

Oak Curricular Letter

Autumn 1 2023 – Land of Hope and Glory

Dear Parents and Guardians,

Welcome back! I hope you have had an enjoyable summer and your child is looking forward to the year ahead. I would especially like to take this opportunity to welcome the new Year 3 children to Oak Class, I can't wait to get to know you all even better!

I am very much looking forward to the year ahead teaching this fantastic group of children! We have lots of exciting new topics to look forward to. Our first topic is "Land of Hope and Glory" and we have lots of great ideas for this topic. I sincerely hope that by working together, we can make this year an exciting, challenging and rewarding one. We have a very busy half term ahead of us, learning lots of new skills as well as reinforcing skills from previous years.

As always, all the children will be learning the same topics but will cover the specific year group expectations for Year 3, 4, 5 and 6. Our half termly topic is a Geography driver called '**Land of Hope and Glory**' and many of our subjects will relate to this. As with the start of all our topics, we discuss it with the children to find out what they already know and what they want to find out. This will form the basis of our weekly planning so that we can try to plan from the children's interests. If you have anything that you think may be of interest to our topic, then please let us know.

Reading books should be sent into school each day children will be given the opportunity to change these daily. We aim to read with children several times a week and we do encourage children to read at home regularly. We will be having a big focus on reading this year, in particular reading for pleasure. All children will have an opportunity to 'read for pleasure' most days, they will be encouraged to record this in their reading records, so please ensure that they are in their school bags each day.

Toast is still available daily at 20p. If you would prefer your child to bring his/her own snack to school, please keep in mind that we are a healthy school and it should be a piece of fruit or veg.

Children are encouraged to bring a drinks bottle to school each day, **filled with water**. I have noticed some children have juice and school policy is water in line with Change for Life initiatives. All PE kit and school uniform must be **labelled**, so if lost, they can be easily returned to you.

Thank you once again for your continued support. The relationship between school, parent and child has never been more crucial and by continuing to work together, we can ensure that every child in the whole school, will have an exciting, enjoyable and memorable half term. If you need any support, assistance or guidance please do send me a Class Dojo message.

Many thanks,
Mrs Antonella Greenhalgh
Head of School

Days to Remember

Monday

Maths Games
After school club

Tuesday

Year 3 Spellings
Year 3-6 Ukulele
PE
Craft After School

Wednesday

Year 4 Spellings

Thursday

Year 5 Spellings
Book Club After School

Friday

Year 6 Spellings
PE
Netball After school

MATHS

All children should continue to practise their times tables on Timestable Rockstars and the weekly times table for the test every Friday.

Year 3 will begin with a **Place Value** unit - Represent numbers to 100, Partition numbers to 100, Number line to 100, Hundreds, Represent numbers to 1,000, Partition numbers to 1,000, Flexible partitioning of numbers to 1,000, Hundreds, tens and ones, Step 9 Find 1, 10 or 100 more or less, Estimate on a number line to 1,000, Compare numbers to 1,000, Order numbers to 1,000, Count in 50's. Following this, they will begin a unit on **Addition and Subtraction** - 1 Apply number bonds within 10, Add and subtract 1s, Add and subtract 10s, Add and subtract 100s, 5 Spot the pattern, Add 1s across a 10, Add 10s across a 100, Subtract 1s across a 10, Subtract 10s across a 100, Make connections, Add two numbers (no exchange), Subtract two numbers (no exchange), Add two numbers (across a 10), Add two numbers (across a 100), Subtract two numbers (across a 10), Subtract two numbers (across a 100).

Year 4 will begin by completing a unit on **Place Value** - Represent numbers to 1,000, Partition numbers to 1,000, Number line to 1,000, Thousands, Represent numbers to 10,000, Partition numbers to 10,000, Flexible partitioning of numbers to 10,000, Find 1, 10, 100, 1,000 more or less Number line to 10,000, Estimate on a number line to 10,000, Compare numbers to 10,000, Order numbers to 10,000, Roman numerals, Round to the nearest 10, Round to the nearest 100, Round to the nearest 1,000, Round to the nearest 10, 100 or 1,000. Finally, they will complete a unit on **Addition and Subtraction** - Add and subtract 1s, Add up to two 4-digit numbers - no exchange, Add two 4-digit numbers - one exchange, Add two 4-digit numbers - more than one exchange, Subtract two 4-digit numbers - no exchange, Subtract two 4-digit numbers - one exchange, Subtract two 4-digit numbers - more than one exchange.

Year 5 will begin with a **Place Value** unit - Step 1 Roman numerals to 1,000, Numbers to 10,000, Numbers to 100,000, Numbers to 1,000,000, Read and write numbers to 1,000,000, Powers of 10, 10/100/1,000/10,000/100,000 more or less, Partition numbers to 1,000,000, Number line to 1,000,000, Compare and order numbers to 100,000, Compare and order numbers to 1,000,000, Round to the nearest 10, 100 or 1,000, Round within 100,000, Round within 1,000,000. Following this, they will complete a unit on **Addition and Subtraction** - Mental strategies, Add whole numbers with more than four digits, Subtract whole numbers with more than four digits, Round to check answers, Inverse operations, Multi-step addition and subtraction problems, Compare calculations, Find missing numbers

Year 6 will begin with a short unit on **Place Value** -Numbers to 1,000,000, Numbers to 10,000,000, Read and write numbers to 10,000,000, Powers of 10, Number line to 10,000,000, Compare and order any integers, Round any integer, Negative numbers. They will then begin a unit on The Four Operations- Add and subtract integers, Common factors, Common multiples, Rules of divisibility, Primes to 100, Square and cube numbers, Multiply up to a 4-digit number by a 2-digit number, Solve problems with multiplication.

LITERACY

Writing

We will begin this half term with an adventure text set in the Lake District– Swallows and Amazons by Arthur Ransome – **Am I team Swallow Team Amazon?** During this topic we will read, enjoy and analyse the text. We will write story maps, make predictions and inferences about a character's thoughts and feelings and we write our own endings. We will revise all word classes, look at effective use of expanded nouns phrases and fronted adverbials for place and simile starters to start a sentence.

Later in the term, we will complete a cross curricular non-fiction unit on reports – **How can I teach others about the Lake District?** The children will read reports on a range of topics and find the features of reports, finally writing their own report about the Lake District. During this unit, we will read and write complex sentences using fronted adverbials for time and use brackets for formal writing.

We will finish with a week reading and performing a range of classic British poems.

We will continue to look at year group appropriate spelling patterns and rules and I will upload the weekly spelling patterns on Seesaw, using the 'Spelling Shed' resources.

Reading

The children in Oak Class will take part in Guided Reading each week. The focus book for Years 3/4 Guided Reading this half term will be **'This Morning I Met a Whale' by Michael Morpurgo**. Years 5/6 will be **'The Unforgotten Coat' by Frank Cottrell-Boyce**. During this time, they will complete a range of reading activities responding to reading and reading for enjoyment. In Guided Reading, children have the same text as their group which they read independently and to the adult. We then discuss the text and work on a reading objective – VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Summary).

As well as Guided Reading sessions, the children have opportunity to read their home reader to an adult. Every child has been given a school reading book, which continues the whole school system for colour bands. As a Junior, your child has the responsibility to change their own book when finished or when they are ready for a change. They will also have a 'reading for pleasure' book.

Children should continue to read aloud to an adult as much as possible. They should focus on reading for meaning – predicting what will happen in the story and why and also thinking about the character's feelings. Naturally, the focus changes and you are no longer working on building up fluency and expression but looking at prediction, deduction and inference. Questions such as 'What do you think . . . will do next?' 'What could happen here?' 'Why is . . . behaving like that?' will help children to develop their higher order reading skills.

Please could you continue to sign and comment in the reading journal – it really helps! Please make sure your child has their reading journal in school every day.

TOPIC

Our topic driver this half term is, '**Land of Hope and Glory**' driven by our Geography lessons.

In Geography we will be answering the question '**What makes Britain Great?**' We will study the United Kingdom, naming and locating the main geographical regions, before moving onto studying one area in depth – the Lake District – identifying the physical and human features and producing a cross curricular tourist guide. We will then look at European mountain ranges followed by identifying the Lake District's similarities to and differences of from another European country - Tenerife.

In Science the children will consider the question '**Do rocks stay the same forever?**' We will discover the different types of rocks and how they are formed. We will compare and group rocks based on appearance and simple properties. We will learn how fossils are formed. We will understand how soil is formed and then investigate the permeability of different types of soil.

In Art the children will investigate '**Do we always paint what we see?**' Children will be investigating northern artist Linda Mellin. They will be immersed in the world of capturing movement much like Linda Mellins dynamic brushwork. The children will learn to infuse their artwork with a sense of vitality by employing colour, brush strokes and compositional elements. They will explore how colour choices evoke emotions and can create a wide range of moods. The children will develop their own artistic voices, interpreting Linda's work to create their own.

The key questions, for the remaining subjects, can be found below.

Please take some time to talk to your children about the topics, read books and stories, watch programmes and think of some questions they can explore in class.

Homework

Homework will continue to be sent out half termly - each half term you will receive a home learning menu. As explained on the menu, you must complete the maths, reading and writing activities, at least one science activity and any two options from the topic section. The homework menu will allow you to be creative and imaginative in what you decide to produce.

The hand in date for the activities this half term will be:

Monday, 16th October

Homework share with the other children, will take place on

Friday, 20th October

Many parents ask if they can help with activities and projects such as this and the answer is most definitely a resounding 'yes'! There is nothing more motivating for a child than an interested adult. The Homework menu has been sent home.

Oak Autumn 1

Land of Hope and Glory – Geography Driver

English	Maths White Rose Maths		Science	Geography
<u>Am I Team Swallow or Team Amazon?</u> Stories with a theme <u>How can I teach others about the Lake District?</u> Reports <u>Can I create an image with my words?</u> Classic poetry	Year 3/4 Place Value Addition and Subtraction	Year 5 Place Value Addition and Subtraction Year 6 Place Value Addition, Subtraction, Division and Multiplication	<u>Do rocks stay the same forever?</u> Chemistry: Compare and group rocks and describe the formation of fossils.	<u>What makes Britain great?</u> Study the United Kingdom. Study one area in depth Similarities to and differences from other European countries.
Art	RE	Music Lancashire Music Service	French Rigole – Year 3	Computing
<u>Do we always paint what we see?</u> Draw & Paint landscapes. (Linda Melling – Lake District Artist/Impressionism)	<u>How special is the relationship Jews have with God?</u> Judaism - Beliefs and Practices	Charanga and Ukelele	<u>Comment t'appelles-tu? (What's your name?)</u> Basic greetings Numbers 1-10	<u>What is coding and how is it used?</u> Computer Science - Coding
		PE (Chorley SSP) <u>What qualities does a good footballer need?</u> Invasion games Football	PSHE Coram Life Education <u>Why is friendship so important?</u> Me and My Relationships - Includes feelings/emotions/conflict/resolution/friendships	

YEAR 3/4 SPELLING WORDS

Aa	Cc	Ee	Gg	Kk	Oo	Pp	Rr	Tt
accident	caught	early	grammar	knowledge	occasion	particular	recent	therefore
accidentally	centre	earth	group	Ll	occasionally	peculiar	regular	though
actual	century	eight	guard	learn	often	perhaps	reign	(although)
actually	certain	eighth	guide	length	opposite	popular	remember	thought
address	circle	enough	Hh	library	ordinary	position	Ss	through
answer	complete	exercise	heard	Mm		possess	sentence	Vv
appear	consider	experience	heart	material		possession	separate	various
arrive	continue	experiment	height	medicine		possible	special	Ww
Bb	Dd	extreme	history	mention		potatoes	straight	weight
believe	decide	Ff	Ii	minute		pressure	strange	woman
bicycle	describe	famous	imagine	Nn		probably	strength	women
breath	different	favourite	increase	natural		promise	suppose	
breathe	difficult	February	important	naughty		purpose	surprise	
build	disappear	forward	interest	notice		Qq		
busy		forwards	island			quarter		
business		fruit				question		

YEAR 5/6 SPELLING WORDS

Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticize
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Pp

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq

queue

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Yy

yacht