

"It's good to be different because it would be boring if we were all the same...BE WHO YOU ARE!" - Izzy Moat, age 9

Welcome to Class 7's second newsletter of the term! We'd like to share some of our learning with you and Izzy's wonderful quote captures perfectly the type of responses we've been hearing in PSHE as part of our **No Outsiders** work. We hope you enjoy seeing what else we've been up to and we have included the Numeracy and Literacy Overview for this half term too. We do love to share pupils' learning on our Twitter page [@class7befs](#) so please follow us there - if you don't already! Many thanks, Mr Burnett and Mrs Tawn.

WORK

WE'VE CREATED...

In Art our focus has been on painting - with the emphasis on using water colours in our work. Pupils have taken inspiration from the world around them to create some truly incredible pieces of art work.



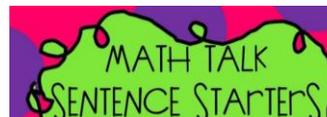
We learnt about World War One in our Topic work and designed our own eye-catching propaganda posters.



IDEAS

WE'VE HAD...

We've been working on improving our pace of learning this half term. Pupils have thought of a range of ideas to help them work faster and with accuracy. In problem solving in Maths we use our Sentence Starters to help us to quickly explain the reasoning behind our answers. We also find working together helps us solve problems faster – a problem shared is a problem halved!



MEMORIES

WE'VE MADE...

Thank you to our visitors Rosie and John who kindly delivered a WW1 workshop for us - we acted out peoples' memories from the war whilst making memories of our own.



We always remember Wednesdays as we have football with [@LeeSterrySports](#). Don't worry Liam - We promise to remember you when we're playing for NUFC!



| | Literacy | Numeracy |
|---|---|--|
| 1 | <p><u>Poetry – World War One Poems</u></p> <ul style="list-style-type: none"> • Listen to poems linked to WW1 including In Flanders Field • Discuss different types of poems including acrostics and list poems. • Choose words linked to the topic which would work in style of poem used. • Draft and write a poem based around WW1 using specific poetry style. • Share poems aloud and discuss success and next steps. | <p><u>Number- Addition and subtraction</u></p> <ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. |
| 2 | <p><u>Non Chronological Reports</u></p> <p>Children will have the opportunity to:</p> <ul style="list-style-type: none"> • understand and comment upon the importance of index, glossary, contents etc. • recognise and find different features of info texts • understand the purpose of paragraphs and use in own writing • understand the purpose of a glossary • organise words into alphabetical order to at least 4 places • create a detailed and informative glossary • understand the diff between heading and sub-heading • plan an info text with 4 sub-headings • research and make detailed and effective notes • begin to create a glossary • convert notes back into complete informative sentences <p><u>Outcome:</u> Produce an information piece about sports that the children are unfamiliar with.</p> | <p><u>Measurement- Length and Perimeter</u></p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Convert between different units of measure [for example, kilometre to metre]. |
| 3 | <u>Robinwood</u> | |
| 4 | <p><u>Information Texts</u></p> <p>Children will have the opportunity to:</p> <ul style="list-style-type: none"> • understand and comment upon the importance of index, glossary, contents etc. • recognise and find different features of info texts • understand the purpose of paragraphs and use in own writing • understand the purpose of a glossary • organise words into alphabetical order to at least 4 places • create a detailed and informative glossary • understand the diff between heading and sub-heading • plan an info text with 4 sub-headings • research and make detailed and effective notes • begin to create a glossary • convert notes back into complete informative sentences | <p><u>Number – multiplication and division</u></p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for multiplication tables up to 12 x 12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Recognise and use factor pairs and commutatively in mental calculations. • Multiply two digit and three digit numbers by a one digit number using formal written layout. • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. |
| 5 | | |

| | | |
|---|--|---|
| | <p>Outcome: Produce an information piece about sports that the children are unfamiliar with.</p> | |
| 6 | <p>Poetry – Humorous Poetry Children should be able to:</p> <ul style="list-style-type: none"> • participate in performances • prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action • gain and maintain the interest of the listener(s) • discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, grammar and vocabulary • develop their understanding of grammar by using adverbs • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • use spoken language to explore ideas • participate in improvisations • compose and rehearse sentences orally • organise paragraphs around a theme | |
| 7 | <ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and suggesting improvements | <p><u>ASSESSMENT AND REVIEW WEEK</u></p> |

The timescales given in this overview are a rough guide; they are subject to change depending on the strengths and needs of the children.