

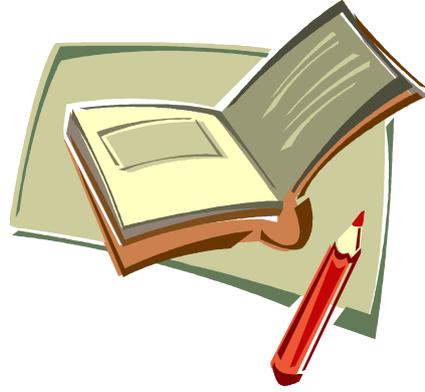
**Winklebury
Junior
School**

**Welcome to the
Spring Term 2017**

The Curriculum

At Winklebury Junior School the children are taught all of the National Curriculum plus additional subjects:

- English
- Maths
- Science
- Geography
- History
- Art and Design
- Music
- Design Technology (D.T.)
- Physical Education (P.E.)
- Computing
- Foreign Language (French)
- Religious Education (R.E.)
- Personal Development Learning (P.D.L.)



To help the children fully understand their learning we arrange the subjects into themes, with a clear learning hook and outcome. We also look for opportunities to enrich the children's learning through a range of visits and visitors.

Wherever possible we set the children's learning into real life contexts with real purpose. This allows the children to apply their skills and really understand the importance of what they are learning.

Water

We would like to remind parents that children need a labelled bottle of plain water with them in school that goes home each day to be refilled. It is important that the children have access to a drink and they are given many opportunities to drink from their bottles during the course of each day. We do have water stations in school where children can fill their water bottles during an appropriate time in the school day.



School Uniform

Children should come to school wearing a school sweatshirt or cardigan, white polo shirt, grey tailored school trousers or skirt, white, grey or black socks or tights and black school shoes. Please refer to the Uniform Policy for further details.



P.E. Kit

Children should have their P.E. kit available at all times. This consists of a school or plain white t-shirt, plain black shorts, plimsolls or trainers, black tracksuit or black sweatshirt with black jogging bottoms. Hooded sweatshirts for P.E. are available from our uniform supplier, Michael Hope.

Activate

The children develop spatial awareness and learn simple movement routines through daily sessions of 'Activate and/or dance'. These sessions are part of the physical activity curriculum.



Circle Time

All the children regularly participate in a class Circle Time session. These sessions give the children an opportunity to discuss and share an aspect of their P.D.L. programme.

Computing

During school time the children use a range of different Computing resources and programmes. Each child has an individual login for Education City, which they can access from a computer at home over the internet. If a computer is not available at home we will ensure provision is made at school. Please inform your child's class teacher.

Rainbows

Every half term we focus on a different rainbow, designed to reinforce the Core Values of the Federation. For the Spring term the rainbows are as follows:

Spring 1



We are working hard to
show that we can be trusted.

Spring 2



We are working hard to
try our best and never give up.

English

Reading 'Dear Alexandra' and looking at life in a different culture.

Learning about the conventions of letters and how to write informal letters.

Looking at travel guides and then writing their own guides persuading their audience to visit the Alps.

Hook

Starting our theme with D.T. and cooking an alpine recipe.

Outcome

Children will take part in a European inspired afternoon, finding out the neighbours of Switzerland.

Maths

Continuing with place value and learning about decimal tenths and hundredths.

Working on fractions, money and shape.

Science

Investigating how sound is produced when an object vibrates. Finding out how sound travels and how pitch differs.

Geography

Looking at the Alps and comparing life there with our lives in Basingstoke.

Year 3/4 Spring 1 Alpine Adventure



Computing

Using spreadsheets to compare data about different European countries.

D.T.

Preparing vegetables and cooking food from the Alps.

Music

Learning to play a musical instrument - the ukulele.

P.E.

Body shapes and travelling on apparatus in gymnastics. Developing multi-skills through netball.

R.E.

Studying Hinduism and the concept of good and evil in the colourful festival of Holi.

Comparing this with other European festivals.

P.D.L.

Putting ourselves 'in someone else's shoes', with a focus on life in different cultures.

Visits and Visitors

Visit from the Church of The Good Shepherd to lead an assembly on the ideas behind Lent. The Junior Road Safety Officers will lead an assembly about keeping safe when travelling by car.

French

Describing appearance and learning colours in French.

English

Using the inspiration of dragons to plan, write and publish their own imaginary world narratives as short stories organised in chapters.

Sharing their finished stories with an audience at Stay and Read.

Hook

The book and film 'How to Train Your Dragon' by Cressida Cowell.

Outcome

Parents are invited into school to read children's finished dragon story books with them.

Science

Investigating materials and changes of state, including the effects of heating and cooling. Learning about the water cycle.

Maths

Continuing to work on addition and subtraction with a focus on the inverse link between calculations.

Calculating with a range of measures.

Music

Learning to play a musical instrument - the ukulele.

History

Looking at the development of farming and the use of tools from the Stone Age to the Iron Age.

Year 3/4 Spring 2 Here Be Dragons!



French

Using the story of the Four Friends and drama to learn new sounds and vocabulary.

P.D.L.

Taking responsibility by keeping safe in school and looking after ourselves.

Computing

Using Logo to create programs and simple games.

Art

Using shading and blending techniques. Looking at cave paintings for inspiration.

R.E.

Symbolism and looking at rules and values to apply to everyday life.

Visits and Visitors

A day with an Iron Age expert. Visit from the Church of The Good Shepherd to lead an assembly to explore Easter. The Junior Road Safety Officers will lead an assembly on bike safety.

P.E.

Maypole dancing. Developing multi-skills through rounders.

English

Writing in role a first person recount of the life of the moon in the style of 'Book' by John Agard.
Writing a voiceover for a documentary on the solar system inspired by David Attenborough narratives.

Geography

Developing map skills by using the eight points of a compass, four and six figure grid references, symbols and keys.

Science

Investigating the orbits of the Earth, sun and moon and understanding how these interact to create day and night.

P.E.

Developing orienteering skills.
Developing multi-skills through netball.

Visits and Visitors

Visit to Winchester Science Centre and Planetarium.
Visit from the Church of the Good Shepherd to explore the theme of creation.
Visit from the Church of The Good Shepherd to lead an assembly on the ideas behind Lent.
The Junior Road Safety Officers will lead an assembly about keeping safe when travelling by car.

Hook

Watching video clips of space.

Outcome

Using technology to create artwork relating to space.

Maths

Securing number facts and developing methods for calculations (addition, subtraction, multiplication and division).
Understanding 2D and 3D shapes.
Handling data and working with measurements.

P.D.L.

Developing respect for individual differences and understanding the viewpoints of others.

Music

Learning to play a musical instrument - the ukulele.

Computing

Using art packages to produce work on the theme of space.

D.T.

Designing, making and evaluating a moon buggy which can be programmed.

French

Les planets - learning words related to space and speaking and writing sentences describing the planets.

R.E.

Comparing and contrasting different creation stories.
Exploring ideas relating to the concept of stewardship.

Year 5/6 Spring 1 Space Explorers



English

Exploring the story of 'Macbeth' and using it to write a range of different genres and text types.

Writing a range of texts inspired by stories relating to pirates.

Hook

Children in role as monarchs creating the family tree of the royal family from the Norman Conquest to Tudor times.

Outcome

Producing a piece of art in the style of the Tudors.

Maths

Securing number facts and continuing to develop methods for calculating.

Counting in decimal steps and extending beyond zero.

Using knowledge of place value partitioning to multiply and divide.

Music

Learning to play a musical instrument - the ukulele.

History

Examining reasons for, and the impact of, England's split from the Catholic Church as a significant turning point in British history.

Science

Looking at how sounds are made.

Exploring how pitch and volume change.

Year 5/6 Spring 2 Tudors

P.D.L.

Exploring the subjects of risk and pressure and how these might impact the decisions we make.

P.E.

Developing timing and co-ordination skills through maypole dancing.

Developing multi-skills through rounders.



Computing

Developing programming skills by using computer programme *Scratch* to give instructions.

French

Quel temps fait-il?

Understanding how to describe the weather by building new vocabulary into sentences.

Visits and Visitors

Visit from the Church of The Good Shepherd to lead an assembly to explore Easter.

The Junior Road Safety Officers will lead an assembly on bike safety.

Art

Exploring how to interpret the past through art.
Producing artwork in the Tudor style.

R.E.

Examining the idea of 'the empty cross' and the concept of resurrection.

Year 6 SATs

During the week beginning Monday 8th May, Year 6 children will complete SATs tests in English and maths. During Spring 2 the children will be revising all the skills they have learnt throughout KS2 in preparation for these tests. Year 5 children will complete their end of year tests at a later date.

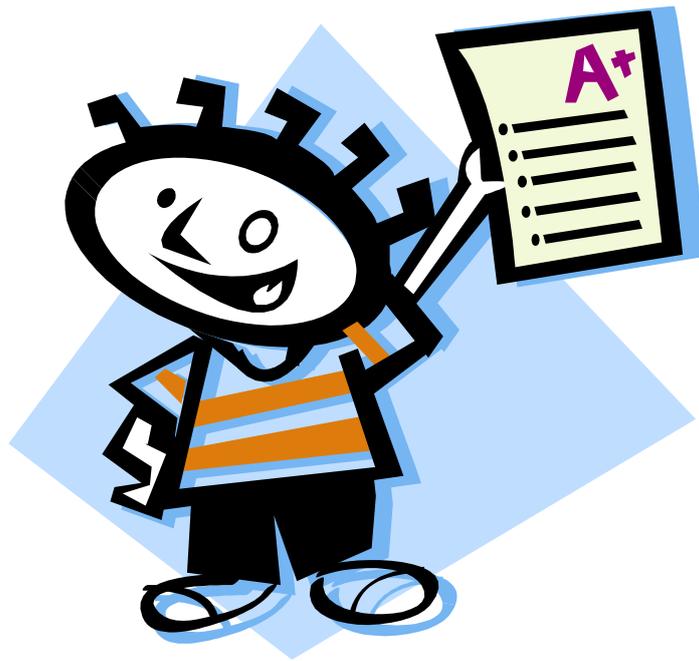
English

Children will practise writing in all the genres and text types. They will also have plenty of opportunities to familiarise themselves with the style and detail needed for the Reading paper. Additionally there will be focused teaching for the spelling, grammar and punctuation test.

Maths

Children will continue to practise a range of problem solving skills using questions from previous maths papers.

Nearer the time there will be a presentation evening for parents about SATs where you will be able to ask any questions you may have. We will give you information about what you and your child can expect during the week and how you can help your child achieve all they are capable of.



Helping Your Child

Please support your child at home with their learning.

Reading

The children work with the class teacher and assistants regularly throughout the term, participating in focused, guided reading sessions. During these sessions we focus on specific skills to improve reading. In order to reinforce this, children need to read regularly at home and record this in their reading record. When you listen to your child read please add a comment in their book. If your child reads independently encourage them to add their own comment in their reading record and discuss what they have read to help develop their comprehension skills.

Spellings

At school the children follow a carefully planned discrete daily phonics/spelling programme which reinforces and builds on previous knowledge. In addition to this children need to learn the high frequency words. These are organised into different sets and children will bring home a coloured sheet detailing the words they should work on at home. They will be tested on these words weekly and a copy of their test sent home. They will continue on a set of words until they have got all the spellings correct and will then be given a new list, until they have completed all the lists. Once all the lists are completed, children no longer bring spellings home but learn spelling rules in school which they should be able to apply in different situations.

Handwriting

The children are taught to use a handwriting style with a lead-in or entry stroke so that every lower case letter starts on the line. This is known as cursive writing and with practise, makes writing easier and faster. Although children may initially show the entry stroke without joining, they should progress to joining their writing. An example is shown below:

abcdefghijklmnopqrstuvwxyz

Tables

Knowing key maths facts including number bonds, times tables and related division facts is essential for your child to be successful in maths. This is because much of the work that they encounter in maths lessons will rely on quick recall of these facts. Without quick recall of these key facts, children will find it difficult to master some of the techniques they need to develop other areas of their maths.

All children learn at different rates, however the expectation of the National Curriculum is as follows:

*by the end of Year 2 children should recall and use multiplication and division facts for the 2, 5 and 10 times tables;

*by the end of Year 3 children should recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables;

*by the end of Year 4 children should recall and use multiplication and division facts for all times tables up to 12×12 .

As you can see, knowledge of these key facts is vital for your child. Therefore any help and support you can give them would be very beneficial.

We thank you for the support and encouragement you give your child in all aspects of their learning. If you have any questions about the curriculum or any aspect of your child's education, please do not hesitate to contact your child's class teacher.