

Seahorses Class



Curriculum Information

Spring 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

January 2024

As Readers we will be reading the Spiderwick Chronicles by Holly Black and Tony Di Terlizzi. There are several books in the series but our initial focus will be on the Spiderwick Chronicles Field Guide which begins the story of the three Grace children who move to an old Victorian mansion and soon start to learn about all kinds of magical creatures (faeries) that can only be seen by children or someone with a 'seeing stone'... We will be looking in closer detail at some of these faeries in Arthur Spiderwick's Field Guide to the Fantastical World Around You.



Throughout the weeks in our Reading Rangers lessons we will be exploring this text through the lenses of **VIPERS**. This means we will be honing our skills to look closely at the use and understanding of **V**ocabulary, reviewing what we can **I**nterfer from the text, **P**redicting what could happen, **E**xplaining what the writer is telling us, **R**etrieving information, **S**ummarising and **S**equencing key events from the text.

Key vocabulary: faeries, mythical, fantasy, creature, daring, courageous, fearsome, enchanting.

As Mathematicians we will be starting the half investigating fractions, including addition and subtraction. This will also require our Times Tables and Arithmetic knowledge that we are continuing to work on.



We will then develop our learning through decimals and percentages and deepen our understanding of multiplication and division whilst also looking into ratio and BODMAS with the Y6s.

Towards the end of the term length, area, perimeter and volume will be studied.

Key vocabulary: numerator (dividend), denominator (divisor), whole, part, equivalent, factor, product, quotient, decimal, tenths, hundredths, thousandths, percent, sequence.

As Writers we will be investigating the familiar story of The Night Fairy inspired from our Reading Rangers text, Spiderwick Chronicles, we use a high-quality text to inspire and challenge our own writing, studying the text, both as a reader and as a writer. We use the Talk for Writing method, which has a three-stage approach of imitation, innovation and invention.



Children will be introduced to this fantasy model text which we learn and internalise the language, writing ideas and features. We then innovate by co-constructing new versions of the model text using the same structures and techniques in our own writing. Eventually, children will invent their own writing, a different piece of writing within the genre of fantasy, connected with the theme of the model text and after some support, this will be written independently.

Key vocabulary: magical, mysterious, enchanted, vivid, luminescent, invisible, invincible, immortal, mischievous, crafty, cunning, savage.

As Scientists we will build on our learning from Year 3 about animals including humans by studying the human circulation system. We will be reviewing the parts and functions of the heart, blood and blood vessels, investigating our heart rates and how to keep a healthy heart.



Following that, we will be expanding our understanding of animals in their habitats.

Key vocabulary: circulation, heart (aorta, pulmonary, ventricle, atrium), artery, vein, capillaries, Biomes, temperate, tropical, boreal, tundra, savannah.

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As Athletes we will be learning about hockey, basketball, circuit training followed by gymnastics and dance.

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



As Historians we will be investigating the Aztec age who, after being nomadic for several hundred years, settled in the Valley of Mexico around 1250 CE and built an empire.

Although the Aztec Empire existed hundreds of years ago they were able to establish an impressive capital city, a warrior army, a written language and created art and poetry.



We will discover their rise and fall, see the Aztecs as engineers, farmers, warriors, worshipers and consider their way of life seeing similarities and differences to our own.

Key vocabulary: empire, culture, engineered, ceremonies, influence, conquered, tribute.

As Geographers we will be exploring North America both the diversity of the physical geography (with a particular focus on mountains and rivers) and the human geography (with a closer look at population and famous landmarks).

Key vocabulary: indigenous, colonised, metropolitan, sparsely, predominant, confluence, irrigation.

As Artists we will be discovering architecture, how many materials used for building are selected for their structural importance as well as their aesthetic nature.



We will be considering the work of architects such as the Italians Michelangelo (1475-1564) and Canaletto (1697-1768), Americans Dan Burnham (1846-1912) and Buckminster Fuller (1895-1983) and the Iraqi-British architect Zaha Hadid (1950-2016) who designed the London Olympic swimming pool among her many achievements.

Key vocabulary: skyscrapers, specialise, memorials, structural, aesthetic, underdrawing.



As Musicians we will be learning to play the violin.

Key vocabulary: bow, strings, resin, pitch, tone, rhythm, tempo, dynamics.

As Philosophers in Religion and Worldviews we will be considering the big question of 'Is believing in God Reasonable'? During this term we will explore why people believe different things and look at the key theological similarities and differences between and within religions and worldviews.

Key vocabulary: Christian, heist, humanist, atheist, agnostic, reason, evidence.

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.

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



Spelling

Spellings to learn each week will be added onto Spelling Frame every Friday and tested at school on the following **Fridays**. Practise your spellings at least 3 times a week.

Spellingframe

Paper copies will also be available for practise during the week.

Times Tables

Times tables are a foundation for so much of our Maths learning and we will do lots in class but please practise yourself via Tackling Times Tables at least 4 times a week.



Also, practise with songs, chanting, write them down, get tested by a friend or family member...

Reading

Read aloud with an adult at least 5 times a week, 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 will be counted.




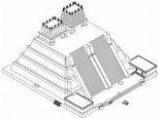



Of course, you can read independently in addition to this!

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.

Your home learning grid is on the following page.

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

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

<p align="center"><u>Art / History / DT</u> Architecture</p> <p>Design (and make if you would like to) your own Aztec temple.</p> <p>Decide which god or gods you want to dedicate it to. Annotate Aztec symbols, colours and representation of Aztec culture.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p align="center"><u>Music</u> Song Writing</p> <p>Write a song to be played on a violin. Think of the notes you know and use them to convey a message or a feeling. Perhaps include lyrics.</p> <p align="center"><u>Presentation</u></p> <p>This can be the notes written in letter form, as a musical score or record yourself humming or singing it or even playing it!</p>	<p align="center"><u>English / History / Geography</u> Aztecs Letter</p> <p>Write a letter/email from Henan Cortes to the King and Queen of Spain describing the Aztecs, the positive and negatives about their country and way of life.</p> <p>Research and include his battle plans.</p> <p align="center"><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 align="center"><u>Geography / English Pt1</u> Map – plan a trip</p> <p>Plan a trip around parts of North America. Print out a map and draw your route.</p> <p>What direction and how will you travel? What physical geography would you like to see? Which mountains, rivers, volcanoes? What human geography would you like to see? Which cities, bridges, pyramids?</p> <p align="center"><u>Presentation</u></p> <p>Show the map with your route and your list of places with some images (photos.).</p>	<p align="center"><u>Geography / English Pt2</u> Diary of your imagined trip</p> <p>Imagine you took that trip around North America, recount some of your adventures in a diary. Did you climb Mount Denali, sail the Mississippi River, trek Grand Canyon, Niagara Falls? Did you visit Toronto, New York City, LA, the Golden Gate Bridge, Mexico's pyramids?</p> <p align="center"><u>Presentation / Computing</u></p> <p>You could handwrite this and send it in or, if you prefer, you could blog it or vlog it. Remember to include geographical details!</p>	<p align="center"><u>Maths / DT</u> Fractions / Percentages</p> <p>Bake a cake or a pizza.</p> <p>Plan your recipe and ingredients. Take photographs as you divide it up showing different equivalent fractions or percentages!</p> <p align="center"><u>Presentation / Computing</u></p> <p>Photographs showing the fractions either when you take the photograph or use your Computing skills from last term to add the fraction information to your photographs.</p>
<p align="center"><u>Spelling</u> reminder</p> <p>Spellings to learn each week will be added onto Spelling Frame every Friday and tested at school on the following Fridays. Practise spellings <u>at least</u>  <u>times a week</u>.</p>	<p align="center"><u>Times Tables</u> reminder</p> <p>Times tables we need to be comfortable, confident and quick with tables up to 12. Practise via Tackling Times Tables <u>at least</u>  <u>times a week</u></p>	<p align="center"><u>Reading</u> reminder</p> <p>Read aloud with an adult, write this in your Reading Record book and get your adult to sign it. On Mondays the reads can become beads!</p> <p align="center"><u>Read at least</u>  <u>times a week</u></p>