

MON	TUES	WED	THURS	FRI Mrs Burden
Homework issued	Class PE	P5 – Ukulele ICT with Mrs Griffiths	Big Writing	P.E with Mr West Homework, please! Spelling check-up Accelerated Reader
Accelerated Reader	Accelerated Reader	Accelerated Reader	Accelerated Reader	

	ENGLISH LANGUAGE	
	READING	We continue using the PEEL approach (introduced last term) to help us organise our responses to reading books. (PEEL stands for Point; Evidence; Explanation & Link to the question or next point.) Additionally, we will be analysing writer's craft and also some film clips to unpick how to use description and imagery to create effective settings for writing.
	WRITING	Our two writing styles for this term are narrative and discursive (discussion). For story writing, we will be focusing particularly of building up quality descriptions of settings and characters. We will use our IDL topics as subject matter for discursive writing, where we will use the PEEL format practised in reading groups to summarise what we have found out about growth in plants and the human body. Handwriting will continue to get regular attention with teaching focused on how to form letters correctly for easy joining, and maintaining even letter sizes.
	LISTENING & TALKING	We will shortly be announcing a listening and talking task that we will be working on in May. Details will come home at the start of May. Keep your eyes peeled!
How can parents help?	❖ Support your child to read their Accelerated Reader every school night (15 minutes). ❖ Read with and to your child. ❖ Encourage your child to read non-fiction too. BBC Bitesize and Newsround have good articles. ❖ Encourage discussion of any non-fiction media they watch online (what do they learn, what makes a "good" video) ❖ Ask your child questions about their book and support them to find the answer in the text or pictures. ❖ Short, frequent homework sessions using weekly spelling words. ❖ Discussion of Talk Writing homework – using the flyer sent home / TEAMS.	

	MATHS	
	Number + - x ÷	We have quite a number focus coming up this term, with continuing practise of the 4 basic maths operations, leading into an introduction to algebra later in the term. We have started, however, with a focus on telling the time and the 24 hour clock, which will lead on to using timetables and (for some) time / distance / speed calculations.
	Wider maths • Chance • Area • Fractions	We had a good look at fractions last term and will keep that going in term 4, looking in particular at how fractions, decimals and percentages link together. Percentages are often used to discuss the chance of things happening, and probability will be another area we look at in more detail. Finally, we will learn how to measure the area and perimeter of shapes, which is a way of using our skills in the basic operations.
How can parents help?	❖ Use Sumdog for 20 minutes a week. ❖ Verbal practice of questions from their Learn-its and of times tables they are learning. ❖ Notice chance in family discussions (weather forecasts, sports events etc.)	
	HEALTH AND WELLBEING / INTERDISCIPLINARY LEARNING	
	In Health and Wellbeing we will continue to use the Zones of Regulation to reflect on our feelings in the present moment. We will use role play as one means of exploring the impact of our emotions and actions.	
	Although it is mainly an expressive arts activity, our Scottish Opera on Vikings presents some health and wellbeing challenges as we prepare for our performance on 30th May. We will be thinking how best to support ourselves and each other as we work towards the final spectacle!	
	Mr West teaches PE on Fridays and is focusing on cricket this term. We will also be playing touch rugby and participating in a sports event at Speyside High School.	
	Running club restarts on 22 nd April.	