



Winklebury

Junior

School

**Welcome to the
Autumn Term 2016**

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.

Activate

The children develop spatial awareness and learn simple movement routines through daily sessions of 'Activate'. 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.

Themed Learning Days

Last year our themed learning days focussed on developing the children's understanding of local, national and global communities through different themes (landmarks in the Infant school and farming in the Junior school). Following on from this, our themed learning days this year will aim to continue to develop the children's understanding of different communities. These will take place from Wednesday 19th October to Friday 21st October this term.

Rainbows

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

Autumn 1



We are working hard to show respect for ourselves, each other and the environment.

Autumn 2



We are working hard to understand other people's feelings and beliefs.

English

Reading fiction within the theme of 'the dark' and non-fiction texts (including websites) about owls and birds of prey.

Writing to inform about birds of prey.

Writing stories to entertain with a focus on setting, character and plot.

Hook

Class owl diaries - each child will be given the opportunity to take the class owl home and add to the owl diary.

Outcome

Class owl gallery showing art and children's clay owls.

Maths

Recapping number, place value and money. Developing mental and written methods for addition, subtraction, multiplication and division. Exploring shape.

Science

Investigating how shadows are formed by light from a source being blocked and exploring light reflection.

Geography

Investigating maps by using the points of a compass, grid references, symbols and keys.

Art

Working with clay to sculpt owls. Each class will also study and complete a self-portrait in the style of a famous artist.

Year 3/4 Autumn 1 Things that go bump in the night



Computing

Discussing e-safety advice and how to be SORTED. Learning word processing skills. Using data loggers to support science.

R.E.

Exploring light as a religious symbol, including during Diwali.

Visits and Visitors

The Church of the Good Shepherd - assembly about Harvest. Visit from a representative of the Hawk Conservancy with an owl. Visit to the Gordon Brown Centre to take part in team building activities.

P.D.L.

Class charters and aspirations activity. Looking at settling in to a new year, and for some a new school, with an emphasis on team building and friendships.

Music

Composing and performing music themed around light which explores pitch and texture.

P.E.

Developing hockey skills and tactics (taught by a specialist hockey teacher). Developing multi-skills through football.

French

Learning to introduce ourselves and say our age.

English

Looking at performance poetry and play scripts.
Reading, writing and performing a range of poetry and plays.
Preparation for the Christmas production.

Hook

Sharing home learning projects about owls.

Outcome

Christmas performance to parents.

Maths

Continuing to practise using mental and written methods for calculation.
Telling the time.
Using measure, including fractions.
Presenting results in pictograms and bar charts.

Science

Learning about electricity and building simple circuits with switches.
Testing materials to find out if they are electrical conductors or insulators.

D.T.

Using our knowledge of electricity to make a home for a creature that is scared of the dark.

Year 3/4 Autumn 2 Things that go bump in the night



R.E.

Looking at the portrayal of angels as beings of light and their role during Christmas.

Computing

Using art packages to create posters and invitations for the production and puppet shows.

Music

Exploring duration, texture and timbre in compositions around the theme of angels.

Visits and Visitors

The Church of the Good Shepherd - assemblies about Remembrance Day and Christmas.
Junior Road Safety Officers - assembly promoting the 'Be Seen, Be Safe' campaign.
Christmas Pantomime.

P.D.L.

Exploring positive and negative feelings and how to deal with them.
Identifying how other people might be feeling.

French

Basic vocabulary including numbers, colours and Christmas.

P.E.

Body shapes and travelling on the floor in gymnastics.
Developing multi-skills through tennis.

English

Considering how authors entertain and structure their stories, through reading 'Wind In The Willows' by Kenneth Grahame and 'The Midnight Fox' by Betsy Byers.

Using inference skills to consider characters' actions and feelings.
Writing in a variety of genres.

Hook

Eroding a hill of soil by releasing a flow of water to explore how rivers shape the landscape.

Outcome

Testing bridges made in D.T.

Maths

Developing methods for the number operations. Working with negative numbers.
Identifying multiples and factors.
Using ratio to solve problems.
Comparing and ordering fractions.
Recalling and using equivalences between simple fractions, decimals and percentages in different contexts.

Science

Investigating the forces of friction, air resistance and water resistance.

Art

Exploring the techniques of an artist and then drawing a self-portrait in that style.

Year 5/6 Autumn 1 Go with the flow

Computing

Discussing e-safety advice and how to be SORTED.
Creating a database of information about different rivers.

R.E.

Investigating the use of water as a symbol in different religions.



Visits and Visitors

The Church of the Good Shepherd - Harvest assembly.
Visit to the Church of the Good Shepherd to explore baptism and the use of water as a symbol.
Visit to the Gordon Brown Centre for a river study.

P.D.L.

Considering aspirations, firstly focussing on class charters and then identifying strengths and areas for development.

Music

Exploring structure, timbre and dynamics to produce water-inspired music.

French

Developing the use of classroom instructions, colours, and greetings.

P.E.

Developing hockey skills and tactics (taught by a specialist hockey teacher).
Developing multi-skills through football.

English

Reading a range of Greek myths.
Using some of the ideas from these myths to produce different forms of writing, such as a police report and a set of instructions.

Hook

Playing 'reconstruction relay' game to identify information about Ancient Greek life.

Outcome

Gallery of Greek pots.

Maths

Solving problems involving percentages and decimals.
Converting between different units of metric measure.
Measuring and calculating perimeters and areas. Comparing and classifying geometric shapes. Finding unknown angles in triangles, quadrilaterals and regular polygons.
Organising data and calculating and interpreting the mean as an average.

Science

Exploring how the force of gravity works across distance.
Investigating how gears, pulleys, levers and springs are used to make work easier.

R.E.

Looking at Prophecy and the role of the Magi in the Christmas story.

Year 5/6 Autumn 2 Eureka!

Computing

Creating a powerpoint presentation about the Ancient Greeks.

Art

Using ideas from Greek myths to sculpt and paint a Greek pot.



Visits and Visitors

The Church of the Good Shepherd - assemblies about Remembrance Day and Christmas.
Junior Road Safety Officers - assembly promoting the 'Be Seen, Be Safe' campaign.
Christmas Pantomime.

Music

Creating music relating to Greek tragedies by exploring dynamics, tempo and structure.

P.D.L.

Considering the ways in which we can be involved in both the school and local community.

French

Developing vocabulary relating to les quatre saisons (the four seasons).

P.E.

Body shapes and travelling on the floor in gymnastics.
Developing multi-skills through tennis.

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:

a b c d e f g h i j k l m n o p q r s t u v w x y z

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 2014 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.