



Curriculum Share Letter
Year 4 and 5
Autumn Term 2021

Dear Parents and Guardians,

Welcome back to a new school year! It is a privilege to be teaching year four and five this school year and I am excited to get to know you all and your children! I hope you all had a good break and were able to relax after the year we've all had. I hope the children are ready for an actioned packed, activity-filled term ahead and ready for lots of fun learning!

This term is a **CREATE** term, which means we will be focusing specifically on the creative arts. In class, we will be spending time doing lots of drama, music, dance, art and creative writing. Our key enquiry question is: *How do Traditions Evolve?* This will allow us to explore the concepts of: *Belief, Community, Tradition, Respect and Reverence*. We will learn about traditions in our different cultures, using our own experiences and that of our family and friends to find answers to our enquiry question. In the lead up to Christmas we will, of course, learn how Christmas is celebrated around the world and find out more about how our traditions have evolved over time. It promises to be a



rich subject and I can't wait to hear the children's own experiences and contributions to our topic.

 <p>Autumn Term: Create</p> <p>RE / Christmas</p>			
The Sett- Year 4 & 5 Autumn Term 2021			
TERM: CREATE THEME : CHRISTMAS TITLE: CHRISTMAS AT PUPPET THEATRE			
CONCEPT and DRIVING WORDS:			
RESPECT AND REVERENCE	BELIEF	COMMUNITY	TRADITION
KEY ENQUIRY QUESTION: <h2 style="text-align: center;"><i>How do Traditions Evolve?</i></h2>			
POSSIBLE AUTHENTIC OUTCOMES: <ul style="list-style-type: none"> • Design, make and evaluate a puppet • Create, write and organise a Christmas story script • Prepare and perform a memorable live puppet theatre show about Christmas 			
Career/Employment Links Theatre careers: puppeteer, script writer, technology crew, musician and director.			
Visits/Links to professionals Y5 3 day trip to Danbury outdoors Expert visit Theatre visit			
MUSIC	<i>Appreciate and understand; play and perform; improvise and compose. Skills: Sing songs and create different vocal effects. Identify and recall rhythmic and melodic patterns. Create descriptive music in pairs or small groups. Identify different speeds of pulse by clapping and moving. Perform in different ways, exploring the way the performers are a musical resource.</i>		

DESIGN TECHNOLOGY	<i>Design; make; evaluate.</i> Skills: Generate ideas, considering the purpose for which they are designing. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes. Select appropriate tools and techniques for making their product. Evaluate their work both during and at the end of the assignment.
ART	<i>Create; improve; research.</i> Skills: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use a variety of source material for their work. Use the sketchbook to develop ideas. Explore the potential properties of line, tone, pattern, texture, colour and shape. Question and make thoughtful observations about starting points and select ideas to use in their work.
RELIGIOUS EDUCATION	Understanding Christianity- <u>God Key Enquiry question:</u> <i>What does it mean if God is Holy and loving?</i> Understanding Christianity - <u>Incarnation Key Enquiry question:</u> <i>Was Jesus the Messiah?</i>
P4C	QUESTIONS AND IDEAS TO BE EXPLORED: (based on driving words) <u>How do Traditions Evolve?</u> When and why did the tradition start? What problem was it intended to solve? How did it change over time? (if every tradition has changed over time). What ideas are we using the tradition to honour, remember or pass on to future generations? Can we carefully adjust this tradition to make it more effective to pass on those ideas? Do we need to redefine this tradition given all we've learned since it started?
PSCHE	Skills: Identify ways to face new challenges. Identify some factors that effect emotional health and well-being. Know what a friend is and does and how to cope with some friendship problems. Describe the nature and consequences of bullying, and express ways of responding to it. <i>Rolling programme:</i> (Being Me in My World) 'Who am I and how do I fit?'; (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique.
COMPUTING FOCUS	<i>Design; write; use.</i> Skills: Begin to understand the need to abide by school e-safety rules. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
SCIENCE FOCUS	<i>Identify; construct; recognise, associate; compare; represent.</i> Skills: Record observations systematically. Use appropriate scientific language and conventions to communicate quantitative and qualitative data. Begin to make and repeat observations and measurements. Learn all about electrical circuits and test materials' ability to conduct electricity. Understanding electrical safety. Building a circuit. Good conductor, bad conductor?
TALK FOR WRITING	Fiction- Beddgelert Non-fiction- discussion texts Poetry- Structured-haikus, concrete (shape) poems
PE	Swimming and ball handling games
MFL	French Themes: Travel to school. Where is French spoken? Travel around the world. Weather. Dates recap, sums.

SMART LEARNING

Children are rewarded (house points, and privileges) for getting involved in their learning and following up their schoolwork at home. We believe in every child really knowing what their talent or area of strength is by the time they leave in Y6. Amazing opportunities are there for every child so that they can identify what they really love and/or are great at. It could be sport, maths, singing, acting, playing the piano, creative writing or showing care and kindness and interpersonal skills. Please support your child to be SMART and take responsibility for their own personal growth and education. I have attached to this letter a grid of possible home learning activities for year 4 &5 children to try. They could highlight them through the term. Each pupil will be given an A5 shiny-covered SMART LEARNNG book. I cannot wait to see their fantastic work and share it with the rest of the class. It



is not compulsory, but I strongly recommend and encourage children to be SMART LEARNERS and try to do as many activities as they can.

5 Benefits of reading for CHILDREN

- Improves Brain Function
- Increase Knowledge
- Theory of Mind
- Enhance Vocabulary
- Sharpens Memory



Reading. Children are encouraged to be SMART and read daily. All reading is valuable, particularly investigating new vocabulary and answering questions about the text. Please could all reading be recorded in their reading record book? I do check these fortnightly to reward regular readers and encourage good habits. I've set up a cinema ticket prize for the reader who will improve the most in his/her reading through the term. Please read with your child

regularly and sign the record book, even if your child is a fluent reader. Feel free to write positive comments or new words that have been discussed. Children can change their reading books every morning if needed and during snack time. All children also have Readings Eggs log-ins, this app is excellent for both reading comprehension, activities, games and spellings. Reading Dragons (bronze, silver and gold) will be introduced after half term.



Spellings are set and tested on Wednesdays. Children mark their own spellings using a typed list. Pupils are given a set of five words (usually taken from the new curriculum common exception words list). Children are expected to practise spelling daily at home. Please encourage your child to do this as spelling practise falls under our non-negotiables along with regular reading and times table practise. DoodleSpell boosts the confidence of children with a personalised work programme tailored to their strengths and weaknesses.

Times tables awards are checked by Mrs Perriment or Mr Bush. We use a bronze, silver and gold system. Bronze level is awarded for counting forwards and backwards, silver is awarded for recall of facts in any order and gold award is for both times table facts and recall of associated division facts. It would be a good idea at this point in the year to check they can they still count forwards and backwards in the tables learnt last year before lockdown. Key stage one usually focuses on the 2, 5 and 10 times tables. Typically, during Year 4, pupils focus on the 3s, 4s and 6s and year 5 - 7s, 8s and 9s. However, this will depend on the knowledge of recall facts for each individual child and whether they have achieved the expectations from key stage one. All children have an opportunity to complete their DoodleMaths challenge each week but daily practise at home is recommended! In Maths lesson, several times per week I will set a Times Tables Mental Maths challenge for those who want to practise and challenge themselves. They are also able to access TT Rock stars for instant recall practise. This is highly recommended as there will be mandatory times table tests (online) at the end of year 4.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

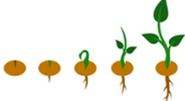
If you have any questions or need any help with anything, please feel free to message through Dojo, I will try my best to support you and your child. Thank you all for your support too.

Best regards,
Miss Alina Gabenyte, Mr Bush, Mrs Bowmen-Dove, Mrs Madigan and Mrs Perriment

SMART LEARNING GRID Autumn term 2021

SMART activities

All 24 activities are optional, and you do not have to do them in order. Activities will be rewarded!
Try to do at least 1-2 a week.

<p>1. Create a WANTED poster for Nativity</p> 	<p>2. Take part in PE with Joe Wicks over on 'The Body Coach's' YouTube channel! Can you create your own workout?</p>	<p>3. Write a noun and an adjective for every letter of the alphabet. A- apple B- bed</p>	<p>4. Follow a recipe. Bake a cake or help prepare a meal for your family. Make sure there is an adult who can help you.</p> 
<p>5. Can you learn your alphabet using British Sign Language?</p> 	<p>6. Draw your favourite book character. Label them using WOW words. (Adjectives)</p>	<p>7. Build a den using things you can find in your house. You may want to draw a plan first!</p>	<p>8. Create your own mindfulness colouring.</p> 
<p>9. Make a puppet for the character from your favourite book.</p>	<p>10. Can you turn your hands into animals? Search 'draw animals with your hand' on YouTube for inspiration!</p>	<p>11. Plant a seed. Take care of it and watch it grow. Keep a seed diary!</p> 	<p>12. Can you find your own house on Google Maps? Draw a map of your local area.</p>
<p>13. Build a tin foil boat How many objects can you fit in your boat before it sinks?</p> 	<p>14. Create a poster of a country you have visited or a country you would like to visit. What facts can you find?</p>	<p>15. Play your favourite songs and have a disco and a dance. Can you make a routine? You may want to video it.</p>	<p>16. <u>Treasure hunt...</u> Make some clues/ hide a favourite toy somewhere in the house.</p>
<p>17. <u>Acrostic poem</u> Can you write one based on Traditions? Or Christmas?</p>	<p>18. Can you build a Lego model, a tower of playing cards or something else!</p> 	<p>19. Read your favourite book. Can you write a book review and design a new front cover?</p>	<p>20. <u>Quiz night!</u> Make up your own quiz and test your family and your class!</p>
<p>21. Can you make your own instrument using recyclable materials?</p>	<p>22. Make your own board game.</p>	<p>23. Illustrate any story from the Bible.</p> 	<p>24. Go on a shape hunt around your house and garden - make a list of all the 2D and 3D shapes you can find.</p>
 <p>Note! You can always follow up any class lesson with extra practise, investigation, drawing or writing at home. Bring in objects, books, or interesting facts to share with the class. Enjoy and have fun! Good luck!</p>			