

Seahorses Class



Curriculum Information

Summer Term 2024

Inside this booklet you will find details about your child's learning this half term including key vocabulary that they will come across.

Curriculum Newsletter

April 2024



As Readers we will be reading the Golden Horsemen of Baghdad by Saviour Pirotta to support our History learning about Islamic civilisation. We will also be practicing our comprehension skills with SATs style texts, information about Biomes to support our Geography learning and other genres of texts to improve our fluency.

Throughout the weeks in our Reading Rangers lessons we will be exploring these texts through the lenses of **VIPERS**. This means we will be honing our skills to look closely at the use and understanding of **Vocabulary**, reviewing what we can **Infer** from the text, **Predicting** what could happen, **Explaining** what the writer is telling us, **Retrieving** information, **Summarising** and **Sequencing** key events from the text.



As Mathematicians we follow the White Rose Maths curriculum progression and will be starting the term exploring statistics. We will then move on to length, area and perimeter before progressing to shape (how to reflect and translate shapes across four quadrants and explore the properties of regular polygons), position and direction, volume and time.

We will also continue to polish our arithmetic skills.

As Writers we will be learning the art of discussion texts beginning with the model text “Should Ogres be Slaughtered?”. We will be examining how to construct response all sides of an argument using evidence and then write a conclusion, based on that evidence. Later on will be moving on to characterisation in “Beowulf” where will be writing our own action story.

Our literacy lessons are based on the Talk for Writing model where a model text is introduced, having learned and examined this text children innovate their own writing on it and then use these skills and knowledge to create their own independent piece of writing.



As Scientists we will build on our learning throughout Key Stage 2 about animals to consider evolution and inheritance. We will be exploring how the theory of evolution was developed. Furthermore, we will examine the scientific evidence from plants and animals that has been gathered to support the theory.

As Theologians in Religion and Worldviews we will be considering the big question of ‘How do Beliefs Shape Identity for Muslims’? We will consider the Quran and Hadith as sources of authority, a Muslim perspective on moral issues, the role of the mosque as well as the significance and impact of the five pillars of Islam.



As Historians we will be investigating Early Islamic civilisation, exploring the culture, education, religion and every day running of Baghdad. We will be considering why it was so significant and important to the early Islamic Empire. Additionally, we will be researching which aspects led to the success of the Empire and the events that led to the fall of

As Geographers we will be exploring different land biomes around the world - understanding and describing key aspects of the physical and human geography, including the diversity that is within each the climate zones of each type. Using our collated knowledge, we will learn to make generalisations about and comparisons various biomes.

As Artists we will be discovering religious art, learning about the colours and techniques used; exploring the meaning behind the symbols and imagery and comparing Islamic art to other religious paintings and artwork.



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As Musicians we will be learning about Jazz, discovering different musicians and songs within this genre and eventually leading to our own composition. We will also be furthering our understanding of a range of musical styles and learn how to describe different inter-related dimensions of music (pulse, pitch etc).

As Athletes we will be learning about cricket, tennis and athletics.

Key vocabulary: stick, puck/ball, mark, position, goal, throw, equipment, whistle, line, space, movement.



This overview is intended to give you a flavour of what we will be studying this term. If you recognise any of this 'good learning' at home, please feel free to write it on a post it note and send it into school so that we can add it to your child's learning. This will help us to recognise the next steps in learning that your child needs to take.

Any questions about this overview, please let us know via Class Dojo.

Home Learning

Your home learning grid is on the following page.

There are optional and compulsory tasks

Optional







The subject based challenges are for you to have a go at as optional home learning tasks but remember, dojos are available for all of those who choose to attempt the tasks. The more you do, the more dojos you will get!

Please send in all home learning to us via Class Dojo.

Compulsory

Remember – you should be reading, practising your spellings and your times tables as frequently as you can every week.

Please ask if you are having trouble logging on to Ed Shed or Tackling Tables or if you need to be reminded of your login info.

<p><u>RE/ Art / History / DT</u> Religious Art</p> <p>Visit a religious building, such as your local parish church or Norwich Cathedral. When you are there, sketch or photograph one of the pieces of religious artwork – an icon, a stained-glass window.</p> <p>Can you reproduce this in some way? With modelling clay, wood or cardboard and coloured paper.</p>	<p><u>Music</u> Song Writing</p> <p>Write a jazz song. Think of the notes you know and use them to tell your message or feelings. Perhaps include lyrics.</p> <p><u>Presentation</u></p> <p>This can be the notes written in letter form, as a musical score or record yourself humming, singing it or even playing it!</p>	<p><u>English / History / Geography</u> Early Islamic Letter</p> <p>Write a letter/email from a traveller on the silk road describing where you have been, where you are going and what you are carrying.</p> <p><u>Presentation</u></p> <p>You could handwrite this and send it in or, if you prefer, you could modernise it into an email.</p>
<p><u>Geography / Science</u> Biome / Habitat</p> <p>Choose a habitat or creature to study to learn more about it.</p> <p>What environment, biome is this in?</p> <p><u>Presentation</u></p> <p>Show this on paper, PowerPoint or label photographs.</p>	<p><u>History / English / Science / DT</u> Islamic Fact File</p> <p>Produce a fact file about early Islamic medicine.</p> <p><u>Islamic Invention</u></p> <p>Research an early Islamic invention, include detailed sketches. Label it to show what each part does and clearly show what it did and what it was used for.</p>	<p><u>RE / History / Maths / DT</u> Model Mosque</p> <p>Build your own model of a mosque. Show its' dimensions (measurements). What supports are you putting into the structure?</p> <p>How does the muezzin make their call to prayer?</p> <p>What patterns / decoration does it have?</p>
<p><u>Spellings (Compulsory)</u></p> <p>Spellings to learn each week will be added onto Spelling Frame every Friday and tested at school on the following Fridays.</p> <p>Practise spellings <u>at least  times a week.</u></p> <p></p>	<p><u>Times Tables (Compulsory)</u></p> <p>Times tables we need to be comfortable, confident and quick with tables up to 12.</p> <p>Practise via Tackling Times Tables <u>at least  times a week.</u></p> <p>Also, practise with songs, chanting, write them down, get tested by a friend or family member...</p> <p></p>	<p><u>Reading (Compulsory)</u> </p> <p>Read aloud with an adult, <u>at least 5 times a week.</u></p> <p>Write this in your Reading Record book and get your adult to sign it. Bring these in each day as we will also have the opportunity to read in class and on Mondays the reads can become dojos!</p> <p><u>Read at least  times a week</u></p>