



# Gods & Mortals

Welcome back to school! We trust that you all had a relaxing and restful break, and we hope that you are all feeling refreshed and ready for the next half term. We're so excited to welcome the children back so they can continue their learning journey. We have been busy preparing lots of exciting activities for our topic this term: **Gods & Mortals**.

The start of any new term is always important for your children. We hope that the children will see this term as one in which to consolidate learning, move forward, improve their work to the best of their ability and to take pride in everything they do. Thank you in advance for your support and cooperation in collaborating with us to support the children. We in school will do everything we can to help your child to do their best. Let us know if we can support you in any way. The children are doing a wonderful job!

**Over this term here are a few things to tickle your taste buds!**

**Curriculum Focus –Our topic is 'Gods & Mortals.'**

From nothingness came chaos; from chaos came air and water; from air and water came life. Then, rising majestically from the darkness, came Gaia, Mother Earth, a beacon of warmth and light. Discover a fantastical world full of mythical creatures and legendary heroes. Poseidon, Apollo, Artemis and Zeus reign almighty from Mount Olympus, watching mere mortals on dusty Athenian streets. Meet Theseus, the hero, and Helen of Troy, the beautiful face that launched a thousand ships. Explore the terrains of Greece, where in pure blue skies, the Sun scorches waxen wings and melts the fortunes of Icarus and Daedalus.

**English Focus** – we will be using the story 'Who Let the Gods Out' by Maz Evans to support the children's reading and writing skills. Along with a collection of Greek Myths.

**Reading:** We will build on our existing reading skills with a focus on consolidating our decoding, prediction and retrieval skills as we read 'Who Let the Gods Out' before developing our prediction and inference skills through imagery, drama and short texts linked to our learning in History. We will be summarising key points, investigating language and vocabulary. We will be continuing to develop our ability to retrieve information from a text to answer questions, when reading for meaning and understanding.

**Writing:** As writers we will continue to learn how to write in the style of a collection of different genres using 'Who Let the Gods Out' and Greek Myths to inspire us. The children will be learning to write non-chronological reports, newspaper reports, character profiles, diaries, myths and legends, character descriptions and bring their writing to life using drama.

**Spelling, Punctuation and Grammar:** We will maintain and build on our existing knowledge of what makes a sentence, as well as how we can use a range of conjunctions to join and extend our ideas. We will also revisit a range of punctuation and develop our knowledge of using inverted commas to punctuate direct speech. This term there will be a focus on developing the clarity and fluidity of our sentences in writing via spelling (using our topic spellings in particular), punctuation and language structures. We will focus on ensuring our sentences are correctly punctuated consistently. We shall also build our knowledge through learning new sentence structures as well as the use of different punctuation. Lastly, there will be a continued focus on handwriting ensuring it is of the highest standard in all aspects of learning.

**Maths Focus** – we will be following the National Curriculum supported by the White Rose Maths Scheme. We will continue to develop our understanding of multiplication and division to revise known multiplications while increasing our knowledge of the 3, 4, 6, 7, 8 & 9- times table: this will be underpinned by a growing understanding of division facts and the relationship between the two. We will also be working on statistics, length & perimeter, fractions and decimals.

**Glorious Greek Day! – Tuesday 15<sup>th</sup> March.**

Our enrichment experiences this term will be led by the history company 'Portals to the Past' who support education through exploration. Portals to the Past deliver educational workshops linked with the national curriculum. This will take place in school on **Tuesday 15<sup>th</sup> March**. To add to the experience of the day we would like the children to come to school dressed in traditional Ancient Greek attire, such as tunics, robes, or togas (this could be as simple as a white bed sheet) and sensible footwear. As part of our 'Healthy Me' topic in PSHE we will be looking at a Mediterranean diet and we will be trying some Greek meze (also called **mezze** or even **Greek tapas**) such as pitta bread, bread sticks, hummus, balsamic vinegar, sun-dried tomatoes, olives, Greek yogurt and feta cheese. This will be a fantastic opportunity for them to experience foods from different cultures!

## Spikey Values



We will also be working on our Spikey Values and putting a great emphasis on the development all our Spikey skills so all our children can become 'Super Spikey Learners.'. We will be explaining that treating everyone with respect, thinking things through, giving everything a go, being on time and in school every day, wearing the correct uniform and working hard in school is incredibly important for the children to achieve their best.

## P.E

Participation in P.E is hugely important for the development of health, fitness, and wider skills for learning such as resilience and collaboration. P.E days are:

- ✓ Sandpiper, Harlequin & Eider Classes –Wednesday & Thursday

Due to the current circumstances P.E kits will be brought into school on P.E days left in school for the next day then taken home. Please check your child's P.E. kit that all clothing and shoes still fit. Following guidelines all P.E sessions are being practiced outside so a dark pair of jogging bottoms and a sweatshirt can also be included for comfort. **Please label all uniform and P.E kits with your child's name. This way we can ensure that missing uniform finds its way back to the correct owner.**

## World Book Day

We will be celebrating World Book Day on Thursday 3<sup>rd</sup> March. The children can come to school dressed as their favourite book character and bring in a book they would like to share.

## Drinks

Just a reminder that only still water should be sent in plastic bottles please. Juice, sparkling or flavoured water should not be sent in. Your support is greatly appreciated. Research shows that drinking water throughout the day helps children to work at their optimum level.

## Healthy Break Time Snacks

Children in Year 3 and 4 are not provided with fresh fruit and vegetables through the National Fruit Scheme. So please send in a healthy snack for them to enjoy at break time to keep up their energy levels.

## Unlocking the learning at home....

### Help your child prepare for their learning:

**History/Geography** - Greece is a fascinating country that has a long and colourful history. Why not sample some delicious Greek food such as baklava or tzatziki? You could also research ancient Greek pots and sketch the intricate images painted on them. Alternatively, have fun taking part in a back garden Olympics, seeing who can run the fastest or throw a ball the furthest!

**Reading** – Children should be reading at home at least 4 times a week. Please listen to your child read and regularly discuss their reading with them. Regular reading aloud is vital to children's vocabulary and fluency development. Please log onto Reading Planet <https://my.risingstars-uk.com>

**Spellings** – Spellings will be posted on the Spikey Takeaway Menu. Spellings will focus specifically on the Year 3 and 4 Common Exception words. Try the Spooky Spellings game to support the learning.

<https://ictgames.com/mobilePage/spookySpellings/index.html>

**Times Tables** - Children must know **ALL** their tables by the end of Year 4 so any chance to recite them with your child is great. We will be working on all tables across Year 3 & 4. Not just 3x4 but 4x3 and  $12 \div 3 = 4$  and  $12 \div 4 = 3$ . We will be practising these using songs and practical activities.

The children in Year 4 will be participating in the Government's Multiplication Screening Check this summer. The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It is an on-screen check consisting of 25 times table questions

<https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents/multiplication-tables-check-information-for-parents-text-version--2>

**Times Table Rockstars** - is the perfect way to help prepare the children for the check. Please log on to Times Tables Rockstar - <https://play.ttrockstars.com/auth/school/student>

**Spikey Takeaway Menu** – will include a selection of work across different subject areas to be completed over a 2-week period.

Finally, thank you for your continued support, and we look forward to another successful term, for your child, for you and for our whole school community. Any questions please don't hesitate to contact us via [ask@priestley.wilts.sch.uk](mailto:ask@priestley.wilts.sch.uk)

Mrs Marsh-Ballard, Miss Swann & Miss Ward



This half term, we'll learn about Apollo and the other gods who reign from Mount Olympus We'll explore the land of Greece, where the sun scorches the wings of Icarus. Using historical source materials, we'll research daily life in ancient Greece. On maps of Greece, we'll plot the journeys made by ancient Greek characters.

<p>English</p> 	<p>In English we will be exploring the well-loved tale of 'Who Let the Gods Out' by Maz Evans. When a shooting star crashes to earth, it lands Eliot smack bang in the path of Virgo - a young Zodiac goddess on a mission. But when the pair accidentally release Thanatos, a wicked death daemon imprisoned beneath Stonehenge, they've got nowhere to turn for help but to the old Olympian gods.</p>
<p>Art &amp; DT</p>	<p>In Art &amp; Design we will be: Exploring Greek Patterns using images and artefacts of Greek plates and pots. In DT we will create 3-D wire sculptures using ancient Greek jewellery as our starting point.</p>
<p>History</p>	<p>In History we will be describing the achievements and influence of the Ancient Greeks on the wider world. We will be researching and finding out as much information about Ancient Greece, and Greek mythology as we can. We will be learning about the Greek Gods and what made them GREAT! We will also be comparing Ancient Greece to modern day Greece</p>
<p>Geography</p>	<p>In Geography we will be learning to: Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p>
<p>RE</p>	<p>In RE we will focus on learning about the religion Islam (Jumu'ah) following the Cornerstones scheme of work in line with the National Curriculum. We will take a deeper look into prayer and building the on knowledge the children have gained during term 1.</p>
<p>Computing</p>	<p>In Computing we will be working on programming and using multimedia software to present our work.</p>
<p>Mathematics</p>	<p>In Maths we will be following National Curriculum supported by The White Rose Scheme. We will be working on statistics, length &amp; perimeter, fractions and decimals. Along with times tables.</p>
<p>PSHE</p>	<p>In our PSHE lessons, we will be following the Jigsaw unit of learning- Healthy Me. We will be learning about how exercise affects the body and why the heart and lungs are such important organs. We will also learn about safe and unsafe drugs and how to keep safe in different environments.</p>
<p>P. E</p>	<p>In P.E we will be looking at the skills needed for team games and developing, strength, stamina and agility. We will be playing competitive games and applying the basic principles of attacking and defending within games focusing on key skills such as teamwork, ball handling, throwing and catching.</p>
<p>Science</p>	<p>In Science we will be exploring the key question: why did Icarus fall from the sky? We will be working scientifically by making systematic and careful observations, classifying data and drawing labelled diagrams. Making predictions, analysing results, using scientific vocabulary and writing conclusions</p>