanding of the amazing physical and human geography of Modern Europe. Our topic will help us learn key facts and explore the varied countries that make up our European continent. Children will develop skills in human and physical geography and further their historical and cultural knowledge of these countries as well!



Music

Spring 1 – "Compose with your friends"

When you are composing music together, there is a lot to remember! We will practice listening, singing, and playing instruments to explore key signatures. Children will learn that music is often written based on various key signatures that guide melodies used in the music. We will explore the question "How Does Music Improve Our World?" as we progress through the unit.

Spring 2 – "More Musical Styles"

This unit will enable children to listen to, sing and play instruments to a range of musical styles. We will consider how music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Children will explore these changes in dynamics within the music in this unit.

Throughout the unit we will ask the question "How Does Music Help Us Get to Know Our Community?".

French

Our first unit is based on food. We will be learning to naming common foods, while also expressing our likes and dislikes. We will be able to say what we are eating and naming the cutlery we use. We will be building up to reading and following a traditional French recipe – "Le pain perdu" ("French toast").

At School, is the focus for the second half of the term. We will be looking at vocabulary that allows us to talk about our school day and our favourite subjects. We will be learning to talk about how they travel to school, become familiar with rooms in a school building and learn the vocabulary for items of stationery found in a pencil case. We will then move on to telling the time in French.

Computing

Our computing will be based on using data loggers and will link to the Science work we are competing on sound. We will be considering how and why data is collected over time. We will consider how computers can use special input devices called sensors to monitor the environment around us. We will collect data as well as access data captured over long periods of time. We will look at data points, data sets, and logging intervals. Together, we will spend time using a computer to review and analyse data. Towards the end of the unit, we will pose questions based on sound and then use the data loggers to automatically collect the data needed to answer our questions.

Next, we will be moving back to Scratch to consolidate our learning on repetition. We will begin by using Scratch to discover similarities between two environments. We will look at the difference between count-controlled and infinite loops, and use our knowledge to modify existing animations and games using repetition. Our final project will be to design and create a game which uses repetition and applying stages of programming design throughout.

PSHE

Spring 1-Physical Health and First Aid with Miss Gorst

Spring 2 - Kidsafe with Mrs Kelsall

Children will develop the skills and knowledge they need to stay safe and thrive.



Uniform

Please come to school wearing the correct school uniform and have the correct PE kit in school everyday. It is also important the children have their hair tied back everyday. This is outlined on our school website: [Uniform Information | Shap Endowed CE Primary School](#)

Homework

Homework encourages independence, self-organisation and is an opportunity to chat about learning at home. No homework should take longer than 30 minutes unless your child would like to do more.

Homework will be set using Microsoft TEAMS, this will be set on a Friday and is to be handed in via TEAMS the following Thursday (if you are unsure of your child's log in details, please get in touch as soon as possible and we can get these to you).

Children will receive times tables, spelling and reading homework each week along with a mini topic project per term. This project is to be completed over a number of weeks. It will be on TEAMS and also on our class page on the website.

Worship

This half term, the themes of our Worship time will be: Friendship and Going for Goals (resilience).

Our Christian Value, will be: Peace, linked to the "living in harmony" element within our Christian Vision.

Teams

Please remember to check Teams regularly as this is where the weekly homework will be set and a lot of reminders for the children will be given.

Correspondence

If you would like to speak to either of us, please message us through Teams or email (vcapstick@shap.cumbria.sch.uk or sheron@shap.cumbria.sch.uk) and we will get back to you.

What do I need to bring to school?

Everyday:

- Your reading pack
- A waterproof coat
- A water bottle
- A packed lunch (unless you are on school dinners)
- A healthy, gluten free snack
- A full PE kit (Please see the following link for a full list [Uniform Information | Shap Endowed CE Primary School](#))