



Welcome back. We hope you all had a lovely Christmas break filled with love and joy.

Topics for the Spring term

Our first half term is quite short but we have a lot of learning to squeeze in. Our topic is '**Rainforests**.' We will look at the locations and environmental structure of rainforests. The science element of this will be plants where we will study the functions of parts of flowering plants, requirements for growth and how water is transported in plants. In English, our writing will be based on 'The Great Kapok Tree' by Lynne Cherry. Our reading lessons will focus on analysing shorter books and texts relating to our topic. Our daily spelling sessions will continue using the Read, Write and Spell programme. Mathematics will cover measurements including area and perimeter and further multiplication and division. Design technology will focus on the eatwell plate and understanding where our food comes from. Our RE work will start with the Feast of Christmas followed by Revelation. We will have half an hour weekly French lesson.



'Rainforests' will continue to be our topic for the second half term. We will be linking our art and design lessons to our topic as we will be using various materials to produce fruit and vegetable artwork. In English, we will be focusing on nonfiction. We will be writing a discussion text based on deforestation. Our Year 4 children completed debate work on deforestation last year so we will be building on this prior knowledge. For our mathematics learning, our lessons will be on fractions. Year 4 will also work on decimals. Science this half term will be animals including humans. We will study the human skeleton, human muscles and food and nutrition. During this half term, our RE will focus on Lent.

Keywords for Science:

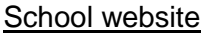
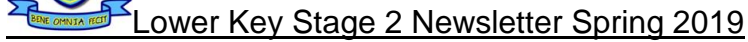


Lower Key Stage 2 Newsletter Spring 2019

plant	(noun) a living organism of the kind exemplified by trees, shrubs, herbs, grasses, ferns, and mosses, typically growing in a permanent site, absorbing water
growth	(noun) the process of increasing in size.
light	(noun) the natural agent that stimulates sight and makes things visible.
warmth	(noun) the quality, state, or sensation of being warm; moderate heat.
soil	(verb) carry out a systematic or formal inquiry to discover and examine the facts
investigate	(verb) carry out a systematic or formal inquiry to discover and examine the facts
fair testing	(verb) making sure that you change one factor at a time while keeping all other conditions the same
seedling	(noun) a young plant, especially one raised from seed and not from a cutting.
root	(noun) the part of a plant which attaches it to the ground or to a support, typically underground, conveying water and nourishment to the rest of the plant
leaves	(noun) a flattened structure of a higher plant, typically green and blade-like, that is attached to a stem directly or via a stalk.
flowers	(noun) the seed-bearing part of a plant.
petal	(noun) each of the segments of the corolla of a flower
stem	(noun) the main body or stalk of a plant or shrub
buds	(noun) a compact growth on a plant that develops into a leaf, flower, or shoot.
shoot	(noun) (of a plant or seed) send out buds or shoots; germinate.

Things to remember to bring into school:

Home learning book
 Reading folder
 Reading record
 Reading log
 PE kit
 Waterproof coat
 Water bottle
 Lunch (or ensure that your ParentPay account is topped up)



Contacting your child's teacher

Miss Bailey: bbailey@maryofthecross.co.uk

Mrs Chantler: achantler@maryofthecross.co.uk

Mrs Dyson: cdyson@maryofthecross.co.uk

Miss Glassock: lglassock@maryofthecross.co.uk

Reading - Time spent listening to your child reading is so valuable. It not only benefits them in terms of you helping them with comprehension, fluency and word recognition, but it also teaches them that reading is something that you can enjoy with others.



Ways a Parent Can Help with **READING**

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate word & reading games on the computer.

Keep a dictionary on hand. Help your child look up new words they read or hear.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child questions about what he or she is reading, such as:

- What is the story about?
- Who are the important characters in the story?
- Where does the story take place?
- Why do you think the character made that choice?
- Why did that happen?
- How did you know about...?
- Would you recommend this book to your friends?

9

Ask your child to draw a comic strip about what happens in the story.

Provide word searches, crossword and other word games and puzzles, or help your child make his/her own



Share with your child about what you're reading... and encourage your child to do the same

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Maths - play games involving dice and encourage children to count and look for patterns, encourage children to show you methods they have been learning in school, ask children to help you measure things at home (could be for a recipe or using a tape measure etc.) and ask them LOTS of questions:

Which is bigger? Which is smaller? Which do you think weighs more? How many minutes until...? What time is it? I have 'x' amount of money. Can I buy 'this' and 'that'? What shapes can you see? How do you know it is that shape? Why is 3 x 4 more than 2 x 4? Can you help me measure this? What did you learn in school today? Can you show me which method you used? How does it work?