

Oak Curricular Letter

Summer 1 2024 – The Arts

Dear Parents and Guardians,

Welcome back everybody. I hope you all managed to have a relaxing and peaceful Easter break. The children have settled back into the routines of school brilliantly and I couldn't be prouder for how they have started this Summer Term. Well done Oak Class!

As Oak Class arrived on Monday, they were greeted with an art gallery! This is the theme for this half term, driven by our History 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 '**The Arts**' and many of our lessons 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

Film Club 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

Tennis After School
Club

TOPIC

Our History topic driver this half term is, '**How have surroundings influenced art through the centuries?**'. The children will focus on 6 different periods of history:

- What is the significance of Ancient Egyptian art?

The children will learn about the purposes of Ancient Egyptian art, including religious, cultural and functional aspects. They will also learn to identify key features of Ancient Egyptian art.

- Can I explore the arts of the Maya civilisation?

The children will understand the importance of art in Maya society and be able to describe several Maya art forms.

- What is the significance of Islamic art during the Golden Age of Baghdad?

Children will be able to recognise the key characteristics of Islamic art and explain how it reflects the society of the time.

- Can I discover how and why Stone Age cave paintings were created?

Children will learn to differentiate between various forms of Stone Age art and understand their purposes in historical context.

- Can I investigate Viking art and culture in Britain?

Children will recognise the distinctive styles of Viking art and understand its impact on Britain.

- How did the arts in 20th century Britain evolve?

Children will gain an appreciation of how British art has changed throughout the 20th century, considering social and political influences.

In Science, we will be answering the question '**Why is my heart such an important organ?**'

This unit will focus on the topics of the circulatory system and the impact of diet, exercise, drugs and lifestyle on the way their bodies function. We will also learn about Marie Maynard Daly who researches diet and the effects on the circulatory system. The focus of the lessons will be: What do we already know about the circulatory system? Can we accurately show and explain the results of a scientific experiment? What happens inside our body? How do our hearts and lungs work? Can I explain the function of the heart and the process of blood circulation? What is in our blood and how does it move around our bodies? Can I recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions? Can I explain why the attitudes of people at different times may have presented obstacles to some scientists and inventors?

In Art, the children will be asking **How did people see themselves through the centuries?**

Children will explore the history of portraiture, including significant artists and styles from various centuries. Pupils will practise drawing techniques such as hatching, cross hatching and shading to create light, shadow, tone and texture. Using a variety of materials, students will create collages that focus on striking visual effects use drawing to represent motion and depth, exploring perspective, shadows and reflection. Combining their drawing and collage skills, children will create a final self-portrait that reflects their understanding and skills.

LITERACY

Writing

In English, we will begin with a Non Fiction Unit– ***Can I create a 'flip the flap' book to tell Acorn Class about the history of art?*** This is a cross curricular unit and links directly with our History lessons. The children will produce a non chronological report, in the style of a Flip Flap book for the children in Acorn Class, based upon - Ancient Egypt, Maya, Early Baghdad, Stone Age Britain, Vikings in Britain and 20th Century art. Grammar will focus on use perfect form of verbs using have and had, Determiners Revisit commas in a list, Prepositions and Year 5/6 will also visit Relative clauses and Semi colons.

Next, we are looking at the legend of Beowulf - ***Can I be inspired by legends from the past to create my own legend story opening?*** Children will read a version of 'Beowulf' focusing on the opening of the story. They will retell parts of the story orally; predict what could happen next; give reasons for different characters' actions and compare and contrast the text with the animated version. They will then continue to develop their understanding of the legend of Beowulf, revisit and refine their use of narrative techniques which will enhance their writing – namely crash, bang and wallop sentences and the use of expanded noun phrases. They will learn how to write a complex sentence where the relative pronoun is omitted. They will then apply the techniques learned to write their own Viking legend.

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. Year 3/4 will be reading '*Stone Age Boy*' by Satoshi Kitamura this half term and Year 5/6 will be reading '*She Wolf*' by Dan Smith. 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 and Year 4 will begin the half term with a unit on **Money**, before commencing a unit on **Time**.

Year 5 will begin with a unit on **Statistics**. They will then begin a unit on **Shape** before completing a short unit on **Position and Direction**.

Year 6 will begin with focused interventions to support their SATS preparation. Following this, they will then move onto a unit on **Statistics**.

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, 20th May

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 Summer 1

The Arts - History Driver

English	Maths White Rose Maths		Science	History
<p><u>Can I create a flip flap book to tell Acorns about the history of art?</u> Non- chronological report</p> <p><u>Can I be inspired by legends from the past to create my own legend story opening?</u> Legends</p>	<p>Year 3/4</p> <p>Money Time</p>	<p>Year 5</p> <p>Statistics Shape Position and Direction</p> <p>Year 6</p> <p>Statistics</p>	<p><u>Why is my heart such an important organ?</u></p> <p>Circulatory system The effect of exercise</p>	<p><u>How has art changed through the centuries?</u></p> <p>History of art within: Ancient Egyptian Maya Civilisation Golden Age of Baghdad? Stone Age Vikings in Britain? 20th century Britain</p>
Art	RE	Music Lancashire Music Service	French Rigalo - Year 3	Computing
<p><u>How do we see ourselves through the centuries?</u></p> <p>Collage/Portraiture</p>	<p><u>Why are the Gurus important to Sikhs?</u></p> <p>Sikhism Guru Nanak The 10 gurus Baisakhi</p>	<p>Ukelele</p>	<p><u>Tu-as des freres ou des soeurs?</u> <u>(Do you have brothers or sisters?)</u></p> <p>Identify members of your family The alphabet Household items</p>	<p><u>What is the difference between hardware and software?</u></p> <p>Information Technology - Effective Searching</p> <p>Computer Science – Hardware Investigators</p>
		<p>PE (Chorley SSP)</p>	<p>PSHE Coram Life Education</p>	
		<p><u>Why are tactics important?</u></p> <p>Striking and fielding</p>	<p><u>Does everybody have a talent?</u> Being My Best - Keeping healthy, Growth mindset, Goal setting, Achievement</p>	