

# Holly Crofts: Curriculum Information Letter



**Teacher: Miss Thorp**

**LSA: Mrs Williams**

**PE Lessons:** Monday Afternoon (Game On) and Wednesday afternoon (Miss Thorp)

**HOMEWORK:** Is sent home on a Friday and consists of a weekly spelling list and a reading/ writing/ SPAG or Maths task. **To be completed by the following:** Thursday

**Spelling Test:** Thursday

**Reading:** Please read with your child at least **5 times per week**. Once you have heard your child read, please add a comment, date and sign.

Reading and recording 6 or 7 times a week consistently will earn a space at the Readers' Tea!

## Summer Curriculum

**Topic: The Rainforest** Our Topic will feed into many areas of the curriculum this term! Below is a synopsis of how the topic will be studied and some opportunities to extend the learning at home.

<b>Times Tables</b>	Continue to practise times tables up to 12x12. This term we will also be completing our national multiplication check, which involves 25 questions selected at random from any times tables.
<b>English</b>	<p><b>Stories by author:</b> Roald Dahl – Charlie and the Chocolate Factory. (Continuing from Spring) Ted Hughes – Iron Giant</p> <p><b>Poetry</b> River – Valarie Bloom</p> <p><b>Non-Fiction</b> Instructional writing Biography</p> <p><b>SPaG:</b> Nouns and Pronouns, Plurals Paragraphs, Determiners.</p>
<b>Mathematics</b>	Decimals, Money, Time, Statistics, Perimeter, Properties of Shape and Position & Direction.
<b>Science</b>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
<b>Computing</b>	<p><b>Data and Information: Data Logging</b> We will collect data as well as access data captured over long periods of time. We will look at data points, data sets, and logging intervals. We will spend time using a computer to review and analyse data. Towards the end of the unit, we will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p> <p><b>Programming: Repetition in games</b> We will look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>

<b>Geography</b>	<b>The Rainforest:</b> What a rainforest is and where they are found, Layers of vegetation, climate, people and settlements of the rainforest.
<b>Religious Education</b>	<b>Theme: Christianity</b> <b>Key Questions:</b> <ul style="list-style-type: none"> <li>• To explore if Jesus really did perform miracles?</li> <li>• Do sacred texts have to be true to help people understand their religion?</li> <li>• Is religion the most important inspiration and influence in everyone's life?</li> <li>• To explore if prayers change things?</li> <li>• Do religious people lead better lives?</li> <li>• Is it possible to hold religious beliefs without trying to make the world a better place?</li> </ul>
<b>P.E. / Games</b>	Athletics Strike and Fielding Activities (Cricket and Rounders) Bat and Ball
<b>Art / Design and Technology</b>	<b>Animals of the Rainforest</b> Artists: Henri Rousseau, John Dyer and Daniel Beltrá The aim to create a piece of art inspired by Henri Rousseau's tiger in the rainforest scene. <b>Amazon Tribal Mask:</b> The aim is to design and make an Amazon tribal mask using cardboard and found objects.
<b>Music</b>	<b>Blackbird by The Beatles:</b> A Beatles' Song About Civil Rights. We will learn the song and compose and improvise piece of music using the glockenspiel. <b>Reflect, Rewind and Replay:</b> This consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
<b>Personal, Social and Health Education</b>	<b>Relationships</b> We explore jealousy and loss/ bereavement. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. <b>Changing me</b> We learn about bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Children learn that babies have genetic information from their mum and their dad which gives them some of their personal characteristics.
<b>French</b>	<b>Ma Famillie (My family)</b> - Learn the French words for family numbers and tell us about their own family. <b>Chez Moi (My house)</b> - To say what type of house that they live in and the different rooms that they have in their house.

**Possible family visits/ activities which would enrich your child's learning:**

- Visit the library and borrow information texts
- Look at pictures of the Rainforests and Rainforest animals and discuss differences between them and wooded areas in England ( eg Wendover Woods)

**Practical ways to support your child's learning:**

- Please work with your child on their times tables up to 12 X 12.
- Visit the library regularly. Encourage your child to read a range of fiction and non-fiction books. Discuss the books your child has read and read together.
- Help with weekly spellings.
- Your child would also benefit from experiences of handling money and telling the time.