

Oak Curricular Letter

Spring 2 2023 – Water, Water Everywhere

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.

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 Science/Geography driver called 'Water, Water Everywhere' 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

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

Curling/Boccia After
school club

TOPIC

Our topic driver this half term is, 'Water, Water Everywhere' driven by our Geography and Science lessons.

In Geography, the focus question is 'Do you know you're drinking dinosaur wee?' The children will find out about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world. They will finish by finding out why it is important to save water, as well as revisiting the water cycle. The unit will also include a visit to a local river.

In Science, we will be answering the question 'What is so important about the Apple that hit Isaac Newton on the head?' This 'Forces' unit will teach about types of forces such as gravity, friction, water resistance and air resistance. The children will identify forces and find out about Isaac Newton and his discoveries about gravity. Children will look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity. They will also work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat. They will have the opportunity to work in a hands-on way to explore friction, developing their own brake pad for a tricycle or scooter. During some of the practical science work, the children will discuss how variables other than the one being tested can be kept the same to help make a test fair.

In DT the children will investigate 'How can I win the Mossy Lea boat race?' Children will follow a brief to take part in the Mossy Lea boat race. They will research and analyse factors that will influence their design and write a specification their boat must adhere to. They will design and make their vehicles and compete in a race before evaluating their design.

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 3 will begin the half term with a unit on **Length and height** and **Shape and perimeter**. They will complete the half term beginning a unit on **Fractions** - Recognising a half, quarter and a third.

Year 4/5 will spend the majority of the half term learning about **Fractions** – Equivalent fractions, Fractions greater than 1, Count in fractions, Improper to mixed numbers and vice versa and Compare & order (less than 1), Adding and subtracting fractions and mixed numbers, Multiplying by an integer, Fractions of a quantity/amount and fractions as operators. Finally, they will begin a unit on **Decimals** – decimals up to 2 decimal places and fractions as decimals.

Year 6 will begin with a short unit on **Converting units** – Metric and Imperial measures. They will then move onto **Algebra** – Finding a rule, Formulae, Forming and solving equations, before completing a unit on **Ratio** – Calculating ratio, Using scale factors and Ratio and Proportion problems. Alongside this, the children will be given additional SATS preparation support.

LITERACY

Writing

In English, we will begin with a Fiction Unit based on the book *The Mousehole Cat* by Antonia Barber – *Am I able to write a captivating innovation of The Mousehole Cat to be posted on the school website?* The children will begin by reading *The Mousehole Cat* and become familiar with the key events. We will then discuss ideas for innovations - setting and main characters and put these into an innovated plan. The children will complete a modelled write based around the story, before completing an independent write based on the short film 'The Lighthouse' from Literacy Shed. The grammar will be focused on exploring, identifying, collecting and using expanded noun phrases and complex sentences, as well as using fronted adverbials. **Year 6** will also be taking part in Grammar focused SATs preparation.

We will then complete a non-fiction unit based upon our work in Science and Geography - *Can I produce an explanation text about water and the Water Cycle for United Utilities to circulate to local schools?* Children will begin by understanding what it means to explain. They will read a variety of explanation texts identifying features/vocabulary and their effect on the reader. They will then collect ideas in preparation for writing and producing their explanation text about The Water Cycle. Before finally using the explanation writing features and techniques we have looked at when writing their own explanation of The Water Cycle. In Grammar, will be focused on using adverbs for when in sentences, fronted adverbials for when (with a comma) in sentences and checking that the verb is in the correct tense, so it matches the adverb and that the sentence makes sense. **Year 6** will also be continuing to take part in Grammar focused SATs preparation.

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 using non-fiction texts. These texts will be linked to the topic of water. 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, 27th 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 – 30 days

Water, water everywhere! - Geography Driver

English	Maths White Rose Maths			Science	Geography
<p><u>Am I able to write a captivating innovation of The Mousehole Cat to be aired on the school website?</u></p> <p>Story as a theme- The Mousehole Cat</p> <p><u>Can I produce an explanation text about the Water Cycle for United Utilities to circulate to local schools?</u></p> <p>Explanation Text</p>	<p>Year 2/3</p> <p>Shape, Position and Direction</p> <p>Fractions</p>	<p>Year 4/5</p> <p>Fractions cont.</p> <p>Decimals and Percentages</p>	<p>Year 6</p> <p>Converting Units</p> <p>Perimeter, area and volume</p> <p>Ration</p>	<p><u>What is so important about the Apple that hit Isaac Newton on the head?</u></p> <p>Topic: Forces – resistance</p>	<p><u>Did you know you're drinking dinosaur wee?</u></p> <p>Topic: Water cycle and Rivers</p>
DT	RE Discovery RE	Music Lancashire Music Service		French Rigalo	Computing
<p><u>How will I win the Mossy Lea boat race?</u></p> <p>Topic: Construction</p> <p>Linked to Science investigation - build vehicles for wind and water resistance.</p>	<p><u>How can Brahman be everywhere and in everything?</u></p> <p>Topic: Hindu Beliefs</p> <p>Religion: Hinduism</p>	<p>Ukulele</p> <p>Curriculum Content – Charanga</p>		<p><u>Le supermarche s'il vous plait?</u></p> <p><u>(Where is the supermarket?)</u></p> <p>Topic: En ville: Places in town, directions, telling the time</p>	<p><u>IF I do this, THEN do that, what ELSE will happen?</u></p> <p>Topic: Programming IF THEN ELSE using Purple Mash unit 4.1 and 6.1</p>
		<p>PE (Chorley SSP)</p>		<p>PSHE Corman Life Education</p>	
		<p><u>Can 'we stand together' In PE?</u></p> <p>Topic: OAA – Team building games</p>		<p><u>Can Harold afford it?</u></p> <p>Topic: Rights and Responsibilities</p>	