

# Oak Curricular Letter

## Spring 1 2024 – Cracking Contraptions

Dear Parents and Guardians,

Welcome back and I hope that you all have had a relaxing and enjoyable Christmas break and may I wish you all a Happy New Year! After all the excitement of the Christmas activities it is good to get back to our familiar routines. I am sure everyone who watched the Christmas Performance – The Landlord's Cat - will agree that the children were little stars and a real credit to the school. Both Staff and Children are looking forward to what promises to be a busy and exciting Spring half term.

Oak class have quickly settled back into their routines, they were greeted with a crime scene and faced carnage! After a full investigation it seems the Iron Man left Mossy in chaos. This is part of first of our first Literacy unit and prompted some fantastic discussions. A pantomime and a crime scene on the first day of the term! We have some amazing adventures planned for the children over the coming weeks and this curriculum newsletter will tell you all about the units and areas of learning being covered in this half term. 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 Design and Technology driver called '**Cracking Contraptions**' 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 (this will be with a member of staff) and we do encourage children to read at home regularly.

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

### Monday

Construction After  
School Club

### Tuesday

PE  
Year 3-6 Ukulele  
Year 3 Spelling Test  
  
Year 6 SATS Booster  
After School Club  
(Paid wrap around  
care is available)

### Wednesday

Year 4 Spelling Test

### Thursday

Year 5/6 Spelling Test

Choir After School  
Club

### Friday

PE

Street Dance After  
School Club

## TOPIC

Our topic driver this half term is, '**Can I bring my robot to life?**' driven by our Design and Technology lessons, focusing on will designing and constructing a robot utilizing levers, pulley, and gears to perform a specific task. They will foster an understanding of how these mechanisms enable smaller forces to have a greater effect. This will combine with the Science work on magnets and mechanisms, as well as bringing the Iron Man to life in English and Dance.

In Science, we will be answering the question '**Can objects really be attracted to each other?**' This unit will focus on the topic of Magnets and Mechanisms. They will work in a hands on way to identify magnetic materials. Furthermore, they will conduct an investigation into the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel in an exciting activity, making their own compass and using it to find hidden items. Finally, they will find out about different mechanisms, including levers, gears and pulleys, and will design their own marvellous machine.

They will develop their scientific enquiry skills, making observations, predictions and conclusions

In Geography, the children will investigate '**What do we need?**' focusing on Energy and the Environment. Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a climate change, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.

In French, the children will be asking **Quelle couleur sont tes yeux?** (What colour are your eyes?) Introducing parts of the body, Describing eyes and hair, Days of the week and Character descriptions

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.

## LITERACY

### Writing

In English, we will begin with a Fiction Unit– ***Can my words bring the Iron Man to life?***

The children will read the story, before focusing on the character of the Iron Man. They will use similes, personification and adverbs to describe the Iron man, before innovating their own character to include in their own version of the story.

We will then complete a non fiction unit based upon explanation texts - ***Can my explanation make it easier for me to get dressed in a morning?*** This will be based around the short film 'The Shirt Machine'. Children will write a description and explanation of the shirt machine and will then produce their own explanation text based on their own machine. Use of imperative verbs, expanded noun phrases and figurative language will also be applied.

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 Year 3/4 Guided Reading this half term is '*Operatipn Gadgetman*' by Malorie Blackman and Year 5/6 will read '*Malala's Magic Pencil*' by Malala Yousafzai. 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. Please encourage your children to write the books they have read into their reading record, so that they can be proud of their reading achievements and even achieve one of the reading challenge certificates!

**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.

## **MATHS**

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

**Year 3/4** will begin the half term with a unit on **Length and Perimeter** before commencing a unit on **Fractions**.

**Year 5** will begin with a unit on **Multiplication and Division**. They will then begin a unit on **Fractions**.

**Year 6** will begin with a short unit on **Ratio**. They will then move onto **Algebra**, before beginning a unit on **Decimals** -

## **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 but can choose any two options from the other choices from across the curriculum. 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, 5<sup>th</sup> February**

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 Spring 1

## Cracking Contraptions – Design and Technology Driver

English	Maths White Rose Maths		Science	Geography
<p><b><u>Can my words bring the Iron Man to life?</u></b> Novel on a theme</p> <p><b><u>Can my explanation make it easier for me to get dressed in a morning?</u></b> Explanations</p>	<p><b>Year 3/4</b></p> <p>Length and Perimeter Fractions</p>	<p><b>Year 5</b></p> <p>Multiplication and Division Fractions</p> <p><b>Year 6</b></p> <p>Ratio Algebra Decimals</p>	<p><b><u>Can objects really be attracted to each other?</u></b></p> <p><b>Physics -</b> Magnets – poles, attraction and repulsion.</p>	<p><b><u>What do we need?</u></b></p> <p>Energy and the environment</p>
Design Technology	RE	Music Lancashire Music Service	French Rigalo - Year 3	Computing
<p><b><u>Can I bring my robot to life?</u></b></p> <p>Design and make a moving robot</p>	<p><b><u>How important is it for Jewish people to do what God asks them to do?</u></b></p> <p>Judaism - Passover</p>	<p>Charanga</p> <p>and</p> <p>Ukelele</p>	<p><b><u>Quelle couleur sont tes yeux?</u></b> <b><u>(What colour are your eyes?)</u></b></p> <p>Introducing parts of the body Describing eyes and hair Days of the week Character descriptions</p>	<p><b><u>What is meant by a digital footprint?</u></b></p> <p>Computer Science - Logo Digital Literacy - Online Safety</p>
		<p><b>PE</b> (Chorley SSP)</p>	<p><b>PSHE</b> Coram Life Education</p>	
		<p><b><u>How Can Dance tell a story?</u></b></p> <p>Dance</p>	<p><b><u>How do we make a difference?</u></b></p> <p>Rights and Responsibilities - Money, Living in the wider world/environment</p>	