

# Oak Tree Spring 1 Newsletter

Dear families,

I hope you had a lovely Christmas break and a happy start to the new year! As always, we have lots of exciting things planned including the Aspire fortnight! Our topic this term is “**Tomorrow’s world**” which we kicked off our launch with a day of researching AI and its influences on the present and future. We played some AI powered games, talked to an AI bot and became AI bots ourselves creating data bases!

We also got to use the Micro:Bits to respond to the prompt “How could showing emotions look like in the future?”. The children designed and coded their own emoji badges and were super creative!

PE is as usual on a Friday, and is indoors!

Please ensure to keep wrapping up warm for play times in this cold weather!

Spellings are now going to be practised and sent home via Edshed logins. We will be refreshing spellings each Monday in their spelling lessons. More information to follow on Monday after the first spelling session of the term!

Our in class homework celebration will be on Wednesday the 12th of February. More information will be at the top of the homework grid to be sent out (13.1.25).

From Miss T

### **Times tables and spelling homework**

Children will be sent home with new **spellings** to learn each week for their test on a **Monday**. They will be able to log on to edshed and complete games/challenges in line with their spelling learning in school.

Times table practise: The “little and often” approach really helps to secure and embed their knowledge/recall!

Apps/websites such as white rose one minute maths, timestables.co.uk and hit the button are a great way to practise!

### **Maths Homework:**

Each time your child completes a unit of work in Maths, they will bring a consolidation booklet home to practise the skills they have acquired. There will be a hand-in date on the booklet.

### **Reading**

In class, children can choose a book from the class library to read for pleasure. Please read with your child at least three times a week to boost confidence and support progress with their reading skills.

### **Water bottles/snacks**

Please ensure your child has a water bottle in school on a daily basis. Children are able to bring a healthy snack for breaktime - please fruit/veg only.

### **PE**

We expect children to be coming to school in their PE kit on Friday. Please can you ensure this is in line with our uniform policy.

## **Curriculum coverage for this half term**

The following list outlines the area of the curriculum we will be studying for each subject.

**Maths: Fractions, measurements, decimals and more!**

**English: Cinquain poems, chronological reports and alternative ending stories**

**Science: (Y3/4) Teeth and digestion**

**(Y5/6) Circulatory system/heart, diet/exercise.**

**Computing:**

**History: Romans**

**PSHE: Dreams and goals**

**DT: Making Purses (Joining fabrics)**

**PE: Dance**

**RE: (Y3/4) What does it mean to be a Christian in Britain today?**

**(Y5/6) What matters most to Christians and Humanists?**

**Music - learning to play the recorder**

**French- Days of the week, Colours, weather**



**English:**

In English we will be exploring cinquain poems and writing our own based on our overall topic "Tomorrow's World".

We will be linking our chronological reports to our history - detailing how the romans influenced Britain.

We will be writing alternate endings to the story of Romulus and Remus.

**History:**

This term, our class is exploring the Romans and their impact on Britain. We will be focusing on the question, "What did the Romans do for Britain?" as we learn about their achievements, such as building roads, Hadrian's Wall, and introducing new technology and culture. Through engaging lessons and activities, students will discover how Roman rule shaped the Britain we know today.

## PE

In PE this half term the children be doing Dance.

They will specifically exploring 'Dance Through the Decades' which covers the 1960s to the 2010s, looking at key dance styles from each decade. These dances and the associated music genres, provide the stimulus for children's dance learning. Children will learn about using characteristics and elements of particular dance styles to develop their own dances with similar specific styles. They will develop their understanding of the evolution of dance over time, as well as the social importance of dance and their cultural impact.

Skills they will learn are:

perform simple dance movements based on The Twist, such as twisting the hips;

- create and perform a dance that is inspired by movements from The Twist;
- perform simple dance movements based on disco moves, such as extending limbs;
- perform a series of simple dance movements inspired by 1970s disco moves;
- perform simple dance movements based on hip-hop moves, such as jerky and freezing movements;
- perform a series of simple dance movements inspired by 1980s hip-hop moves;
- perform a series of simple dance movements in unison, to show that they are inspired by elements of 90s dance moves.

## **Science:**

In science we will be learning all about our teeth and digestion (3/4) and the circulatory system/heart, diet/exercise (5/6).

### **Years 3 and 4**

**Children will explore the concepts of:**

- **Types of Teeth:** Identify and name different types of human teeth.
- **Functions of Teeth:** Explain the functions of the different types of human teeth.
- **Different Teeth for Different Food:** Identify which teeth are used for different types of food.
- **Carnivore, Herbivore, and Omnivore Teeth:** Compare the teeth of carnivores, herbivores, and omnivores.
- **The Human Digestive System:** Describe the first part of the journey of food through the digestive system.
- **More About the Journey of Food:** Describe the final part of the journey of food through the digestive system.

### **Years 5 and 6**

**Children will explore the concepts of:**

- **Function of the Heart:** Describe what the human heart is and its function.
- **Function of Blood:** Describe what blood is and its function.
- **Function of Blood Vessels:** Describe what blood vessels are and their function.
- **How Nutrients and Water Are Transported:** Describe how water and nutrients from food travel through the body.
- **The Circulatory System in Humans:** Draft and plan how to present information about the human circulatory system.
- **Circulatory System:** Present and communicate information about the circulatory system in humans.

## **Computing:**

Our computing topic this term will first recap our online safety skills as a class. (Then will be focusing on programming and coding skills using the micro:bits!)

## **Design and Technology**

In DT we will be exploring the technique of joining fabrics together. We will be designing, testing, making and evaluating coin purses.

## **Religious Education (RE)**

Year 3/4

To describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings

• To describe some ways in which Christians express their faith through hymns and modern worship songs.

• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.

• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

• Christianity is one of the world's major religions

Year 5/6

Each individual is free to choose how they act in most situations, but the decision about what to do is based on their beliefs and the consequences of the action taken.

• The values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness). Jesus showed a path for these.

• Is peace more valuable than any money?

• (Rev Jim Wallis) says that it is “more important to be a peace maker than a peace lover”: “We all say we love peace, but the world needs more people who actually make peace.” How can we do this?

A person often has a ‘code for living’ inside their head or heart that helps them to choose good things and say no to bad things.

• Religious people try to be ‘good with God’, but others (Humanists) think you can be ‘good without God’.

## **Personal, Social, Health Education**

In Personal, Social, Health Education the children will explore the unit 'Dreams and Goals'

Year 3 and 4 will focus specifically on:

Difficult challenges and achieving success

Dreams and ambitions

New challenges

Motivation and enthusiasm

Recognising and trying to overcome obstacles

Evaluating learning processes

Managing feelings

Simple budgeting

Year 5 and 6 will focus specifically on:

Future dreams

The importance of money

Jobs and careers

Dream job and how to get there

Goals in different cultures

Supporting others (charity)

Motivation

Continue with Picture news enabling children to learn about British Values, Protected Characteristics and the Rights of a Child all linked in with current and relevant news and popular culture stories. Children will also watch BBC Newsround each week to keep them informed of current affairs in an age appropriate way.



**Music:**

As musicians we will be learning to play the recorder. We will learn to read traditional Music notation and learn to play a variety of melodies using a range of pitch. Additionally, we will secure our performance for the Big Sing at Malton School, adding the sparkle to our own songs and preparing the songs we will sing as a massed choir.

**French:**

As French linguists we will be revising our knowledge of the days of the week and colours. We will be learning how to describe the weather and linking this with what clothes we may wear. We will be using the story Le Loup. We will be using our listening, speaking, reading and writing skills alongside singing songs and playing games in French.