

Oak Curricular Letter

Autumn 1 2025 – Faster, Higher, Stronger!

Dear Parents and Guardians,

Welcome back everybody! It's fantastic to have all the children back and there is a superb atmosphere around school. Our Mossy family is growing, with 4 new children joining us, which is simply fantastic! I do hope you and your family managed to have a brilliant break over the summer and that you managed to recharge your batteries.

This curriculum newsletter will tell you all about the units and areas of learning being covered in this first half term. All the children will be learning the same foundation subject topics but will cover the specific year group expectations for Year 3, 4, 5 and 6. Our first topic is called 'Faster, Higher, Stronger' 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 individually (this will be with a member of staff) and we do encourage children to read at home regularly.

We will continue to provide children with a piece of fruit, free of charge, each day. Toast is still available daily at 25p. 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.

Lunches must come in either a carrier bag that can be binned daily or a small lunch bag/box that can be cleaned easily.

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

PE

Year 3 Spellings

Chorley SSP after school club

Tuesday

Performing Arts after school club

Wednesday

PE

Year 4 Spellings

Thursday

Year 5 Spellings

Board Games after school club

Friday

Year 6 Spellings

Ukulele

Forest Friday

Film/Book after school club

TOPIC

Our topic driver this half term is, 'Faster, Higher, Stronger'? driven by our History lessons, focusing on **How have the ancient Greek's influenced our lives?** Children will explore when and where the Ancient Greeks lived and create a timeline of key events. They will use a range of sources, including maps, illustrations, and texts, to find out about Greek life, warfare, and key battles, as well as learn how different interpretations of the past can arise. The children will compare the contrasting city-states of Athens and Sparta, investigate the role of theatre in Greek society, and make links between Ancient Greece and the modern world. Throughout the unit, they will develop their historical thinking by combining evidence from different sources to draw conclusions about the past.

In Science, we will be answering the question '**Will I get wrinkles when I get older?**' This unit focuses on the changes that human beings experience as they develop to old age. It tackles some sensitive subjects including puberty (from Year 4 only) and death. They will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. The final investigation will be about the changes to the body as humans get older, as well as comparing the life expectancy of different animals.

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.

MATHS

All children should continue to practise their times tables on Timestable Rockstars.

Year 3: Unit 1 Place value, Unit 2 Length and perimeter, Unit 3 Statistics and Unit 4 Addition and subtraction.

Year 4 Unit 1 Place value, Unit 2 Length and perimeter, Unit 3 Statistics and Unit 4 Addition and subtraction.

Year 5 Unit 1 Place Value, Unit 2 Addition and Subtraction, Unit 3 Statistics, Unit 4 Geometry (Angles), Unit 5 Geometry and Measures.

Year 6 Unit 1 Number and Place Value and Decimals, Unit 2 Addition and Subtraction, Unit 3 Multiplication, Unit 4 Division.

LITERACY

Writing

In English, we will begin by writing an 'out of this world' story for Pingawings. The children will read a variety of stories with a fantasy setting including Whatever next!, How to Catch a Star and Aliens Love Underpants. The children will then model and innovate 'The Man on the Moon'. They will record their final innovated story and send this as a gift to the nursery for the children to enjoy. Grammar focus will be on using noun phrases and expanded noun phrases. We will also be encouraging the children to say and hold in memory whilst writing, simple sentences that make sense.

We will then focus on non-chronological reports to tell our families about different amazing people. We will look at a variety of texts covering the last century, discussing how these people influenced others' lives. We explore the features of a non-chronological report and create our own by studying Martin Luther King and Rosa Parks. Our grammar focus will be on joining words and clauses using 'and'. We will be constructing sentences for co-ordination using or, and, but. We will be investigating how grammatical patterns in a sentence indicate its function as a statement or question. We will focus on demarcating sentences using question marks.

We will continue to look at year group appropriate spelling patterns and rules (year 1 will be driven by the phonetical sound of that week) and Year 2 and 3 will be using the 'Spelling Shed' resources.

Reading

The children in Oak Class will take part in Guided Reading each week. In Year 2/3, the focus book will be ***Amazing Grace by Mary Hoffman***, the focus book for Years 4-6 is ***Who Let the Gods Out by Maz Evans***. 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.

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 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

Faster, Higher, Stronger – History Driver

| English | Maths Red Rose Maths | | Science | History |
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| <p><u>Can I write a new fantasy setting for Percy Jackson to visit and send it to Rick Riordan?</u> Stories with Fantasy Settings</p> <p><u>Can we help SSP teach other children about human development?</u> Information Booklet</p> <p><u>Am I able to write a poem to share on the school website?</u> Poem on a theme</p> | Year 3 | Year 5 | <p><u>Will I get wrinkles when I get older?</u></p> <p>Topic: Life cycles and changes as humans develop to old age.</p> <ul style="list-style-type: none"> - Can I describe the stages of human development? - Can I explain how babies grow and develop? - Can I describe and explain the main changes that occur during puberty? - Can I identify the changes that take place in old age? - Can I report findings from enquiries? - Can I record complex data using graphs and models? - Can I identify the relationship between variables? | <p><u>How have the ancient Greek's influenced our lives?</u></p> <p>Topic: Ancient Greece</p> <ul style="list-style-type: none"> - Who were the Ancient Greeks? - What were the differences between Athens and Sparta? - Can I infer information about Greek wars from illustrations and maps? - Can I retell the story of the Battle of Marathon? - How have the Ancient Greeks influenced our lives? - theatre - How have the Ancient Greeks influenced our lives? – Olympics |
| | <p>Unit 1 Place value, addition and subtraction</p> <p>Unit 2 Length and perimeter</p> <p>Unit 3 Statistics</p> <p>Unit 4 Addition and subtraction</p> | <p>Unit 1 Place Value</p> <p>Unit 2 Addition and Subtraction</p> <p>Unit 3 Statistics</p> <p>Unit 4 Geometry (Angles)</p> <p>Unit 5 Geometry and Measures</p> | | |
| | Year 4 | Year 6 | | |
| | <p>Unit 1 Place value, addition and subtraction</p> <p>Unit 2 Length and perimeter</p> <p>Unit 3 Statistics</p> <p>Unit 4 Addition and subtraction</p> | <p>Unit 1 Number and Place Value and Decimals</p> <p>Unit 2 Addition and Subtraction</p> <p>Unit 3 Multiplication</p> <p>Unit 4 Division</p> | | |

| Art | RE Lancashire Agreed Syllabus | Music Lancashire Music Service | French Language Nut | Computing |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Is my Greek vase museum worthy?</u></p> <p>Topic: Drawing, sculpture and painting</p> | <p><u>Why is it sometimes difficult to do the right thing?</u></p> <p>Religion: Christianity - God</p> | <p>Ukulele</p> <p>Charanga</p> | <p><u>De quoi te souviens-tu?</u> (What can I remember?)</p> <p>Unit 1: Hobbies and Routine</p> | <p><u>Can I outsmart Google?</u></p> <p>Topic: Searching online effectively</p> <ul style="list-style-type: none"> - Can I explain the difference between the world wide web and the internet? - How do search engines work? - Can I effectively search for information on the internet? - What is a Boolean Operator and how can I use them to enhance my searches? - How can I explain how Boolean Operators work? - How else can we get the best results from Google? |
| | | <p>PE (Chorley SSP)</p> | <p>PSHE Coram Life Education</p> | |
| | | <p><u>Who is the most important person in a team?</u></p> <p>Topic: Invasion Games - Rugby</p> | <p><u>Can we solve the friendship problem?</u></p> <p>Topic: Me and my relationship</p> | |