

Curriculum Newsletter

Spring Term – 13.01.2023

Update from Headteacher



The drains by the new classrooms have been attended to today by external contractors and will be monitored over the next few months.

Value this half-term



Big Question of the week

How do you start to pray?





What happened in school this week?

- Please let the office know if you might be interested to be considered for the Parent Governor vacancy by **Friday, 20th January**.
- Thank you for contributing to the Parent questionnaire. Responses will be analysed and feedback given. We also have a School Survey available to parents, carers, staff and governors to **celebrate achievements and improvements**. Please complete this by following the link:
<https://forms.gle/59TfdJWq4W6dSCsv9>



Upcoming dates for the diary:

23.01.23	Reading Workshop with Miss Seeley for Reception and Year 1 at 3.45pm (Parents Only).
25.01.23	KS2 "All in" Sitting Volleyball at Ongar Academy (for selected pupils – parent will be informed individually of this) Time: 9.30-11.30
26.01.23	NSPCC workshop with years 5 and 6
03.02.23	Years 3 and 4 assembly for parents and carers
07.02.23	Safer Internet Day
21.02.23	All Year 5 & 6 Sports Hall Athletics at Ongar Academy. Time 09.30-12.00
21.02.23	All Year 3 & 4 Sports Hall Athletics at Ongar Academy. 13.00-15.00
24.02.23	Years 1 and 2 assembly for parents and carers
07.03.23	Epping & Ongar District Cross Country Competition at Ongar Primary – Arrangements TBC <ul style="list-style-type: none"> • Year 5&6 Boys – 9.45am • Year 5&6 Girls – 10.05am • Year 3&4 Boys – 10.25am • Year 3&4 Girls – 10.45am <p>The school can only enter 1 team per category with a maximum of 8.</p> <ul style="list-style-type: none"> • Year 3 & 4 boys & girls – 1km • Year 5 & 6 boys & girls – 1.5km
10.03.23	Reception and Year 1 assembly for parents and carers
13.03.23	Bird Man to visit the school (like last year)
21.03.23	Year 6 TOA Transition Event at Ongar Academy. Time 09.15-12.15
24.03.23	Years 5 and 6 assembly for parents and carers
30.03.23	Easter service at St Nicholas Church













Whole School House Points

	Ants 	Badgers 	Locusts 	Lizards 
Red-Orange Class	5	12	22	24
Orange-Yellow Class	12	8	34	33
Green-Blue Class	22	34	0	5
Indigo-Violet Class	24	33	59	59
TOTAL	1187	1145	1187	1275

Attendance

 	
Our school target	96%
Attendance this week	96%
Attendance this year	93%

Academic year	Period average attendance	Number of Persistent Absence pupils (below 90%)
2022/2023	93%	15
2021/2022	91%	22
2020/2021	93%	16
2019/2020	95%	3
2018/2019	96%	2

Red-Orange Class			96%	
Orange-Yellow Class			96%	
Green-Blue Class			96%	
Indigo-Violet Class			97%	

100% attendance this week: 80 pupils out of 89 pupils which is 89 %

Gabriella	George D	Freya G	Mikey	Darcie
George A	Madison	Jude	Paul	Freddie
Jessica	Teddy D	Autumn	Talia	Naomi
Amelia-Rae	Scarlett	Ava G	Harrison Mc	Phoebe
John-James	Lillie	Finlay	Noah	Maxwell
Ralph	Charlotte	Acer	Dotty	Ethan
Emily	Dylan F	Lilly H	Maci	Knightley
Archie	Sienna F	Jesse	Jackson	River
Alice B	Joey	Freya J	Jacob	William
Florence	Chloe	Edward	Jude	Daisy
Barney	Freya	Ralph	Sienna M	Brooke
Alice Curtis	Rafe	Eva	Jett	Mason
Dylan C	Diggy	Evie-May	Sidney	Teddie T
Lucas	Laura	Ava	Amber	Amelia V
Teddy Davis	Dolly	Harrison M	Harrison P	Cash
Maisey	Freddy G	Nellie	Sebastian	Kai

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Other news

Police

Essex Police have put together some simple things parents can do to make their child's online devices safer.

<https://www.essex.police.uk/SortYourSettings>

Fostering Leaflet

Please note that we have uploaded a Fostering Leaflet onto our website, please [click here](#) for more information.

Deadline for showing interest and applications – Friday 20 January 2023.

We are looking for a Parent Governor!

The governing body is responsible for both the conduct of the school and for promoting high standards.

Our governing body expects governors to:

- attend 6 half-termly meetings of the full governing body
- visit the school formally for monitoring purposes at least 2-3 times a term/year
- visit the school informally at least 2 times a year
- commit to attend training courses, perform additional research as required.

In return, our governing body commits to:

- provide you with a structured induction
- provide access to quality training
- provide you with an experienced governor as mentor
- provide informal feedback on your contribution to the governing body on a bi-annual basis

If you would like to find out more about how you can contribute to governance at our school, please email the school office with your contact details and it will be passed on to the Chair of Governors, who will then arrange a time for a conversation.

Parent Governor vacancy

Online Safety

The online world is posing an ever-increasing risk to children, and it is important that schools, parents and carers work together to take an active role in teaching children about online dangers. Learning how to act safely when using the internet is an incredibly important part of safeguarding our children.

We are therefore delighted to announce that **Dr Walker's C of E Voluntary Controlled Primary School** has shown our commitment to protecting our pupils online by working with National Online Safety, providing resources for all parents and carers.

The resources include Parents & Carers courses (presented by Myleene Klass), online video resources and weekly guides covering a huge range of topics, including:

- Online Relationships
- Fake Profiles & Social Bots
- Online Bullying
- Online Grooming
- Child Sexual Exploitation
- Sexual Harassment & Violence
- Sexting
- Live Streaming
- Online Identity
- Screen Addiction
- Online Gambling
- Radicalisation, Terrorism & Extremism
- Age Inappropriate Content
- Copyright & Ownership
- Hacking
- Fake News
- Online Fraud
- Online Reputation
- Personal Data
- Pornography

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- Online Challenges
- Overspending
- Social Media Platforms
- Targeted Adverts & Pop-Ups
- The Dark Web
- Games & Trends

To create your account, please follow <https://nationalonlinesafety.com/enroll/dr-walker-s-c-of-e-voluntary-controlled-primary-school> and complete your details. When you're set up, you'll be able to set 'Parent/Carer' as your user type.

You can access National Online Safety online via any device, including via their brand-new smartphone app. To download the app, please go to:

<https://apps.apple.com/gb/app/national-online-safety/id1530342372>

<https://play.google.com/store/apps/details?id=uk.co.nationaleducationgroup.nos>

Alternatively, search for 'National Online Safety' in the App Store/Google Play Store.

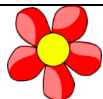
Answers to frequently asked questions and customer service can be accessed at <https://helpdesk.thenationalcollege.co.uk/helpcentre>



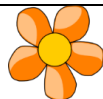
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Reception



Year 1

Red-Orange
Class

Class Registration Teacher:

Mrs Joanne Hammond

Message from Class Registration Teacher

Dear Parents,

I hope you have had a lovely Christmas!

I am very excited to be teaching your children for the rest of this academic year and getting to know their interests, likes and helping them to learn.

I would like to say a big well done to the children for being so welcoming and helping me to settle in!

During this term we are focusing on our Geography project Bright Lights, Big City! I have listed a few ideas of what the children could complete for their homework projects. The first project needs to be handed in by Friday 17th February and the second project by Thursday 30th March.

I can't wait to see what the children achieve over the coming year!

Thank you for your support

Mrs Hammond

Homework

Daily reading	<ul style="list-style-type: none"> Please listen to your child read for 20 minutes a day as this will support them with their phonics in particular with Little Wandle. We will aim to read with them at least three times a week so please make sure that they bring their reading books in to school.
Maths Skills	<ul style="list-style-type: none"> At the end of Reception, the children should be able to count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Please try and practise this at home. Children in year 1 will be learning place value within 50 and addition and subtraction within 20. They will also be learning measuring skills. Please practise counting from 20 onwards and building this up to best support them in their learning.
Handwriting	<ul style="list-style-type: none"> It is important that Reception are supported in beginning to write their name, starting with the first letter, moving on to their whole name. They will be writing diagraphs following the sequence of Little Wandle: ai, ee, igh, oa, etc. Year 1 will be following Little Wandle and practising the appropriate sounds and sentences.
Weekly spellings	<ul style="list-style-type: none"> Year 1: Each week your child will be given homework with sounds, words and sentences that we have been learning during the week. Please practise these at home with your child.

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Driver Project (Spring 1)



Bright Lights, Big City! This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.

Please complete one project by Friday 17th February and the second project by Thursday 30th March.

- A landmark is a feature of a landscape or town that is easily seen from far away. Think about the landmarks you have seen. Draw and label an example of a memorial, entertainment venue, royal building, place of worship, engineering structure and physical feature.
- Four countries make up the United Kingdom. Draw or print off a blank map of the United Kingdom and use an atlas, map or the internet to label each country and capital city. You could also find out the names of the surrounding seas and oceans. Can you find the place where you live?
- All cities, towns and villages have physical and human features. Physical features form naturally, and human features are made by people. Take a walk around your local area and write a list of the physical and human features you see.
- The United Kingdom has four seasons with different types of weather. Please create a weather symbol for: sunny, rainy, windy, cloudy, snowy, foggy and stormy days.
- London is the capital city of England and has many landmarks that tourists like to visit. Use information books and the internet to find as much information as you can about a London landmark. Create a poster to tell tourists about it. You might include information about where it is, what it was built for and if it has any opening times or prices.
- Use an atlas, world map or online maps to look for a capital city, such as Paris, Berlin, Lagos, Tokyo, Moscow or Madrid. Choose one that you think looks interesting and use information books and the internet to help you to find out about the city. Write interesting facts about the city on a mind map.

Finish your home learning by writing sentences or explaining to an adult what you have learned about cities, landmarks and London.

Curriculum coverage this academic year

Rec / Year 1	SUBJECT	KS1 Cycle A September 2022		TERM 1 AUTUMN	TERM 2 SPRING	TERM 3 SUMMER
	Handwriting	Letter-join		Module 1 (Reception) Module 2 (Year 1)		
	Phonics	Little Wandle Letters and Sounds		R – Phase 2 Year 1 – Phase 3 / 4 Review + Phase 5	R – Phase 3 Year 1 – Phase 5	R – Phase 4 Year 1 – Review Phase 5 GPCs for PSC
	English	Jonathan Bond	REC	Early Writing Instructions	Early Writing Instructions	Composing a Sentence
	English	Jonathan Bond	Year 1	Picture Stories	Picture Story Units	Longer Picture Story Units
	Maths	White Rose		Place Value Addition and Subtraction Shape Consolidation Place Value Addition and Subtraction Shape	Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume Money Multiplication and Division Length and Height Mass, Capacity and Temperature	Units of Work Fiction, non-chron, recount Multiplication and Division Fractions Positions and Directions Place Value (within 100) Money Time Consolidation Statistics Fractions Position and Direction Problem Solving Time
	Religious Education	Essex Agreed Syllabus		<i>(Theology) What do Christians believe God is like?</i> <i>(Human and Social Sciences) How does a celebration bring a community together in the</i>	<i>(Philosophy) What do my senses tell me about the world of religion and belief?</i> <i>(Human Social Science) What happens in the daily life of a Hindu and Jew?</i>	<i>(Theology) Who made the world?</i> <i>(Philosophy) How did the universe come to be?</i>

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				<i>Christian and Jewish faiths?</i>		<i>Easter Focus (Theology): What does the cross mean to Christians?</i>			
				<i>Christmas Focus (Theology): What does the nativity story teach Christians about Jesus?</i>					
	Science	Cornerstones		Everday Materials	Human Senses	Seasonal Changes		Plant Parts	Animal Parts
	Art & Design	Cornerstones		Mix It	Funny Faces and Fabulous Features	Rain and Sunrays		Street View	
	Design & Technology	Cornerstones		Shade and Shelter		Taxi!		Chop, Slice and Mash	
	Geography	Cornerstones		Our Wonderful World		PROJECT: Bright Lights, Big City!		Revision and Retrieval Practice	
	History	Cornerstones		PROJECT: Childhood History				PROJECT: School Days	
	Music	Charanga		Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	PSHE / RSHE	Goodness and Mercy Kapow		Y1/2: Family and relationships (Cycle A)	Y1/2: Health and wellbeing (Cycle A)	Y1/2: Citizenship (Cycle A) Y1/2 Economic wellbeing (Cycle A)	Health (G&M) 4. Keeping safe with screens Talking about feelings 'Making Planet Healthy'	Y1/2: Safety and the changing body (Cycle A)	Relationships (G&M) 4. My body worth keeping safe 5. My body worth keeping safe Y1/2: Transition (Cycle A)
	Computing	Primary PPA Cover		Unit 1 An introduction to ICT using Beebots and VR	Unit 2 Exploring the use of technology in school and in the community	Unit 3 Exploring Multimedia	Unit 4 Using technology to create, organise and manipulate digital content (Digital Literacy)	Unit 5 Exploring Coding & Programming	Unit 6 Debugging & problem solving (Computer Science)
	PE	Sports Coaching Specialists		<ul style="list-style-type: none"> • Practical floor work • Gymnastics – jumping, travelling, balancing (with and without equipment) • Archery 		<ul style="list-style-type: none"> • Ball work – pushing, patting, throwing, catching, kicking • Dance – expressing selves. Combination of movements and gestures. • Futsal/ HIIT sessions (2 weeks for each sport) 		<ul style="list-style-type: none"> • Team Games – catching, throwing / simple games. • Running, throwing and jumping. • Frisbee (2 week slot) 	

We are looking forward to the new academic year and working collaboratively with our parent community and

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Year 1



Year 2

**Orange-
Yellow Class**

Class Registration Teacher:

Miss Lauren Seeley

Message from Class Registration Teacher



Dear parents,

It is lovely to welcome you all back and I hope you all had an amazing Christmas with your families! Orange- Yellow class have come back in with a great attitude towards their learning and I am looking forward to another amazing term!

We had a fantastic Autumn term and we won the attendance cup nearly every week, which is an amazing achievement, let's see if we can do it two terms in a row!

During this term we are focusing on our Geography project Bright Lights, Big City! I have listed a few ideas of what the children could complete for their homework projects. The first project needs to be handed in by Friday 17th February and the second project by Thursday 30th March.

Many thanks for your on-going support,

Miss Seeley

Homework

Daily reading	<ul style="list-style-type: none"> It is important that your child reads for 20 minutes daily! This will aid their writing skills and ability to access the wider curriculum. Please make sure reading books are returned on a Friday in order for them to be changed. It is important that as well as listening and reading to your child you also ask them a range of questions. Asking a range of questions will also help to develop their comprehension and inference skills. The reading books sent home should be being read with 95% fluency, meaning your child should be able to read 95% of the words automatically. Please feel free to encourage your child to read higher level books from the library if you wish, but please ensure they are also reading the book sent home for consolidation.
Maths Skills	<ul style="list-style-type: none"> Children need to know their 1s, 2s, 5s and 10s times table by the end of year 2. In year 1 they can start to practise this by beginning to learn these by simply counting in that number. For example: 2, 4, 6, 8, 10 etc They will then eventually build up to knowing them as times table. For example: 1 x 2 is 2, 2 x 2 is 4, 4 x 2 is 8 etc. Children should be able to fluently recall and use number facts up to 20 as well as derive and use related number facts up to 100. If they do not automatically know number bonds to 10 and 20- e.g. 6 + 4 = 10, 16 + 4 = 20, please continue to work on this at home.
Handwriting	<ul style="list-style-type: none"> It is imperative that your child form all of their letters correctly, using a consistent and regular font size. As part of project homework your child will be expected to produce a well presented handwritten piece.

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Weekly spellings

- Year 1: Each week your child will be given homework with sounds, words and sentences that we have been learning during the week. Please practise these at home with your child.
- Year 2: Each week your child will be given 5 spellings that they will need to learn, these words will either be ones that they need to know from the National Curriculum.

Bright Lights, Big City! This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.

Please complete one project by Friday 17th February and the second project by Thursday 30th March.

- A landmark is a feature of a landscape or town that is easily seen from far away. Think about the landmarks you have seen. Draw and label an example of a memorial, entertainment venue, royal building, place of worship, engineering structure and physical feature.
- Four countries make up the United Kingdom. Draw or print off a blank map of the United Kingdom and use an atlas, map or the internet to label each country and capital city. You could also find out the names of the surrounding seas and oceans. Can you find the place where you live?
- All cities, towns and villages have physical and human features. Physical features form naturally, and human features are made by people. Take a walk around your local area and write a list of the physical and human features you see.
- The United Kingdom has four seasons with different types of weather. Please create a weather symbol for: sunny, rainy, windy, cloudy, snowy, foggy and stormy days.
- London is the capital city of England and has many landmarks that tourists like to visit. Use information books and the internet to find as much information as you can about a London landmark. Create a poster to tell tourists about it. You might include information about where it is, what it was built for and if it has any opening times or prices.
- Use an atlas, world map or online maps to look for a capital city, such as Paris, Berlin, Lagos, Tokyo, Moscow or Madrid. Choose one that you think looks interesting and use information books and the internet to help you to find out about the city. Write interesting facts about the city on a mind map.
- Finish your home learning by writing sentences or explaining to an adult what you have learned about cities, landmarks and London.

Driver Project (Spring)




























Curriculum coverage this academic year

Year 1/2	Year	KS1 Cycle A September 2022		TERM 1 AUTUMN		TERM 2 SPRING	TERM 3 SUMMER
	Handwriting	Letter-join		Module 2 (Year 1) Module 3 (Year 2)			
	Phonics	Little Wandle Letters and Sounds		R – Phase 2 Year 1 – Phase 3 / 4 Review + Phase 5	R – Phase 3 Year 1 – Phase 5	R – Phase 4 Year 1 – Review Phase 5 GPCs for PSC	
	English	Jonathan Bond	Year 1 	Picture Stories	Picture Story Units	Longer Picture Story Units	Units of Work Fiction, non-chronologic, recount NO POETRY
	English	Jonathan Bond	Year 2 	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	

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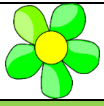
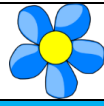
		Linked book study		Wilfrid Gordon McDonald Partridge by Mem Fox	Topsy and Tim Visit London by Jean and Gareth Adamson	Whiffy Wilson: The Wolf who wouldn't go to school by Cary Hart			
	Spelling	Jonathan Bond	Year 2 	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess			
	Maths	White Rose		Year 1: Place Value Addition and Subtraction Shape Year 2: Place Value Addition and Subtraction Shape	Year 1: Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume Year 2: Money Multiplication and Division Length and Height Mass, Capacity and Temperature	Year 1: Multiplication and Division Fractions Positions and Directions Place Value (within 100) Money Time Year 2: Fractions Time Statistics Positions and Directions			
	Religious Education	Essex Agreed Syllabus		<i>(Theology) What do Christians believe God is like?</i> <i>(Human and Social Sciences) How does a celebration bring a community together in the Christian and Jewish faiths?</i> <i>Christmas Focus (Theology): What does the nativity story teach Christians about Jesus?</i>	<i>(Human Social Science) What happens in the daily life of a Hindu and Jew?</i> <i>(Philosophy) What do my senses tell me about the world of religion and belief?</i> <i>Easter Focus (Theology): What does the cross mean to Christians?</i>	<i>(Theology) Who made the world?</i> <i>(Philosophy) How did the universe come to be?</i>			
	Science	Cornerstones		Everyday Materials	Human Senses	Seasonal Changes	Plant Parts	Animal Parts	
	Art & Design	Cornerstones		Mix It	Funny Faces and Fabulous Features	Rain and Sunrays	Street View		
	Design & Technology	Cornerstones		Shade and Shelter		Taxi!	Chop, Slice and Mash		
	Geography	Cornerstones		Our Wonderful World		PROJECT: Bright Lights, Big City!	Revision and Retrieval Practice		
	History	Cornerstones		PROJECT: Childhood History			PROJECT: School Days		
	MFL (French)	Language Angels							
	Music	Charanga		<i>Hey You!</i> (Joanna Mangona - an Old-School Hip Hop)	<i>Rhythm in the way we walk and Banana Rap</i> (Joanna Mangona and Jane Sebba - Freestyle)	<i>In the groove</i> (Joanna Mangona - an easy-to-learn song that demonstrates different styles of music)	<i>Round and round</i>	<i>Your Imagination</i> (Mangona and Pete Readman - a song about using your imagination)	<i>Reflect, Rewind and Replay</i>
	PSHE / RSHE	Goodness and Mercy Kapow		and s (Cycle A)	Y1/2: Health and wellbeing (Cycle A)	Y1/2: Citizenship (Cycle A) Y1/2 Economic wellbeing (Cycle A)	Health (G&M) 4. Keeping safe with screens Talking about feelings 'Making Planet Healthy'	and the dy (Cycle A)	Relationship s (G&M) worth keeping worth keeping Y1/2: Transition (Cycle A)
	Computing	Primary PPA Cover		Unit 1 An introduction to ICT using Beebots and VR	Unit 2 Exploring the use of technology in school and in the community	Unit 3 Exploring Multimedia	Unit 4 Using technology to create, organise and manipulate digital content (Digital Literacy)	Unit 5 Exploring Coding & Programming	Unit 6 Debugging & problem solving (Computer Science)

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	PE	Sports Coaching Specialists		<ul style="list-style-type: none"> • Gymnastics – balance and co-ordination • Team Games – racket skills • Archery (2-week slot) 	<ul style="list-style-type: none"> • Dance – perform using patterns • Games – feeding and fielding games • Futsal/ HIIT sessions (2 weeks for each sport) 	<ul style="list-style-type: none"> • Athletics – running, jumping, throwing • Team Games – attacking and defending • Frisbee (2 week slot)
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		Green-Blue Class	Class Registration Teacher: Mrs Jenny Dean
Year 3	Year 4		

Message from Class Registration Teacher



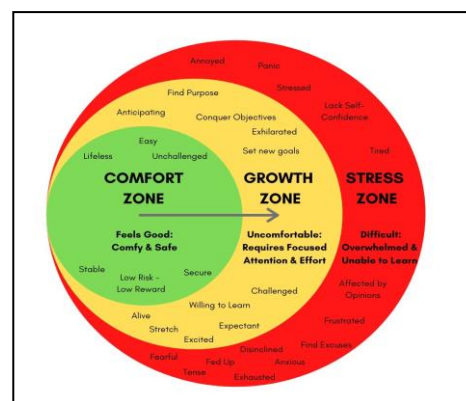
Dear Parents and children,

Happy New Year to you all. I hope that you all had a wonderful Christmas too.

We have had a great start to 2023 in new surroundings! We have moved to the new build and are enjoying making our mark on it and are working on eliminating the awful smell that is emanating from the drainage nearby – thankfully, this is not filtering into the classroom!

The children have settled back well after the Christmas break and we are forging forward with high aspirations for all. We are working on our growth mindset and aiming to move ourselves more willingly out of our comfort zones into our growth zone ... allowing ourselves to feel a little uncomfortable – requiring focus, attention and effort! This will enable us to be stretched and challenged and feel exhilarated as we reach new heights in our learning.

As always, we appreciate your on-going support.

























Homework

ATOM	<p>https://app.atomlearning.com/</p> <p>Please access our online learning platform for your weekly homework. There is an array allocated for English, Maths, Spelling, Comprehension and Topic at different times, with varying due dates.</p> <p>Your child is expected to complete at least one English and one Maths piece set every week.</p>
Daily reading	<p>Your child should be reading 6 days a week. It is expected that they read a minimum of 8 pages and record in their reading record book. In the comment section, they can record 3 high level vocabulary choices from the text that they have read to use in future writing.</p>
Maths Skills	<p><u>THIS IS A KEY SKILL AND REQUIREMENT – PLEASE PRACTISE AS OFTEN AS POSSIBLE</u></p> <p>Your child should be proficient in their times tables from 0 to 12, both their multiplication and division facts. These will be tested on a daily basis and should be rapid recalled.</p> <p>ALL Year 4 children will complete a statutory Maths Times Tables Check in June 2023. This is fully digital and will take place on screen. Children will</p>

	<p>only have 6 seconds to answer each question (read, recall and enter their response).</p> <p>Regular practise can be completed here: Multiplication Tables Check - 2023 - Timestables.co.uk https://www.themathsfactor.com/times-tables-check/pinpoint#/menu (division facts are not tested)</p>
<p>Handwriting</p>	<p>It is imperative that your child form all of their letters correctly, using a consistent and regular font size. As part of project homework your child will be expected to produce a well presented handwritten piece.</p>
<p>Weekly spellings</p>	<p>These are taught daily at school and integrated within our handwriting sessions.</p>
<p>Driver Project (Spring)</p>	<p>Rocks, Relics and Rumbles Your child will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. They will investigate different types of rock to learn about their uses and properties. They will also investigate soil and fossils, including learning about the work of Mary Anning. They will have the opportunity to use maps to learn about the lines of latitude and longitude and a compass to learn about the cardinal and intercardinal points. They will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have.</p>
<p>Driver Project Homework Due by 6th March</p>	<p>YOU MUST COMPLETE AT LEAST ONE OF THE TASKS TO A HIGH STANDARD TO PRESENT TO THE CLASS – DEADLINE 6th MARCH 2023</p> <ul style="list-style-type: none"> Investigate the soil in your garden and local area. Dig a hole 10cm deep and scoop up a handful of soil from the bottom. Remove large stones and roots, sprinkle a little water on it and try to work the soil into a ball. Use the soil key to identify the soil type and record your results. Be careful of broken glass and sharp metal and wash your hands afterwards. <p>Soil key</p> <pre> graph TD Start([Start]) --> Q1{Can the soil be made into a ball without crumbling?} Q1 -- No --> Sandy[Your soil is sandy.] Q1 -- Yes --> Q2{Squash the ball to try to flatten it. Does the ball break apart when squashed?} Q2 -- Yes --> Silty[Your soil is silty.] Q2 -- No --> Clay[Your soil is clay.] </pre> <ul style="list-style-type: none"> Make an information poster about Mary Anning, the famous fossil collector. Include images and interesting facts. Share your poster with a family member once it is complete. Write a poem on the theme of volcanoes. You might like to write about an eruption, a specific volcano that you have learned about or the damage caused after a volcanic eruption. Try to include expanded noun phrases in your poem. For example, scorching hot, exploding lava or jet-black clouds. Imagine that you have just experienced an earthquake. Write a short story about what happened. Use topic vocabulary to describe

the strength of the earthquake, such as tremor, epicentre, magnitude and seismic wave.







Curriculum coverage this academic year

Year 3/4	SUBJECT	LKS2 Cycle A September 2022	TERM 1 AUTUMN	TERM 2 SPRING	TERM 3 SUMMER	
	Handwriting	Letter-join 	Module 4 (Year 3) Module 5 (Year 4)			
	English	Jonathan Bond	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	
	Spelling	Jonathan Bond	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	
	Maths	White Rose 	Place Value Addition and Subtraction Multiplication and Division Place Value Addition and Subtraction Area Multiplication and Division Consolidation	Multiplication and Division Length and Perimeter Fractions Mass and Capacity Multiplication and Division Length and Perimeter Fractions Decimals	Fractions Money Time Shape Statistics Consolidation Decimals Money Time Consolidation Shape Statistics Position and Direction	
	Religious Education	Essex Agreed Syllabus 	<i>(Theology) What do Christians learn from the creation story?</i> <i>(Philosophy) Can kindness/love change the world?</i> <i>Christmas focus (Theology): Matthew and Luke gospel comparison</i>	<i>(Human and Social Science) What difference does being a Muslim make to daily life? What does it mean to be a Muslim?</i> <i>(Theology) What is the Trinity?</i> <i>Easter Focus (Theology): Why do Christians call the day Jesus died, Good Friday?</i>	<i>(Philosophy) How do different religions respond to issues of poverty and justice?</i> <i>(Human and Social Science) How do Muslims express religious beliefs in modern Britain and in other countries?</i>	
	Science	Cornerstones 	Skeletal and Muscular Systems	Forces and Magnets	Plant Nutrition and Reproduction Light and Shadows	
	Art & Design	Cornerstones 	Contrast and Complement Prehistoric Pots	Ammonite People and Places	Beautiful Botanicals Mosaic Masters	
	Design & Technology	Cornerstones 	Cook Well, Eat Well	Making it Move	Greenhouse	
	Geography	Cornerstones 	One Planet, Our World	PROJECT: Rocks, Relics and Rumbles	Revision and retrieval practice	
	History	Cornerstones 	PROJECT: Through the Ages		PROJECT: Emperors and Empires	
	MFL (French)	Language Angels 	Phonics lesson 1 & 2 I'm Learning French (E)	Animals (E) I Can (E) Fruits (E)	Presenting Myself (I) Family (I)	
	Music	Charanga 	<i>Let your spirit fly (Joanna Mangona - An R&B song)</i>	<i>Glockenspiel (Stage 1) (Freestyle)</i> <i>Three little Birds (Bob Marley - A Reggae Song)</i>	<i>The dragon song (Joanna Mangona and Pete Readman - a song about kindness, respect, friendship, acceptance and happiness)</i> <i>Bringing us together (Joanna Mangona and Pete Readman - a Disco song about friendship, peace, hope and unity)</i>	<i>Reflect, Rewind and Replay</i>

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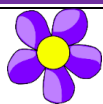
	PSHE / RSHE	Goodness and Mercy Kapow		Y3/4: Families and relationships (Cycle A)	Relationships (G&M) 4. Anti-bullying Y3/4: Health and wellbeing (Cycle A)	Health (G&M) 2. Looking after your body: exercise and healthy eating 3.1 Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others (2 or 3 lessons)	Y3/4: Citizenship (Cycle A) Y3/4: Economic wellbeing (Cycle A)	Y3/4: Transition (Cycle A)	Sex Ed. (G&M) Attraction: how do people have sex? This lesson links to puberty which is taught in Health Education and Science Y3/4: Safety and the changing body (Cycle A)
	Computing	Primary PPA Cover		Unit 1 We are communicators	Unit 2 We are presenters	Unit 3 We are researchers	Unit 4 We are researchers II	Unit 5 We are programmers	Unit 6 We are programmers
	PE	Sports Coaching Specialists		<ul style="list-style-type: none"> Gymnastics – develop flexibility, strength, technique, control and balance Team Games – invasion games: Tag rugby and Hockey Archery/ Fencing (2 weeks each sport) 		<ul style="list-style-type: none"> Dance – perform using a range of movement patterns Team Games – Netball/Basketball, Tennis Futsal/ HIIT sessions (2 weeks for each sport) 		<ul style="list-style-type: none"> Athletics – running, jumping, throwing Team Games – striking and fielding: Rounders and Cricket Frisbee (2 week slot) 	

We are looking forward to the new academic year and working collaboratively with our parent community

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Year 5



Year 6

Indigo-Violet
Class

Class Registration Teacher:

Mrs Karin Vorster

Message from Class Registration Teacher



Dear parents/carers,

I sincerely hope that you had a lovely Christmas and that 2023 will be everything that you and your family hope for! It has been a delight to welcome back all the children. The positive, vibrant way in which the children have approached their return has been greatly encouraging for the year ahead and the shared sense of optimism and opportunity feels especially strong in Indigo-Violet class.

From this term, I will be teaching the year 5 and 6 Maths and English lessons. For English, we continue to follow the National Curriculum alongside the Jonathan Bond English planning kit objectives.

During this term we are focusing on our Geography project Sow, grow and farm and I have listed a few ideas of what the children could complete for their homework projects. The first project needs to be handed in by Friday 17th February and the second project by Thursday 30th March.

Homework

Daily reading	<ul style="list-style-type: none"> Your child should be reading 6 days a week. It is expected that they read a minimum of 8 pages and record in their reading record book. In the comment section, they can record 3 high level vocabulary choices from the text that they have read to use in future writing.
Maths Skills	Weekly maths homework is set. This will usually be set on the online platform ATOM, but some weeks the children might receive test papers to take home to work on that we then discuss in class again to look at misconceptions etc.
Handwriting	It is imperative that your child form all of their letters correctly, using a consistent and regular font size. As part of project homework your child will be expected to produce a well presented handwritten piece
Weekly spellings	Children are taught weekly spellings during their English lessons. The children has the opportunity to practise these in class. They also write these down in their reading diary so that they can practise them at home.
Driver Project (Spring 1)	<p>Geography: Choose at least two of the following activities to complete for your project. To be handed in Friday 17th February 2023</p> <ol style="list-style-type: none"> Learn about agriculture and farming in the UK and worldwide using a range of sources. Create a mind map to organise and record your findings under headings of your choice, then use your mind map to write a non-chronological report. Include a title, an opening paragraph, subheadings, detailed and interesting facts, precise topic vocabulary and images with captions. Use the BBC Food and Good Food websites to find out which foods are in season in the UK throughout the year. Create a table, listing seasonal foods by month. Afterwards, use the BBC

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Good Food website to find a recipe for a seasonal meal. Write a shopping list, then prepare the meal with an adult.

3. A still life is a painting or drawing of an arrangement of objects, such as flowers, fruits and vegetables. Explore examples of still life artwork online. Collect and arrange a selection of seasonal produce, then create a still life drawing or painting of your arrangement. Think about including tints and shades of colour in your piece. Remember to give your completed artwork a title.
4. Gardens and allotments are habitats for many living things. These living things rely on each other as a food source. Recap on food chains and webs using various sources, then draw a food chain or web for a garden or allotment habitat.
5. Learn about a flowering plant's life cycle and how they reproduce, including which plant parts are involved in reproduction, using information books and the internet. Record your findings as a scientific report using labelled diagrams and specific examples. Share your report with a family member.

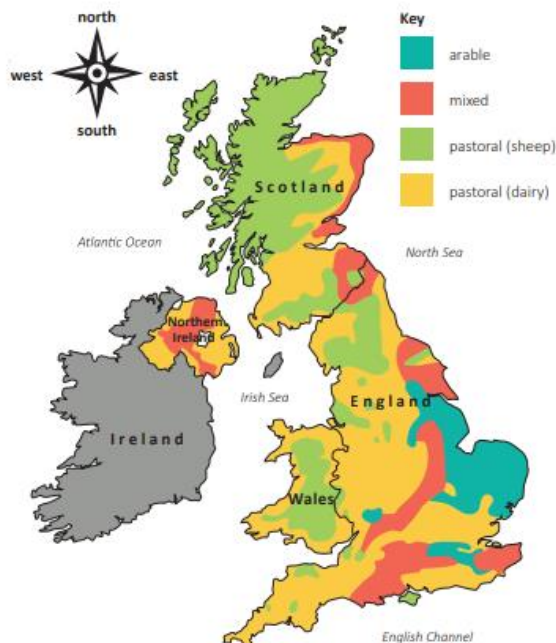
Useful websites:

- Britannica Kids
- Agriculture The School Run – Food and farmland for KS1 and KS2 children Cambridge Learner's Dictionary
- Definitions and meanings BBC Good Food
- Seasonal calendar DKfindout!
- All About Plants for Kids
- Plant Facts DKfindout!
- Food Chains For Kids
- Facts About Food BBC Two
- This Farming Life New Scientist Jobs
- A day in the life of a farmer BBC News
- Digging for Victory: Stories from wartime gardens The British Library – Dig for Victory

Driver Project (Spring 2)

Geography: Choose **at least two** of the following activities to complete for your project. To be handed in **Thursday 30th March 2023**

1. Look at the map and key.
Write an essay to explain what the map tells you about farming in the United Kingdom, then answer the questions.
 - Where does arable farming take place in the UK? In which country and what areas?
 - The map shows which types of pastoral farming?
 - Use Google Earth to look at the areas where pastoral, arable and mixed farming occur. What do you notice about the geographical features in the areas where each type of farming takes place? Use your research skills to answer these questions.
 - What products do some of the areas of arable and pastoral farming produce?
 - What tasks do UK pastoral and arable farmers carry out to take care of their animals and crops and produce products to sell? In what conditions do they work? How does this compare with a different type of farming elsewhere in the world?



2. Choose a type of farming, such as floriculture, arable farming or dairy farming. Imagine that you are a farmer for this farming type. Research, then write a series of diary entries about your work. Include dates, events in chronological order, interesting factual details, and feelings, reactions and opinions. Use personal pronouns, such as I and we.
3. Use your research skills to find out about the Dig for Victory campaign from the Second World War. Find out why the government encouraged people to grow fruit and vegetables and record your findings. Find examples of posters made for the campaign, then create your own to promote the growing of produce, giving reasons and benefits.

Useful websites:

























- Britannica Kids
- Agriculture The School Run
- Food and farmland for KS1 and KS2 children Cambridge Learner's Dictionary
- Definitions and meanings BBC Good Food
- Seasonal calendar DKfindout! – All About Plants for Kids
- Plant Facts DKfindout! – Food Chains For Kids
- Facts About Food BBC Two
- This Farming Life New Scientist Jobs
- A day in the life of a farmer BBC News
- Digging for Victory: Stories from wartime gardens The British Library – Dig for Victory

Year 5/6	SUBJECT	UKS2 Cycle A September 2022		TERM 1 AUTUMN	TERM 2 SPRING	TERM 3 SUMMER
	Handwriting	Letter-join		Module 6 (Year 5) Module 7 (Year 6)		
	English	Jonathan Bond		Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry
	Spelling	Jonathan Bond		Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess

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	Maths	White Rose		Place Value Addition and Subtraction Multiplication and Division Fractions (A) Place Value Four Operations Fractions (A) Fractions (B) Converting Units	Multiplication and Division Fractions (B) Decimals and Percentages Perimeter and Area Statistics Ratio Algebra Decimals Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	Shape Position and Direction Decimals Negative Numbers Converting Units Volume Shape Position and Direction			
	Religious Education	Essex Agreed Syllabus		<i>(Theology) What does it mean if God is holy and loving?</i> <i>(Philosophy) Are Angels Real?</i> <i>Christmas Focus (Theology): How does Advent and Epiphany show us what Christmas is really about?</i>	<i>(Human/Social Sciences) What does it mean to be part of the Sikh religion/community?</i> <i>(Theology) How do Sikhs and Muslims explain the suffering in the world?</i> <i>Easter Focus (Theology): What did Jesus do to save human beings?</i>	<i>(Theology) Creation and Science: Conflicting or Complementary?</i> <i>(Philosophy) What can be done to reduce racism? Can religion help?</i>			
	Science	Cornerstones		Forces and Mechanisms	Earth and Space	Human Reproduction and Ageing	Properties and Changes of Materials		
	Art & Design	Cornerstones		Tints, Tones and Shades	Taotie	Line, Light and Shadows	Nature's Art	Mixed Media	Expression
	Design & Technology	Cornerstones		Moving Mechanisms		Eat the Seasons	Architecture		
	Geography	Cornerstones		Investigating Our World		PROJECT: Sow, Grow and Farm	Revision and retrieval practice		
	History	Cornerstones		PROJECT: Dynamic Dynasties			PROJECT: Groundbreaking Greeks		
	MFL (French)	Language Angels		Phonics lesson 1 & 2 Fruit (E)	Vegetables (E)	My Home (I)	Family (I)	Clothes (I)	At School (P)
	Music	Charanga		<i>Live'n' On A Prayer (Bon Jovi - A classic Rock song)</i>	<i>Classroom Jazz 1 (Three Note Bossa and Five Note Swing)</i>	<i>Make You Feel My Love (Bob Dylan - A Pop Ballad sung by Adele)</i>	<i>The Fresh Prince of Bel-Air (Will Smith - Old-School Hip Hop)</i>	<i>Dancing in the Street (Martha and The Vandellas - A Motown song from the 1960's)</i>	<i>Reflect, Rewrite and Replay</i>
	PSHE / RSHE	Goodness and Mercy Kapow		Y5/6: Families and relationships (Cycle A)	<i>Relationships (G&M) 5. Making good boundaries</i> Y5/6: Health and wellbeing (Cycle A)	Y5/6: Citizenship (Cycle A)	<i>Health (G&M): 4. Looking after your body: Knowing facts and avoiding risks - alcohol, smoking and drugs (Year 5/6)</i>	Y5/6: Economic wellbeing (Cycle A) Y5/6: Transition (Cycle A) Year 6 ONLY (Cycle A) Identity	<i>Sex Ed (G&M) 2. The impact of sexual intercourse on people's emotional, spiritual and mental wellbeing</i> 3. Conception, gestation and the responsibility of a baby Y 5/6: Safety and the changing body (Cycle A)
	Computing	Primary PPA Cover		Unit 1 We are communicators	Unit 2 We are game developers	Unit 3 We are game developers	Unit 4 We are web developers	Unit 5 We are web developers	Unit 6 We are coders
	PE	Sports Coaching Specialists		<ul style="list-style-type: none"> Gymnastics – develop flexibility, strength, technique, control and balance Team Games – invasion games: Tag rugby and Hockey Swimming and water safety Archery/ Fencing (2 weeks each sport) 	<ul style="list-style-type: none"> Dance – perform using a range of movement patterns Team Games – Netball/Basketball, Tennis Futsal/ HiIT sessions (2 weeks for each sport) 	<ul style="list-style-type: none"> Athletics – running, jumping, throwing Team Games – striking and fielding: Rounders and Cricket Frisbee (2 week slot) 			

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