



Summer 2020 Class Newsletter USA

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We hope everyone is keeping safe and well at this difficult time. We are missing you and look forward to being back together when it is safe. We have an exciting new topic to explore during the Summer term; 'Temples, Tombs and Treasures' - we will be learning all about Ancient Egypt! We will be finding out about Ancient Egyptian life and culture, including mummification, famous Egyptian figures and how the pyramids were built. To start this new theme, we would like you to email us with some of your ideas about what you would like to learn about Ancient Egypt. We will then be able to include your suggestions into our planning over the coming weeks.

Weekly tasks:

- Reading: Please remember to keep reading as regularly as possible using your home reading books and MyOn. If you need a reminder of your child's log in details for MyOn or have any questions, please let me know.
- Spellings: New spellings will be set each Tuesday. We will begin with introducing key vocabulary linked to our new theme and will then continue to work on the Year 4 spelling patterns and common exception words.
- TT Rockstars and My Maths:
Please continue to use these two fantastic online resources to support Maths learning at home. TT Rockstars will enable children to continue to develop their times table fluency and speed of recall. MyMaths tasks will be set weekly and will provide them with the opportunity to consolidate the skills covered in the daily home learning activities. If you need a reminder of your child's log in details, please let me know.

Over the following pages, we have included additional information about curriculum coverage and weekly objectives for English, Maths, Science, RE and Topic. Home learning will be added to the school website each morning. Please keep sending us your learning - we love to hear from you and see what you have been doing.

Kind regards,

USA Team
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English Summer Term Overview

| Week | Theme this week |
|------|--|
| 1 | <u>Explanation Texts</u> Spelling focus: Egyptian Topic Words Objectives: <ul style="list-style-type: none">• Identify key features of explanation texts• Make notes from video clips describing the process of building a pyramid• Guided Reading: Non-fiction: How the pyramids were built |
| 2 | <u>Explanation Texts</u> Spelling focus: Egyptian Topic Words Objectives: <ul style="list-style-type: none">• Identify key features of explanation texts• Make notes from video clips describing the process of building a pyramid• Guided Reading: Non-fiction: How the pyramids were built |

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|----|---|
| 3 | <u>Explanation Texts</u> Spelling focus: Words ending in -ssion Objectives: <ul style="list-style-type: none"> Plan and write an explanation text describing how to build a pyramid Guided Reading: The Egyptian Creation Story |
| 4 | <u>Explanation Texts</u> Spelling focus: Words ending in -cian Objectives: <ul style="list-style-type: none"> Edit and publish an explanation text describing how to build a pyramid Guided Reading: The Digestive System (Science focus) |
| 5 | <u>Explanation Texts</u> Spelling focus: f to ph Objectives: <ul style="list-style-type: none"> Research the process of mummification Plan and write an explanation text describing the mummification process Guided Reading: The Egyptian Cinderella |
| 6 | <u>Newspaper Reports</u> Spelling focus: Common exception words Objectives: <ul style="list-style-type: none"> Identify key features of newspaper reports Generate questions to elicit information about an important historic event (Howard Carter's discovery of Tutankhamun's tomb) Guided Reading: The Egyptian Cinderella |
| 7 | <u>Newspaper Reports</u> Spelling focus: Common exception words Objectives: <ul style="list-style-type: none"> Distinguish between examples of fact and opinion Research Howard Carter's discovery of Tutankhamun's tomb Guided Reading: The Egyptian Cinderella |
| 8 | <u>Newspaper Reports</u> Spelling focus: Common exception words Objectives: <ul style="list-style-type: none"> GPS: Distinguish between direct and reported speech Plan and write a newspaper report describing the discovery of Tutankhamun's tomb Guided Reading: Marcy and the Riddle of the Sphinx |
| 9 | <u>Newspaper Reports</u> Spelling focus: Common exception words Objectives: <ul style="list-style-type: none"> Edit and publish a newspaper report describing the discovery of Tutankhamun's tomb Guided Reading: Marcy and the Riddle of the Sphinx GPS: Prepositions |
| 10 | <u>Newspaper Reports</u> Spelling focus: Common exception words Objectives: <ul style="list-style-type: none"> Edit and publish a newspaper report describing the discovery of Tutankhamun's tomb Guided Reading: Marcy and the Riddle of the Sphinx GPS: Present perfect tense |
| 11 | Independent writing - application of skills learnt |

Miss Lyons will continue 'Author of the Week'.

Maths Summer Term Overview

For our Maths this term, we will be following the White Rose Summer Home Learning Scheme. They have not all been released yet, but we will follow their overview which should include the following objectives. They are a mixture of consolidating and new areas of learning, as it would be in the Summer Term of school. Some objectives might be in a slightly different order. Alongside this we will post relevant MyMaths lessons to help you with the home learning lessons.

| Week | Theme this week | |
|-----------|---|---|
| 1 | Decimals <ul style="list-style-type: none"> - Making a whole - Writing decimals - Compare decimals - Order decimals | - Maths Picture of the Week - Countdown |
| 2 | Decimals <ul style="list-style-type: none"> - Round decimals - Halves and quarters - Pounds and pence - Ordering money | - Using and applying - Investigation Hats - Multiplication tables |
| 3 | Multiplication, Division, Perimeter, Area <ul style="list-style-type: none"> - Multiply 2-digit numbers by 1 digit number - Multiply 3 digit number by 1 digit number - Divide 2 digit number by 1 digit number - Divide 3 digit number by 1 digit number | - Mathematician of the Month |
| 4 | Multiplication, Division, Perimeter, Area <ul style="list-style-type: none"> - Multiplying and dividing problem solving - Perimeter of a rectangle - Perimeter of rectilinear shapes - Area - counting squares | |
| 5 | Fractions <ul style="list-style-type: none"> - Equivalent fractions - Fractions greater than 1 - Count in fractions - Add 2 or more fractions | |
| 6 | Fractions <ul style="list-style-type: none"> - Subtract 2 fractions - Subtract from whole amounts - Calculate fractions of a quantity - Problem solving - calculate quantities | |
| 7 | Decimals <ul style="list-style-type: none"> - Recap in different contexts - Problem solving opportunities | |
| 8 | Money <ul style="list-style-type: none"> - Pounds and pence - Ordering money - Estimating money - Four operations | |
| 9 | Statistics <ul style="list-style-type: none"> - Interpret charts - Comparison, sum & difference - Line graphs | |
| 10 and 11 | Geometry and Measures <ul style="list-style-type: none"> - Time: Hours, minutes and seconds Years, months, weeks and days - Analogue to digital - 12 hour Analogue to digital - 24 hour - Properties of shape: angles, symmetry, | |

SCIENCE

| Week | Learning Objectives |
|------|---|
| 1 | <u>Animals, including humans</u> <ul style="list-style-type: none"> Identifying the basic parts of the digestive system in humans |
| 2 | <u>Animals, including humans</u> <ul style="list-style-type: none"> Describing the simple functions of the basic parts of the digestive system in humans |
| 3 | <u>Animals, including humans</u> <ul style="list-style-type: none"> Identifying the different types of teeth in humans and their simple functions |
| 4 | <u>Animals, including humans</u> <ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests making systematic and careful observations |
| 5 | <u>Animals, including humans</u> <ul style="list-style-type: none"> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, |
| 6 | <u>Animals, including humans</u> <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey |
| 7 | <u>Sound</u> <ul style="list-style-type: none"> Identifying how sounds are made, associating some of them with something vibrating |
| 8 | <u>Sound</u> <ul style="list-style-type: none"> Recognising that vibrations from sounds travel through a medium to the ear |
| 9 | <u>Sound</u> <ul style="list-style-type: none"> Finding patterns between the pitch of a sound and features of the object that produced it |
| 10 | <u>Sound</u> <ul style="list-style-type: none"> Recognising that sounds get fainter as the distance from the sound source increases |
| 11 | <u>Sound</u> <ul style="list-style-type: none"> Finding patterns between the volume of a sound and the strength of the vibrations that produced it |

Topic Summer Term Overview

| Week | Learning Objectives |
|-----------|--|
| 1 | <ul style="list-style-type: none"> Locating Ancient Egypt in time Classifying information in different ways |
| 2 | <ul style="list-style-type: none"> Locating Ancient Egypt Exploring what the landscape of Ancient Egypt was like |
| 3 | <ul style="list-style-type: none"> Describing how and why the Egyptians built their pyramids (English link) |
| 4 and 5 | <ul style="list-style-type: none"> Discussing what the Egyptians believed about life after death |
| 6 | <ul style="list-style-type: none"> Describing the mummification process |
| 7 | <ul style="list-style-type: none"> Understanding the significance of Tutankhamun and what Howard Carter discovered |
| 8 and 9 | <ul style="list-style-type: none"> Describing famous Egyptian pharaohs and what they did during their reign |
| 10 and 11 | <ul style="list-style-type: none"> Describing Egyptian Gods and Goddesses and what they represented |

RE Summer Term Overview

| Week | Learning Objectives |
|------|---|
| 1 | <u>Kingdom of God</u> <ul style="list-style-type: none"> Understanding that Christians believe that Jesus started the Kingdom of God. |
| 2 | <u>Kingdom of God</u> <ul style="list-style-type: none"> Describing the main events of the story of Pentecost. |
| 3 | <u>Kingdom of God</u> <ul style="list-style-type: none"> Understanding that Christians believe that Jesus is still alive, and rules in their hearts and lives by the Holy Spirit. |
| 4 | <u>Kingdom of God</u> <ul style="list-style-type: none"> Making links between the description of the day of Pentecost, the Holy Spirit and the Kingdom of God and how Christians live their lives and their church communities. |
| 5 | <u>Kingdom of God</u> <ul style="list-style-type: none"> Making links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today. |
| 6 | <u>People of God</u> <ul style="list-style-type: none"> Understanding that the Old Testament tells the story of a particular group of people, the children of Israel known as the 'People of God' - and their relationship with God. |
| 7 | <u>People of God</u> <ul style="list-style-type: none"> Making links between the story of Noah and the idea of covenant. |
| 8 | <u>People of God</u> <ul style="list-style-type: none"> Making links between the story of Noah and how we live in school and the wider world. |
| 9 | <u>People of God</u> <ul style="list-style-type: none"> Making links between the story of Abraham and the concept of faith. |
| 10 | <u>People of God</u> <ul style="list-style-type: none"> Making links between the story of Abraham and the concept of faith. |