

# Oak Curricular Letter

## Autumn 2 2023 – We shall remember...

Dear Parents and Guardians,

Welcome back – I hope you've had a good break. The children have settled in really well and have already produced some excellent work across the curriculum, I can't wait to see what they produce in the coming half term. This half term continues to be busy in the lead up to Christmas. This is a lovely time of year in School, however, before the Christmas Nativity practise and fun begins, we do have lots of learning to fit in.

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 History driver called '**We shall remember...**' 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

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
	Year 3 Spellings	Year 4 Spellings	Year 5 Spellings	Year 6 Spellings
	<b>Year 3-6 Ukulele</b>			<b>PE</b>
	<b>PE</b>			Gymnastics After school
Maths Games After school club	Eco After School		Choir 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 focus on a full half termly **Multiplication and Division** unit - Multiplication - equal groups Use arrays, Multiples of 2, Multiples of 5 and 10, Sharing and grouping, Multiply by 3, Divide by 3, The 3 times-table, Multiply by 4, Divide by 4, The 4 times-table, Multiply by 8, Divide by 8, The 8 times-table, The 2, 4 and 8 times-tables. The half term will conclude with an assessment week and then Christmas focused Mathematics.

**Year 4** will focus on a full half termly **Multiplication and Division** unit - Multiples of 3, Multiply and divide by 6, 6 times-table and division facts, Multiply and divide by 9, times-table and division facts, The 3, 6 and 9 times-tables, Multiply and divide by 7, 7 times-table and division facts, 11 times-table and division facts, 12 times-table and division facts, Multiply by 1 and 0, Divide a number by 1 and itself Multiply three numbers. The half term will conclude with an assessment week and then Christmas focused Mathematics.

**Year 5** will begin with a **Multiplication and Division** unit – Multiples, Common multiples, Factors, Common factors, Prime numbers, Square numbers, Cube numbers, Multiply by 10, 100 and 1,000, Divide by 10, 100 and 1,000, Multiples of 10, 100 and 1,000. They will then move onto a **Fractions** unit - Find fractions equivalent to a unit fraction, Find fractions equivalent to a non-unit fraction, Recognise equivalent fractions, Convert improper fractions to mixed numbers, Convert mixed numbers to improper fractions, Compare fractions less than 1, Order fractions less than 1, Compare and order fractions greater than 1, Add and subtract fractions with the same denominator, Add fractions within 1, Add fractions with total greater than 1, Add to a mixed number, Add two mixed numbers, Subtract fractions, Subtract from a mixed number, Subtract from a mixed number - breaking the whole, Subtract two mixed numbers.

**Year 6** will focus on a full half termly on **Fractions** – Equivalent fractions and simplifying, Equivalent fractions on a number line, Compare and order (denominator), Compare and order (numerator), Add and subtract simple fractions, Add and subtract any two fractions, Add mixed numbers, Subtract mixed numbers, Multi-step problems, Multiply fractions by integers, Multiply fractions by fractions, Divide a fraction by an integer, Divide any fraction by an integer, Mixed questions with fractions, Fraction of an amount, Fraction of an amount - find the whole.

## LITERACY

### Writing

We will begin this half term with a historical text set during World War II – Goodnight Mr. Tom by Michelle Magorian – **Can a fictional story also be nonfiction?** During this topic we will read, enjoy and analyse the text. We will make predictions and inferences about a character's thoughts and feelings and we write our own innovation of the opening. We will revisit effective use of expanded nouns phrases and fronted adverbials, as well as the role of a semi colon. The children will introduce crash, bang, wallop sentences into their writing.

Later in the term, we will complete a cross curricular non-fiction unit - **Am I able to create an information booklet on WWI for St. George's to read as they study the same topic?**

We will finish with a half term with a poetry unit - **Am I able to write a war poem to be performed for the website?** Focusing on the structure of a poem.

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 picture book version of **'The War Horse' by Michael Morpurgo**. Years 5/6 will be reading the chapter book version of **'The War Horse' by Michael Morpurgo**. 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, '**We shall remember...**' driven by our History lessons.

In History, we will be answering the question '**What might Europe have looked like, if Germany had won?**'

We will begin with WWI – The children will act out and debate the different events and trends that led to the start of the first World War. Start a timeline of events leading up to the war. Young men lied about their age to fight on the front line, and many soldiers travelled a long way from across the British Empire to join the fighting. From various sources we will find out about what it was like when they got there. Make a trench in the classroom with tables, and get chn to record their thoughts and write a poem in a diary while sitting in 'trenches'. We will find out about the essential war work done at home, much of it by a new work force of women. Paint some propaganda posters urging people at home to help with the war effort. Find out how the war ended and what happened immediately afterwards. Add these to our class timeline. Act out what the people of Britain would have felt. Discuss what the different people present at the peace meetings might have said and how they might have reacted to the terms of the Treaty of Versailles. At the end of the First World War a day of commemoration was created to remember the dead. Recreate the main events in a Remembrance Day service and talk about the significance of each part.

We will then move onto WWII - They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover what it was like for people on the home front and how they contributed to the war effort. They will also learn all about the roles and responsibilities of the men and women who served in the British armed forces; explore the significance of the Battle of Britain; participate in wartime songs, dances and games and develop a sense of awareness and appreciation when learning about different commemorative events. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.

In DT the children will investigate '**How do sculptures portray emotion?**' This unit integrates art, history and design principles focusing on creating sculptures inspired by 'The Warhorse' theme while exploring structures and materials. Children will create their own sculptures, fostering creativity and understanding of warhorses' importance in history.

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, 18<sup>th</sup> December**

Homework share with the other children, will take place on

**Friday, 22<sup>nd</sup> December**

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 2

### We shall remember – History Driver

English	Maths		History	
<p><u>Can a fictional story also be non-fiction?</u> Historical Fiction</p> <p><u>Am I able to create an information booklet on WWI for St. George's to read as they study the same topic?</u> Information Booklet</p> <p><u>Am I able to write a war poem to be performed for the website?</u> Poems with a structure</p>	<p><b>Year 3/4</b></p> <p>Addition and Subtraction <u>cont'</u> Area (Year 4) Multiplication and Division</p>	<p><b>Year 5</b></p> <p>Multiplication and Division Fractions</p> <p><b>Year 6</b></p> <p>Fractions Converting units</p>	<p><u>What might Europe have looked like, if Germany had won?</u></p> <p>War and remembrance</p>	
DT	RE	Music Lancashire Music Service	French	Computing
<p><u>How do sculptures portray emotion?</u></p> <p>Structures/Sculpture</p>	<p><u>What is the most significant part of the Nativity story for Christians today?</u></p> <p>Christianity - Christmas</p>	<p><u>Charanga</u></p> <p>and</p> <p><u>Ukelele</u></p>	<p><u>Quel age as-tu?</u> (How old are you?)</p> <p>Classroom objects Colours Saying your age Classroom instructions</p>	<p><u>Can I be a formula wizard?</u></p> <p>Information Technology - Spreadsheets</p>
		<p><b>PE</b> (Chorley SSP)</p> <p><u>What makes gymnastics a performance?</u></p> <p>Gymnastics</p>	<p><b>PSHE</b> Coram Life Education</p> <p><u>Are friends different from neighbours?</u></p> <p>Valuing Difference - British Values focus</p>	

# 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