

Oak Curricular Letter

Spring 2 2024 – Land of the Free

Dear Parents and Guardians,

Welcome back after what I hope was a lovely half term break for you all. The homework that was brought in at the end of the last half term was very impressive so thank you for all your efforts at home – it was great to see lots of work uploaded to Seesaw too. Oak Class have quickly settled back into their routines and have applied themselves superbly during our first week back. It has been a brilliant start to the half term with, well done kids! We have a very busy rest of the half term filled with other exciting activities to enhance our curriculum.

Oak class have quickly settled back into their routines. As they arrived, they were greeted with a trip to the United States of America! This is the theme for this half term, driven by our Geography unit. 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. 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 called '**Land of the Free**' 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

No Cook Cookery
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

Performing Arts After
School Club

Friday

PE

Target Games After
School Club

TOPIC

Our topic driver this half term is, '**What is the Land of the Free?**' driven by our Geography lessons. In Geography, the children will focus on a study the continent of North America, comparing and contrasting an area of the United States of American with an area of the United Kingdom.

They will begin with revisiting the continents in the world and then, using globes and atlases discover the countries which make up North America. They will then locate and ask questions about Las Vegas and understand the need to conserve water in Las Vegas. Next, a comparison of the physical differences between Wroughtington and Las Vegas, before finally producing a persuasive cross curricular write - Can I persuade my family to take me to the Land of the Free next Summer?

In Science, we will be answering the question '**What if humans didn't have a skeleton?**'

This unit will focus on the topics of nutrition, muscles and the skeleton system of humans.

We will also learn about Charlotte Armah, a Research Scientist at The Institute of Food Research. The unit will begin with finding out about the different types of nutrients, how much of them we need and how they are transported around the body. The children will then plan their favourite meal and research what nutrients they would gain from each item. Next, they will use the McDonald's nutrition calculator, to select one nutrient and compare this across some of the McDonald's products. The learning will then move onto the skeleton and muscles - After looking at a human skeleton and trying to count the bones, the children will research how many bones are in a human skeleton and to label the bones. They will then annotate the diagram with the bones they can remember from their research. Learning will then move onto muscles and we will look in detail at a joint and how it moves the bones. The children will then create a moving model using elastic bands and card.

In DT, the children will be asking **Can I use objects to portray my hopes and dreams?**

Children will learn about the origins of dream catchers and their importance in Native American culture. They will then brainstorm and sketch their initial design ideas for their own dream catcher, considering the materials needed. Children will practice precise measuring and marking to the nearest millimetre on various materials. They will then cut materials accurately using appropriate tools and safety procedures. They will also analyse the work of key designers across history. Finally, the children will attempt to integrate elements of these designs into their dream catchers and justify their choices.

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 Poetry Unit– ***What is the Star Spangled banner and can I perform it for Class 8?*** The children will explore the vocabulary and theme of Star Spangled banner and compare this to other similar poems. They will then create an individual performance of the poem, understanding the importance of expression, rhythm, and volume and then will carry out a peer review other performances.

Next, we are looking at stories from other cultures - **Can I use speech in my story to sound like I'm American?** Our focus will be Native American stories, in particular 'The Indian in the Cupboard' by Lynne Reid Banks. The children will be learning how authors 'show not tell' a character's emotions and feelings. Finally, they will write a new chapter for the book using a rich vocabulary and accurate punctuation for direct speech, adding in some 'Americanisms'.

Finally, we will complete a cross curricular non-fiction unit - **Can I persuade my family to take me to the Land of the Free next Summer?** Children will understand the purpose of persuasive writing and identify features such as emotive language, exaggeration, and repetition. They will identify language to persuade, including the use of rhetorical questions, facts, and opinions. Punctuation will focus on correct use of commas for clarity and lists, apostrophes for possession and contraction, and varied sentence structure.

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. A range of Non Fiction books are the focus for Year 3/4 Guided Reading this half term, based upon the United States of America. Year 5/6 will also read a non-fiction book read '*The Man Who Walked Between the Towers*' by Mordical Gerstein. 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 will begin the half term with a unit on **Fractions**, before commencing a unit on **Mass and Capacity**.

Year 4 will begin the half term with a unit on **Fractions**, before commencing a unit on **Decimals**

Year 5 will begin with a unit on **Decimals and Percentages**. They will then begin a unit on **Perimeter and Area** before completing a short unit on **Volume**.

Year 6 will begin with a unit on **Decimals**. They will then move onto **Fractions, Decimals and Percentages**, before beginning a unit on **Area, Perimeter and Volume**.

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, 25th March

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 2

Land of the Free – Geography Driver

English	Maths White Rose Maths		Science	Geography
<p><u>Can I use speech in my story to sound like I'm from America?</u> Stories from other cultures</p> <p><u>What is the Star Spangled banner and can I perform it for Class 8?</u> Classic poems from United States (American National Anthem)</p> <p><u>Can I persuade my parents to take me to America next summer?</u> Persuasive travel leaflet on USA (Cross Curricular)</p>	<p>Year 3 /4</p> <p>Fractions Mass and Capacity (Year 3) Decimals (Year 4)</p>	<p>Year 5</p> <p>Decimals and Percentages Perimeter and Area Statistics</p> <p>Year 6</p> <p>Fractions, Decimals, Percentages Area, Perimeter, Volume Statistics</p>	<p><u>What if humans didn't have a skeleton?</u></p> <p>Biology - Nutrition, transportation of water and nutrients, muscle and skeleton system of humans and animals. The effect of diet, exercise and drugs.</p>	<p><u>What is the land of the free?</u></p> <p>Study the continent of North America Compare and contract North America with the United Kingdom.</p>
Design Technology	RE	Music Lancashire Music Service	French Rigalo - Year 3	Computing
<p><u>Can I use objects to portray my hopes and dreams?</u></p> <p>Structures - Create a dream catcher, inspired by Native America.</p>	<p><u>Is forgiveness always possible for Christians?</u></p> <p>Christianity - Easter</p>	<p>Charanga</p> <p>and</p> <p>Ukelele</p>	<p><u>Tu-as un animal? (Do you have a pet?)</u> Animals and pets Numbers 11-20 Giving someone's name Describing someone</p>	<p><u>Can I be a news reporter?</u></p> <p>Information Technology - Writing for different audiences</p>
		<p>PE (Chorley SSP)</p>	<p>PSHE Coram Life Education</p>	
		<p><u>How can a map stop me from getting lost?</u> Outdoor and Adventurous</p>	<p><u>How can I keep myself and others safe?</u> Keeping Myself Safe</p>	

