



Curriculum Newsletter - Summer Term 5

Welcome to our curriculum newsletter!

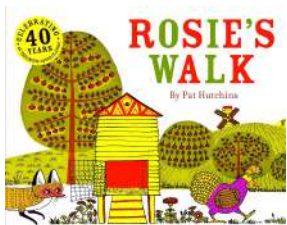
Please find below information about what your child will be learning about this term. You will notice that each term has 3 key concepts. The learning is designed to explore these concepts in class so that children develop their life skills as well as their academic knowledge. If you have any questions 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 5 is **Going Places**.

In **Literacy** this term, we begin our topic with the story 'Rosie's Walk'. Children will have the opportunity to really get to know this story and link it to their learning on maps and positional language. Later in the term, we will learn about going to space and read 'The Marvellous Moon Map' and 'Whatever Next' to explore journeys into space. Across the term, we will be learning some more tricky words in **Phonics** and will also move on to reading Phase 4 words which have slightly trickier combinations of letters with words.



In **Maths** we will continue to build on our number knowledge by introducing numbers up to 20. We will spend lots of time looking at what teen numbers are and how they can be represented. For example, one lot of ten plus another number e.g. 10 and 5 make 15. We will also begin to look at simple adding and subtracting later on in the term.

In **RE**, we will be answering the question 'Why are some things special?'. Children will explore special things and discuss what is special to them. They will consider why some people think that prayer beads, symbols, books and candles might be special and understand the meaning behind some special objects.

In **PSHE**, our topic will be Relationships. Children will be learning to understand the importance of kind words and actions and how to build relationships with others.



Our **Understanding of the World** focus this term ties in nicely to our literacy topic as we will be answering the question 'How do we get there?'. We will learn about different types of transport including learning how transport has changed over time, as well as considering the use of maps to help us navigate the world around us. We will also continue our ongoing learning on the four seasons by making observations of where we can see signs of Spring.

This term we will begin formal **PE** lessons. Children will now need to come into school in their PE kit on our PE day. We will also begin swimming later this term when the weather is warm enough and Forest School will continue every Wednesday. We will continue to work on our gross motor skills through games and exercises linking to our Sports Day activities.

In **DT**, we will be exploring structures and the children will work towards building their own boat to test whether it will sink or float and whether it can carry a 'load'.

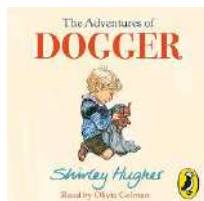
Finally, in **Music** we will be learning to sing and perform the song 'Big Bear Funk'. Children will continue to listen and appraise music from a range of genres to also develop their knowledge and understanding of the wide range of music which is available.

Otters - Year 1

Key concepts for our curriculum this term are: Success, Change and Consequences

In **English**, our core text this term is *Dogger* by Shirley Hughes. The children will be learning to retell the story. Once they know the story structure well, they will go on to describe some of the characters using adjectives.

They will be thinking about the characters' feelings as well as their appearance. The children will be working towards writing posters, letters, and stories during this term.



In **Maths**, Otters will be exploring volume and capacity for the first time. They begin by exploring practically the idea that capacity is the maximum amount that something can hold. The children will then develop their understanding of volume further and start to compare volumes using the language of "more than" and "less than". They will measure the capacity of different containers using non-standard units of measure. After this, Otters will explore counting forwards and backwards in 2s, 5s and 10s. The children will use their knowledge of recognising and adding equal groups to arrange objects in columns and rows as arrays. Next we will progress from describing doubling as the addition of the same amount to describing it as 2 equal groups, linking to the work done on multiplication in this block so far. Otters will build on their knowledge of recognising equal groups to begin to explore division through grouping and sharing.



In **History**, the children will be answering the overarching question 'Why do we know so much about what happened in the Great Fire of London?' They will be exploring 6 different questions during this enquiry. What was life like in the 17th Century? What are the Events of the Great Fire? How Do We Know About the Great Fire? What Happened After the Great Fire? What Have We Learned about the Great Fire?

In **DT**, the children will begin the cooking and nutrition programme of lessons: In these lessons they will be - preparing foods by cutting and juicing and selecting fruits and vegetables to create a smoothie to meet a design brief.

Our **PSHE** unit is Relationships, in which the children will have the opportunity to discuss people that are special to them, think about different types of families, including those that are different to their own and to explain what makes a good friend. The children will create their own recipe for 'What makes a good friend?'

In **Computing**, we will be exploring the unit called 'iwrite'. This unit introduces basic word processing. The children will also learn how to enter and print text, save and retrieve work. We will also find out more about e safety during this term.

In **RE**, we will explore the question- How do we know that new babies are special? We will be finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.

In **Music**, we will be exploring the unit '**Your imagination**' This is a song about using your imagination! We will learn to sing a variety of songs and build in musical accompaniment to these on the glockenspiels.

Lastly, Otter class will begin to go swimming this term as well as taking part in the PE programme called - Attack, Defend, Shoot and FOSIL. In 'Attack, Defend, Shoot' the children will recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.



Meerkats - Year 2

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



In **English**, we will be reading *Stone Age Boy* by Satoshi Kitamura, which provides close links to our History learning on the Stone Age. We will enjoy writing narratives, improving our writing stamina and carefully choosing vocabulary for effect. After this, we will be retelling the story of Peter Rabbit using interesting sentence starters, conjunctions, exciting adjectives and varied verbs. We will also write a letter in role as the exasperated Mr McGregor and a very cheeky apology note from Peter Rabbit.

In **Maths** we will be learning about fractions. We will look at a half, a quarter, a third and three-quarters of a shape or quantity. We will also start to look at time - how many minutes in an hour and hours in a day, as well as telling the time to half past, quarter past, quarter to and five minutes past/to the hour.

In **Science** we will explore food chains and living things. We will then begin to learn about life cycles of different mammals, insects and amphibians.

In **History**, we will be asking the question 'How did the lives of ancient Britons change during the Stone Age?' The primary aim of the investigation is for the children to understand that, although the lives of early humans in Britain remained much the same for long periods of time during the Stone Age, this period was also marked by a great change in British society – the creation of permanent farming-based settlements and the birth of agriculture and the gradual decline of a hand-to-mouth existence. The children will also learn to appreciate that, without written evidence of how people lived in the Stone Age, so much of what archaeologists think occurred is supposition based on the artefacts available.



In **Art**, we will learn about sculpture and 3D works of art. We will build up to creating magnificent clay houses to demonstrate our understanding!

Computing sees us explore iBlog and iSafe. The children will learn how to craft blog posts and ask questions. In iSafe we will explore key aspects of eSafety to support the children to be safe with technology use and online behaviour.

In **PSHE** we will focus on Relationships; those with our families and our friends. We will learn to appreciate and value that every family is different and discuss the difference between good secrets and worry secrets. We will also discuss strategies for resolving conflicts with our friends and reflect on the power of giving and receiving compliments, for our own and others' self esteem.



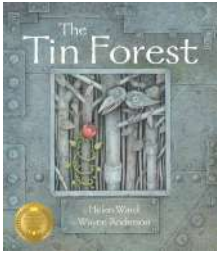
In **RE**, we will explore the question 'How do some people talk to God?' The children will explore prayer and why people might pray. We will look at the similarities and differences between how people pray and understand why some objects and pieces of clothing are important to people when they pray. We will explore the connections between Hindu, Muslim and Jewish worldviews.

In our weekly **Music** lessons we will be learning the 'Friendship Song'. The children will recap musical language (including basic musical elements) from prior learning, discuss how their feelings can connect with or relate to music and show an understanding of musical style.

In **PE**, we will be covering Attack, Defend, Shoot (Unit 2) and Hit, Catch, Run (Unit 2). The children will also be swimming from Week 3 onwards. Forest School will continue every other week.

Rhinos - Year 3

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



Written by Helen Ward and illustrated by Wayne Anderson, *The Tin Forest* is a beautifully crafted modern fable which Rhinos will be reading in **English**. It is a story about the power of resilience and perseverance, and the idea that hope can spring in the darkest of places. Rhinos will be exploring rich vocabulary and learning how to form interesting sentences, before writing narrative setting descriptions to a friend. The children will then build on this learning by devising their own stories set in wild places.



Throughout the term we will also be looking at *Window* by Jeannie Baker, a beautifully illustrated book about the changes outside a young boy's window. As he grows up, the view from his window is impacted by climate change and human developments.

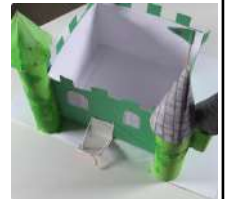
In **Maths**, we will be continuing with fractions; adding and subtracting and finding fractions of a set number of objects. We will then move onto money; comparing amounts, adding and subtracting money and finding simple amounts of change.

In **Science**, the focus will be on plants. We will be learning about the different parts of a plant and their function. The children will investigate how water is transported through the stem as well as pollination and seed dispersal. This will tie in to our class trip to Sevenoaks Wildlife Reserve.



In **history** we are working on the key question: 'What is the secret of the standing stones?' The children will explore the changes from the Stone Age to the Iron Age with a particular focus on the Bronze Age. Key skills within this unit will be to identify, describe and explain the importance and significance of bronze, artefacts and monuments erected.

In **DT**, the focus will be on constructing castles. Rhinos will look at the features of castles and what 2-D and 3-D shapes can be found. The children will design their own castle before designing their own 3-D nets. They will then use their nets to create their own castle, hopefully strong enough to withstand enemy attack.



In **PSHE** our topic is based on Relationships, both with ourselves and with friends and family. Rhinos will work to understand that we need to use our common sense when we use the internet and tell a trusted adult if we see something that worries us

In **RE**, the class will answer the question 'Why is water symbolic?'. Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use.

In **PE**, we will be taking part in swimming and hockey. The children will play in a hockey-type invasion game and Improve game-based agility. They will manipulate objects using a stick and ball with safety and control.

Our topic in **French** this term is titled *Les Glaces (The Ice-creams)*. In this particular unit the children will learn that foreign languages can have words that are similar to our English words which are called cognates. Rhinos will be learning to name and pronounce at least ten different ice-cream flavours before saying which flavours they like, and asking for a cone or small tub of ice-cream.



The children did really well last term with their **music** lessons, learning notes and how to play them. This term we will work more with the glockenspiels. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.

Penguins - Year 4

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



In **English** this term we are studying a captivating fiction book called *The Iron Man* by Ted Hughes. Through this text we are learning about the features needed to write a descriptive piece of writing. We will focus our attention on the use of different sentence openers to aid description, including using fronted adverbials to show how, where or when something happens. Towards the end of the term, we will draw our focus onto poetry by studying Maya Angelou's inspiring poem *Still I rise*. We will learn about the meaning behind Angelou's poem as well as the various themes expressed in her work. We will spend time identifying the key features of this poem and the impact these have on an audience. We will explore the use of metaphors and similes and practice creating examples of our own.

In **Maths** we will continue practising our recall of times tables using Timestable Rockstars. We will begin the term developing our understanding of decimals! This new learning will include key vocabulary including tenths and hundredths and then being able to write decimals in tenths and hundredths. We will then go on to compare, order and round these decimals using our new knowledge.

Our **History** learning explores the question, 'How do artefacts help us understand the lives of people in Iron Age Britain?' We will explore what life was like in Britain before the Anglo-Saxons, which we learnt about in Term 3. We will focus on the hill forts which Iron Age people lived in, including what these forts looked like and how they were protected against enemies.

In **Science** the focus will be on Habitats. We will learn about living things and their habitats, how to classify plants and animals. Children will explore human impacts on both plant and animal habitats and be made aware that these impacts can be both positive and negative

In our **Art** lessons, the focus will be on craft and design impartially fabric of nature. Children will describe objects, images and sounds to create an image with repeated patterns.

In **RE** the class will answer 'Why is the Bible the best-selling book of all time?'

We will learn how the Bible came to exist and what is in the Bible. To evaluate the impact of people and events on the modern-day Christian Bible and compare the use of the Christian Bible in different churches



Our **PSHE** topic is Relationships. We will learn to recognise situations which can cause jealousy in relationships, be able to identify someone special that we love and express why they are so special to us.. Finally we will explore how friendship changes, how to make friends and how to manage situations when we fall out with friends.

In **Music**, we will focus on the song Blackbird. We will learn to sing and perform different songs and learn how to play some of these songs using the glockenspiels. When we study and appraise these songs, we will consider how the musical notes are connected to how the songs make us feel.



We are so excited to be able to use the swimming pool once again for our swimming lessons and we will continue Fossil. In **PE**, we will be developing our skills for Hockey and Tennis.

In **French** our unit, Do you have a Pet? Children will be able to tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet.



Lions - Year 5

Key concepts for our curriculum this term are: Equality, Conflict, Wisdom

In **English**, we are focusing on “Wonder”, by R.J Palacio. Children will use this to create a non-chronological report, a diary entry, a persuasive letter and a balanced argument. For writing composition, we are going to be improving our cohesiveness between sentences and paragraphs and using relative clauses such as who, which, where and whose. We will also be using adverbs to indicate degrees of possibility, changing nouns to verbs with suffixes, and using verb prefixes.

In **Maths**, we will learn all about angles and how to classify them, we will begin to use a protractor to measure and draw angles accurately. We will also work on improving our coordinate knowledge. Finally we will explore translations and lines of symmetry.

In **Science** we will explore reversible and irreversible changes - we will dissolve solutions, separate materials by filtering and sieving and use the evaporation process.

Our project topic this term is **History**, with the key question being ‘Why did the Ancient Maya change the way they live?’. We shall explore the Maya people today and where they’re located, before delving into their pre-colonial times. Lions will have a case study on Chichen Itza, one of the wonders of the world, as well as the ball game Pok-a-Tok. Lastly, we will finish with research into why these great Maya cities were suddenly abandoned.

Our **D.T** topic is a cooking and nutrition unit. We will practise some food preparation and will follow a recipe to make a bolognese.

In **R.E** our key question is “What happens when we die?” we will explore if there is a soul where does it go and where is Nirvana?

In **PSHE** we are exploring relationships. We will learn about how people get on and fall out, as well as approaching the topic of girlfriends and boyfriends, what these words mean and how a partnership like this works. In addition, we will have a look at how relationships are affected by technology.

For **PE**, we will have athletics. This broad sport will encompass running, pacing, sprinting, throwing, jumping and relaying. We will also have our swimming sessions.

In **French** our theme is “At the tea room” we will order in French what we would like to eat and drink.

The children progressed fantastically in **Music** last term. We will build upon this as we go into our next unit, our song of the term will be “Dancing in the Street”.

Lastly, in **Computing**, we will become familiar with basic 3D modelling tools.

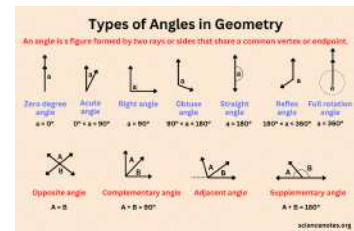


Dolphins - Year 6

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

Year 6 has a busy term ahead in Term 5. SATs in May along with lots of fun and exciting curriculum learning.

Maths will see Year 6 venture onwards into the worlds of geometry and statistics. We will look at angles, shapes and 3D nets along with graphs, pie charts and many other forms of data representations.



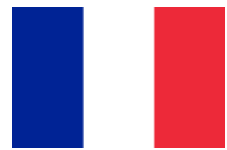
English will see Year 6 finish their narrative writing before moving on to newspaper reports, debates and short stories. Children will learn how to compose and write for different audiences and purposes. They will develop their ability to use a variety of sentence structures and grammatical structures to control the reader.

In **PE**, we welcome back swimming later on this term and can't wait to get back in the pool to develop our swimming ability. Swimming will be supported by athletics.

Music sees us focusing on inspirational women working in music. We will try out different ways of making our own music, improvising and composing, while exploring the work of some of the most influential women in music over the last 100 years.

In **RE** this term we continue our look at how people's beliefs influence their response to suffering. By studying different faiths, the children will develop their understanding and look at alternative ideas about responses to suffering through scriptures and quotes. They will consider how their learning has reflected or developed their own views on suffering and hopefully generate some interesting debates!

MFL - French In this unit the children will develop the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This unit focuses on revisiting previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.



Our **Art** learning is all about sculpture and 3D art, including creating expressive sculptures and reflecting on artistic decisions. Children will learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating and evaluating 3D sculptures.

Computing will expose children to Micro:Bits - mini computers which are programmable and great fun. The children will use their coding knowledge from the previous terms to build new code on the Micro:Bits

Our **PSHE** learning focuses on Relationships. We will look at children's relationships, what they are and what types of relationships there are out there in the world. The children will learn how to create and maintain positive relationships and hopefully learn how to appreciate the ones they currently have with their significant others.

Finally, our **History** learning explores the question 'Who were the Shang Dynasty and how did archaeologists discover its existence?' By examining images of a variety of historical artefacts, the children will learn about this ancient civilisation and discover how a pile of dragon bones helped to solve an ancient Chinese mystery!