

Living off Land!

English

Focus texts: **The Ice Palace by Robert Swindells**

Writing Outcomes: Create a narrative exploring character's feelings and motives, create a newspaper article, instruction writing

Grammar: noun phrases, fronted adverbials, paragraphs, commas and apostrophes for possession, tenses

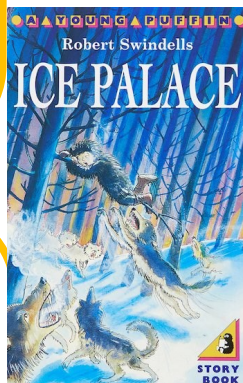
Guided reading:

Using the reading VIPERS to focus on the skills of: vocabulary, inference, prediction, explaining, retrieval and summarising.

We will also be focusing on a weekly spelling rule and neat, joined handwriting.



At school, we will



At home, you can help by:

Read as much as possible with your child and encourage them to discuss what they have read.

For example: Why do you think the boy was lonely? How do you know he was lonely? This will help to develop their understanding of the text on a deeper level.

Ask your child to practice their weekly spellings both orally and in a written form. The children will be tested on application of these spellings across different pieces of writing, as well as in their weekly text.

Wherever possible please practise handwriting with your child to develop a neat, cursive style of writing.



Find Reading Vipers sentence stems here:

<https://www.literacyshedplus.com/english-resource/reading-vipers-question-stems-ks2>

Useful websites:

<https://bedrocklearning.org/>
<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://www.collinsdictionary.com/english-thesaurus>

<http://www.bbc.co.uk/bitesize/ks2/english/>

This could help:

Mathematics

This term we will be working on:

Fractions

Decimals

Reasoning and problem solving

Written multiplication and division

Geometry—position and direction

We will also continue with our weekly Assertive Mentoring Lessons, which visit all Year 4 mathematical skills including: Place



Encourage your child to practise multiplication and division facts with increased speed.

Get your child adding, subtracting, multiplying and dividing as much as possible! For instance, ask them to calculate a total or change in a shop or divide treats up after dinner.

The more you can encourage your child to use mental calculation strategies, the quicker he/she will progress so keep firing real life mathematical problems their way!

Log onto **TTRockstars** regularly across the week.



Visit the **Topmarks** website:
www.topmarks.co.uk

Visit our **school website**:
www.sjv.coventry.sch.uk/interactive-maths-games

Religious Education

Pentecost

The children will know the story of Pentecost from the Acts of the Apostles. They will understand that the gift of the Holy Spirit transformed the lives of the Apostles and enabled them to proclaim the Good News. They will be able to identify the presence of the Holy Spirit in some of the Sacraments of the Church.

Special Roles and Responsibilities

know that different people have different responsibilities in the life of the Church. They will understand the special role played by priests and religious, but will be equally aware that every member of the Church has a special role.

Think about how you can live out our virtues in a special way:

Compassionate: We are compassionate when we feel sympathy and concern for other people who are in difficulty, whether they are near to us or far away.

Loving: We are loving when we show our sympathy and concern for other people by our actions and by our words.

Set aside a special time of day to pray together as a family.

Attend mass as a family.

Think about ways in which you can contribute to the community and Parish life as a family.

**At school,
we will
learn:**

Living Things and Their Habitats

Year 4



**At home,
you can
help by:**

**This could
help:**

Science

Living things and their habitats

The children will recognise that living things can be grouped in a variety of ways; and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Go Pond Dipping as a Family

Pond plants can also be classified based on their ecological function. Some plants, like floating plants, help to provide shade and reduce the amount of sunlight that penetrates the water, helping to reduce algae growth.

Others, like emergent plants, help to stabilise the shorelines of the pond, reducing erosion and providing habitat for aquatic animals.

Some useful links:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-grouping-living-things/zfjxcqt>

<https://www.bbc.co.uk/bitesize/topics/z6wwxnb/year/z63tt39>

Humanities

Living off Land!

We will be answering the following questions:

- 1) What is a biome?
- 2) Where does our food come from?
- 3) What is arable and pastoral farming?
- 4) Crops or cattle? How do farmers decide what to grow?
- 5) What are 'food miles'?

A biome is a large region of Earth that has a certain climate and certain types of living things. Major biomes include [tundra](#), forests, grasslands, and deserts.

Research a Biome of your choice

<https://kids.britannica.com/kids/article/biome/403913>

Some Useful Links:

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>

<https://classroom.thenational.academy/lessons/what-are-the-earths-biomes-6wrk2r>

**At school,
we will
learn:**



**At home,
you can
help by:**



**This could
help:**

Arts

Artist Focus

Giuseppe Arcimboldo was an Italian painter best known for creating imaginative portrait heads made entirely of objects such as fruits, vegetables, flowers, fish and books.

<https://www.giuseppe-arcimboldo.org/>

Look at different foods – mashed banana, carrot sticks, porridge, jelly of different textures. What parts of a face would you use the soft things for? What would you use the harder more firm textures for?

Children to sketch and design a range of faces, showing different expressions using fruit. E.g. a shocked face – a circular slice of orange.

Happy – a curved banana.

Using magazines and print outs, children to create different collages of faces using fruit/food.

