

Checkendon Primary



**Terms 1 & 2
Autumn 2008**

Curriculum Newsletter

Dates for Terms One and Two

Friday 3rd October	INSET day (children not in School)
Friday 24th October	Last day of Term 1
Monday 27th – Friday 31st October	October Holiday
Monday 3rd November	First day of Term 2
Friday 19th December	Last day of Term 2
Monday 22nd December – Friday 2nd January	Christmas Holiday
Monday 5th January	INSET day (children not in School)
Tuesday 6th January	First day of Term 3

ADVANCE NOTICES.

- Monday 15th - Friday 19th September
 - Tuesday 23rd September
 - Wednesday 24th September
 - Wednesday 24th September
 - Friday 26th September
 - Tuesday 30th September
 - Wednesday 1st October
 - Wednesday 1st October
 - Friday 3rd October
 - Wednesday 8th October
 - Thursday 9th October
 - Wednesday 15th October
 - Wednesday 15th October
 - Thursday 6th November
 - Monday 10th November
 - Wednesday 12th November
 - Thursday 17th November
 - Wednesday 17th December
- Rhino class on Residential Visit*
- Judo Club Starts*
- Mobile Library*
- 7.00 pm: Welcome Evening and 'Meet the Governors' for parents in Hall*
- Year 5: Tree Mask Workshop – Mel Gannon*
- Years 5/6 and R/1/2: Fire & Rescue Service talk*
- School Photographer*
- 2.30 pm: Harvest Festival Service in Church*
- INSET day*
- Artist in school*
- Second Hand Book Sale after School*
- Mobile Library*
- Year 6: Visit to Townlands Hospital*
- Rhino Class Trip to River & Rowing Museum*
- Panda Class Trip to Reading Museum*
- Mobile Library*
- "Big Sing" – simultaneous sing for Guinness Book of Records*
- Christmas Service in Church (evening)*

Please put these important dates in your diary. New dates will be notified to you during the term and letters concerning the above dates will be sent out to parents where necessary.

Please see the back page for 'Whole School Information'

Owlets Class (Reception)

Literacy

Reception will work on letter sounds. The children will carry out lots of activities involving rhyme and alliteration. We will look at how stories are structured and how letters are formed.

It is helpful to read to your child, encouraging an enjoyment of stories. Reception can also be helped by practising their letter sounds.

Mathematics

Reception will cover the topics of counting, ordering and number recognition, as well as simple addition and subtraction. We will look at money and problem solving, measurement and shape. Emphasis will be given to mathematic vocabulary and teaching through practical activities.

Reception children can be helped by practising counting in 1's and recognising the numbers 0-20.

Topic

We will carry out a variety of investigative, creative and physical activities linked to our theme of **Autumn Leaves, Fruits and Seeds**.

Owl Class (Years 1 and 2)

Our overall theme will be 'Ourselves' for Term 1 and 'Events and Life in the Past', for Term 2 and these will be related to work across the curriculum.

Literacy

In Term 1 we will be reading stories set in the home and familiar places based on everyday events. The children will retell these stories both orally and in written form and write their own version of a simple story. In Term 2 we will be reading traditional tales and using role play to re-tell them and the children will act out their own versions. The children will continue to develop their skills in reading, spelling and writing. In particular Year 2 will be learning to use time related words and phrases to start and link sentences and Year 1 will be learning the structure and punctuation of a sentence. In non-fiction we will be looking at signs, labels, captions and lists and using these around our classroom. We will also be looking at the features of instruction texts and how to give instructions and follow them. Year 2 will write their own set of instructions. In poetry we will be looking at rhymes with predictable and repetitive patterns based on poems relating to our senses.

Parents can help by hearing their child read on a regular basis and talking about the story, especially the characters and setting.

Mathematics

We will continue working on counting and place value. Year 1 will be learning numbers that are 1 more or less than a given number up to 20 and Year 2 numbers 10 more or less than any number up to 100. They will all continue to develop skills in addition and subtraction.

The children will study measuring length using standard and non-standard units and the vocabulary and measurement of time. They will learn the names and features of 2d shapes and do work with money. They will continue to develop their mental maths strategies and Year 2 will do Maths minutes daily.

Parents can help by doing the Abacus activity each week and by helping children to learn to tell the time.

Science

The children will learn about their senses and how they can use them to explore the world around them.

Year 2 will look at things that are similar in all humans but that can be different in individuals (eg hair) and learn how to sort living things into groups. In Term 2 we will look at the need for light in order to see things and will investigate different light sources.

History

The children will be studying the Great Fire of London and Guy Fawkes and how we use source material to learn about these past events and characters.

Geography

We will be looking at life on an island through the eyes of Katie Morag. The children will continue to learn about other environments and countries through the places that Checkers and Cherry have visited with them.

RE

We will be celebrating and studying the festivals of Harvest and Christmas. The children will also be finding out more about Jesus and why he is so important to Christians.

Art

The children will be looking at the work of different artists in portraying people and will be using a range of materials to represent themselves and others in paintings and drawings. They will also dress up as different characters and use the digital camera to capture these images.

DT

We will be looking at simple mechanisms to make moving pictures. The children will then design and make their own moving picture of the Fire of London or a scene from a traditional tale.

ICT

ICT will mainly be taught through other subject areas and will include learning and practising word processing skills by writing out their own stories, labels and captions; using the Paint programme to make pictures of themselves; use of the internet to find out about the Great Fire of London and Guy Fawkes and making graphs in science.

PE

The children will be learning a dance based on their everyday activities. In gymnastics they will be finding different ways of travelling and put together sequences of movements with a partner. They will also learn balancing skills through simple games.

Music

The children will be learning how they can use their body and voice to make a wide variety of musical sounds and will also learn about pitch both in singing and on instruments. In Term 2 they will do a musical version of a traditional tale and learn songs and performance skills for their Christmas show.

PSHCE (Personal, Social, Health and Citizenship Education)

The children will be learning that they belong to various groups and communities such as school and family and how these groups live together and care for each other. They will discuss how rules in school and the classroom can help and how their behaviour affects others.

French

The children will start to learn some basic words and phrases in French such as greetings and numbers. They will also learn some songs and develop their listening skills.

Panda Class

Literacy

Over terms one and two, the Primary Framework for Literacy will be followed and the work the children will cover will be taught in blocks.

Term 1

Our first block will be a three-week Narrative unit called '**Authors and Letters**'. During this unit, the children will be reading a selection of an author's works, writing book reviews, exploring work by favourite authors and expressing preferences. The children will also be investigating letter writing and planning and writing a letter to an author. This unit of work will be linked to our ICT topic of 'E-mail'. The second block will be a four-week Non-fiction unit on '**Information texts**'. During this unit the children will be researching particular areas using reference materials to locate, read and note relevant information. They will decide how to present information and make informed choices by using structures from different text types. The focus will be on 'Real-life Olympic legends', 'Growing things to eat' (an interactive big book) and 'Touching the void'. The children will also read and evaluate persuasive texts and explore particular persuasive scenarios through drama and role-play.

Term 2

The next block will be a four-week Non-fiction unit on '**Recounts: Newspapers/Magazines**'. In this unit, the children will analyse and identify features of recount texts based on real events. They will read and discuss the concepts of fact and opinion in recounts and newspaper articles. They will analyse newspaper/magazine texts and look at organisational features and language conventions. By the end of the unit they will be able to plan and write a newspaper article that contains both factual and opinion based content. This unit will be linked to our history trip to Reading Museum. Our final block will be a two-week Poetry unit called '**Creating images**'. In this unit, the children will hear, read and respond to a range of poems that use similes and simple images to create a vivid picture. They will create their own similes and write their own poems based on those read. In groups, the children will perform poems using actions or sound effects to heighten awareness of the language and imagery used.

Parents can support this by reading with their children at least three times a week and asking them comprehension questions using ideas from the red reading record. They can also look at examples of children's newspapers and magazines or information books and talk about those with their children. Also, any discussions about favourite authors or poets would be beneficial.

Mathematics

In terms 1 and 2 the Primary Framework for Mathematics will be followed and the children will be taught in blocks of work using our scheme 'Abacus Evolve' in the following order:

Term 1

YEAR 3	YEAR 4
Block A1.a: Compare two 3-digit numbers Block A1.b: Partition 3-digit numbers into H, T and U	Block A1.a: Read and write whole numbers to 10000; know what each digit represents Block A1.b: Recognise relationship between Th, H, T and U; partition numbers into Th, H, T, U
Block A1.c: Count up to 100 objects by grouping in 5s or 10s Block A1.d: Count on and back in 100s from any number	Block A1.c: Know multiplication as repeated addition and arrays Block A1.d: Understand division as inverse of multiplication, divide whole numbers, find remainders
Block B1.a: Know addition and subtraction facts for pairs that total up to 20 Block B1.b: Add several numbers by finding pairs that total 9, 10 or 11	Block B1.a: Addition and subtraction: number pairs to 100/1000 Block B1.b: Addition and subtraction: adding to next 100/1000
Block B1.c: Classify and describe 2D shapes, including quadrilaterals Block B1.d: Identify and sketch lines of symmetry in simple shapes	Block B1.c: Know names of, describe and visualise common shapes Block B1.d: Classify polygons, recognise types of triangles
Block C1.a: Measure and compare lengths in metres and centimetres Block C1.b: Use decimal notation for metres and centimetres	Block C1.a: Use standard metric units of length: mm, cm, m, km Block C1.b: Understand and measure area as covering 2 dimensions

Term 2

Block C1.c: Organise and interpret data in simple lists, tally charts and frequency tables Block C1.d: Organise and interpret data in pictograms	Block C1.c: Use and interpret tally charts and frequency tables Block C1.d: Construct and interpret pictograms where symbol represents several units
Block D1.a: Add a 1-digit number to a 2- or 3-digit number, bridging a multiple of 10 Block D1.b: Subtract a 1-digit number from a 2- or 3-digit number	Block D1.a: Add several small numbers, finding pairs totalling 9/10/11 Block D1.b: Add several multiples of 10 or 100
Block D1.c: Read the time to 5 minutes on analogue clocks Block D1.d: Read the time on analogue and digital clocks; solve problems involving time	Block D1.c: Tell time on analogue and 24hr clock to nearest minute, use am/pm Block D1.d: Rehearse use of seconds as measure of time; estimate/measure time using minutes/seconds
Block E1.a: Understand multiplication/division as repeated addition/subtraction Block E1.b: Know the multiplication facts for the 2 times table	Block E1.a: Count on/back in 2s, 3s, 4s, 5s, 10s, 25s, 50s Block E1.b: Recall multiplication facts for $\times 2$, $\times 3$, $\times 4$, $\times 5$, $\times 10$ tables, derive division facts
Block E1.c: Recognise unit fractions; find unit fractions of numbers Block E1.d: Know doubles of numbers to 20; derive multiples of 5 and 50, and corresponding halves	Block E1.c: Recognise fractions and mixed numbers Block E1.d: Recognise equivalence of simple fractions

Parents can support this by carrying out the Abacus home activity each week and by helping their children to learn the times tables. We will be focusing on a different times table each week in the following order: 2, 5, 10, 3, 6, 9, 4, 8 and 7.

Science

Our science topic in Term 1 is '**Magnets and springs**'. This unit gives children experience of forces, including attraction and repulsion between magnets, compression and stretching of springs and stretching of elastic bands. They will learn that these forces have direction and can vary in size. They will also learn which materials are attracted to magnets.

In Term 2, the topic will be '**Friction**'. In this unit the children will build on their existing knowledge of forces and learn that forces can be measured and compared. The unit focuses on friction as a force which exists between objects moving across solid surfaces and opposes motion, and the forces of air resistance and water resistance which oppose the motion of objects moving through air and water.

Parents can support this by looking at BBC science websites such as:

<http://www.bbc.co.uk/schools/digger/>

<http://www.bbc.co.uk/schools/scienceclips/>

http://www.bbc.co.uk/schools/ks2bitesize/science/physical_processes.shtml

History

In history we will be studying the unit '**What was it like for children living in Victorian Britain?**' In this unit the children will find out about the lives of Victorian children, how attitudes towards children changed, and the people who are remembered for their part in these changes. Children will develop their understanding of the concept of change and continuity and their sense of period, by looking at the characteristic features of children's lives in the Victorian period. They will build on their understanding of chronology by locating the Victorian period within a time framework, and by sequencing changes within the period. To enhance the topic, we will be visiting Reading Museum for a Victorian schoolroom experience in Term 2.

Parents can support this by looking at the BBC website: <http://www.bbc.co.uk/schools/victorians/> and by helping their child to prepare an outfit and lunch for our trip to the schoolroom.

Geography

The focus for Geography over the first two terms is '**A contrasting locality overseas – St. Lucia**'. This unit introduces a distant locality through aspects of life that will be familiar to children such as housing, cooking and going to school. The unit is based on a small area therefore allowing the children to compare it more easily with their own local area.

Parents can support this by using the Internet to find out information about the Caribbean island of St. Lucia and about the islands of Dominica, Trinidad and Tobago. If parents have any Caribbean artefacts or photographs that they could bring in, then it would be very helpful.

ICT

Our ICT this term will be incorporated into the whole curriculum with uses such as Internet research and word processing. Our main focuses however will be '**E-mail**' and '**Exploring simulations**'. In our first unit on 'E-mail', the children will learn to send and receive messages. They will learn about communicating over distances and will consider and compare different methods of communication. The children will apply what they have learnt during our literacy topic on 'Authors and letters'. In term 2, the children will begin to understand that computer simulations can represent real and imaginary situations. They will learn how to explore simulations, explore options and to test their predictions. They will evaluate simulations by comparing them with real situations considering their usefulness.

Parents can support this by practising sending and receiving email messages (if you have a computer at home) and by looking at computer games which use simulation to represent a real situation e.g. driving a car.

RE

The children will work with Mrs Bather on 'Why and how people give thanks' in the first half of the term and on 'Who was Jesus and what was he like?' in the second half of the term. The first RE unit is designed to give the children an understanding of our dependence on others for our basic needs, the importance of sharing and people's desire to give thanks. Harvest and thanksgiving celebrations in both Christianity and Judaism are studied. The second RE unit will provide the children with an overview of the life of Jesus, and links well with our Christmas celebrations at the end of term.

Parents can support this by sharing with the children their own thoughts on thanksgiving and charities, and discussing their family traditions at Christmas or other major celebrations.

PE

In P.E during term 1, the children will be developing their '**Invasion games**' skills and tactics with a focus on 'High 5' netball. We will then be producing a '**Caribbean carnival dance**' during our dance lessons in term 2.

The children will be **swimming** at The Oratory Prep. School each week during terms 1 and 2, where they will work towards their next level of achievement.

Parents can support this by making sure that their children have the correct PE kit in school all week.

Art

In term 1, we will be asking '**Can we change places?**' In this unit children will explore sculpture in public buildings and spaces. They will explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for the field site in school. They will compare the ideas, methods and approaches used in the work of different sculptors. The artist Michael Condron will be visiting the school to work with the children on their wildlife archway structure.

Parents can support this by looking at examples of sculptures or archways that have been produced to improve an environment.

Design Technology

In term 2, the children will be '**Lighting it up**'. This unit will give the children the opportunity to enhance their knowledge and understanding in using electrical circuits. They will design and make a product incorporating a bulb, focusing carefully on the purpose of the light and on how it will be controlled. This project will have a Christmas theme as the children will produce a picture which lights up.

Parents can support this by looking at different objects which use lights and are controlled by a device such as a remote control or sensor.

Music

McClure will be teaching the children how musical sounds can be used and combined together to create descriptive music and they will work in groups to compose a short piece based on an animal. They will continue to develop their singing skills, especially in preparation for Christmas.

PSHCE (Personal, Social, Health and Citizenship Education)

During our PSHCE circle time sessions in term 1, we will be focusing on the values of understanding, patience, co-operation and quality. In term 2, we will be discussing love, peace, unity, simplicity and Christmas. We will have a weekly '**Class review**' where the children can share their views and ideas about our class and pass suggestions for our representatives to take to the school council. Our Citizenship lessons will be based on 'Me and Looking after myself' and 'Healthy lifestyles – Me, my community and my environment and Changing and growing'. We will have a '**Class news**' circle time each week on a Friday.

*Parents can support this by talking about the value of the week with their children and discussing any ideas for our 'Class review'. It would also be helpful if parents could ensure that their children only bring in an item or prepare information for 'Class news' on a **Friday** and that it is recent and appropriate for discussion.*

French

We will be beginning to learn French for the first time during terms 1 and 2 and the areas we will cover are:

Numbers 0-10

Greetings, asking and saying how you are

Classroom instructions

Ask for and give name

Colours

Christmas – nativity, carols

The children will be having two short lessons a week and will be using flashcards, puppets, songs and rhymes to help them to learn this new language.

Parents can support this by asking their children what they are learning to say in French and practising it with them.

Rhino Class

Literacy

Text Focus:

Poetry will focus on poems about the five senses in a collection chosen by Roger McGough in a unit based on the book of poems he edited: *Sensational!* Fiction texts studied this term will include *Stories From Ancient Egypt* by Joyce Tyldesley, *The Egyptian Cinderella* by Shirley Climo, *Yeh-Shen* by Ai Ling Louie, *Princess Furball* by Charlotte Huck, *Mufaro's Beautiful Daughters* by John Steptoe, *Minnow On The Say* and *Tom's Midnight Garden* by Phillipa Pearce.

Non-fiction texts will include journalistic writing focussing on writing about rivers to fit in with our geography unit *Understanding Rivers*

Parents could support this by ensuring that children read regularly at home, by discussing with them what they have read and by reading and talking about their reading record entries. It is very important that children reflect on their independent reading by keeping an up to date reading record with several longer entries each week and parents have a crucial role to play in encouraging this.

Writing Focus:

Writing activities involving writing for a range of purposes and audiences will focus on developing sentence construction skills, including the use of interesting connectives, figurative language and exciting vocabulary, as well as punctuation within the sentence. The *Sensational!* poetry unit at the beginning of Term 1 will develop children's ability to evaluate writers' purposes and viewpoints and to describe the overall effect of the text on the reader by selecting effective words and language and by drawing on their knowledge of literary features. Two units in Term 1 will focus on developing writing skills: *Traditional Stories*, during which children will investigate myths, legends, fables and tales from Ancient Egypt before writing their own traditional story and *Stories from other cultures*, exploring versions of the Cinderella story from Zimbabwe, China and Germany retelling one of them from an alternative point of view. Children will develop non-fiction writing in the Term 2 unit *Journalistic Writing* and plan and write a story in the final unit of the term: *Short Stories with flashbacks*.

Parents could support this by encouraging children to read different sorts of texts and discussing them

Spelling and handwriting:

Spelling lessons will take place on Mondays; children will practise their list of words every morning using the *Look, Cover, Say, Write* strategy and they will be tested on Fridays. Children will continue to work on developing a legible, fluent *continuous cursive* handwriting style.

Parents could support this by providing a named black ink cartridge pen (not italic)

Speaking and listening Focus:

Children will explore, develop and sustain ideas through talk and use dramatic techniques including working in role to explore ideas and texts. They will create, share and evaluate ideas and understanding through drama. During Term 1 children will find out about an aspect of Ancient Egypt and give a short presentation to the class. During Term 2 they will each research and talk about a river of their choice.

Parents could support this by helping with research and encouraging them to practise talking from notes

Mathematics

Year 5

During Year 5, children continue to consolidate their knowledge of numbers facts through frequent and regular practice. They continue to develop mental methods of calculation and look at calculation to decide if they can do them in their heads. They calculate mentally up to two places. They refine their written methods of calculation for all four operations to make them more efficient. Children use their knowledge of the properties of polygons to sort and classify them.

They have a broad range of vocabulary to describe position, movement and direction, which they extend to include parallel and perpendicular lines and the co-ordinate system. They identify acute and obtuse angles and measure angles in degrees, for example, when they draw and explore shapes. They read partly numbered scales accurately. They use 24-hour clock notation, timetables and a calendar to calculate time intervals.

Year 6

During Year 6, children secure and extend their understanding of the number system to include positive and negative whole numbers and decimals up to three places. They use their knowledge of the relationships between fractions, decimals, percentages, ration and proportion to express quantities in a variety of ways and to solve problems. They use the properties of shapes in classification and transformations.

Children analyse and describe data using the mode, range, median and mean, and the language of chance or likelihood, predicting outcomes and solving problems. They choose effective methods to collect, process, present and interpret data, using ICT where appropriate. They evaluate the validity of their conclusions.

They use a calculator efficiently and accurately.

Both year groups will study 10 two-part units, based on the **Primary Framework for Mathematics**, using resources from **Abacus Evolve Framework Edition**

YEAR 5	YEAR 6
<i>Read and write whole numbers in figures and words</i>	<i>Multiply integers and decimals by 10, 100 or 1000</i>
<i>Comparing and ordering numbers</i>	<i>Divide integers by 10, 100 or 1000, and divide decimals by 10 or 100</i>
Know by heart multiplication facts up to 10×10	Derive quickly multiplication and division facts
Rehearse the concept of a remainder when dividing	Express a quotient as a fraction or a decimal
<i>Make general statements about odd and even numbers</i>	<i>Odd and even numbers</i>
<i>Construct number sequences; recognise and explain patterns</i>	<i>Find common multiples; find the smallest common multiple</i>
Recognise parallel and perpendicular lines	Properties of 2D shapes, including parallelogram, rhombus and trapezium
Classify triangles – equal sides, equal angles, lines of symmetry	Classifying quadrilaterals
<i>Draw and interpret frequency tables, pictograms and bar graphs</i>	<i>Constructing and using grouped frequency tables</i>
<i>Organise and interpret data in bar line graphs. Find the mode</i>	<i>Drawing and interpreting bar graphs using grouped data</i>
Use, read and write standard metric units of length: mm, cm, m, km	Use and convert between metric units of length; understand imperial units of length
Use, read and write standard metric units of weight: kg, g	Use and convert between metric units of weight; understand imperial units of weight
<i>Recognise reflective symmetry and the axis of symmetry</i>	<i>Using a protractor to measure and draw acute and obtuse angles</i>
<i>Rehearse names & properties of common 3D shapes</i>	<i>Calculate angles in a triangle</i>
Continue to derive quickly pairs of numbers that total 100	Add and subtract near multiples of 10, 100 and 1000
<i>Find differences on through the next multiple of 10, 100 or 1000</i>	<i>Mental subtraction strategies</i>
<i>Derive doubles of integers up to 100 and corresponding halves</i>	<i>Doubling and halving multiples of 10 to 1000 and multiples of 100 to 10 000</i>
<i>Knowing and using number facts</i> <i>Calculating</i> <i>Derive doubles of multiples of 10–100 and of 100–10 000</i>	<i>Calculating</i> <i>Multiplying using doubling and halving</i>
<i>Counting and understanding number</i> <i>Use fraction notation & change improper fractions to mixed numbers</i>	<i>Counting and understanding number</i> <i>Changing an improper fraction to a mixed number, and vice versa</i>
<i>Counting and understanding number</i> <i>Recognise when two simple fractions are equivalent</i>	<i>Counting and understanding number</i> <i>Converting, reducing, comparing and ordering fractions</i>

Parents could support this by ensuring that children complete the preparation activities set each week and that they are secure in their knowledge of times tables to 10×10

Science

In term 1 we will be investigating sounds. The children will learn that sounds are produced by vibrations and that these vibrations travel from source through a variety of materials. Musical instruments will be used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered.

In term 2 we will be investigating ways of changing the brightness of bulbs in electrical circuits and learning to use conventional symbols in circuit diagrams. The unit revises and extends the concepts that have been introduced earlier and the children will then use their knowledge and understanding in practical situations.

Parents can support their children with the unit on sound by talking about music that they listen to noting high or low pitch and loud or soft sounds. If members of the family play an instrument they could explain how the pitch is changed on their instrument.

Parents can support their children with the unit on electric circuits by identifying any unusual switches at home and discussing how they work and by looking at simple circuit diagrams related to household appliances.

Science homework will be given out on Tuesdays, and will be due back in on the Friday.

Geography

Investigating Rivers

In this unit children learn about rivers and the effects they have on the landscape. It focuses on the components of the water cycle, how rivers erode, transport and deposit materials to produce particular landscape features and the characteristics of a river system in another part of the world. There will be a workshop at The River and Rowing Museum in Henley on 6th November to launch the unit and, to complete it, children will produce individual projects on a river of their choice.

Parents could support this by using maps to locate places mentioned in the news, by talking about features of rivers and by helping children to choose and research a river for their projects

History

In this term's history unit ***What can we find out about ancient Egypt from what has survived?*** children find out about the way of life of people living in ancient Egypt from archaeological discoveries. Children will develop their understanding of characteristic features of a society; identify the different ways the past is represented and use sources of information to make observations, inferences and deductions. They will have access to a resource box of artefacts from Reading Museum to support the unit and will set up their own 'Museum of Ancient Egypt' in the classroom to complete work on the topic.

Parents could support this by helping children to find out about the aspect of the topic they have chosen to investigate and by talking about different ways the past is represented .

Art and Design

Containers

In this unit children explore the craft tradition of making vessels and containers. They consider contemporary designers and ceramicists and look at work from different cultures. They develop their own designs and build a three-dimensional papier mache container in the style of an artefact from Ancient Egypt.

Parents could support this by talking about the features and designs of containers used in the home.

Design and Technology

Bread

Working with food is an activity which children enjoy and this unit gives them the opportunity to design and make their own bread products. Investigating and tasting a range of breads from different cultures will help them to develop their own ideas. They will follow instructions to make a basic bread recipe which they will then modify to meet agreed specifications.

Parents could support this by talking about different types of bread eaten and allowing children to bake their own bread at home.

PSHCE (Personal, Social, Health and Citizenship Education)

Circle time will form the framework for our PSHCE discussions about values and citizenship. We will explore the values of; understanding, patience, co-operation, quality, love, peace, unity and simplicity. We will also consider what makes a healthy lifestyle, different kinds of responsibilities, rights and duties at home and at school, what democracy is, why and how rules and laws are made and enforced and that our actions affect ourselves and others. There will be weekly class council meetings in which the children will reflect on the activities and experiences of the week and suggest positive action points. School Council meetings will be held, with elected representatives from each year group.

Parents can support their children by encouraging their children to talk about the value they have been discussing that week.

ICT

Multimedia presentations

In this unit the children investigate a range of multimedia and discuss the advantages and disadvantages of this form of communication compared with more traditional methods, such as reading a book. They learn to create their own presentation, suited to a particular audience, using text, images and sound and incorporating links between pages. This will be linked to their work on Ancient Egypt.

Parents could support this at home by sharing a range of media types, including children's CD-ROMs and children's internet homepages, and discussing their effectiveness.

Spreadsheet modelling

In this unit children will learn how to enter text, numbers and formulae into spreadsheets (in this case Excel) and how to use these to answer 'What if...?' questions. They will also use spreadsheets to produce graphs, as part of a range of mathematical investigations.

Parents could support this at home by encouraging completion of the exercises in the ICT work book, and, if there is a computer (with Excel) available, allowing this to be used to practise spreadsheet skills.

RE

In term 1, pupils will develop their understanding of; our dependence on others for our basic needs, the importance of sharing, the belief the God is the Creator and people's desire to give thanks, in the context of both Christianity and Judaism.

In term 2, pupils will be considering who Jesus was and what he was like through an overview of his life in the context of his time in history and geographical location.

Parents can support their children by discussing what they have learnt at school and what being part of a community means to them.

PE

In all areas of PE the children learn about the effects that exercise has on their bodies and how it is valuable to their fitness and health as well as basic safety principles in preparing for exercise. They also learn to compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their own performance.

Dance: The Nile (Mondays in term 1)

Using the theme of life in ancient Egypt the children will improvise on their own, with a partner and in small groups, to create and perform dance phrases that communicate character and narrative. They will work on the rhythmic, dynamic and expressive qualities in their performance.

Invasion Games: Football (Fridays in term 1)

The children will be working on their skills in dribbling, passing and receiving a ball and developing and applying a range of tactics and strategies for defence and attack.

Gymnastics (Mondays in term 2)

The children will work on performing both symmetrical and asymmetrical balances and shapes accurately and consistently. They will then create, practice and refine longer, more complex sequences, including changes in level, direction and speed and moving in canon and in unison.

Invasion Games: Netball (Fridays in term 2)

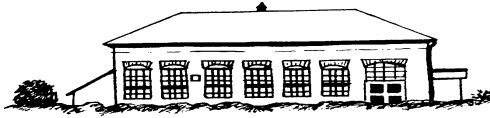
The children will be working on their skills in using a variety of netball passes, learning and applying footwork rules and developing and applying a range of tactic and strategies for defence and attack.

Swimming (Thursdays terms 1 and 2)

There will be a swimming lesson (45 minutes) weekly on Thursday mornings at the Oratory Preparatory School and children will need a costume, hat and towel in a suitable bag.

Music

The children will develop their ability to perform rhythmic patterns confidently and with a strong sense of pulse. They will learn how to use vary both the quality (timbre) and length (duration) of the sound to create simple rhythmic patterns. They will continue to develop their singing skills, especially in preparation for Christmas.



Whole School Information

PE Days

OWLETS	(Reception)	Friday
OWLS	(Years 1 and 2)	Monday & Friday
PANDAS		Tuesday & Thursday
RHINOS		Monday & Friday

It is important that all children bring a complete change of clothes for each PE session, as they will become warm during the activities. We place great emphasis throughout the school on the importance of personal hygiene, and changing clothes before and after sports activities plays a crucial role in promoting this.

Homework Activities

OWLS	5-10 minutes per day	RECEPTION:	Reading and Mathematics
		YEAR 1:	Reading and Mathematics
		YEAR 2:	Reading and Mathematics
PANDAS	10-15 minutes per day	YEAR 3 / 4:	Reading & Mathematics
RHINOS	15-20 minutes per day	YEAR 5 / 6:	Reading, Science & Mathematics

Swimming

Swimming for Years 3, 4 5 and 6 will start on Thursday, 11th September. Please ensure that all children bring in swimming costume/swimming trunks (not beach shorts), towel and swimming hat on Thursdays for the rest of this term.

Welcome Evening

We would like to take this opportunity to invite you to our Welcome Evening, at 7pm, on Wednesday, 24th September. There will be the chance to meet the class teacher, to hear of the exciting year she has planned and to ask questions. There will be refreshments in the hall from 7.30pm, when you will be able to meet some of our Governors and hear of their plans for the school for the coming year. In order to enable us to arrange the timing of the class teacher talks, please could you complete and return the attached slip. We will then let you know the exact timing of your class meeting.

Extracurricular Activities

The provisional timetable for the Autumn Term is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime		Judo Brass (2.30pm)		Board games (Y4,5,6) Violin	
After school	Multi-skills outside / circuits inside after half term (Matt Norman) KS2	Choir Craft Club (Y1 & Y2) Tag Rugby	Multi-skills (Matt Norman) KS1	Football	

Choir and Craft Club start on Tuesday, 9th September and letters have been sent out regarding these. There will be a judo demonstration in the hall on Friday, 12th September, and the club will start on Tuesday 23rd September. Board games club will start on Thursday, 25th September. There will be a 'Football Assembly' on Tuesday, 9th September, when further details will be given out to children. We are still discussing arrangements for the Multi-skill club and the Tag Rugby Club, and will send out letters once these are finalised. If your child is interested in brass, violin lessons or piano lessons, please contact the school office for details.

School Council elections will take place towards the end of September. The School Council and the Eco Group meet on alternate Tuesdays, during Hymn Practice.

Secondary Schools

We have a selection of prospectuses for secondary schools in school. These will be available at the Welcome Evening on September 24th. Many secondary schools hold Open Days and Open Evenings this term. These include:

- Saturday, 13th September (10.00 am) – Queen Anne's School, Caversham
- Tuesday, 16th September (10.15 am – 12.30 pm) – Headington School, Oxford
- Saturday, 20th September – Shiplake College
- Thursday, 25th September – Reading School
- Saturday, 27th September (9.30 am) – Reading Blue Coat School
- Wednesday, 1st October (6.00 pm to 8.30 pm) – The Abbey School, Reading
- Saturday, 4th October (10.00 am - 2.30 pm) - Abingdon School
- Saturday, 4th October (10.00 am – 12 noon) – Leighton Park, Reading
- Saturday, 4th October (10.00 am – 2.30 pm) – St Helen & St Katharine
- Wednesday, 8th October (7.00 pm – 9.00 pm) – Langtree School
- Saturday, 11th October (9.30 am – 12 noon) – Luckley Oakfield, Wokingham
- Saturday, 11th October (9.30 am - 12 noon) – The Oratory School
- Saturday, 19th October (10.00 am - 1.00 pm) - Our Ladies, Abingdon
- Thursday, 23rd October (6.30pm – 9.00 pm) St Joseph's Convent School, Reading.

Please do pop in and talk to us if you require any further information or advice regarding secondary schools.

Admission to Reception 2009/10

Parents of all children born between 01/09/2004 and 31/08/2005 can now apply for admission to primary schools in the year 2009/10. We have copies of the 'Starting School' booklet in school, so do please come in and collect one if you have a child starting school in 2009/10 and you have not already received one from Oxfordshire. Please pass on this information to any other parents you know who may not have received the booklet from Oxfordshire. We welcome visits from prospective parents and do hope that you will recommend Checkendon School to your friends and neighbours.

Important Reminders

- **Please ensure that your children are in their classroom and ready to start the day by 8.50 am (doors open at 8.40 am) and that they are collected at 3.20 pm.** Outside these times the staff cannot be responsible for your children. Very often teachers have meetings to attend straight after school and are sometimes held up because parents are late collecting their children.
- If children are late in the mornings, could they please report to the School Office so that they can be marked in the register. This is very important for Health & Safety reasons.
- Please remember to use the post box in the corridor next to the office door. It is a safe place to put all correspondence and monies for the attention of the office staff. Please ensure that all monies and permission slips are put in a marked envelope.
- Please remember to name all clothing, especially sweatshirts and red school jackets.

Thank you very much