

Checkendon Primary



Terms 5&6 Summer 2009 Curriculum Newsletter

Dates for Terms Five and Six

Monday 4th May
Friday 23rd May
Monday 25th – Friday 28th May
Monday 1st June
Wednesday 20th July
Thursday 3rd September

Bank Holiday
Last day of Term 5
May Holiday
First day of Term 6
Last day of Term 6
First day of Term 1

ADVANCE NOTICES.

Wednesday 29 th April	Parent Information Evening (Assessment, Targets, Support and Challenge)
Friday 1 st May	3.30 pm Book Fair - Travelling Book Company
Tuesday 5 th May	Whole School Photograph
Monday 11 th – Friday 15 th May	SATs week
Tuesday 19 th May	Panda Class - Korky Paul Art Day at Langtree
Wednesday 20 th May	Mobile Library
Friday 22 nd May	Ascension Day Service/Dancing
Friday 22 nd May	Last day of Term 5
Thursday 28 th – Friday 29 th May	Langtree Holiday Club
Monday 1 st June	First day of Term 6
Thursday 4 th June	Year 6 – Junior Citizen, Oxford
Saturday 13 th June	Grand Summer Gala Dinner at Larchdown Farm
Tuesday 16 th June	Langtree Cluster Concert (6.30 pm)
Wednesday 17 th June	Mobile Library
Monday 22 nd June	Owl Class – Trip to Northmoor Trust
Friday 3 rd July	Sports Day
Wednesday 8 th July	Open Afternoon
Wednesday 15 th July	KS2 Summer Production (afternoon)
Thursday 16 th July	KS2 Summer Production (evening)
Monday 20 th July	Leavers' Service a.m. (time to be confirmed)
	Last day of Term 6, school day ends at 12 noon
Thursday 3 rd September	First day of Term 1

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 confidence with different sound combinations (ai, oa, ear) and knowing letter names. They will continue to practise using phonic knowledge to read, as well as develop use of grammar and context. Children will work on writing an increasing number of words from memory and will go on to form captions and sentences.

As always, it is helpful to share books with your child, encouraging an enjoyment of stories and rhymes. Some children can also be helped by practising reading and spelling simple CVC words. Other children can be helped by practising reading and spelling more complex words and using their knowledge to form simple sentences.

Mathematics

Reception will continue to practise counting, ordering and number recognition, concentrating on numbers 0-20. We will work on addition and subtraction and start to record calculations. We will work on measurement and shape, naming and describing the properties of both 2D and 3D shapes. We will continue to develop mathematical vocabulary and teach mainly through practical activities.

Reception children can be helped by practising recognising, ordering and using the numbers to 20. They can also be helped by counting down in 1's from 20, as well as counting in 5's and 10's.

Topic

We will carry out a variety of investigative, creative and physical activities linked to our theme of Health and Growth. The stories that we will be looking at in closer detail are 'The Tiny Seed' (Eric Carle) and Jack and the Beanstalk.

If parents have a version of Jack and the Beanstalk or a copy of 'The Tiny Seed', it would be helpful to read and talk about these books. It would be also helpful to talk to your child about what keeps us healthy and perhaps follow a healthy recipe together.

Owl Class(Years 1 and 2)

Our overall themes will be nature and discovery.

Literacy

In term 5 we will look at stories from different worlds, especially those set under the sea, and the children will write their own version of a story set in a fantasy land.

In poetry we will look at poems on the theme of nature, especially water, and also some humorous poems. We will look at and attempt play on language.

In term 6 we will read some longer 'chapter' books by Jill Tomlinson about animals finding out about the world they live in. The children will continue to develop their skills in reading, spelling, punctuation and writing and be encouraged to re-read their work to spot mistakes and correct them.

Our non fiction work will include writing a recount of our class visit and writing explanations of life cycles and how things work as part of our work on discovery in term 6.

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

Numeracy

Year 1 will continue work on counting and revisit the topics of place value, ordering and estimating. They will also learn which calculation to use when solving problems. Year 2 will continue work on place value, ordering and simple fractions, also extend their work on multiplication and division, addition and subtraction and problem solving using these operations. The whole class will revisit and extend the themes of money, measurement (capacity), shape and time and cover work on data handling.

Parents can help by doing the Abacus activity each week and by helping children to learn which units to use when measuring things, eg metres, centimeters for length, litres, millilitres for capacity and grams and kilograms for weighing.

Science

The children will study plants and animals in the school grounds and conditions required for plants to grow. They will take part in 'The Great Plant Hunt' organised by Kew Gardens. In term 6 they will study pushes and pull and the effect using forces has on objects.

Parents can help by looking closely at plants with children noticing details of leaves and flowers and help children learn the names of common wild flowers such as dandelion, daisy, celendine, bluebell etc.

ICT

ICT will mainly be taught through other subject areas and will include developing word processing word skills by writing out their own stories, labels and captions. The children will also learn to use a programme to collect and present data as a graph and to use questions to find things out.

History

We will be finding out what sea-sides were like long ago and in the more recent past and how they differ to today's sea side.

Geography

We will be looking at different ways of travelling to the sea-side and the features of the landscape and how it compares to our surroundings in Checkendon

Art

Our topic will be mother nature designer when we will be making collages out of natural materials

Design and Technology

We will be looking at the design of vehicles and the children will design and make their own vehicle.

Religious Education

We will look at the main beliefs and practices in Judaism and compare them with those of Christianity.

P.E. and Dance

In term 5 we will focus on country dancing skills and learn a dance for the Ascension Day celebrations. The children will also do multi sport activities each week. We will then cover athletic and games skills in preparation for Sports Day.

Music

We will look at the duration of sounds, ie how long or short they are, and how to represent this in symbols. The children will make up short compositions in pairs using short and long sounds and record these using symbols. They will also continue to learn new songs and develop their singing skills.

PSHCE (Personal, Social, Health and Citizenship Education)

The children will be considering how their behaviour affects others, to recognise what is fair and unfair and what is right and wrong. We will also discuss how people and other living things have needs and that they have responsibilities to meet them.

French

The children will revise their work on greetings, name, age and colours and learn to use these in short conversations. They will also learn days of the week, months of the year and sing some simple songs in French.

PE KIT – Needs to be in school all week.

Panda Class

Literacy

Our Literacy work over terms 5 and 6 will cover a mixture of fiction, poetry and non-fiction texts.

Non-fiction – Persuasive texts (4 week block)

The children will read, compare and contrast a range of paper-based and DVD based persuasive texts. They will discuss and record common features of the text-type and express views about the persuasive nature of different texts. They will also identify elements that would persuade a reader to see a film and plan a trailer to promote a film using key moments from the film. The children will complete the unit by writing a voice-over script to persuade a reader to see a film.

Poetry – Language play (2 week block)

In this unit, the children will read, discuss and analyse a range of poems that play with language. These will include puns, riddles, nonsense verse, word games and word puzzles. There will be opportunities for performance of favourite poems and poetry games. This will lead into the children building up their own poems using ideas from those read.

Non-fiction – Information texts (4 week block)

The children will prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. They will use dictionaries and thesaurus successfully and scan texts to gain information effectively. The children will present information in a variety of ways and develop and refine ideas in writing.

Narrative – Plays (1 week block)

In this unit, the children will read and explore characteristics of playscripts. They will explore characters, issues and dilemmas and improvise dialogue between key characters. This will be used as a basis for writing own short playscripts to perform.

Parents can support this by reading with their children or talking about books at least three times a week and by helping to learn the weekly spellings, if appropriate.

Mathematics

Over the summer terms we will continue to use the mathematics scheme based on Abacus Evolve. Therefore the children will be taking part in a range of activities including: working with the teacher or TA, independent tasks in the textbook and the use of the computer for 'Talk Maths'. The units will be studied in the following order:

Term 5

Assessment

Rounding, money problems, multiplying/dividing
Addition and Subtraction
Odd and even numbers, multiplication

Assessment

Angles, right-angles, compass directions

Term 6

Co-ordinates, measure - weight
Units of time, Venn and Carroll diagrams
Addition and subtraction, money
Addition and subtraction – written methods
Multiplication and division
Fractions and money

Assessment

Parents can support this by making sure that they carry out the Abacus home activity (Friday – Monday) with their children each week.

Science

In term 5, we will be studying '**Teeth and Eating**'. During this unit the children will learn that the life processes common to humans and other animals include nutrition, movement, growth and reproduction; about the functions and care of teeth; about the need for food for activity and growth and about the importance of an adequate and varied diet for health.

In term 6, the topic will be '**Moving and Growing**'. The children will continue to learn that the life processes common to humans and other animals include movement and growth and that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them move.

Parents can support this by talking to their children about the importance of dental hygiene and by discussing the needs of different animals, perhaps pets.

History

Over terms 5 and 6, the children will be asking '**What can we learn about recent history from studying the life of a famous person? – John Lennon.**' In this unit, children will learn about aspects of recent history through the study of the life of John Lennon as an example of someone who made a significant impact on popular culture and entertainment, and whose life portrays some of the key social and cultural changes of the post-war period.

Parents can support this by bringing in any memorabilia of John Lennon and the Beatles or books about the 50s, 60s and 70s as well as interesting artefacts from the eras.

Geography

In Geography, the children will be studying '**A contrasting UK locality – London**'. In this unit, the children will study a locality in the UK that contrasts with their own area. The children will compare London with Checkendon and hopefully visit London to gain first hand experience.

Parents can support this by bringing in any useful information or photographs of London or Checkendon.

ICT

In term 5, the children's ICT work will be covered mainly in our artwork as the children will be taking and printing digital camera pictures. There will continue to be research for different topics but the focus will also be on 'Modelling effects on screen' and email.

Parents can support this by researching John Lennon or London using appropriate websites and by talking to their children about emailing and, if possible, practising emailing on home computers.

Religious Education

'**How do beliefs influence action?**' is the title of the first unit studied this term. Through exploring some Christian teachings children develop their understanding that beliefs affect action and behaviour. They build upon the links between their own attitudes and behaviour and religious values by developing the ability to ask questions about the basis of moral choices and decisions, and how Christian values may offer a basis for morality. They will also have the opportunity to compare and contrast these with those from Islam.

'**Who is my Family?**' studied in the second half of the term, considers family and community from the Christian and Jewish perspective. How religious families practise their faith, and how this contributes to local life, is the main theme of this unit, which includes a comparison of the role of the clergy and of the rabbi in services and the community.

Parents could support both these units by discussing the local community, local charity work and any issues in the media relating to current moral dilemmas.

Panda Class cont'd

P.E.

In term 5 the children will begin by learning a **Country dance** in preparation for Ascension day. This will be followed by **Net and Wall** game skills for tennis and badminton.

In term 6, the children will be carrying out **Athletics** activities leading to Sports Day and **Striking and Fielding** skills leading into games such as rounders and Kwik cricket.

Parents can support this by practising ball skills and using a bat or racket with their children. Also by ensuring their children have a PE kit in school all week.

Art

For our art in Term 5, the children will explore how to convey the atmosphere and story of a dream in '**Viewpoints**'. They will explore different viewpoints in the school environment as a setting for their dream. They will invent a number of characters who will be photographed 'on location' and develop a narrative to describe the dream.

Parents can support this by providing any digital cameras for their children to use to present the dream sequence.

Design and Technology

In Term 6, 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 particular purpose. They will design and make a sandwich having prepared a range of selected ingredients.

Parents can support this by involving their children when making different sandwiches and talking to them about the importance of hygiene.

Music

The children will continue to have music lessons with Mrs. McClure. They will listen to and learn some of the Beatles songs in relation to their work in history. They will also look at 'Painting with Sound', when they will explore how sounds can describe the moods suggested in paintings. They will make up their own composition based on a picture working in small groups.

Parents can support this by reminding children to bring in recorders every Wednesday.

PSHCE (Personal, Social, Health and Citizenship Education)

In our PSHE sessions over terms 5 and 6, we will continue to have our '**Class News**' and '**Class Review**' sessions on Fridays. We will also be having circle time sessions to discuss '**Healthy Lifestyles: Me, my family and friends**' & '**Me, my community and my environment**' and to discuss the weekly 'values'.

Parents can support this by talking to their children about how they are feeling about themselves, their friends, school and any changes that may be taking place in their lives.

French

In our French lessons, we will be revising previously learnt vocabulary and moving on to the days of the week, months of the year and parts of the body.

Parents can support this by practising new vocabulary at home.

Rhino Class

Literacy

Text Focus:

Fiction texts studied this term will focus on stories from other cultures, including a traditional tale from India; poetry, including texts from China, America and Africa and *This is indeed India* by Mark Twain, examples of playscripts and a range of SATs style reading texts

Non-fiction texts will include explanation texts about the art of miniature painting and Kathakali, a form of traditional Indian dance drama, a biography of Ghandi, a non-chronological report of a journey through India, non-fiction scripts from TV and radio and the autobiographical account *Out of India* by Jamila Gavin

Guided reading: Children will participate in differentiated guided reading groups weekly and have a timetabled follow up session during which to complete a reading based activity, reading journal entries will be checked weekly

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. Each child should write at least 3 longer entries each week

Encouraging children to read a range of different genres of fiction as well as poetry and non-fiction will help develop their reading and writing skills

Writing Focus:

Writing objectives will include the following:

Word structure and spelling:

- Use a range of appropriate strategies to edit, proofread and correct spelling in their own work
- Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words

Understanding and Interpreting texts

- Appraise a text quickly, deciding on its value, quality or usefulness
- Recognise rhetorical devices used to argue, persuade, mislead and sway the reader
- Understand underlying themes, causes and points of view
- Understand how writers use different structures to create coherence and impact

Engaging with and responding to texts

- Sustain engagement with longer texts, using different techniques to make the text come alive
- Compare how writers from different times and places present experiences and use language

Creating and shaping texts

- Use different narrative techniques to engage and entertain the reader
- Set their own challenges to extend achievement and experience in writing
- In non-narrative, establish, balance and maintain viewpoints
- Select words and language drawing on their knowledge of literary features and formal and informal writing

Text structure and organisation

- Use varied structures to shape and organise text coherently
- Use paragraphs to achieve pace and emphasis

Rhino Class cont'd

Sentence structure and punctuation

- Express distinctions of meaning by constructing sentences in varied ways
- Use punctuation to clarify meaning in complex sentences

Presentation

- Use a clear, legible handwriting and develop a consistent and personal style
- Select from a wide range of ICT programs to present text effectively and communicate information and ideas

Building on the success of the homework strand of the *Further Literacy Support (FLS)* programme (which has now been completed) there will be one literacy homework task to be completed each week, set on Mondays to be handed in on Wednesdays.

Parents could support this by checking that children complete and hand in the homework tasks on time

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.

Speaking, listening and drama objectives will include the following:

Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives
- Participate in whole class debate using the conventions and language of debate, including standard English
- Use the techniques of dialogic talk to explore ideas, topics or issues

Drama

- Improvise using a range of drama strategies
- Devise a performance considering how to adapt the performance for a specific audience

Group discussion

- Understand and use a variety of ways to criticise constructively and respond to criticism

Listening and responding

- Make notes depending on context and purpose
- Analyse and evaluate how speakers present points effectively through use of language and gesture

Parents could support this by talking about reading record entries, news items and issues involving different points of view

Mathematics

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

Rhino Class cont'd

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

Year 5	Year 6
Order a given set of positive and negative numbers	Order and find the difference between positive and negative numbers
Round one and two decimal places to the nearest whole number	Find simple percentages; express simple fractions as percentages
Divide HTU by U using informal and standard written methods	Divide HTU by U and TU.t by U using standard written methods
Multiply bigger numbers by using known facts	Multiply HTU x TU using standard written methods
Multiply U.t x U using informal written methods	Multiply u.t x U and U.th x U using standard written methods
Add two integers less than 10,000 using written methods Add two 2-place decimals using written methods	Adding two decimal numbers using standard column addition
Subtracting integers less than 10,000 using formal/informal methods	Subtract of two numbers less than 10,000 using standard written methods
Subtracting 2-place decimals using formal/informal methods	Subtracting two decimal numbers using standard written methods
Classifying events based on degrees of likelihood	Recognise events that are equally likely; introduce a probability scale
Draw and interpret a line graph	Begin to interpret a pie chart
Use standard units of capacity and convert from larger to smaller units	Use and convert between metric units of capacity; understand imperial units of capacity
Estimate, measure and draw angles in degrees	Calculate perimeters of rectangles and compound shapes
Rehearse relationship between degrees and right angles	Relationships between units of time; time-zones around the world.
Identify, estimate and order acute, obtuse and reflex angles	Reflection in up to two mirror lines
Recognise equivalence between fractions and decimals	Rotation and translation
Begin to find percentages of whole number quantities	Understand the concept of proportion
Know squares of numbers to at least 10x 10	Relate ratio to proportion; solve simple problems involving ratio and proportion
Find all the pairs of factors of any number up to 100	Recognise prime numbers to at least 20
Problem solving	Factorise numbers up to 100 into prime factors

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.

Mathematics homework will continue to be set on a Friday for completion by the following Monday. Generally this work will include a preparation activity for the following week's topic and two multiplication grids.

Science

In term 5 we will be studying the Earth, Sun and Moon. The children will learn about the shapes and relative sizes of the Earth, Sun and Moon. Using models they will learn how the three bodies move relative to each other and how these movements relate to night and day.

In term 6 we will be studying gases around us. The children will learn that gases are material and can be distinguished from solids and liquids by their properties. They will also learn about the uses of some important gases and where gases are found.

In term 6 we will also be learning about Charles Darwin and taking part in some research activities that are being run to celebrate the 200th anniversary of his birth. Kew botanical gardens have provided us with lots of activities to follow in Darwin's footsteps including studying daisies and collecting their seed to send to Kew for their millennium seed bank. The Association for Science Education are running a snail research project collecting data on snails across Europe. We will be continuing to collect data on the bugs in our school for the Oxford University Museum of Natural History Bug Quest research project.

Parents can support their children with the Earth, Sun and Moon by observing and talking about changes in shadows during the day and changes in the appearance of the Moon during the month. Parents can help their children with the gases around us topic by talking about gases that are used around the home e.g. natural gas for cooking or heating or steam produced during cooking.

Science homework will continue to be set on Tuesdays for completion by the following Friday. The year 6 children will be provided with additional homework to help them with their SATs revision, which will be set on a Wednesday for completion by the following Monday.

Geography

This unit ***A Village in India*** is based on the Action Aid resource pack ***Chembakolli: Life and Change in an Indian Village***. This takes the children on an adventure into the 'world of Chembakolli' –a locality situated deep in the Nilgiri Hills of southern India. A timeline, photocards, audio stories and activities investigate the *Adivasi* (tribal) people who live there. They provide an insight into everyday life in Chembakolli and how it is changing, enabling children to discover how our lives are connected and what we can learn from each other.

Parents could support this by encouraging the children to carry out independent research to find out about India and by talking to them about what they have been learning at school.

History

In this term's history unit children will investigate ***What can we learn about history from studying the life of a famous person?*** In this unit, children learn about aspects of history through the study of the life of Mahatma Gandhi as a person who made a significant impact on Indian history and whose life portrays some key changes of the period 1900 - 48. It will focus initially on the biography of Gandhi, but will include an investigation of life in Britain at the time and an evaluation of the contribution of Gandhi's life to this period in history. The children will then undertake an individual project *Famous People from India* based on a person of their choice.

Parents and grandparents could support this by talking to their children about their knowledge of Mahatma Gandhi and of the period 1900 - 48. The Famous People from India project will give children the opportunity to plan their own piece of historical research and develop individual investigative skills and parental support will be crucial in the success of this part of the unit.

Rhino Class cont'd

ICT

Control and monitoring

In term 5 we will complete the unit on control and monitoring in which the children are learning to program a robot to respond to stimuli, such a touch and light, in a particular way.

Film making

In term 6 the children will learn to create a short film using simple *digital-blu* video cameras and related software that enables film clips to be edited and special effects added.

Religious Education

'How do beliefs influence action?' is the title of the first unit studied this term. Through exploring some Christian teachings children develop their understanding that beliefs affect action and behaviour. They build upon the links between their own attitudes and behaviour and religious values by developing the ability to ask questions about the basis of moral choices and decisions, and how Christian values may offer a basis for morality. They will also have the opportunity to compare and contrast these with those from Islam.

'Who is my Family?' studied in the second half of the term, considers family and community from the Christian and Jewish perspective. How religious families practise their faith, and how this contributes to local life, is the main theme of this unit, which includes a comparison of the role of the clergy and of the rabbi in services and the community.

Parents could support both these units by discussing the local community, local charity work and any issues in the media relating to current moral dilemmas.

P.E.

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.

Dance: Mondays term 5

The children will be learning traditional English folk dancing leading to Maypole dancing for the annual Ascension Day celebrations.

Net and Wall games: Tuesdays term 5

The children will develop the range and quality of their racket skills when playing net and wall games. They will also learn tactics and skills for games based on short tennis.

Athletics: Mondays and Tuesdays for the first 4 weeks of term 6

The children will focus on developing their technical understanding of running, jumping and throwing techniques. They will work on their personal targets and take part in the Norwich Union Shine Awards.

Cricket: Mondays and Tuesdays for the last 3 weeks of term 6

The children will develop the range and quality of their throwing, catching and striking abilities. They also develop their use of tactics and strategies to outwit the opposition.

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

Rhino Class cont'd

Art and Design

This term's unit **Art from India** will explore different styles of art including miniature painting which grew out of the ancient tradition of illustrated religious manuscripts. Children will examine examples and develop their own skills. They will also draw on the online resources of the British Museum to participate in the virtual tour *Stories From Bengal* which introduces the art, culture and stories of the region through a range of art based activities and investigate traditional designs from India

Parents could support this by looking out for examples of art from this part of the world

Design and Technology

In this unit **Musical Instruments** children learn about the construction of a range of musical instruments, including those from different times and cultures, and how different sounds can be created and altered to make different notes. They learn to use this knowledge and understanding to make a working musical instrument using a combination of materials

Parents could support this by talking to their children about the sounds made by different instruments and by sharing with the class any musical skills they have!

Music

The children will be learning songs and developing their singing and performance skills ready for the cluster concert and their end of term production. They will also look at the creative ways sounds can be changed, organised and used expressively, relating to the music they heard at the Sheldonian, and make up their own compositions working in small groups.

PSHCE (Personal, Social, Health and Citizenship Education)

We will explore the values of; happiness, humility, hope, courage, freedom, tolerance, honesty and memories. We will also be considering; how our behaviour affects other people, how rule and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules, how to keep ourselves safe and facing new challenges. 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.

French

French lessons this term will be based on four units at the end of which children should be able to:

- recognise the months of the year in written form
- be able to say the names of 6 zoo animals from memory with accurate pronunciation
- recognise some letters of the alphabet in French
- be able to say the French for family members
- be able to recognise names of 8 pets
- present a rhyme in French to a group of listeners
- know some details about the kind of pets that are popular in France
- understand and follow an interview between two native French speakers talking about hobbies

Parents could support this by encouraging their children to practise their French at home and by discussing items of news about events in France



Whole School Information

P E Days

OWLETS
OWLS
PANDAS
RHINOS

Thursday & Friday
Monday & Thursday
Monday (Term 5 only), Tuesday & Thursday
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

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

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.
- When collecting pupils from after school clubs, please enter and leave through the front entrance.
- No children should be in the school grounds before 8.40 am, after 4.30 pm or at weekends or in the holidays without the permission of the Headteacher. The police patrol the grounds regularly and staff, governors and local residents have been asked to report any intruders to the police.
- 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 and to check that names are still legible after laundering.

Thank you very much