



Autumn 2020 Curriculum

Oak Class: Year 4, 5 & 6



Theme: *Space: The Final Frontier!*

How you can help...



English




- Encourage your child to talk to you about the texts that we are focusing on; explain, in their own words, new vocabulary that they have learnt and used in their own reading and writing.
- Keep a record of any words or phrases that you read that the children think that they could use to improve their own writing.
- Get your child to proofread pieces of writing – looking for grammatical and punctuation errors. Can they ‘up level’ the writing to include more descriptive adjectives?




Reading Record

- Your child’s Reading Record and reading book should be taken home and returned to school every day.
- Your child can also borrow a book from our class library, these books are not levelled and so, on occasion, may be more suited as a book that you read to them or with them. Your child can choose from fiction, poetry or non-fiction books.
- You can support by listening to and reading with your child each day and by asking your child questions about their book . example questions are provided on the prompt sheet: ‘Let’s Talk About Books’ – (attached below)
- Please record your and your child’s comments in their reading records when you have listened to your child read.
- Please encourage your child to read regularly from a range of texts, not just their ‘school’ reading book.
<http://www.oxfordowl.co.uk/> gives lots of information about helping your child with reading and phonics as well as free e-books that you can share with your child.

Spelling Logs

- Your child’s spelling log should be taken home and returned to school every day.
- During our Basic Skills and phonics sessions the children will engage in spelling, grammar and punctuation activities, including phonics, to support their spelling when writing independently.
- The Spelling Log contains a statutory word list. Any words that are not highlighted are words that your child needs to practise further. This will support both their writing and reading.
- Please ensure any writing completed at home is neat and written using joined handwriting.

	Spelling Homework <ul style="list-style-type: none"> In addition to the statutory word lists, your child will also be given 10 spellings to learn per week (given on a Monday). These will then be tested the following Monday. Your child's progress and tricky words will be noted down in their spelling logs.
 Maths	<ul style="list-style-type: none"> Talk about numbers that you and your child may see at home and whilst 'out and about'. Encourage your child to use their maths applying skills in a variety of 'practical and real-life; situations e.g. adding up amounts whilst shopping, working out what coins can be used to pay and how much change they will be given. Ask your child to talk through the written and mental calculation strategies they have used in the class. In the New Curriculum the expectations of children is to know all of their timetables and related division facts by the end of Year 4. Please support your child to learn their times tables and corresponding division facts by heart in practical ways e.g. multiplication bingo as well as 'good old fashioned' chanting of the facts. Children should start with: x2, x5 and x10 then when confident x3, x4, x6, x8 and then: x7, x9, 11, x12. The children will be tested on their times tables every Friday. The children all have access to TT Rockstars for use at home. This aims to improve the children's rate of recall and is a great tool in improving their times table knowledge. <p>There are a number of other online games and apps to support their learning: 'Squeebles' (Free & paid download versions) www.keystagefun.co.uk http://resources.woodlandsjunior.kent.sch.uk/maths/timestable/ http://www.timestables.me.uk/ http://www.maths-games.org/times-tables-games.html</p>
	Maths homework <ul style="list-style-type: none"> Weekly times table practice Numeracy homework may be given should I feel the work covered in class needs consolidating at home. This will be sent home in a poly-pocket. Homework may be stuck into school exercise books so please ensure presentation is of a high standard. Model to your child the correct formation of numbers that you notice they incorrectly form or write in reverse.
 Topic:	<ul style="list-style-type: none"> Visit your local library and help your child to find non-fiction texts linked to our topic that you can read together. Note down any findings / interesting facts that they may wish to share with the class. Discuss with your child any news items that relate to our topic. Encourage children to reflect on what it would be like to see the earth from space. Discuss and experiment with different techniques for 'capturing' the stars in a piece of artwork. Listen to different pieces of music inspired by astrology. What do they have in common?
 Science	<ul style="list-style-type: none"> Revise the names of the planets in our solar system. Experiment with which household materials can be combined to make the best alien slime! What ratios did you use?

 <p>Computing</p>	<ul style="list-style-type: none"> • Talk through with your child the processes you use when creating, opening, saving and retrieving documents on your PC, laptop or tablet. • If possible provide your child with an opportunity to type (on PC, laptop or tablet) so that they become more fluent with the location of the letter keys and key buttons (Return/Enter, Backspace, Shift, Caps lock and Delete) ensuring the children are using both hands to type.
 <p>Physical Education</p>	<ul style="list-style-type: none"> • Your child needs to arrive at school on Tuesdays wearing their P.E kit. They will then wear it home again at the end of school. • Please ensure all kit is named so that all lost items are returned to the correct owner and that long hair is tied back.
 <p>Religious Education, PSHE & Values for Life.</p>	<ul style="list-style-type: none"> • Talk with your child about their own questions they have about different religions as well as the views of others; friends and family. • Encourage your child to take an interest in ‘What is in the News’, on television, in newspapers or on the radio. Develop conversational and discussion skills by asking them to talk about their views and opinions. • Discuss how religion and science can coexist • Discuss the similarities between ‘British Values’ and ‘Christian Values’. Can a non-Christian have Christian values?
<p>Please do not hesitate to speak with me if you have any further questions regarding Oak class routines and this term’s curriculum. Class teacher: Mr Fox</p>	

<p><i>Recall Questions</i></p> <ul style="list-style-type: none"> • Where does the story take place? • When did the story take place? • What did s/he/it look like? • Who was s/he/it? • Where did s/he/it live? • Who are the characters in the book? • Where in the book would you find...? 	<p><i>Simple comprehension questions</i></p> <ul style="list-style-type: none"> • What do you think is happening here? • What happened in the story? • What might this mean? • Through whose eyes is the story told? • Which part of the story best describes the setting? • What words and/or phrases do this? • What part of the story do you like best? 	<p><i>Application Questions</i></p> <ul style="list-style-type: none"> • Can you think of another story which has a similar theme; eg. good over evil; weak over strong; get what you're owed? • Do you know of another story which deals with the same issues; eg. social; moral; cultural? • Which other author handles time in this way; e.g. flashbacks; dreams? • Which stories have openings like this?
<p><i>Analytical Questions</i></p> <ul style="list-style-type: none"> • What makes you think that? • Which words give you that impression? • How do you feel about...? • Can you explain why ...? • I wonder what the writer intended? • I wonder why the writer decided to...? • What do these words mean and why do you think the author chose them? • Has the author used adjectives to make this character funny? • Why did the author choose this setting? 	<p><i>Questions requiring synthesis</i></p> <ul style="list-style-type: none"> • What is your opinion? What evidence do you have to support your view? • Using all the evidence available, can you tell me what you feel about...? • Given what you know about ... what do you think? • How would the views put across in this text affect your views on...? • What would this character think about and why ? (Possibly a present day issue) 	<p><i>Evaluation questions</i></p> <ul style="list-style-type: none"> • What makes this a successful story? • What opinion do you have to justify your opinion? • Does it work? • Could it be better? How? • Is it as good as...? • How is it similar to...? • How is it different to...? • Is it as good as...? • Which is better and why?