

# HAWKS

## Term 4 Week 1

<b>Date: Friday 23<sup>rd</sup> February 2024</b>	<b>This week...</b>
<b><u>English</u></b>	<ul style="list-style-type: none"><li>• "Three Little Pigs" reading investigation.</li><li>• Understanding VIPERS to answer reading comprehension questions - Vocabulary, Infer, Predict, Explain, Summarise.</li><li>• Writing our own comprehension questions.</li><li>• Developing stories.</li><li>• Writing stories.</li></ul>
<b><u>Maths...</u></b>	<ul style="list-style-type: none"><li>• Data collection.</li><li>• Analysing data.</li><li>• Interpreting line graphs.</li><li>• Drawing line graphs.</li><li>• Reading pie charts.</li><li>• Drawing dual bar charts.</li><li>• Arithmetic and times table practice.</li></ul>
<b>In <u>other curriculum areas...</u></b>	<b><u>PE:</u></b> Health, Fitness and Multi-skills. <b><u>History:</u></b> Meeting the Maya People. <b><u>RE:</u></b> Guru Nanak. <b><u>Art:</u></b> Clay monkeys. <b><u>Science:</u></b> Circuits. <b><u>GPS.</u></b> <b><u>Buddy time.</u></b>

## Spellings

Merciful	Plentiful
Beautiful	Fearful
Faithful	Boastful
Doubtful	Thankful
Pitiful	Fanciful

### Homework

**English:** "Myths and Legends" reading comprehension.

**Maths:** Arithmetic Practice.

Please see below...

I just wanted to clear the air on the recent concerns regarding uniform. Unfortunately, we have seen a rise of children not following our uniform policy - across the whole school. This includes accessories, trainers, nail varnish, hair and earrings. As such, we have decided to tighten up on all of the above. This is a whole school approach, and a letter has been written to address everyone. The focus however, does seem like it is on Year 6 at the moment, as it coincides with the start of our, "Road to Secondary" transition. Myself and Mrs Higgins highlighted the importance of, "Getting in to good habits now," to be ready for the stricter nature of secondary schools.

Earrings however, seem to have been a difficult area. I completely understand the ambiguity of the term, "Studs," and the grey areas of what is and isn't a stud. With this in mind, we have changed our uniform policy, in accordance with other local primary schools and the local secondary schools, who state words to the effect of, "Small, unobtrusive studs". Hopefully this makes things a little clearer.

On Tuesday, when children were asked to remove their earrings, this was mainly due to the fact that it was a PE day, and a large majority of the class were still wearing earrings. For health and safety reasons we ask that they are removed before the lesson. If your child is unable to take their own earrings out/put them back in, then we ask you to help remove them before school, and replace them again later on.

After hearing about the reactions on Wednesday night, I spoke to the class again on Thursday about policies. I explained to them all, that we're not doing any of this to be mean, or cause upset, but we're doing it to simply follow school rules, keep them safe, prepare them for secondary school, and also prepare them for life beyond school. I have not, nor will I ever tell a child off for uniform, but I will continue to remind them of the expectations and the reasons why we need to stick to the rules.

We hope for your understanding and support with this.

And please do not hesitate to come and talk to me about anything.

Kind regards,

Mr Johnston

$$52 \times 71 =$$

Handwritten calculation: 
$$\begin{array}{r} 52 \\ \times 71 \\ \hline 52 \\ 3640 \\ \hline 3692 \end{array}$$

$$65.1 + 0.231 =$$

Handwritten calculation: 
$$\begin{array}{r} 65.100 \\ + 0.231 \\ \hline 65.331 \end{array}$$

$$39.25 \times 100 = 3925$$

Handwritten note:  $39 \times 25 =$

**Challenge!**

10% of 316 =  
20% of 316 =

Handwritten calculations:  
 $10\% = 31.6$   
 $20\% = 63.2$   
$$\begin{array}{r} 31.6 \\ \times 2 \\ \hline 63.2 \end{array}$$

Handwritten calculations:  
$$\frac{3}{2} + \frac{2}{6} = \frac{18}{12} + \frac{4}{12} = \frac{22}{12} = \frac{11}{6}$$
  
$$\frac{9}{6} + \frac{2}{6} = \frac{11}{6}$$

$$3/2 + 2/6 =$$

$$3/6 \times 2/3 =$$

$$2/3 \div 7 =$$

Handwritten calculation: 
$$\frac{2}{3 \times 7} = \frac{2}{21}$$

$$21675 \div 22 =$$

Handwritten calculation: 
$$\begin{array}{r} 985 \text{ r } 5 \\ 22 \overline{) 21675} \\ \underline{198} \phantom{00} \\ 187 \phantom{00} \\ \underline{176} \phantom{00} \\ 115 \phantom{00} \\ \underline{110} \phantom{00} \\ 005 \phantom{00} \end{array}$$

Handwritten calculations:  
$$\begin{array}{r} 22 \\ \times 5 \\ \hline 110 \end{array}$$
  
$$\begin{array}{r} 22 \\ \times 8 \\ \hline 176 \end{array}$$