

# Oak Curricular Letter

## Spring 1 2023 – There's no place like home.

Dear Parents and Guardians,

Welcome back and I hope that you all have had a relaxing and enjoyable Christmas break and may I wish you all a Happy New Year! Thank you very much for the lovely Christmas gifts that the team and I received. After all the excitement of the Christmas activities it is good to get back to our familiar routines. I am sure everyone who watched the Christmas Performance – Christmas Around the World - will agree that the children were little stars and a real credit to the school. Both Staff and Children are looking forward to what promises to be a busy and exciting Spring half term.

Oak class have quickly settled back into their routines, they were greeted with a letter, outlining the Councils intention to bulldoze the wooded area and build a community swimming pool! This is part of first of our first Literacy unit and prompted some fantastic discussions. A pantomime and an environmental dilemma in the first two days of the term! 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 in this half term. 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 a History driver called 'There's no place like home' 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

### Days to Remember

#### **Monday**

New spellings issued  
(on Seesaw)

Year 6 SATS Booster  
(Invitation only)

#### **Tuesday**

PE

Book Club After  
School

#### **Wednesday**

Mrs Harrison teaching  
am

#### **Thursday**

Year 3-6 Ukulele

Performing Arts After  
School

#### **Friday**

Spelling and Times  
Table test (Y3-6)  
PE

Street Dance After  
school club

## TOPIC

Our topic driver this half term is, 'Has Blackpool always been a holiday destination?' driven by our History lessons, focusing on understanding the effect of the first railways on coastal communities (Blackpool) and learning about the great changes that happened during the Victorian Age, that changed British leisure time. This will combine with the Geography work covered on our local area and Blackpool.

In Science, we will be answering the question 'Which teeth allow me to eat meat?' This unit will focus on the topic of Teeth and Food chains. Firstly, the children will extend their understanding of food chains to include more complex chains, using the terms 'consumers' and 'producers' and compare food chains in different habitats. Next, children will learn about the different types of teeth and the importance of good dental hygiene, before planning and carrying out an investigation into tooth decay using an egg as a model tooth. Finally, children will compare the teeth of different types of animals and apply their understanding to make links with their role in the food chain.

In Art the children will investigate 'Can I design and make an artefact to reflect my environment' focusing on a local modern artist – Zak Last – with a country side focus. Children will also investigate and experience the work of famous landscape artists virtually. They will then digitally investigate and record their landscape both sketching in real time and from their image. Using new techniques and developed pencil and charcoal sketching skills they will produce a landscape inspired by their environment and Zak Last. They will develop their ideas to design and make a two layered print to be printed on a hessian bag.

In French, the children will be taking part in a French café and answering the question '*Tu-aimes les frites?*' (*Do you like chips?*)

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 and the weekly times table for the test every Friday.

**Year 2/3** will begin the half term with a unit on **Multiplication and Division** – recognising, making and adding equal groups, using arrays, the 2,5 and 10 times table and dividing by 2,5 and 10 . Year 3 (3, 4 and 8). They will be investigating **length and height**. They will complete the half term with a unit on **Statistics** - Making tally charts, drawing and interpreting pictograms.

**Year 4/5** will begin with a unit on **Multiplication and Division** – Efficient multiplication, written methods, Multiply 2,3 and 4-digit by 1 and 2 -digit, Divide 2, 3 and 4-divide by 1-digit and Divide with remainders.

They will then begin a unit on **Fractions** – Equivalent fractions, Fractions greater than 1, Count in fractions, Improper to mixed numbers and vice versa and Compare & order (less than 1).

**Year 6** will begin with a short unit on **Position & direction** – Four quadrants, Translations and Reflections. They will then move onto **Decimals** - Decimals up to 3 d.p., Multiply and Divide by 10, 100 and 1,000, Multiply and Divide decimals by integers, Decimals as fractions and Fractions to decimals. Next, they will cover a unit on **Percentages** - Fractions to percentages, Equivalent FDP and Ordering FDP and Percentages of amounts. Finally, they will complete a short unit on **Converting units** – Metric and Imperial measures.

## LITERACY

### Writing

In English, we will begin with a Non Fiction Unit– *Can I express my viewpoint to influence the Council Calvert in the school woodland project?* The children will begin by looking at a range of discussion texts and identifying the key features. They will then plan and research for a modelled discussion text, based around the question of, *'Should the trees be cut down and replaced with a swimming pool?* They will then independently write a discussion text titled 'Should children wear school uniform?' The grammar will be focused on selecting, generating and effectively using a range of conjunctions and adverbs and use these to link ideas across paragraphs, as well as writing in third person. Year 5/6 will also be extending this to writing in a formal tone.

We will then complete a fiction unit based upon stories with issues/dilemmas, using the text 'The Animals of Farthing Wood' by Colin Dann. - *Can I write a story which will influence someone's actions or opinions?* Children will read the story and identify the issue and dilemma and the writing features, identify and explore rich vocabulary and show understanding of the story, how the character's deal with the dilemma and how the issue affects its main characters. The children will be writing an innovated version of the story, as well as writing an alternative ending. In Grammar, will be focused on using apostrophes for singular and plural possession, using inverted commas and other punctuation to indicate direct speech and Year 6 will also look at the use of the semi colon to mark the boundary between independent clauses.

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 book for Guided Reading this half term is *'Charlotte's Web' by E.B White*. 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

### **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, 6<sup>th</sup> February**

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 1 – 29 days

### There's no place like home - History Driver

English	Maths White Rose Maths			Science	History
<p><b><u>Can I write a story which will influence someone's actions or opinions?</u></b> Stories with issues/dilemmas The Animals of Farthing Wood</p> <p><b><u>Can I express my viewpoint to influence the Council in the school woodland project?</u></b> <b><u>Woodland Habitats</u></b> Discussion/Debate</p>	<p><b>Year 2/3</b></p> <p>Division</p> <p>Statistics</p> <p>Length and Height</p>	<p><b>Year 4/5</b></p> <p>Multiplication and Division</p> <p>Fractions</p>	<p><b>Year 6</b></p> <p>Position and Direction</p> <p>Decimals</p> <p>Percentages</p> <p>Converting Units</p>	<p><b><u>Which teeth allow me to eat meat?</u></b></p> <p><b>Topic:</b> Teeth and Food chains</p>	<p><b><u>Has Blackpool always been a holiday destination?</u></b></p> <p><b>Topic:</b> Local Study</p>
Art	RE Discovery RE	Music Lancashire Music Service		French Rigalo	Computing
<p><b><u>Can I design and make an artefact to reflect my environment?</u></b></p> <p><b>Topic:</b> Local modern artist – Zak Last (country side focus)</p>	<p><b><u>Can the Buddha's teachings make the world a better place?</u></b></p> <p><b>Topic:</b> Buddha's Teachings <b>Religion:</b> Buddhism</p>	<p>Ukulele</p> <p>Curriculum Content – Charanga</p>		<p><b><u>Tu-aimes les frites? (Do you like chips?)</u></b></p> <p><b>Topic:</b> La nourriture: Asking for food, opinions</p>	<p><b><u>Can hyperlinks help us escape?</u></b></p> <p><b>Topic:</b> Powerpoint advanced features. Mossy Lea Escape Room using hyperinks</p>
		<p><b>PE</b> (Chorley SSP)</p>		<p><b>PSHE</b> Corman Life Education</p>	
		<p><b><u>What makes a good performance?</u></b></p> <p><b>Topic:</b> Dance – Country dancing</p>		<p><b><u>Is it important to respect each other's differences?</u></b></p> <p><b>Topic:</b> Valuing Difference</p>	

