



Curriculum Newsletter - Summer Term 6

Welcome to our curriculum newsletter!

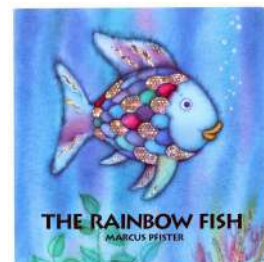
Please find below information about what your child will be learning about this term. You will notice that each term has 3 key concepts. The learning is designed to explore these concepts in class so that children develop their life skills as well as their academic knowledge. If you have any questions about the learning this term, please feel free to speak to your child's class teacher.

Lemurs - Year R

Key concepts for our curriculum this term are: Tolerance, Responsibility and Consequences

Our overall topic for Term 6 is **Beside the Seaside**.

In **Literacy** this term, we begin our topic with the story 'The Rainbow Fish'. Children will have the opportunity to really get to know this story and expand their writing opportunities to encompass speech bubbles, descriptions and simple stories. Across the term, we will continue to read more complex Phase 4 words in **Phonics** including those with suffixes such as -es, -s and -ed.



In **Maths** we will continue to build on our understanding of numbers by focusing on sharing and grouping. Children will learn the relationship between sharing an amount of objects and grouping objects into amounts and explore this in practice. They will also consider positional language, patterns and map work.

In **RE**, we will be answering the question 'Why are some stories special?'. Children will listen to different stories, explore what they can learn about people's beliefs and they will begin to understand that stories have the power to inspire, teach and encourage people to do good things, which is what makes stories special.

In **PSHE**, our topic will be Changing Me. Children will look at how humans change and grow from babies to adulthood and consider changes in their own lives, with a particular focus on their transition to Year 1.

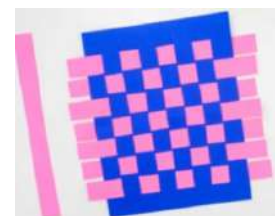


Our **Understanding of the World** focus this term will aim to answer the question 'What effect does the seaside have on our lives and those in the past?'. Children will interpret a variety of historical evidence relating to seaside holidays in the past and investigate how its use has changed over time. We will also continue our ongoing learning on the four seasons by making observations of where we can see signs of Summer.

In **PE** this term, we will be learning key skills to support children to access our Sports Day activities and swimming lessons will also continue. Children will need to continue to come into school in their PE kit on our PE days.

In **DT**, we will be learning to weave different materials and will ultimately work towards creating our own bookmarks.

Finally in **Music**, we will be recapping all of the songs and nursery rhymes we have been learning this year and reviewing the skills we have learnt along the way. We will continue to listen to and appraise a variety of music genres and support children to have the vocabulary needed to explore their music preferences and how the music makes them feel.



Otters - Year 1

Key concepts for our curriculum this term are: success, change and consequences



Our core text for **English** is *The Magic Paintbrush* by Julia Donaldson. When a young girl in China receives a magical paintbrush, everything she paints comes to life. But the wicked Emperor wants to capture the girl when he hears the news. The children will learn that this story has a moral lesson that greed is a harmful thing. As depicted in the *The Magic Paintbrush* story, the rich man died because he was too greedy and wanted to become even richer.

In **Maths**, we will cover position, learning to recognise turns above and below, left and right and forwards and backwards. During our unit on number the children will be comparing numbers and counting to 100. We will be using a range of manipulatives to help us partition into tens and ones, as well as ordering on a numberline and exploring 1 more/1 less. Towards the end of the term, the children will learn about money and time.

In **Music**, we will be looking at the unit: Reflect, rewind and replay. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Changing Me is our focus in **PSHE**. The children will learn how to respect their bodies and develop positive and healthy relationships appropriate to their age and development. The unit will support children to have positive self-esteem and body image, and empower them to be safe and safeguarded.

In **Science** we will be investigating growing and cooking. We will be thinking about where our food comes from and examining what we have planted this year. We will then move onto exploring seasonal changes. From this we will collect and record data about weather patterns during one week.



In **Computing** we will be following the unit iData. This unit has strong links with Mathematics and Data Handling. Here, the children learn how to collect, organise and represent data using digital graphing tools. They will learn to conduct a survey and produce a pictogram as well as sorting information and presenting data using a graph.

In **Art**, the children will explore the unit called: Painting and Mixed Media: Colour splash. In this unit, children will learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing.

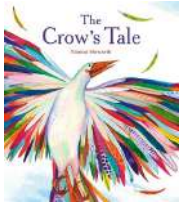
In **Geography**, the children will be exploring the question 'How does the weather affect our lives?' This enquiry provides an opportunity for pupils to understand the concept of weather (the very changeable conditions of the atmosphere at any given moment of time) and to form a solid foundation for studying climate later further up the school. They will answer questions such as: What is the weather? How do great artists paint the weather? How does the weather change through the seasons of the year? Why isn't the weather the same everywhere in the world? How can Antarctica be a desert when it's the coldest place on Earth? Why do we remember Captain Robert Scott and his friends?

In **RE**, we will explore the question - Why should we care for others? Investigating the importance of taking care of others from different views.

As part of our **PE** provision we will continue the unit Send and Return. Within this the children will practise how to send a ball over the net to a partner, to track and stop a moving object using both hands and to play a game with a partner.

Meerkats - Year 2

Key concepts for our curriculum this term are: success, sustainability and resilience



"The Owl and the Pussycat went to sea in a beautiful pea-green boat..." In **English** we will learn and perform this classic poem by Edward Lear and the children will write a narrative from the perspective of the owl, using ambitious verbs, conjunctions and direct speech to engage the reader. Following this, we will read *The Crow's Tale* by Naomi Howarth, in which brave Crow sets out on a dangerous journey to find the Sun and beg for warmth. The children will find out if Crow succeeds, and discover what happens to his beautiful, rainbow feathers.

For the remainder of the term, we will spend time planning, drafting, editing and publishing their very own version of the story using the features learned throughout Year 2.

In **Maths** we will be covering the following content: time, statistics involving tally charts and pictograms, and position and direction in terms of whole, half and quarter turns. We will also spend time completing 'flashback four' activities to help us practise and consolidate previously learned skills, such as addition, subtraction, multiplication, division and money.



In **Geography**, we will be asking the question 'Why do we love being beside the seaside so much?' The children will identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through the investigation they will be able to distinguish between coastal land uses and those in rural or urban environments. Ultimately the children will come to understand that the seaside is only one example of the many different places around the world where the land meets the sea. Our trip to Rye Harbour in June will provide the children first hand experience of being by the coast.

In **Design and Technology**, we will be looking at the importance of having a balanced diet. We will be naming the main food groups as well as identifying foods that belong to each food group. We will be exploring different tastes, feels and smells of given food. We will be planning and creating a tasty, balanced wrap.

In **Computing** we will be using the ICompute scheme - iDoEmail - as a platform for developing our computer literacy skills. The children will learn to compose and send simple emails using their school email addresses.

In **Science** we will be looking at Growing Up. We will explore different life cycles of humans, mammals, amphibians and butterflies. We will be looking at patterns between the different life cycles. We will finish the term finding out what we can do for our wildlife.

In **PSHE** our unit is Changing Me. We will learn to describe how we change as we grow from baby to adult. The children will be exposed to scientific vocabulary for different body parts and they will have the opportunity to share how they feel about growing up. We will also spend time preparing the class for a positive and smooth transition to Year 3, addressing any worries they may have.

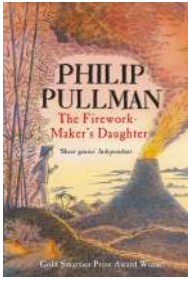
In **RE** we will explore the question 'Where do some people talk to God?' We will learn all about Muslim, Christian, Sikh and Jewish places of worship and why some people might visit these places to feel closer to God.

In our weekly **Music** lessons we will be consolidating all of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

In **PE** we will be doing Swimming and Run, Jump and Throw. The children will improve their strength to increase their jumping distance and create power when throwing. We will work on cooperation with others to achieve the highest scores possible in competitive games. We also look forward to our trip to Rye Harbour, Sports Day and all of our transition activities - what an exciting term ahead!

Rhinos - Year 3

Key concepts for our curriculum this term are: pride, transformation and belief



In **English** our text will be *The Firework Maker's Daughter* by Philip Pullman, a powerful and beautiful story about a young girl and her dream. The children will focus on narrative writing to include writing a letter and a missing chapter to the book. We will focus on organising paragraphs around a theme as well as writing a powerful description. Children will look at a range of other traditional stories/myths from around the world and analyse the structure of these in order to write their own chapter.

In **Maths** we will be covering the following content: time, shapes and statistics. To help the children practise and consolidate previously learned skills we will be completing 'flashback four' activities daily. As part of our maths this term we will include Science and Art to help the children develop a deeper understanding of how the maths we learn feature across many subjects. If you would like any extra challenges to practise at home, please do let me know.

In **Geography**, we will be asking the question 'How and why is my local environment changing?' The children will begin to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level. We will also spend time to see how our local environment has changed over time.

In **Science**, Rhinos will be exploring forces. They will investigate friction and understand how a push and pull force is a contact force. Later in the term the children will be exploring magnets and investigating which materials are magnetic. Both units will require lots of scientific questioning, predicting, observing and recording of results.

In **Art**, the children will explore how and why our ancient ancestors created art. They will have the opportunity to experiment with natural materials to produce their own homemade paints and will play with scale while painting on a variety of different surfaces.



In **Computing** we will explore iSafe. This unit develops the knowledge, understanding and skills necessary for being a safe and responsible digital citizen. Children will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

In **PSHE** our unit is Changing Me. We will learn about how bodies change inside and out as we go through puberty. The children will explore how babies grow and what their needs are. We will also be looking at family stereotypes, specifically with regards to roles.

In **RE** we will explore the question 'Why is fire used ceremoniously?' We will explore the symbolism of fire in ceremonies and for remembrance.

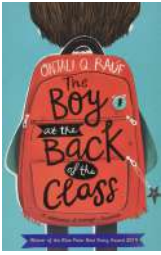
Our topic in **French** is Le Petit Chaperon Rouge, Little Red Riding Hood. In this unit pupils will learn to listen carefully to be able to understand a familiar fairy tale recounted in the foreign language using picture and word cards. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning.

In our weekly **Music** lessons we will explore 'reflect, rewind and replay'. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

In **PE** we will be doing Tennis and Swimming.

Penguins - Year 4

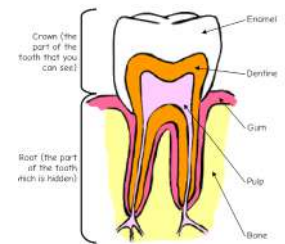
Key concepts for our curriculum this term are: success, morality and creativity



Our **English** book this term is called *The Boy At The Back of The Class* by *Onjali Q. Raúf*. Based on friendship, this touching book encourages those that read it to not fear differences. We will be learning the features of a diary entry and using emotive language to describe feelings. We will also be learning the features of a persuasive text so that we can write a persuasive letter, using repetition to emphasise a point. Later on in the term, we will write our own stories inspired by the book, and we will focus on how to use short sentences to move events on.

In **Maths** we will learn to measure and convert units of mass, volume and length. We will work practically to measure objects in the classroom using different units and apply our knowledge of multiplication, division and decimals to convert between different units of measure. Later in the term, we will learn about geometry and study the features of 2D shapes, including how to sort triangles, quadrilaterals and identify symmetry.

In **Science** children will explore the understanding of the structure and function of teeth, and how we look after our teeth. We will investigate how the human digestive system works, learning about the main organs.



In **Geography**, the children will explore the question-‘How can we live more sustainably?’ Penguins will be able to understand, using several examples, what sustainability entails and how they might approach applying those principles to their own lives.

In **Design and Technology**, Penguins will be learning about electrical items and how they work. Also analysing and evaluating electrical products before designing their own torch to their specific user. At the end of term children will make and evaluate their torch.

In **RE**, our overarching question is ‘Does the language of scripture matter?’

To answer the question, children will explore the ancient and translated languages of scripture and will investigate the importance to many believers today.

Our **PSHE** unit is Changing Me. Our learning will focus on the changes which take place during puberty, including using scientific vocabulary to name parts of male and female bodies. As a class, we will also share our feelings about moving into Year 5 and what we are looking forward to!

Our **French** unit is Goldilocks. In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Children will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.

In **Music** Penguins will explore, reflect, rewind and replay. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

In **Computing** Penguins will explore iSafe. Children will talk about the difference between personal information and private information. Children will understand what is safe and unsafe to share online. Children will talk about ways they use technology for communication.

In **PE** we will continue with Swimming and will start Athletics in the new term.

Lions - Year 5

Key concepts for our curriculum this term are: equality, conflict, wisdom

We are rounding off **English** for the school year with *"Secrets of a Sun King"* by Emma Carroll. Our writing will consist of information texts, recounts and descriptive settings. We will continue using devices in our writing such as relative clauses, adverbials, verb prefixes and parentheses.

In **Maths**, the children will understand all about negative numbers, convert units of measurements and explore volume. There will also be plenty of opportunities to improve our arithmetic skills and revise key aspects of our learning this year.

In **Science** the children will learn about animals including humans. The primary focus of this unit will be pregnancy, gestation, puberty and adolescence - the life cycle of humans.



Our enquiry for **Geography** is 'Why is fair trade fair? This question will enable pupils to understand what international trade entails - the manufacture, selling and buying of goods and services between countries through exports and imports - and the fact that trade has been operating for thousands of years.

Our overarching question for **RE** is 'Why are some places in the world significant to believers?' We will explore the Christian Jewish and Buddhist faith.

A very exciting topic awaits in **Art**. We will use paint and mixed media to produce portraits



In **PSHE** we will be talking about Changing Me. Linking with Science, we will be talking about self and body image, puberty and conception. We will also be looking forward to the future and how we will become teenagers.

We will continue Swimming in **PE**, as well as learning Rounders. Lions will learn to bat, field and develop their game sense of where to place their shot, when to run and show commitment and perseverance.

Children will be taught about staying safe in **Computing**. We will discuss how to use technology safely, respectfully and responsibly.

French will see us learn about Les vêtements (clothes), where the children will learn to recognise and repeat vocabulary for a variety of clothes in French, use the appropriate genders when addressing these articles of clothing and be able say what they would wear in different weathers or conditions.

And lastly, our **Music** will focus on reflecting and replaying the different genres we have studied throughout the year.

Dolphins - Year 6

Key concepts for our curriculum this term are: success, responsibility and influence

Term 6 is always a busy term for Year 6 with lots of events happening and this term is no different. Along with the London trip and residential, we also have an exciting curriculum lined up for the children.

In **Maths** we will revisit and consolidate our learning from across the year to prepare for our transition to secondary school.



English lessons will allow children to explore the wonderful book called *The London Eye Mystery* and produce some wonderful writing linked to it. They will write journal entries, tourist leaflets, instructions and a short narrative of their own.

In **PE** this term, swimming continues where children will develop their swimming ability and water safety skills. Accompanying swimming is rounders. Always popular with the children, they will extend on their knowledge and skills of the game and enjoy weekly matches.



RE sees the children exploring the question 'What place does religion have in our world today?' They will analyse census data to identify trends and changes in the religious makeup of the UK as well as reflecting on their own learning and personal development. In **PSHE** the children will learn about how their body changes with age and what relationships are.

Computing will allow children to explore the risks and dangers involved in social media and the use of technology in the modern world. We will learn how to keep ourselves and others safe when accessing the internet and using modern technology.

Music, in this unit we ask the children to reflect, rewind and replay some of the genres we have studied across the year from classical to folk and modern pop. They will also build on their knowledge of musical vocabulary and reading music and of course find time to practise their Year 6 Leavers song.

DT will expose the children to the exciting world of product design. They will learn the process from start to finish, beginning with the client design brief through to producing a virtual 3D model and performing a 'pitch' to sell their product to an audience. Expect to see them on Dragon's Den sometime soon!

Evolution and Inheritance awaits children in **Science** this term. Learning how plants and animals adapt and evolve to survive in their natural habitats.

MFL - Modern Foreign Languages (French) Manger et bouger (Healthy Lifestyles). In this unit we will learn the nouns and articles/determiners for 10 'healthy' and 10 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of the term, the children will be able to say what they eat and do not eat to stay healthy.



And finally, in **Geography**, the investigative question we ask is 'How is climate change affecting the world?' This investigation focuses initially on the personal stories of real people around the world who are being impacted upon by changes in the usual weather patterns. Children will develop their map reading abilities, physical geography knowledge as well as human geography knowledge.