

# Oak Curricular Letter

## Summer 1 2026 – Survival

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.

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 'Survivor' and many of our activities will relate to this. We will be learning about some significant Kings and Queens through history and how they managed to survive, we will be making a den and seeing if we could stay warm and dry in it, we will be continuing to learn about classification in Science. As well as taking part in a trip to The Lowry, to take part in a dram workshop linked to our English work.

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.

Lunches must come in either a carrier bag that can be binned daily or a small lunch bag/box that can be cleaned easily. Please try to ensure lunches are a healthy balance of choices. Toast is still available for 25p per slice.

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 Cricket*

### Tuesday

*After school club –  
Junk Modelling*

### Wednesday

PE

### Thursday

*After school club –  
Comic Strip*

### Friday

*After school club –  
Book/Film*

## TOPIC

Our History topic driver this half term is the *Why is the monarchy important to our country? - Changing power of the monarchs*. This unit will teach in depth about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit also teaches who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today.

In Science, our unit develops understanding of how plants and microorganisms are classified according to their characteristics. Children will learn to group plants based on observable features and explore the work of Carl Linnaeus, understanding how his classification system helps scientists organise living things. They will investigate microorganisms, learning what they are and how they can be grouped. Finally, we will carry out an investigation into what makes mould grow?

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

**Year 3:** Unit 20 Addition and subtraction, Unit 21 Multiplication and division, Unit 22 2-D shape, Unit 23 Decimal place value, Unit 24 3-D shape

**Year 4** Unit 20 Addition and subtraction, Unit 21 Multiplication and division, Unit 22 2-D shape, Unit 23 Decimal place value, Unit 24 3-D shape

**Year 5** Unit 20 Place Value, Unit 21 Measurement and Statistics, Unit 22 Geometry, Unit 23 Addition and Subtraction, Unit 24 Multiplication

**Year 6** Unit 18 Revision Unit, Test Week, Unit 19 Applied Maths

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

## LITERACY

### Writing

In English, we will begin with a unit based upon the Macbeth by William Shakespeare– *Can I write a Shakespearean tragedy to be broadcast on the school Facebook page?* Through a close reading of the text, we will develop our drama skills, make inferences, predict, summarise, recognise themes within and across the text and ultimately write a dramatic retelling of part of the play. When we write we will use our knowledge of subject, verb and object of a sentence to write in the subjunctive form. We will use this formal tone in our writing e.g. If only I were to be king, I would enjoy such freedoms. We will use the subjunctive form to capture the archaic voice of our characters from such a long time ago.

We will then complete a non fiction persuasion unit - *Can I persuade our MP of the necessity of the monarchy?* The focus for this unit is to present either an argument for or against a monarchy within the United Kingdom.

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 the book '**George**' by **Alex Gino**. During this time, they will complete a range of reading activities responding to reading and reading for enjoyment. 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, 18<sup>th</sup> 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

## Survival - History Driver

English	Maths Red Rose Maths		Science
<p><b><u>Can I write a Shakespearean tragedy to be broadcast on the school Facebook page?</u></b> Older literature</p> <p><b><u>Can I persuade our MP of the necessity of the monarchy?</u></b> Persuasion: a formal review</p>	<p><b>Year 3</b></p> <p>Unit 20 Addition and subtraction</p> <p>Unit 21 Multiplication and division</p> <p>Unit 22 2-D shape</p> <p>Unit 23 Decimal place value</p> <p>Unit 24 3-D shape</p>	<p><b>Year 4</b></p> <p>Unit 20 Addition and subtraction</p> <p>Unit 21 Multiplication and division</p> <p>Unit 22 2-D shape</p> <p>Unit 23 Decimal place value</p> <p>Unit 24 3-D shape</p>	<p><b><u>Who Was Carl Linnaeus?</u></b></p> <p><b>Topic:</b> Classification</p> <ul style="list-style-type: none"> <li>- Can I sort and group animals based on their features?</li> <li>- Can I give reasons for the way I have classified animals?</li> <li>- Can I identify vertebrates by observing their similarities and differences?</li> <li>- Can I show the characteristics of living things in a table and a key?</li> <li>- Can I describe how living things are classified into groups?</li> <li>- Can I describe and investigate helpful and harmful microorganisms?</li> </ul>
DT	<p><b>RE</b> Lancashire Agreed Syllabus</p>	<p><b>Music</b> Lancashire Music Service</p>	<p><b>French</b> Language Nut</p>
<p><b><u>Can we use the Mossy Meadow as a classroom?</u></b></p> <p><b>Topic:</b> Construction</p>	<p><b><u>Why is the Qur'an important to Muslims?</u></b></p> <p><b>Religion:</b> Islam</p>	<p>Ukulele Charanga</p> <p><b>PE</b> (Chorley SSP)</p> <p><b><u>Can I strike a ball across the school field?</u></b></p> <p><b>Topic:</b> Striking &amp; Fielding - Rounders</p>	<p><b><u>Qu'aimes-tu manger et boire ?</u></b> <b>(What do you like to eat and drink?)</b></p> <p><b>Topic:</b> Food and Drink</p> <p><b>PSHE</b> Coram Life Education</p> <p><b><u>What's the risk?</u></b></p> <p><b>Topic:</b> Being my best</p>

