



# ELTON CHURCH OF ENGLAND PRIMARY SCHOOL

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**“LOVE ONE ANOTHER AS I HAVE LOVED YOU”**

**FRIENDSHIP**

**TRUST**

**JUSTICE**

**ENDURANCE**

**COMPASSION**

**KOINONIA**

Dear Parents/Carers and St Ethedreda children,

We hope you all had a lovely Easter break and got to eat lots of lovely chocolate eggs!

Welcome back to an exciting summer term and a new **Big Question:**

**“Where shall we go?”**

This Big Question will involve diving into the three concepts of **“Beauty”**, **“Integration”** and **“Opportunity”**

To help support these historical connections our whole class text, for the term, is **“Roman Invasion”** by Jim Eldridge. This exciting story explores the relationship between the Celts and the Romans in Britain and enables us to recognise some of the amazing inventions and ideas that this invading force eventually left behind. This text, and many others, will give us lots of opportunities to develop our reading and writing skills. Once again, there is no need/expectation to buy a copy as we will be providing copies of the text for your child – and it also means that we read the text together with no spoilers!

The children will continue to develop their grammar, spelling and punctuation skills through a range of writing opportunities within this topic such as writing to entertain with a narrative adventure story and a diary entry as a Roman. They will also write to inform with instructions of **“How to Build an Onager”**.

To support the historical element of the topic we will be taking a trip to Peterborough Museum (letter to follow) to take part in their **“Really Roman Day”**. The children will get to experience what life might have been like in Roman Britain, exploring their collection of Roman artefacts that tell the local Roman story of Durobrivae. As Roman slaves they will prepare a banquet, learn the skills of a Roman Potter and may even meet a Roman surgeon!

**Maths-** the children will continue to develop their fluency, reasoning and problem-solving skills in the areas of decimals, time, shape and statistics.

**RE-**we are exploring the faiths **Islam** and **Christianity**; our two enquiry questions are: **‘How does a Muslim show their submission and obedience to Allah?’**, and **“How do Christians show that reconciliation with God and others is important?”** The children will further develop their skills in learning *about* religion (knowledge and understanding of religion and worldviews) and learning *from* religion (responding to religion and worldviews). During these units the children will be making connections and links building on previous topics and finding golden threads between other faiths. In these enquiry units they will be developing their understanding of the concepts through 3 areas: Scriptural narrative, Community Practice and Daily Living.

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**Science**-the children will be learning about animals including humans. They will explore how skeletons and muscles are used for support, protection and movement and learn about different body parts having special functions. We will continue to build on and develop our investigative skills by planning and carrying out our own investigations.

**Music**- We will be cultivating our singing skills and playing a range of instruments with increasing confidence and control. This will lead to developing ways to improvise and compose using musical notation and investigate some great composers and continue to appreciate the history of music. The question we will explore through our music lessons is “**How does music shape our way of life?**”.

**Art**: The children will explore a range of beautiful Roman mosaics, learning how and why they were created and what they can reveal about life in the Roman times. They will explore the materials used and go on to design and create their own Roman mosaics.

**DT**: The children will be inspired by our history work on the Romans, when they invaded Britain, in order to design, build and evaluate their onager (a catapult-style weapon used to destroy buildings and terrify their enemies!)

**Computing**- Year 3 will develop their presenting skills, creating a PowerPoint presentation learning how to add media, animations, vary timings and transitions. They will create a document linked to our history learning. Later in the term the children will learn how to Email. They will develop a deeper understanding of how to send and receive safely, develop a set of rules; understand what CC and BCC means and how to attach files appropriately.

Year 4's unit is “Writing for Different Audiences”, they will explore how font size and style can affect the impact of a text, use a simulated scenario to produce a news report and use a simulated scenario to write for a community campaign.

In Year 5, the children will be developing their word processing skills (in the first half term) in order to create and present work in a variety of ways including how to use tables to present information effectively. They will then move onto to using IT to design and create 3D models using a specific Purple Mash tool; this will include being able to print off 2D nets in order to build a 3D model.

**PSHE- In year 3 and 4 and 5** the 2 units we will cover this half term are “**Anti-Bullying**” and “**Financial Capability**”. In the first unit the children will learn that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying. They will understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life and be able to describe how those involved in bullying including those who bully others may feel. They will be able to demonstrate a number of assertiveness techniques when responding to bullying and recognise ways they can support others that are in a bullying situation. In the second unit they children will learn that we receive money through a variety of means, including paid work and know ways to keep money safe. They will understand that some of the ways we use money can make it grow or involve risk and that we make choices about spending for many different reasons which can affect us, our communities and the wider world. They will also learn how they can manage money effectively in real life situations.

## Homework

**We will continue to set the weekly homework on “Microsoft Teams”.** Many of the tasks will be online games/completed verbally *so there is no need to hand in anything physical* as such, unless specifically stated in the homework task that week. We set the homework on Teams on a Tuesday and we will show the children during the day how/where to locate it on Teams each week and explain how/what to do. The weekly homework will consist of:

**Times Tables:** Every day for about 10 minutes we expect the children to be practising their times tables and associated division facts. (They should know how many 7s are in 42 as opposed to simply only knowing that  $6 \times 7 = 42$ .) *Please remember that the Government expectation with regard to times tables is that all children **by the end of Year 4** should know all their tables up to 12x. Year 4 children will also be formally tested in the Summer term.*

**Daily Reading:** At least 15 minutes per day for Year 4 children and 20 mins for Year 5. This is a minimum - please read more if you can! Regular book check ins are completed so that we can monitor how much reading is being completed by each child and the variety of genres they are selecting.

**Spelling:** Every Friday the children will be tested on the spellings we have been looking at during the week in class. I will share these spelling strategies in the weekly homework letter. Your child will also bring home a new copy of the Year 3/4 and 5/6 Spelling Lists that they were learning/learnt last term. I will expect them to continue to work on these lists.

We may also point the children towards games or activities set on Spelling Shed on some weeks (log ins have been sent home for this). The idea is that the children should be able to complete all of these homework tasks independently helping to develop the skill of taking responsibility for their own learning and being able to organise themselves effectively, without it being driven solely by parents.

If your child has mislaid/forgotten any of their passwords for Edshed, Microsoft Teams or Purple Mash please let us know and we can send them home with another copy.

## HOMEWORK MATTERS

Homework Matters enables the children to delve a bit deeper into our Big Question and produce their own mini-projects. The expectation is that each piece of Homework Matters will have taken some time to complete. *(It must be clear that a good amount of time as opposed to minutes have gone into creating something that can be beautifully presented).* For children with siblings in the school they may choose to work on a project together. We will be having a “Homework Matters Showcase” on the 12<sup>th</sup> June. The children will have the opportunity to share and present their fantastic projects with the whole school and the families in our school community.

**PE:** Every Monday afternoon for St Christopher and every Tuesday afternoon for St Etheldreda. Please remember that layers are a good idea for any cold days and hats for the warmer weather!

**Water bottles:** Your child needs to bring in a water bottle every day and take it home every day to be thoroughly cleaned.

**Change of shoes!** Please ensure that your child has a second pair of shoes/wellies/trainers that can be used at break and lunch times. Every child took their pair home before Christmas – can you and your child check that they still fit before they return them!

Our email addresses are [jmurphy@elton.cambs.sch.uk](mailto:jmurphy@elton.cambs.sch.uk) and [hhannam@elton.cambs.sch.uk](mailto:hhannam@elton.cambs.sch.uk)

You can contact us with any questions at this address and we will aim to get back to you as soon as possible.

Kind regards

Mrs Murphy Mrs Hannam