

# Checkendon Primary



**Terms 1 & 2  
Autumn 2009**

## Curriculum Newsletter

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### **Dates for Terms One and Two**

<b>Friday 2<sup>ND</sup> October</b>	<b>INSET day (children not in School)</b>
<b>Thursday 22<sup>nd</sup> October</b>	<b>Last day of Term 1</b>
<b>Friday 23<sup>rd</sup> – Friday 30<sup>th</sup> October</b>	<b>October Holiday</b>
<b>Monday 2<sup>nd</sup> November</b>	<b>First day of Term 2</b>
<b>Friday 18<sup>th</sup> December</b>	<b>Last day of Term 2</b>
<b>Monday 21<sup>st</sup> December – Friday 1<sup>st</sup> January</b>	<b>Christmas Holiday</b>
<b>Monday 4<sup>h</sup> January</b>	<b>INSET day (children not in School)</b>
<b>Tuesday 5<sup>th</sup> January</b>	<b>First day of Term 3</b>

### **ADVANCE NOTICES. . . . .**

- Thursday 10<sup>th</sup> September
  - Monday 14<sup>th</sup> September
  - Tuesday 15<sup>th</sup> September
  - Thursday 17<sup>th</sup> September
  - Friday 18<sup>th</sup> September
  - Monday 21<sup>st</sup> September
  - Tuesday 22<sup>nd</sup> September
  - Tuesday 29<sup>th</sup> September
  - Wednesday 30<sup>th</sup> September
  - Friday 2<sup>nd</sup> October
  - Wednesday 7<sup>th</sup> October
  - Wednesday 14<sup>th</sup> October
  - Thursday 22<sup>nd</sup> October
  - Monday 2<sup>nd</sup> November
  - Friday 18<sup>th</sup> December
- KS2 swimming starts (until 10<sup>th</sup> December)  
Year 6 - depart for Woodlands Outdoor Education Centre  
Year 5 - depart for Ufton Court  
Years 3 and 4 - day trip to Ufton Court  
Year 5 - return from Ufton Court  
Years R, 1 and 2 - day trip to Ufton Court  
Craft Club starts  
Football Club starts  
Year 6 - return from Woodlands  
Spanish Club starts  
Imagineering starts  
Judo Club starts  
2.30 pm Harvest Festival  
6.45 pm Parents' Welcome Evening  
Inset day (children not in school)  
Tempest photography to take school photographs  
Year 6 - visit to Townlands Hospital  
Last day Term 1  
First day Term 2  
Last day Term 2 (school day ends at 12 noon)

*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

## LITERACY

Reception will work on letter sounds. The children will carry out lots of activities involving rhyme and alliteration. We will look at simple story structure, re-enacting stories through role play and using small world toys. We will also concentrate on letter formation and representing sounds in writing.

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

## MATHEMATICS

The children will practise counting aloud and recognising numerals to 10. They will begin to count small groups of objects and match them to the corresponding numeral. We will start to look at shapes in the environment, especially in buildings, and use these shapes in construction activities. We will also introduce some positional language.

*Reception children can be helped by practising counting in 1's and recognising the numbers 0-10 and beyond.*

## **Theme**

In term 1 our whole school theme will be **Journeys** and we will be looking at 'The Train Ride', 'Handa's Surprise' and 'Noah's Ark' in literacy. We will be making vehicles of our own and following an obstacle course in P.E. We will learn lots of songs related to travel and look at patterns made by vehicle wheels in Art. Reception, with years 1 and 2, will be going on their own journey to **Upton Court** where a fun day is planned for the children and their teddy bears.

*It would be helpful for parents to talk about different journeys at home and if you have any tickets, timetables etc for our home corner, please bring them in.*

In term 2 our class theme will be **Buildings**, as we will be watching our new classroom grow. We will be looking at different types of buildings and their use and make some junk models of buildings.

We will also do lots of activities related to Christmas and be learning about the first Christmas.

## **OWL CLASS (Years 1 and 2)**

Our overall theme for Term 1 will be “Journeys” which we will illustrate with our topic on “Native Americans”. For Term 2 our overall theme will be “Colours”.

We have re-arranged the order of what we teach to make more use of cross-curricular links.

### **LITERACY**

In Term 1 we will be reading a selection of stories with predictable and patterned language from a range of different cultures. The children will use role play to retell the stories and act out their own versions. 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 Term 2 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.

The children will continue to develop their skills in reading, spelling and writing. In non-fiction, we will be looking at signs, labels, captions and lists and using these around the 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 theme of Colours. Toward the middle of Term 2 the children will be doing more drama, in preparation for their Christmas play.

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

### **MATHEMATICS**

In number work children will be practising counting forward and back in ones, twos and tens and developing their understanding of place value. They will use this to help them work out one, two or ten more or less than a given number, and to develop their skills in addition and subtraction of larger numbers.

The children will be involved in practical work on measures, using standard and non-standard units, and studying the vocabulary and measurement of time. They will learn the names and properties of 2D and 3D shapes. They will work with money and use their understanding and knowledge of number to help them solve simple real life problems, including those involving charts and pictograms. They will continue to develop their mental mathematical strategies, with regular ‘Maths Minutes’ practice in Year 2.

*Parents can help their children in a number of ways including encouraging use of mathematical vocabulary when discussing shapes, measures and time, sharing strategies for mental calculations (there is no ‘right’ method, but it good for children to be able to talk through their methods) and allowing them to undertake practical activities at home, such as tracing and cutting out shapes, weighing, measuring length, timing activities, using money. ‘Maths activities’ will be sent home on Fridays. These are designed to reinforce the skills learning during the week and / or prepare for the coming week’s activities.*

### **SCIENCE**

**Pushes and Pulls:** In the first science unit children learn about different sorts of movement and how to describe these. They relate movement to pushes and pulls and further work will extend children’s understanding of how pushes and pulls affect the movement and shape of objects.

Children also have opportunities to relate science to the ways in which familiar objects move and to relate understanding of movement to everyday contexts such as road safety.

**Sorting materials:** In the second unit children learn about the characteristics and uses of a range of common materials and are introduced to the vocabulary for describing and comparing materials. Work in this unit also offers opportunities for using ICT to store information and for relating understanding of science to materials found in the home.

Experimental and investigative work during the term focuses on:

- making observations and comparisons and communicating these;
- thinking about what is expected to happen;
- making measurements;
- recording and presenting results and deciding whether the results support the prediction;
- deciding whether comparisons are fair;
- turning ideas into a form that can be tested.

*Parents can help by discussing movement of objects and by sharing sorting activities at home.*

## **ICT**

**Understanding Instructions:** In the first ICT unit children will learn how to give and follow instructions to make things happen. They will learn how to sequence instructions, so that others can follow them, and to predict what will happen. Children will learn that machines follow instructions and that they need to be switched on and off, and controlled and will begin to understand the need for accuracy, definition, and common language. Children will apply what they have learnt in this unit when giving written and verbal instructions in other areas of the curriculum, including PE.

**Routes:** This unit builds on **Understanding Instructions**. The children will learn how to create, test, modify and store instructions to control the movements of a floor turtle. They will learn to programme the floor turtle to move around an area by using single instructions, a sequence of instructions and repeated sequences. The unit will develop children's understanding of programmed devices used outside school.

**Labeling and Classifying:** In the final unit of the term, the children will learn that key pieces of information can be used to describe objects. They will also learn to use simple criteria to divide groups of objects into sub-sets, and to identify objects by key words. They will use a word bank to present information. Children will apply what they have learnt in this unit when sorting objects in mathematics and science.

*Parents can help by discussing the use of instructions, including those used to operate TV etc, at home.*

## **HISTORY**

The children will be studying "Native Americans" from the discovery of the "New World" until recent times. We will be looking at their many customs and traditions.

*Parents can help by researching on "Native American" web sites and bringing to school any literature or artefacts they may have.*

## **GEOGRAPHY**

We will be looking at America and its varied landscape and climate, and discussing why certain Native American tribes in different environments and how they adapted to them.

*Parents can support this activity by looking at maps of the USA and of its different regions.*

## **RE**

**Term 1: How and why are some stories sacred?** This first RE unit is based around the shared stories from the Old Testament and the Torah and some of those told by Jesus, from the New Testament. It is designed to introduce children to the importance of stories in communicating ideas, values and beliefs.

**Term 2: Why do some Christians give gifts at Christmas?** In the second RE unit the children study the Christmas story and relate it to current Christian practices and the Christian belief that Jesus is God's gift to the world.

*Parents can help by sharing favourite stories, encouraging children to talk about stories and why they like them, and discussing family traditions at Christmas time.*

## **ART**

The children will be looking at Native American art and crafts and will design similar ones using various techniques and materials.

## **DT**

We will be studying tepees, totem poles, dream catchers, medicine pouches and other important features of Native American culture and make some of our own.

## **PE**

**Orienteering:** During Term 1 the Friday PE session will be devoted to orienteering skills, and linked to the work on forces in science, shape and space in mathematics and understanding instructions in ICT.

**Gymnastics:** The Friday PE session in Term 2 will be a gymnastics lesson, considering movement, stillness and how to use space safely. The children will explore basic gymnastic actions on the floor and using apparatus, working alone and with partners.

**Dance:** This will revolve around the theme of Native Americans and the "Little Moose" story.

## **MUSIC**

The children will work with Mrs McClure.

In term 1 the children will learn some songs from the musical story 'Little Moose' to link with class work on Native American Indians. They will also learn to keep the beat and develop their rhythmic skills in order to use instruments to accompany the songs.

In term 2 the children will be learning songs and developing their performing skills in preparation for the Christmas production.

## **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 classroom can help and how their behaviour affects others.

## **FRENCH**

The children will learn more basic words and phrases in French such as greetings, numbers and colours. 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 (Journeys)

#### **Narrative – Adventure and mystery stories (3 week block)**

*The children will read and analyse examples of the genre, to include a longer, serialised story. At intervals during reading, we will discuss characters' feelings and behaviour. The children will recount a particular incident from a story in different ways, for example as a letter (using first or third person consistently). They will finish the unit by planning and writing a longer story with a logical sequence of events, conflict and resolution.*

#### **Non-Fiction - Recounts: Newspapers/Magazines (3 week block).**

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 trip to Ufton Court and our work on 'Journeys'.

### TERM 2 (Robots)

#### **Poetry – Creating images (2 week block)**

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. Our main focus will be on 'The Iron Man' by Ted Hughes.

#### **Non-Fiction – Instructions (2 week block)**

*The children will read and compare examples of instructional texts. We will review the common features and make critical judgements about how effective the instructions are. We will then analyse more complicated instructions and identify organisational devices to make them easier to follow. The children will prepare a set of oral instructions. There will be opportunities to try out the instructions with other children and evaluate effectiveness. The children will finish the unit by preparing clear written instructions.*

#### **Narrative – Stories set in imaginary worlds (2 week block)**

The children will be reading several examples of stories set in imaginary worlds. They will be exploring settings and characters and how stories develop over a series of stories. They will be leading up to writing a longer story, about an adventure in an imagined world.

*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 instruction books and talk about those with their children. Also, any discussions about exciting adventures, imaginary worlds and robots 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

In **Term 1 (Journeys)**, the topic will be '**Rocks and soils**'. The children will learn names and characteristics of several rocks, some uses of different rock types, that rocks are found under the earth's surfaces, that soils come from rocks, that some rocks are harder than others and that some are more permeable than others and that different soils have different sized particles which can be separated by sieving.

In **Term 2 (Robots)**, the topic will be '**Circuits and Conductors**'. During the unit the children will learn about circuits and what is required for them to work; about electrical insulators and conductors; about switches, their uses, and how they work; how electrical current can be varied in a circuit and about representing circuits by drawing.

*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/>

## HISTORY

### **Term 1 (Journeys)**

In History during Term 1 (Journeys), we will be asking '**Why have people invaded and settled in Britain in the past? A Viking case study**'. The children will be introduced to the idea that people from other societies have been coming to Britain for a long time. They will find out how Viking influence spread through different parts of the world and how, over a period of years, the Vikings eventually settled in Britain.

*Parents can support this by assisting their child with a project on Viking everyday life. There is also a useful BBC website to look at: <http://www.bbc.co.uk/schools/primaryhistory/>*

## GEOGRAPHY

### **Term 2 (Robots)**

The focus of our Geography in Term 2 (Robots) is 'Improving the environment'. The children will use the school buildings and grounds to investigate environmental issues and improvements. It encourages children to become actively involved in improving their local environment. The main focus will be on recycling and the children will advertise the importance and use recycled materials to build their own robots.

*Parents can support this by talking to their children about the importance of recycling and how we can help at home.*

## ICT

Our ICT this term will be incorporated into the whole curriculum but the children will cover '**Writing for different audiences**' and '**Combining text and graphics**'. During Term 1 (Journeys), the children will learn that ICT can be used to organise, reorganise, develop and explore ideas, and that working with information in this way can aid understanding. This work will lead into the production of a school newspaper.

In Term 2 (Robots), the children will learn how to communicate messages by using a combination of graphics and text. They will also learn the importance of saving their work.

*Parents can support this by looking at newspapers and discussing the different features.*

## **RE**

During Terms 1 and 2, the children will work with Mrs McEvoy on the unit '**What is the Bible and why is it important for Christians?**' The unit focuses on the composition of the Bible and its significance and use in the lives of believers today. The Bible includes a number of genres which describe the history of Jewish people and the foundations of the Christian church.

*Parents can support this by reading aloud and discussing different Bible stories.*

## **PE**

During Term 1 (Journeys), we will be practising our **Outdoor and Adventurous Activity** skills (OAA) carrying out team building and orienteering activities. Our visit to Ufton Court will also contribute to this. We then move onto **Invasion games** skills and tactics with a focus on 'High 5' netball.

During Term 2 (Robots), the children will be producing a 'Machines' dance during our **Dance** lessons and then we will move onto **Gymnastics** where the children will practise different actions and perform sequences.

The children will be **swimming** at The Oratory Preparatory 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.*

## **DESIGN TECNOLOGY**

During Term 1 (Journeys), the children will be planning and making '**Sandwich snacks**'. They will learn basic food preparation techniques and ways of combining components to create simple food products for a packed lunch. They will design and make a sandwich having prepared a range of selected ingredients.

In Term 2 (Robots), 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 robot incorporating a bulb, focusing carefully on the purpose of the light and on how it will be controlled.

*Parents can support this by involving their children when making different sandwiches and talking to them about the importance of hygiene and looking at household items that use electricity.*

## **MUSIC**

The Children will work with Mrs McClure. In term 1 they will be taking a musical journey around the world, listening to music and learning songs from countries such as India and Africa. In term 2 work will focus on rhythmic compositions in relation to the themed work on robots.

## **PSHCE**

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 continuing to learn French during terms 1 and 2 and the areas we will cover are:

Revision of greetings, numbers, classroom instructions, name and age, days and months, colours, parts of the body, zoo animals, Christmas – nativity and carols.

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

# RHINO CLASS

**THEMES: TERM 1 *JOURNEYS*, TERM 2 *PEOPLE IN ACTION***

## LITERACY

### ***JOURNEYS: Instructions***

Children:

- Demonstrate that they can use more formal aspects of language in a role-play situation.
- Identify and understand key features and conventions of instructional texts.
- Demonstrate that they can evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness.
- Demonstrate that they can write an instructional text using appropriate form and features and awareness of intended audience.
- Reflect on their writing and edit and improve it, showing a clear understanding of the features of instructional writing.

### ***JOURNEYS: Classic Narrative Poetry *The Highwayman****

Children:

- Understand the differences between literal and figurative language and can use the text to explain the effects of imagery in a poem.
- Reflect on how working in role helps to explore some of the complex issues within a poem.
- Use their understanding of characters, language and plot to write in the first person.
- Demonstrate that they can work as a member of a group to plan, perform, evaluate and improve a choral performance of a poem.

### ***PEOPLE IN ACTION: Film Narrative *Chariots of Fire****

Children:

- Form opinions and use textual evidence from a film to support and justify responses.
- Demonstrate that they can infer authors' perspectives.
- Transfer their understanding of different modes (gestural, visual, sound) to write short descriptions.
- Reflect on how working in role helps to explore some of the complex issues within a film.
- Demonstrate that they can use speech punctuation accurately and that they can manipulate narrative structure
- Reflect critically on their own writing and edit and improve it.

### ***PEOPLE IN ACTION: Persuasive Writing***

Children:

- Evaluate letters intended to inform, protest, complain, persuade, considering
  - (i) how they are set out, and
  - (ii) how language is used.
- Compare writing which informs and persuades; select and evaluate a range of texts.
- Collect and investigate use of persuasive devices.
- Draft and write letters for real purposes, edit and present to finished state.
- Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group and evaluate its effectiveness.
- Understand how writing can be adapted for different audiences and purposes.

## **Additional texts**

*Journey to Jo'burg* by Beverley Naidoo *Pig Heart Boy* by Malorie Blackman,

## **Reading**

Guided reading lessons weekly Timetabled 'Reading Workshop' Activities to include spelling, handwriting, guided reading activities and individual reading

*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.*

## **Spelling and Handwriting**

Spelling lessons will be based on two week units consisting of 5 lessons. Children will learn to spell stressed vowels in polysyllabic words, to spell words with common letter strings and different pronunciations and to extend their knowledge of spelling strategies, applying them to high frequency and cross-curricular words

Children will continue to work on developing a neat, legible, fluent *continuous cursive* handwriting style.

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

## **MATHEMATICS**

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

A summary of the objectives that will be covered this term is given below.

Year 5	Year 6
Read and write whole numbers in figures and words.	Multiply integers and decimals by 10, 100 or 1000
Comparing and ordering numbers	Divide integers by 10, 100 or 1000, and divide decimals by 10 or 100
Know by heart multiplication facts up to 10 x 10	Derive quickly multiplication and division facts
Rehearse the concept of a remainder when dividing	Express a quotient as a fraction or a decimal
Make general statements about odd and even numbers	Odd and even numbers
Construct number sequences; recognise and explain patterns	Find common multiples; find the smallest common multiple
Recognise parallel and perpendicular lines.	Properties of 2D shapes, including parallelogram, rhombus and trapezium
Classify triangles – equal sides, equal angles, lines of symmetry	Classify quadrilaterals
Draw and interpret frequency tables, pictograms and bar graphs	Constructing and using grouped frequency tables
Organise and interpret data in bar line graphs. Find the mode.	Drawing and interpreting bar graphs using grouped data

Use, read and write standard metric units of length: mm, cm, m, km	Use and convert between metric units of length; understanding imperial units of length
Use, read and write standard metric units of weight: kg, g	Use and convert between metric units of weight; understanding imperial units of weight
Recognise reflective symmetry and the axis of symmetry	Using a protractor to measure and draw acute and obtuse angles
Rehearse names and properties of common 3D shapes	Calculate angles in a triangle
Continue to derive quickly pairs of numbers that total 100	Add and subtract near multiples of 10, 100 and 1000
Find differences on through the next multiple of 10, 100 or 1000	Mental subtraction strategies
Derive doubles of integers up to 100 and corresponding halves	Doubling and halving multiples of 10 to 1000 and multiples of 100 or 10 000
Derive doubles of multiples of 10 – 100 and of 100 – 10 000.	Multiplying using doubling and halving
Use fraction notation and change improper fractions to mixed numbers	Changing an improper fraction to a mixed number, and vice versa
Recognise when two simple fractions are equivalent	Converting, reducing, comparing and ordering fractions.

We will be continuing with '**maths minutes**' to reinforce certain objectives.

We will be using **Primary CAME Thinking Maths** resources once a fortnight to help children develop the general thinking skills that are required in mathematics.

*Parents can support their children by ensuring that the homework activities are completed and helping their children to learn any times tables that they are not fluent with up to 10 x 10.*

## **SCIENCE**

### **JOURNEYS: Forces in Action**

In this unit children apply their knowledge of a variety of forces, gravitational attraction and friction. They learn about the changes in motion which occur when forces act on an object and consolidate their understanding that forces have direction and can be measured.

### **PEOPLE IN ACTION: Keeping Healthy**

In this unit children learn that there are many aspects to keeping healthy. They learn about the heart and how heart beat is affected by exercise and relate this to what they already know about movement and exercise. They also find out how early scientific ideas about diet and health were tested.

*Parents can support their children by talking about the nutritional benefits of the food they eat and the importance of regular exercise.*

## **GEOGRAPHY**

### **JOURNEYS:**

#### **Passport to the World**

The unit will encourage the development of knowledge about places and their locations. The range of activities is designed to ensure that children learn about places, where the places are and how they are connected. Some of the activities will be set as homework tasks. The unit will be enriched by children having a 'passport' in which they record all the places they have 'visited' in the course of their work. The unit offers links to personal, social and health education and citizenship, ICT and literacy.

*Parents could support this by discussing with their children different locations they have visited, how journeys were made and reasons for them.*

## **HISTORY**

### **PEOPLE IN ACTION:**

#### **What can we find out about history by studying the development of a sporting event?**

This unit focuses on the 1924 Olympics and provides pupils with experience in interrogating and cross-referencing different types of reference material. It uses the film *Chariots of Fire* as a springboard for research into the history of the Olympics. It links with the science unit *Keeping Healthy* and the art unit *People in Action*. It builds on the research skills developed in the geography unit *Passport to the World* (Term 1 Autumn 09)

*Parents could support this by helping children to complete research tasks set as homework activities.*

## **ART AND DESIGN**

### **JOURNEYS: A Sense of Place**

In this unit children investigate ideas about the environment, they collect visual and other information by observing and recording features of the environment. They use a variety of recording methods and techniques to produce a large painting. They then comment on and compare methods and approaches used in their own and others' work and improve their work.

*Parents could support this by discussing different sorts of landscapes and some of the ways artists have represented them in paintings.*

## **DESIGN AND TECHNOLOGY**

### **PEOPLE IN ACTION: Biscuits**

In this unit, children use their experiences of food to help generate ideas and explain why they have chosen certain foods and processes. They follow an order of work and choose equipment appropriately.

They make and evaluate a new biscuit for a particular occasion and use tools and equipment safely.

*Parents could support this by talking about the features of biscuits eaten by the family and by giving children the opportunity to follow a recipe to bake biscuits at home.*

## **FRENCH**

### **French lessons will be based on the teaching resource *La Jolie Ronde* and will include the following lesson activities:**

Unit 1: Make simple sentences, understand and use negatives, recite a short text with accurate pronunciation. Appreciate similarities and differences between French and English high streets

Unit 2: Identify the position of adjectives in a sentence and memorise two sentences describing a high street

Unit 3: Take part in a simple conversation, asking for and giving directions

Unit 4: Substitute adjectives in a sentence. Collect and record evidence about activity on a high street at certain times of day, express it in French

Unit 5: Understand and express simple vocabulary and write short sentences

Unit 6: Learn and join in singing a French carol and recite a short text with accurate pronunciation appreciate similarities and differences between Christmas in France and England

*Parents could support this by taking an interest in what children are learning in lessons and encouraging them to practise at home.*

## RE

### **What is the Bible and Why is it important to Christians?**

This unit focuses on the composition of the Bible and its significance and use in the lives of believers today. The Bible included a number of genres which describe the history of the Jewish peoples and the foundation of the Christian church. Children explore the main features of the Bible and identify some of the types of writing, discuss similarities to other sacred texts, find out about ways in which the Bible is important to Christians as a source of guidance and make links between the content of the Bible and the Christian beliefs. The unit offers links to personal, social and health education and citizenship, ICT and literacy.

*Parents could support this by discussing with their children important family documents/stories to develop understanding at the beginning of the*

## PE

### **PE will continue to be on Mondays and Tuesdays.**

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.

### **Invasion games: Football: Mondays term 1, Netball: Mondays - Term 2**

In these units the children develop and improve their defending, attacking and team skills. They explore ways in which to attack and defend and play mini versions of invasion games. In all games the children should think about using skills, strategies and tactics to outwit the opposition, entering their opponent's territory with the ball and looking to get into a good scoring position.

### **Gymnastics: Tuesdays - Term 1**

In this unit the children focus on creating longer sequences to perform for an audience. They use a wide range of body shapes and actions and explore more difficult ways to perform. They will do a lot of work with a partner or a small group, using skills in combination and in sequence, with the aim of showing as much control and precision as possible.

### **Dance (At the Olympics): Tuesdays - Term 2**

In this unit the children focus on using visual images and music as the starting point for composing and performing dances in a range of styles. They work with a partner and in groups to compose motifs and plan dances creatively and collaboratively, adapting and refining the way they use levels, space and rhythm. They think about how to use movement to explore ideas and issues, and their own feelings and thoughts.

*Parents can support their children by ensuring that they have their PE kit in school on Mondays and Tuesdays.*

## ICT

### **In term 1: Graphic Modelling**

In this unit children learn to use an object-based graphics package to produce images and visual models. They learn the differences between an object-based program and a paint package and understand that visual models can be used to identify patterns and relationships.

### **PEOPLE IN ACTION: Multimedia Presentation**

In this unit the children learn to create a multimedia presentation using text, images, and sounds. They will be taught to create links between pages and show sensitivity to the needs of their audience. Their presentations will be linked to the Keeping Healthy topic that they will be studying in science.

### **MUSIC**

The children will work with Mrs McClure.

In term 1 the children will be listening to music from around the world and create their own musical 'soundscape' to describe a landscape to link with their work in other subjects.

In term 2 they will be listening to film music and describing the mood it evokes and also do some rhythmic work and compositions.

### **PSHCE (Personal, Social, Health and Citizenship Education)**

We will explore the values of; understanding, patience, co-operation, quality, Love, peace, unity, simplicity and Christmas.

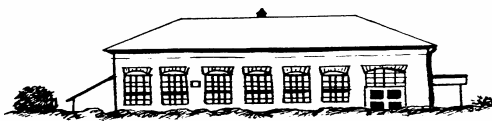
We will also be considering; rights and responsibilities, how and why rules and laws are made and enforced, how our behaviour affects other people, what makes a healthy lifestyle and how to make informed choices.

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 them to talk about the value they have been discussing that week.*

<b>Rhino Class Homework</b>		
	<b>Day Set</b>	<b>Day due in</b>
Science	Tuesday	Friday
English	Monday	Wednesday
Maths	Friday	Monday
Reading Records	Three longer reflective reading record entries are expected each week and will be reviewed by the teacher on the day of your child's guided reading group (Tuesday, Wednesday, Thursday, Friday)	
Humanities	Specific research tasks related to class work will be set from time to time. The requirements and the date the work is due in will be clearly communicated at the time.	

# Whole School Information



## **PE Days**

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

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**

OWLETS	5-10 minutes per day	RECEPTION:	Reading
OWLS	5-10 minutes per day	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

The class teacher will provide more details of homework at the Welcome Evening.

## **Swimming**

Swimming for Years 3, 4 5 and 6 started on Thursday, 10<sup>th</sup> 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 from 6.45pm, on Wednesday, 30<sup>th</sup> 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 7.00pm, 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

Details of this autumn's clubs are listed below. Please contact the school office if you require further information.

	Lunch time	After school
Monday		Spanish (starts 21 <sup>st</sup> Sept)
Tuesday	Judo (starts 29 <sup>th</sup> Sept)	KS1 Art club (starts 15 <sup>th</sup> Sept)  Imagineering (starts 22 <sup>nd</sup> Sept)
Wednesday	Choir (starts 9 <sup>th</sup> Sept)	Multi-sports (starts 16 <sup>th</sup> Sept)  Adult Computer Club
Thursday	Chess (starts 24 <sup>th</sup> Sept), Violin lessons (starts 10 <sup>th</sup> Sept)	Football – all ages (starts 17 <sup>th</sup> Sept)
Friday		

The following activities are yet to be finalised:

- Recorders
- Gymnastics

Details will be circulated when they are available.

## Violin and Piano Lessons

Mrs Lee (01189 478685) has some vacancies for violin on Thursdays and Mrs Davies (at the Rectory, 01491 680252 – *please ignore number previously given in last newsletter*) has some places for piano lessons. Please do contact them if you think your child would be interested in learning to play either of these instruments.

School Council elections will take place towards the end of September.

## Secondary Schools

We have a selection of prospectuses for secondary schools in school. These will be available at the Welcome Evening on September 30<sup>th</sup>. Many secondary schools hold Open Days and Open Evenings this term. These include:

School	Open days	Open Evenings
Gillotts	29 <sup>th</sup> September	24 <sup>th</sup> September
Langtree	14 <sup>th</sup> October	7 <sup>th</sup> October
Chiltern Edge	6 <sup>th</sup> & 7 <sup>th</sup> October	30 <sup>th</sup> September
Highdown School	16 <sup>th</sup> July	
Kendrick School		1 <sup>st</sup> October
Our Lady's, Abingdon	17 <sup>th</sup> October (morning)	
Abingdon School	3 <sup>rd</sup> October	
The Abbey School, Reading		29 <sup>th</sup> September
Queen Anne's, Reading	19 <sup>th</sup> September	
Shiplake College	19 <sup>th</sup> September	
Pangbourne College	26 <sup>th</sup> September (morning)	
St Josephs Convent, Reading	14 <sup>th</sup> September (morning)	7 <sup>th</sup> October

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 01/09/2005 and 31/08/2006 can now apply for admission to primary schools in the year 2010/11. 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 2010/11 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