

Oak Curricular Letter

Spring 2 2026 – African Adventure

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.

This curriculum newsletter will tell you all about the units and areas of learning being covered in this half term. All the children in Oak Class will be learning the same topics but will cover the specific year group expectations for Year 3, 4, 5 and 6. Our topic is called 'African Adventure' and many of our activities will relate to this. We will be learning about the African artist Esher Mahlangu, the human and physical features of Africa in Geography and Classification within Science. Year 5 will be taking part in Bikeability and will begin their weekly swimming lessons.

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.

Children are encouraged to bring a drinks bottle to school each day, **filled with water**. I have noticed some children have juice or flavoured water and school policy is water, in line with Change for Life initiatives. Toast is still available for 25p per slice.

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

Monday

PE

*After school club –
Chorley SSP:
Gymnastics*

Tuesday

*After school club –
Blooket*

Wednesday

PE

Thursday

*After school club –
Performing Arts with
Miss Fenton*

Friday

Forest Friday

*After school club –
Book-Film Club*

TOPIC

Our **Geography** topic driver this half term is 'African Adventure'. We will be answering the question 'How is life in Africa different to mine in Wroughtington?' We will go on a journey to discover the amazing continent of Africa. Exploring each of the five regions, the children will start to get an understanding of just how diverse the continent of Africa is and find out about the human and physical geography of a number of African countries. We will then finish by comparing and contrasting our lives with those of an African child.

In **Science**, we will be answering 'Who Was Carl Linnaeus?'. This unit develops an understanding of how living things are grouped and classified according to their characteristics. Children will recap ways of grouping organisms and explore why classification is important, including real-life contexts such as organising animals in a zoo. We will learn to identify similarities and differences between organisms, particularly vertebrates, and use classification keys to group, identify and name living things in their local and wider environment. They will generate their own sorting questions and create classification keys. Throughout the unit, children will gather, record and present data using tables and keys, developing their scientific enquiry skills and understanding of biological classification.

MATHS

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

Year 4 Unit 14 Addition and Subtraction and Money, 2D shape and sorting, Unit 16 Position and Direction, Unit 17 Area, Unit 18 Statistics, Unit 19 Measured.

Year 5 Unit 15 Fractions, Unit 16 Geometry, Unit 17 Measurement (Volume), Unit 18 Statistics, Unit 19 Problem Solving

Year 6 Unit 12 Ratio and Proportion, Unit 14 Statistics, Unit 15 Geometry, Unit 16 Measurement, Unit 17 Algebra

LITERACY

Writing

In English, we will begin with a unit based upon the African folktales of Anansi the spider– *Can I write a comic strip for Acorn Class?* Throughout this unit we will read many Anansi folk stories, before focusing on Anansi and the Yam Hills. The children will then innovate their own version of the story and create a comic strip for a younger audience to enjoy. In grammar, we are learning about apostrophes for possession and will be creating and punctuating complex sentences using -ing openers.

We will then complete a poetry unit - *Am I able to write a poem to share on the school website?* The focus for this unit is reading and reviewing interesting and engaging poems which use powerful imagery. The children will then be able to write a poem which includes:

- a structure based on the model.
- imagery created through carefully chosen words and phrases.
- appropriate use of language techniques such as metaphor, simile and personification.

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 this half term is a non-fiction text entitled **Young, Gifted and Black by Jamia Wilson**. This vibrant book is a perfect introduction to both historic and present-day black icons and heroes. We will meet figureheads, leaders and pioneers such as Martin Luther King Jr., Nelson Mandela and Rosa Parks, as well as cultural trailblazers and athletes like Stevie Wonder, Oprah Winfrey and Serena Williams.

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.

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, 23rd 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

African Adventure - Geography Driver

English	Maths Red Rose Maths		Geography	Science
<p><u>Can I write a comic strip for Zamble Dance?</u> Folk Tales</p> <p><u>Am I able to write a poem to share on the school website?</u> Poetry with Imagery</p>	<p style="text-align: center;">Year 3</p> <p>Unit 10 Place value, addition and subtraction</p> <p>Unit 11 Multiplication</p> <p>Unit 12 Fractions</p> <p>Unit 13 Division</p> <p>Unit 14 Volume, capacity and mass</p>	<p style="text-align: center;">Year 4</p> <p>Unit 10 Place value, addition and subtraction</p> <p>Unit 11 Multiplication</p> <p>Unit 12 Fractions</p> <p>Unit 13 Division</p> <p>Unit 14 Volume, capacity and mass</p>	<p><u>How is life in Africa different to mine in Wrightington?</u></p> <p>Topic: Africa</p> <ul style="list-style-type: none"> - Can I identify African countries and locate them on a map? - Can I find out about western Africa and the country of Nigeria? - Can I explore northern Africa and Morocco? - Can I explore central Africa and the Central African Republic? - Can I explore eastern Africa and Tanzania? - Can I explore southern Africa and South Africa? 	<p><u>Who Was Carl Linnaeus?</u></p> <p>Topic: Classification</p> <ul style="list-style-type: none"> - Can I recap ways of grouping organisms according to their characteristics? - Can I give reasons for classifying plants and animals based on specific characteristic in the context of sorting and grouping animals for a zoo? - Can I explore ways of distinguishing between organisms that have similar characteristics? - Can I generate questions to use in a classification key? - Can I gather, record, classify and present data in a variety of ways?
<p style="text-align: center;">Guided Reading</p>	<p style="text-align: center;">Year 5</p> <p>Unit 10 Place Value and Negative Numbers</p> <p>Unit 11 Addition and Subtraction</p> <p>Unit 12 Multiplication</p> <p>Unit 13 Measures (Length, Mass and Capacity)</p> <p>Unit 14 Geometry</p>	<p style="text-align: center;">Year 6</p> <p>Unit 9 Place Value, Negative Numbers and Number Sequences</p> <p>Unit 10 Coordinates and Geometry</p> <p>Unit 11 Calculation</p> <p>Unit 12 Fractions</p>		
<p>Young, Gifted and Black by Jamia Wilson (Non-fiction)</p>				

Art	RE Lancashire Agreed Syllabus	Music Lancashire Music Service	French Language Nut	Computing
<p><u>Can I print my own t shirt in the style of Esther Mahlangu?</u></p> <p>Topic: African Art – painting and printing</p>	<p><u>What might Hindus learn from stories about Krishna?</u></p> <p>Religion: Hinduism - Dharma</p>	<p>Ukulele</p> <p>Charanga</p>	<p><u>Puis-je décrire un extraterrestre ?</u> (Can I describe an alien?)</p> <p>Topic: How I look</p>	<p><u>Can I draw a picture without using my hands?</u></p> <p>Topic: Animation – Using Stop Motion to retell the story of Anansi.</p>
		<p>PE (Chorley SSP)</p>	<p>PSHE Coram Life Education</p>	
		<p><u>Can we be outdoor adventurers?</u></p> <p>Topic: OAA – Orienteering</p>	<p><u>What's it worth?</u></p> <p>Topic: Rights and Respect</p>	