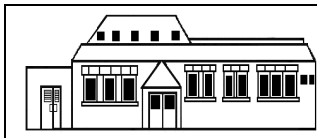


Checkendon Primary



Terms 5&6 Summer 2008 Curriculum Newsletter

Dates for Terms Five and Six

Monday 5th May	Holiday
Friday 23rd May	Last day of Term 5
Monday 26th – Friday 30th May	Holiday
Monday 2nd June	First day of Term 6
Wednesday 23rd July	Last day of Term 6
Wednesday 3rd September	First day of Term 1

ADVANCE NOTICES.

Tuesday 20th May	am Rhino Class visit to The Mosque
Tuesday 20th May	pm Rhino Class - Sundome Planetarium visit to the School
Wednesday 21st May	Architecture workshop – whole school
Monday 26th May – Friday 30th May	End of Term break
Monday 2nd June	First day of Term 6
Monday 4th June	Mobile Library
Tuesday 10th June	Tile Workshop
Monday 16th June	Panda Class visit to Hampton Court
Tuesday 17th June	7.00 pm Cluster Schools Concert at Langtree
Thursday 3rd July	7.00 pm Choir: Festival of Voices at Dorchester Abbey
Friday 4th July	Sports Day (reserve date 11th July)
Wednesday 9th July	3.30 pm Open Afternoon
Wednesday 16th July	KS2 Performance of “Treasure Island”(afternoon)
Thursday 17th July	KS2 Performance of “Treasure Island”(evening)
Monday 21st July	Year 6 Trip
Tuesday 22nd July	2.30 pm Leavers’ Celebration
Wednesday 23rd July	11.00 am : Leavers’ Service
	12.00 pm: End of Term

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’

Owl Class

Years 1 and 2 and Reception

LITERACY

Year 2 will look at stories by the same author (Shirley Hughes and the Ahlbergs) and look at the characters and features of these stories. They will write a story based on a character from the stories. In their non-fiction work they will research a subject in books, cd-roms and on the web and then write a non-chronological report. In poetry we will use some humorous poems and look at and attempt play on language.

Year 1 will look at stories from fantasy worlds and poems on a theme. Non-fiction work will include information texts and recounts.

Reception will continue to work on speaking and listening, phonic knowledge and early writing.

MATHEMATICS

Year 1 will continue work on counting and remembering both addition and subtraction facts.

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 the themes of money, measurement, shape and time and cover work on data handling.

Reception will cover the main maths topics at their own level and emphasis will be given to the vocabulary of mathematics.

SCIENCE

In **Year 1** our area of study will be forces. We will look at pushes and pulls and learn to make observations and record our findings.

Reception will carry out a variety of activities under the general theme of 'Travel'.

Year 2 children will study plants and animals in the school grounds and conditions required for plants to grow. In term 6 they will also study similarities, differences and classification both within the plant and the animal worlds.

HISTORY

The class will focus on the history of the local area, looking at the buildings around the school and finding out when they were built and what they were built for.

Parents may be able to support this by gleaning information from local friends and neighbours.

GEOGRAPHY

Investigating the local area, offering appropriate observations about locations and patterns in the area will run alongside our history theme. The children will also be learning through Checker's/ Cherrie's travels about places around the world. France will be one location we will be finding out about.

Parents could support this by familiarising the children with a map of Europe and pointing out the various countries.

ART

In art we will look at natural sculptures in the environment and work on a collage using natural materials.

D&T

In DT we will continue with our topic of 'Homes' and children will work from their plans to make a house of their own design.

RE

Judaism and what we can learn from visiting a church. The Judaism unit outlines the key beliefs and practices in the religion, emphasising current practices, while giving children the opportunity to learn about the historical foundation of Judaism. Visiting a church is what the children do on a weekly basis during the summer term. They will be given the opportunity to reflect on the atmosphere in church and to explore the purpose and features of the building. We will talk to the children about special places in general.

Parents could support this by making visits to churches outside school time.

PE & DANCE

We will focus on country dancing skills and learn a dance for the Ascension Day celebrations. We will then cover athletic and games skills in preparation for Sports Day.

ICT

Year 2 children will develop their ability to record and amend their work using ICT, in particular for writing stories. Through work in Literacy and Science they will learn how to find information on a subject using CDs-ROMs and the web. In their discrete ICT lessons they will find that there are different programs for collecting and presenting data and learn how to ask questions in different ways to find things out.

Year 1 will use a variety of programs and programmable toys. The discrete area will cover the use of a modeling program.

MUSIC

The children will learn about beat and rhythm and also about changing musical sounds in various ways to make up a class composition. We will continue to learn songs to develop their singing skills.

PSHCE (Personal, Social, Health and Citizenship Education)

The main themes for **Reception** and **Year 1** will be 'Me, my community and environment' and 'Me and my relationships'.

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.

Panda Class

LITERACY

Over Terms 5 and 6, we will be following the new Primary Framework for literacy. The units we will cover are:

Term 5

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.

Poetry – Language play (2 week block)

The children will read, discuss and analyse a range of poems that play with language. These include puns, riddles, nonsense verse, cautionary poems, word games and word puzzles. There will be opportunities for children to perform some of their favourite examples considering volume, pace, expression and the use of different voices. The children will play some poetry games to generate nonsense phrases, unusual rhymes and unusual combinations of adjectives and nouns. In shared composition with the children, we will build up a poem that follows a model seen in the examples read earlier. Children will then work in pairs or groups to devise their own poems.

Term 6

Non-Fiction – Instructions (4 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 research a particular area, for example playground games, and work in small groups to 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, for example for a playground game, to contribute to an alphabetically ordered class text.

Narrative – Stories from other cultures (3 week block)

The children will read short stories from other cultures. We will identify expressive and descriptive language to describe unfamiliar settings, look at the organisation of the stories and research background information, for example about the country where the story is set.

We will discuss characters and compare customs and beliefs with children's own. The children will note ideas in a journal and learn how to use evidence from the text to support a point of view. The children will then focus on specific characters and carry out role-play activities to interview them in detail.

Parents can support our literacy work 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. If you have any examples of the text types we are covering, then it would be helpful if you could share them with your children.

MATHEMATICS

Over the summer terms we will continue to follow the new Primary Framework for mathematics using the 'Abacus Evolve' mathematics scheme. 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

Week 1 & 2: Counting, partitioning and calculating (2 weeks)

Week 3: Securing number facts and understanding shape (1 week)

Week 4: Assessment (SATs)

Week 5: Securing number facts and understanding shape (1 week)

Term 6

Week 1 & 2: Handling data and measures (2 weeks)

Week 3 & 4: Calculating, measuring and understanding shape (2 weeks)

Week 5 & 6: Securing number facts, relationships and calculating (2 weeks)

Week 7: Assessment

Parents can support our maths work by playing the weekly maths games to practise skills and by carrying out the Abacus Home Activity. The children will also be practising times tables, so any support and encouragement would be much appreciated. The most important tables are 2, 5 and 10, followed by 3 and 4.

SCIENCE

In term 5, we will be studying the topic '**Helping plants grow well**'. During this unit the children will learn about what plants need to grow well and why it is important that they do.

Experimental and investigative work focuses on:

- considering what evidence should be collected
- making careful measurements
- considering how good the evidence is
- using results to draw conclusions.

Work in this unit also offers opportunities for children to relate their knowledge about the growth of plants to everyday contexts.

In term 6, the topic will be '**Habitats**'. Through this unit the children will begin to understand the concept of a habitat, how it provides organisms found there with conditions for life and how animals depend on plants or other animals which eat plants for food.

Experimental and investigative work focuses on:

- turning ideas into a form that can be tested, making a prediction
- making observations
- deciding whether the evidence supports the prediction and suggesting explanations in terms of their knowledge of science.

Work in this unit also provides opportunities for children to learn about the interdependence of living things and how the environment and living things need to be protected.

Parents can support this by talking to their children about what plants need to grow and how to care for them. Also, any discussions about animals' habitats would be helpful.

A useful website is: http://www.bbc.co.uk/schools/ks2bitesize/science/living_things.shtml

HISTORY

Over terms 5 and 6, the children will be asking **'Why did Henry VIII marry six times?'** In this unit the children will find out about the Tudors through the story of Henry VIII's marriages. They will develop their ability to use written and pictorial sources, ask and answer questions, give reasons for actions and identify changes. We will be going on a class trip to investigate Hampton Court Palace in term 6 to enhance the topic further.

Parents can support this by researching Henry VIII and finding out about his six wives. Some useful websites:

<http://www.brimms.co.uk/tudors/wives.html>

<http://www.royal.gov.uk/output/Page1211.asp>

<http://www.royal.gov.uk/output/Page19.asp>

<http://www.spartacus.schoolnet.co.uk/TUDhenry8.htm>

<http://www.larmouth.demon.co.uk/sarah-jayne/wives/wives.html>

GEOGRAPHY

In Geography, the children will be studying **'How can we improve the area we can see from our window?'** This is a 'long' unit which shows how geography can be linked with work on language. It is based on a book called *Window* by Jeannie Baker. The unit offers links to literacy, ICT and environmental education.

Parents can support this by looking out of their windows at home and discussing what they can see – open fields, houses, shops, cars, rubbish, building sites? What effect will these things have on the future?

ICT

In term 5, the children will be focusing on **'Introduction to databases'**. In this unit they will learn to collect and store information involving more than two variables. They will use a database to answer simple questions by sorting and finding the top or bottom and searching in a single field.

Children will be introduced to files, records and fields by exploring and comparing computer-based data and paper-based information. They will use a computer database, add to it, carry out simple searches and produce bar charts. Children will apply what they have learnt in this unit when using ICT to handle and present information in geography, science, design and technology, and history.

In term 6, the focus will be on **'Branching databases'**. In this unit the children will learn to use and create branching databases to sort and classify information. Children will be introduced to 'yes/no' questions which separate a set of objects into two sub-sets. They are shown how to search and create branching databases. There is a link with our science as children will apply what they have learnt in this unit when classifying plants and animals.

Parents can support this by looking at alphabetically ordered information and discussing the importance of organisation when needing to find things more quickly.

RE

During terms 5 and 6, the children will be focusing on the Christian faith with Mrs Bather. Our topic is entitled "What do signs and symbols mean in religion". The children will consider a variety of religious symbols, from both Christianity and other faiths, and their meanings for those who use them. There will be a visit to Checkendon Church, where we will undertake a 'Symbol Safari'.

Parents can support this topic by encouraging children to look for signs and symbols when they are out and about.

PE

In term 5 the children will begin the summer term by continuing to learn a **country dance** in preparation for the Ascension Day service. This will be followed by **Net and Wall game skills** for tennis and badminton.

In term 6, the children will be carrying out **athletic 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.

ART

For our art in Term 5, the children will be carrying out an artist study on the pop artist '**Andy Warhol**'. The children will learn about the roles and purposes of Andy Warhol as an artist working in a different time and culture. They will be using a range of materials and processes, including ICT, to produce artwork in the pop art style.

Parents can support this by looking at examples of Andy Warhol's artwork and discussing them.

DESIGN TECHNOLOGY

In Term 6, the children will be planning and making a '**Photograph frame**'. In this unit, the children will learn about stiffening materials and making stable structures through the context of free-standing photograph frames. The children will design a product, fulfilling given criteria, for their own use or as a gift for a particular user. This unit will link to our Art study on Pop artist Andy Warhol as the children will aim to make a frame to display a special piece of work or photograph.

Parents can support this by looking at different photograph frames and discussing who would like them and how they are made stable.

MUSIC

The children will continue to have music lessons with Mrs McClure. Through the unit 'Painting with Sound' children will develop their understanding of how music can be used expressively. They will explore how sounds can describe moods stimulated by pictures and words and create compositions based on paintings. They will also continue to develop their singing skills through work for the summer production.

PSHCE (Personal, Social, Health and Citizenship Education)

In our PSHCE sessions over terms 5 and 6, we will continue to have our 'Class News' and 'Class Review' sessions on Mondays and Fridays. We will also be having circle time sessions to discuss our citizenship topics 'Me and looking after myself' and 'Me, my family and friends', 'Keeping myself safe' and 'Me and my relationships'. We will also discuss the weekly 'values'.

Parents can support this by talking to their children about the value of the week.

Please note that Y5 and Y6 pupils will be undertaking SATs assessments during the week commencing 12th May. Parents should make every effort to ensure that their child is in school and on time during this week.

LITERACY

Text Focus: _____

Fiction texts studied this term will include *Street Child* by Berlie Doherty, *The Shark Callers* by Eric Campbell, *Someone Came Knocking* by Anne Merrick and *Treasure Island* by Robert Louis Stevenson.

Non-fiction texts will include historical recounts and biography.

Poetry will focus on poems by famous writers: *Song*, by Christina Rossette, *Past, Present and Future* by Emily Bronte, *Thank you* by Benjamin Zephaniah, *The Terrible Path* by Brian Patten and *The Road not Taken* by Robert Frost

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 three week unit at the beginning of term 5 based on *Street child* by Berlie Doherty 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. Exploring the novel will enable children to discuss challenging themes such as cruelty and injustice and to develop an understanding of issues such as poverty and child labour. It complements our history unit *How did life change in our locality in Victorian times?* Term 6 will focus on adventure stories and children will plan and write an adventure story. They will explore the classic adventure story *Treasure Island* and write diary entries, descriptions, letters, poems and lyrics.

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 the following week. The *continuous cursive* handwriting scheme will continue to form the framework for handwriting this term and children will have the opportunity to practise this every morning as part of individual project work.

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 5 there will be a visit to The River and Rowing Museum in Henley (postponed from last term) to participate in an exciting all day interactive workshop called *Build It!* During Term 6 they will participate in role play activities and prepare small group presentations as part of the geography unit *Water*. The literacy unit *Treasure Island*, will focus on developing drama, music and speaking skills and will end with the performance of a musical play in July.

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, ratio 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 units based on the **Primary Framework for Mathematics:**

COUNTING, PARTITIONING AND CALCULATING (2 weeks)

SECURING NUMBER FACTS, UNDERSTANDING SHAPES (4 weeks)

HANDLING DATA AND MEASURES (2 weeks)

CALCULATING, MEASURING AND UNDERSTANDING SHAPE (2 weeks)

SECURING NUMBER FACTS, CALCULATING, IDENTIFYING RELATIONSHIPS (2 ½ weeks)

Parents could support this by ensuring that homework activities are completed; for most children these will comprise a game given out on Mondays to be played several times during the week and returned on Fridays and activities to prepare them for the following week's unit which will be given out on each Friday to be completed by the following Monday. It is important that parents complete and sign the homework activities record book each week. Some children will have additional tasks set to support or extend the work they do in class.

SCIENCE

This term we will cover three related topics on materials. We start the term investigating changes in state between solids, liquids and gases focusing on water. We then look at what happens when a range of materials are mixed with water identifying which materials dissolve to form a solution. The final unit of work investigates reversible and irreversible changes linking reversible changes to the changes in state studied earlier in the term and investigating chemical changes and burning as irreversible changes.

Parents can support their children with these units by involving their children in cooking, noting examples of steam, condensation, melting, freezing and irreversible changes due to heating.

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

GEOGRAPHY

Water

This is a unit in which children learn about water supply around the world. They learn about the importance of clean water and investigate how it is supplied.

They also consider who owns and manages water and contrast water use at home with use in less economically developed countries. They investigate and research different countries' water supply and associated issues and use role play to explore different views about proposals.

Parents could support this by using maps to locate places mentioned in the news and by talking about water use in the home.

HISTORY

In this term's history unit ***How did life change in our locality in Victorian times?*** Children investigate some of the ways in which their local area changed during the Victorian era and some of the reasons for those changes.

Children use the local area to explore characteristic features of Victorian times, how life in the area changed over time and the reasons for, and results of, these changes. They develop their sense of chronology, and ask and answer questions from buildings and other information sources.

Parents could support this by helping children to find out about the topic and by talking to them about the reasons for changes which have happened in their locality.

TERM 3: ART AND DESIGN

Talking textiles

In this unit children will explore how stories have been represented in different times and cultures. They will work together to make a fabric picture based on *Treasure Island*. They will investigate and use a range of materials and techniques, including sewing, to create surface patterns and textures.

Parents could support this by visiting the copy of the Bayeux Tapestry in Reading Town Museum and encouraging the children to practise sewing skills at home.

TERM 4: DESIGN AND TECHNOLOGY

Slippers

Children will learn about different styles and types of slipper. They will investigate the history of slippers. They will draw up specifications for a slipper design for a member of their family. They will develop a step by step plan including decorations and stitching the slipper together. They will carry out the stages of making the slipper and evaluate the final product.

Parents could support this by talking about the types and designs of slippers owned by members of the family and by helping children to research the history of slippers either on the internet or using a local library.

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: happiness, humility, hope, courage, freedom, tolerance, honesty and memories. We will also be using the Smile...again Framework to consider: personal safety, why and how rules and laws are made, community groups, the consequences of anti-social behaviour and facing new challenges positively, particularly in the context of transition to secondary school. 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

The children will continue their work on spreadsheets, using their knowledge of how to enter text, numbers and formulae into cells to construct simple budgets in Excel. They will also learn how to convert tables into graphs, and thus investigate patterns and trends, when using spreadsheet software.

Later in the term the class will investigate control and monitoring, looking at the way computers can be used to control different devices.

RE

During the first half of the term we will be studying the Mosque as a place of worship. We will be learning about the main features of a Mosque, how these features are used in worship and how this reflects Islamic beliefs. In the second half of the term will be looking at the main features of worship using Christianity as a focus and considering what it means to be part of a community.

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

PE

Term 5

Striking and Fielding Games: Cricket

In this unit the children will be developing the accuracy and consistency of their catching, throwing, bowling and fielding skills and will choose and use a range of tactics when batting and fielding.

Gymnastics

In this unit children will use their knowledge of composing sequences to develop performances that demonstrate increased quality and complexity. They will perform different skills using what they have learned about variation in speed, level and direction with the aim of showing as much control and precision as possible.

Term 6

Net and Wall Games

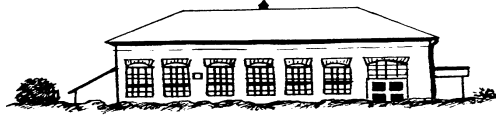
In this unit the children develop the range and quality of their racket skills when playing net and wall games. They also learn tactics and skills for games based on short tennis.

Athletics

In this unit the children will be building on their athletics skills to improve their personal performance following the UK Athletics Shine Awards.

MUSIC

The children will primarily be developing their singing and performance skills through preparing for their summer production and also the cluster concert at Langtree. Alongside this, they will continue to use and develop their rhythmic and melodic skills through activities, improvisation and composition.



Whole School Information

P E Days

OWLS	(Reception and Year 1)	Monday, Tuesday & Friday
	(Year 2)	Monday & Thursday
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 Numeracy
		YEAR 1:	Reading and Numeracy
		YEAR 2:	Reading and Numeracy
PANDAS	10-15 minutes per day	YEAR 3 / 4:	Reading & Numeracy
RHINOS	15-20 minutes per day	YEAR 5 / 6:	Reading, Science & Numeracy

Sponsored Walk

Thanks for all your offers of help and to the School Association for refreshments and sponsorship. Please could we have all sponsor money in by Friday 2nd May.

Thank You

Our thanks go to all parents who have kindly helped with transport to off-site activities

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

