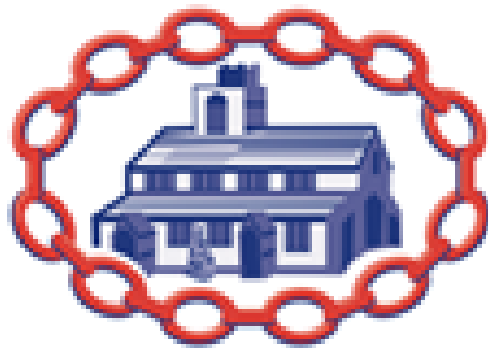


Samlesbury Church of England Primary School

Curriculum Newsletter



Spring 2025

Welcome to Spring Term 2025!

The following pages contain information about what your child(ren) will be learning in their class(es) during the Spring term. Please do take some time to read it and encourage your child(ren) to talk about their learning at home as not only should these be interesting conversations, but evidence has proven that one of the most effective ways to improve information going into the long-term memory is 'retrieval practice', recalling information by answering questions and talking about what they have learnt.

We'd also like to ask for your support in ensuring children have quiet spaces in which to complete their homework or reading. We ask all of our children to read regularly and for children in Reception and Year 1, practising their phonics sounds will have a major impact on their reading ability so if you could spend just 5 minutes a night using the phonics folders in their book bags, this would really benefit your child.

We hope that your child(ren) has settled back into school well, but if you have any queries, questions or concerns at any stage, please don't hesitate to get in touch.

Mrs Quayle & Mrs Sutton

Co-headteachers

Christian Values & Collective Worship

Our Christian vision, based on the example of Jesus Christ, is at the heart of everything we do:



Our School Ethos



Let your light shine.

- We live as a light to others
- We live to do good
- We live to love God

We do this together in God's Love and Grace as we learn, inspire others and grow.

Based on Matthew 5: 14-16

¹⁴ You are the light of the world. You cannot hide a city that is on a mountain. ¹⁵ Men do not light a lamp and put it under a basket. They put it on a table so it gives light to all in the house. ¹⁶ Let your light shine in front of men. Then they will see the good things you do and will honour your Father who is in heaven.

Day	Worship focus
Monday	Whole-school exploring our value of the half-term, usually through a Biblical text. We also welcome visitors into school to lead our worship such as Canon Daunton.
Tuesday	Class worship using Picture News, exploring recent events happening in the news.
Wednesday	Whole-school worship through singing. We will also be taking part in Blackburn Diocese's A Year of Prayer where all schools from around the Diocese will be praying for the same thing.
Thursday	Whole-school worship linked to the Bible and developing our awareness of famous Christians or how Christian practices can differ around the world.
Friday	Whole-school worship led by Years 5 & 6 to celebrate some of the many achievements of our pupils that week. Children are invited to bring in achievements from home to share during worship, such as swimming certificates or player of the match trophies.

This term our Christian values are **Thankfulness** and **Friendship**. Watch out for our newly designed values awards (designed by the children as part of their 'Creativity' homework), which have replaced our Golden tickets. Thankfulness is the value for this first half-term, so children and staff are on the look out for children displaying acts of thankfulness, to them nominate them for a specially designed thankfulness ticket.

Unfortunately, as you will be aware, Rev Karen has left for pastures green, so for the time being, Canon Pam will be coming in to lead worship once a month on a Monday instead of leading us in after school worship on a Wednesday, however we are hoping this is something we can return to later in the year.

We are also looking forward to welcoming Rev David Ward into school to share worship with us: his first session will be Monday 31st March.

There will also be opportunities for other types of worship, eg outdoor / Godly Play / Forest Church. In every class there is a reflection/prayer area, which children can use to have a moment of reflection or to say a prayer. Having this quiet space within a classroom is an important part of supporting all our children's well-being and spiritual development.

Infant Class

The children in infants have settled back into school well. It has been lovely to watch the children grow over the past few months. The information below gives an outline of what we'll be learning about this term but if you have any questions, comments or worries please speak to any of the infant staff, contact them via ClassDojo or email infants@sambury.lancs.sch.uk

Regular expectations...	
Reading	<p>Children in Reception and Year One will bring home phonics folders containing their work from phonics sessions: please try to practise these with your child at home to help reinforce their learning. Please make sure the folders are brought back into school every day so that the new phonics sounds sheets can be added in.</p> <p>Children's reading records are checked regularly in school. Children are expected to read daily and this should be recorded in their reading record and signed by a parent each time they have practised at home. Reading books will be changed twice weekly.</p>
PE	<p>Please send your child to school in their PE kits on Mondays ready for their PE lessons. We try to get outside in most weathers, so joggers/leggings are ideal in cooler weather.</p> <p>We aim for Reception children to use the outdoor provision daily, therefore please ensure the children have suitable coats, hats and gloves within school daily during the colder months.</p>
Forest School	<p>On Wednesday afternoons, each year group will take turns on a weekly rota to visit Forest School with Mrs Kearns. Please ensure your child has a pair of wellies and waterproofs in school ready for these sessions.</p>
Values Homework	<p>All children will be given a piece of work to complete linked to our school Christian Value each half-term. Please work</p>

	with your child to complete this homework, some of which will then be displayed on our school values' board.
Tapestry	We will continue to use Tapestry online learning journals for our Reception children to show their learning over the year. We welcome parental contributions to share their child's experiences at home.

This term's curriculum in Reception...

EYFS	<p>Reception now runs daily Drawing Club sessions to support the development of Literacy, Communication, and Language skills. Each week, children engage with a carefully selected book or animation, which aligns with the term's theme, sparking creativity and learning.</p> <p>Drawing Club follows the 3M principle: Making conversation, Mark making, and Mathematics. The book, traditional tale or animation we use supports our termly theme and inspires our weekly activities. Through Drawing Club, children are introduced to new and exciting vocabulary, which they revisit throughout the week.</p> <p>On Tuesdays we focus on drawing characters; Wednesdays are dedicated to drawing settings; Thursdays and Fridays, we explore and "wonder," encouraging creativity and curiosity. One of the most magical aspects of Drawing Club is the use of passwords in our drawings. These passwords, whether a mark, letter, number, word, or sentence, bring endless possibilities to life! Pressing the password can make characters grow three times larger, transform pencils into chocolate, or allow lions to breathe fire. As children gain confidence with their phonics and pencil control, their passwords evolve from simple marks to full phrases and sentences.</p> <p>This half-term, our focus is on seasons, with a special emphasis on winter. We'll explore how winter affects wildlife in England, compare it to other countries, and learn about Arctic animals. We will also explore the traditions of Chinese New Year, comparing them to our own celebrations.</p>
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	<p>Following this, we will dive into a superheroes theme, looking at both fictional superheroes and real-life heroes such as police officers, and firefighters. Afterwards, we'll venture into the magical world of traditional fairy tales.</p> <p>Some of the books we'll be exploring include <i>One Snowy Night</i>, <i>Penguin</i>, <i>The Emperor's Egg</i>, <i>Supertato</i>, and <i>Little Red</i>.</p> <p>Within expressive arts and design we will also be exploring colour.</p>
Maths	<p>This half-term in Reception, the children will focus on mastering numbers up to 10. They will also explore concepts such as mass, capacity, length, time and height. Throughout these units, the children will engage in practical, hands-on tasks to support their development and deepen their mathematical understanding.</p>
RE	<p>We will continue using Clever Cub and his stories to find out why Christians believe Jesus is special. This will give the children an opportunity to explore Christian values through their own actions and to highlight who is special to them. We will also look at special people in other religions, such as Buddha, the Imam and Guru Nanak before moving on to explore the Easter story.</p>
PE	<p>Reception children will be using Jack and the Beanstalk as well as a jungle theme to practise and develop fundamental skills such as jumping, balancing, different ways of moving including running, throwing and catching.</p>

This term's curriculum in Years 1 and 2...

English	<p>In English, our first shared book of the term is 'Beegu.' The children arrived to find the classroom in a mess! Using their investigation skills, they discovered yellow footsteps - who could they belong to?</p> <p>So far, we have created questions and made predictions. Next, we'll move on to designing our own characters and using our imaginations to adapt the original storyline.</p>
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	<p>Following this, we'll delve into <i>'Tadpole's Promise'</i> to focus on creating descriptive settings.</p> <p>After half-term, we will explore <i>'The Owl and the Pussycat'</i> and <i>'Grandad's Camper'</i>. These texts will inspire us as we explore poetry and rhyming pairs, write postcards, and engage with the world of interviews.</p>
Maths	<p>Our focus this half-term will be place value (within 20) as children in Year 1 use vocabulary such as fewer, more, same, greater than or less than to develop their mathematical understanding whilst children in Year 2 will be exploring money and deepening their understanding of the British currency.</p> <p>After half-term, the focus will move to addition and subtraction for Year 1 and multiplication and division for Year 2.</p>
Religious Education	<p>This half-term we will be thinking about what made Jesus special through exploring Bible stories that reveal Jesus' power and divine nature.</p> <p>Through class discussions the children will have the opportunity to talk about how and why Christians believe Jesus was/is the son of God.</p> <p>After half-term, we'll be looking at how symbols can help us to understand the Easter story.</p>
Science	<p>This half-term, we will be exploring the seasons and deepening our understanding of the months. We'll investigate how temperature and trees change with the seasons and learn about different weather symbols. Additionally, we'll examine how daylight hours vary throughout the year.</p> <p>Next half-term, our focus will shift to plants and what they need to survive and grow. We'll be growing our own beans and observing each stage of their development. We'll also</p>

	explore the similarities and differences between deciduous and evergreen leaves.
Computing	<p>Year 1 will learn all about robots, using bee-bots to explore how they function.</p> <p>After the half term, Year 1 will focus on data, discussing its uses and applications.</p> <p>Year 2 will further explore robots, gaining a deeper understanding of programming and algorithms. After half-term, they will investigate data through the use of pictograms.</p>
Design Technology	In DT, the children will be designing and creating ' <i>Baby Bear's Chair.</i> ' They will explore both man-made and natural structures, while learning about the importance of stability in their designs.
Physical Education	Children will be focusing on dance, based on a robot theme which will include developing precise movement and exploring ways of travelling. They will also be focusing on 'kicking' skills which will be applied to a variety of games as well as developing teamwork skills.
History	' <i>How have toys changed?</i> ' is our big question for after half-term. We will explore how toys have evolved over time, comparing those from the past with those we use today. Alongside this, we'll study timelines to deepen our understanding of the concept of ' <i>living memory</i> ' (anything that has taken place within the past 100 years).
Geography	In Geography, we will be exploring human and physical features, using this knowledge to investigate the key question: ' <i>What is it like to live in Shanghai?</i> ' Additionally, we will focus on the continents, building our confidence in naming and locating them on a world map.

Personal, Social and Health Education	<p>This half-term in PSHE, our focus will be on <i>valuing differences</i>. We'll explore and celebrate the unique qualities that make everyone special. Together we'll learn to distinguish between unkindness, teasing, and bullying, and identify trusted people we can turn to for help.</p> <p>We'll also review the school rules, understanding how they help to keep us safe, and reflect on what it truly means to be kind.</p>
Music	<p>We will be exploring pulse together through music and movement. We will explore a range of instruments and copy rhythms based on word patterns, while keeping a steady pulse.</p> <p>After half-term we will be explore tempo, using our bodies and instruments to listen and respond to pieces of music with fast and slow speed. The children will learn and perform a rhyme and a song focusing on the tempo.</p>

Year 3/4

*Our topic this term is: **Walk Like an Egyptian.***

What a wonderful first term Year 3/4 had together. The children displayed creativity and a determination to mature and progress in all areas. We hope you had a fantastic Christmas and that you are looking forward to the new year ahead and all the excitement that a fresh start brings.

We hope the following information will give you an overview of our curriculum aims during the term, but if you have any questions, comments or worries please don't hesitate to contact us. Miss Green works with the class on Mondays, Tuesdays, Wednesdays and Thursdays and Mrs Quayle is with the class on Fridays.

You can email us at 'rachelgreen' or 'mrsquayle' @samlesbury.lancs.sch.uk or message us via ClassDojos. Alternatively, you can leave a message via the school office.

Regular expectations...	
Reading	Children should be reading at least five times a week and recording what they have read in their reading record, which parents are asked to sign at least once a week. Reading records are checked weekly, and Dojos are awarded to regular readers. Individual reading targets are set for each child in Key Stage 2 to encourage them to read regularly. Certificates are presented in Friday worship, as children make progress towards their targets. When a child finishes their book, they should complete an AR test (login details are in the front of reading records) which allocates points towards their termly reading target.
Spelling	Spellings are very important as they underpin every other subject within the curriculum, so we do expect children to practise learning their spellings at least 3 times a week. We know that spellings can be very tricky for some children so award 3 dojos to every child who has practised on EdShed

	<p>on at least <u>3 different days</u> during the week. We also reward children with dojos for achieving 9 or 10 out of 10 in their test. If your child is unable to log onto EdShed or prefers to practise on paper, we'll still award 3 dojos for regular practise if they bring in the paper on a Friday.</p> <p>Login details for EdShed are in your child's reading records.</p>
Times Tables	<p>It's also really important for children to practise their times tables regularly, so that they can recall the facts of all the times tables up to 12x12 by March of Year 4. Really useful websites for multiplication practice are 'Hit the Button' and www.timestables.co.uk. (please ask your child to show you the multiplications table check, so that you can see which tables they are still struggling with).</p>
Values Homework	<p>Our value for the first half-term is Thankfulness and for the second half-term is Friendship. Homework will be set within the first week of each half-term linked to these values, which will then be displayed on our school values board.</p>
PE	<p>Children should come into school wearing their school PE kit on both Tuesdays and Thursdays this term. Please ensure they have suitable clothing for all types of weather, as hopefully we will be outside for many of our PE lessons.</p>
Forest School	<p>Children in KS2 have blocks of lessons at Forest School on a Tuesday afternoon. Please take a look at the school calendar to see when it's your child's turn as they will need to bring suitable outdoor clothing.</p>

This term's curriculum...

English	<p>'The Witches' by Roald Dahl & 'I was there...Tutankhamun's Tomb' by Sue Reid will be our class readers this term. We will continue to look at a range of other books to help us to write fiction, non-fiction and poetry. During English lessons, we will be writing poems with a structure and playscripts during the first half-term then we will be working on discussion, recount and information texts in the second half-term.</p>
Maths	<p>This term we are focusing on multiplication and division, length and perimeter and starting our work on fractions. Year 3 will be investigating mass and capacity towards the end of the term, while Year 4 will be starting their work on decimals.</p>
Religious Education	<p>We will begin by exploring the story of David and asking questions such as 'What makes a good friend?' and 'What are the qualities of a good king?'. We'll then explore some of the Psalms to find out what they tell us about God.</p> <p>After half-term, we'll be looking at the Easter story and Y3s will be considering whether it is a story of betrayal or trust whilst Y4s will be considering whether the cross is an image of sadness or joy. We will continue this unit into the summer term as we will look at what Hinduism, Islam, Judaism and Sikhism say about forgiveness.</p>
Science	<p>Our two topics this term will be 'Forces' and 'Sound'. We will investigate what forces are, and experiment with different surfaces and magnets. We will also explore how sounds are made and develop our understanding of vibrations and patterns, focussing on pitch and volume. We will also continue to develop our enquiry skills, working scientifically and asking 'what if' questions.</p>
Computing	<p>We will continue our use of Scratch to develop our programming skills this term, starting with a project that will result in us being able to design and code our own maze-tracing program.</p> <p>After half-term, we will use Logo to plan, modify and test commands to create shapes and patterns.</p>

Art and Design	During our Art and Design lessons this term, we will be exploring how artists combine media to create work in response to landscape. The unit is titled 'Cloth, Thread, Paint', as we will be using watercolour paint to create our background, then using thread and cloth to add texture and depth to our artwork.
Physical Education	Year 3/4 will have their curriculum swimming lessons every Tuesday morning. They will need to bring their swimming kits with them and make sure they are not wearing earrings. We will also be consolidating throwing actions and suggesting ideas and practices to improve play, plus developing a range of striking skills and simple tactics to use in games.
History	We will be finding out about Ancient Egypt, focusing on who they were, the gods and goddesses they believed in, why and how they built the pyramids and mummified people and what the Book of the Dead can tell us about their beliefs. We will also be having an Ancient Egyptian day towards the end of term.
Geography	In Geography we will be learning about rivers and how they are used. We will be looking at the water cycle, how rivers are formed, where rivers are and how they are used. We will also be investigating our local river finding out what features it has.
Personal, Social and Health Education	We'll be learning about valuing differences during PSHE this term – focusing on stereotypes, friends and being able to sort out problems using compromise and compassion. We will also be looking at rights and respect with a focus around staying healthy and safe and how we can make a difference.
French (Year 3)	We will learn how to say and write ten different activities that we can or cannot do using 'je peux...' or 'je ne peux pas...'. After half-term, we'll move on to learning the names of different fruits. We'll also ask each other which fruit we like using the question 'Est-ce que tu aimes...?'.
French (Year 4)	We will learn how to say 'I would like...' using 'je voudrais...' followed by a flavour of ice-cream. We will also learn how to say whether we would like our ice-cream in a cone, a pot and how many scoops.

	After half-term we will learn the names of ten different shapes as well as how to describe them using simple information such as how many sides they have.
Design Technology	Our Design Technology this term is 'Textiles: Egyptian Collars. We will be learning how to cross-stich and applique to decorate and assemble Egyptian collars.
Music	<p>Our first topic is will be exploring South African music, where we will be looking at staff notation, minims, semibreves, crotchets and rests and composing rhythmic patterns for a gumboot dance.</p> <p>Our second topic is 'Caribbean Calypso Music' and we will be learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.</p>

Year 5/6

Our topic this term is: I'm a Survivor!

We'll make links to this wherever possible.

Welcome back! It's the start of a new calendar year and we're excited to welcome you all back into school. After an amazing week at PGL at the start of the year, we are all ready to get stuck into a term full of exciting and fun learning, whilst hoping to tick off some of our resolutions! If you have any questions, comments or would like to speak to Miss Gill or Miss Parker, please email chrisgill@samlesbury.lancs.sch.uk, use Class Dojo or come and talk to us.

Regular expectations...	
Homework	<p>Homework will be set weekly, going home on a Friday. As part of this there will be a maths task, a reading comprehension and some grammar. Weekly spellings will also be set via spelling shed (EdShed) each Friday and there will be a spelling test the following Friday. There will be a homework clinic during Monday lunch break for anyone wishing to complete homework in school or to get a bit of help. If homework is incomplete by Wednesday morning, children will be asked to stay in on a Thursday or Friday lunch break to complete their tasks.</p> <p>Occasionally, and usually closer to SATs, there may be individualised homework sheets sent out on any night of the week (for the purposes of boosting and catch-up), we ask that these be done on the night they are given and handed in the following day.</p>
Reading	<p>Reading records are checked regularly in school. Children are expected to read for at least 30 minutes <u>daily</u> and record it in their reading record. Please ensure it has a parental signature at least once a week. If children do not read, they will be kept in during breaktime to make this up.</p>

PE	Children should come to school wearing their school PE kits on Mondays and Tuesdays. Please be aware that we intend to be outside as much as possible and your child should have suitable clothes for outdoor PE sessions.
Forest School	Children in KS2 have blocks of lessons at Forest School this term on a Tuesday afternoon. Please take a look at the school calendar to see when it's your child's turn as they will need to bring suitable outdoor clothing. I have also put these into our class calendar on Dojo with reminders the day before to help out.

This term's curriculum...

English	Our overall unit for this half term is Classic Literature. Linked in with our class reader (The Wizard of Oz by L Frank Baum), we will be creating our own classical literature-based story. Along the way, we will also be reading extracts from other Classical stories such as Mary Poppins by PL Travers, A Little Princess by Frances Hodgson Burnett, Black Beauty by Anna Sewell, and Chitty Chitty Bang Bang by Ian Flemming. During this unit we will also be creating Letters, writing poems and diary entries. After half term, we will be looking at Romeo and Juliet by William Shakespeare.
Maths	This term, we will be continuing with fractions - learning how to multiply, divide and find fractions and percentages of amounts. After this we will be moving onto ratio and seeing how this can be applied to real life situations. Following this, we will look at decimals and percentages and how these all link up with fractions. Moving on to algebra—don't be scared it's not as bad as it sounds—before finishing off the term with converting between units of measure and finally calculating area, perimeter and volume.
Religious Education	<u>Old Testament Women: did she make the right choice?</u> We will be looking at the role and significance of women in the Old Testament section of the Bible as part of God's big

	<p>story. We will be reflecting on the actions of these women and consider what we can learn from their stories.</p> <p><u>Jesus (Easter): Who was/is Jesus?</u> Within this unit, we will be considering and evaluating who was/is Jesus, looking at the views of others from the past, today and their own views. We will look at what the Bible says about who Jesus is and investigate what other major world faiths think of Jesus and those who have non-religious world views.</p>
<p>Science</p>	<p><u>Properties and Changes of Materials</u> We will be exploring types of mixtures and different methods of separation before investigating hardness, transparency and conductivity. We will learn about reversible and irreversible changes and perform some fascinating investigations</p> <p><u>Living things and their habitats</u> We will be comparing life cycles of plants, mammals, birds, amphibians and insects and then learn about reproduction in plants.</p>
<p>Computing</p>	<p><u>Programming: Selection in quizzes</u> We will develop our knowledge of selection by revisiting how conditions can be used in programs and learning to use the 'If...', 'Then...' and 'Else...' structures in Scratch. We will use our knowledge to design and create a quiz.</p> <p><u>Programming: Variables in games</u> We will explore the concept of variables through games, using Scratch. We will learn about real-world examples and then apply these in computing to create a game with a scoreboard in Scratch.</p>
<p>Art and Design</p>	<p><u>Painting and mixed media</u> We will be exploring the mediums of water colour painting in conjunction with exploring the use of pastels and fine liners to</p>

	<p>create a final landscape piece. We will be learning about creating artwork combining the use of watercolours, pastels and fine liners, and learning about artists who use these mediums: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones and Saoirse Morgan.</p>
<p>Physical Education</p>	<p>During the spring term, we will have a dance teacher come in on Mondays to help us to learn a dance which we will perform to the rest of school; in addition, we will also be practising our gymnastic skills—performing shapes and balances with a partner, using counter balance and paired balances on apparatus, and creating gymnastic sequences in pairs and groups.</p> <p>Later in the spring term we will be moving on to focus on athletic skills which will cover all aspects of athletics: throwing, jumping (take-off and landing), running and recording and challenging their own personal bests.</p>
<p>History</p>	<p><u>Were the Vikings raiders, traders or something else?</u></p> <p>We will investigate what the Vikings were really like (hint: they didn't actually wear helmets with horns!), learn about their trade routes, write our own version of a Viking Saga and evaluate the impact of the Viking invaders on Britain, before finally creating a Viking achievement gallery and learning about their legacy in Britain.</p>
<p>Geography</p>	<p><u>Can I carry out an independent fieldwork enquiry?</u></p> <p>Over the course of this unit we will be working in groups to plan and develop our own fieldwork enquiries. We will start off by developing an enquiry question based on our local area and then determining the most effective data collection methods for our fieldwork. After this we will map a route to take, before going out and collecting the data to answer our questions. After collecting our data we will figure out the answer to our enquiry question and then present our findings.</p>

<p>Personal, Social and Health Education</p>	<p><u>Valuing Difference</u> We will look at relationships, how we have more in common with people than we realise, challenging stereotypes and tolerance and respect for others.</p> <p><u>Rights and Responsibilities</u> Here, we will learn and discuss our responsibilities as citizens of the UK and also our rights in addition to looking at democracy in our country.</p>
<p>French</p>	<p>We will complete our learning about the family and how to describe our own family situation. We will then move on to learning about pets, then the Olympics. Throughout all the units there is an ongoing focus on French phonics and how to speak French in a conversational way as well as an understanding of French grammar.</p>
<p>Design Technology</p>	<p><u>Mechanical systems: pop-up book</u> We will be creating a functional pup-up book using levers, sliders, layers and spacers to create paper-based mechanisms, which will be linked in with History to retell our Viking Sagas.</p>
<p>Music</p>	<p><u>Blues</u> After being introduced to this famous genre of music and its history, we will learn to identify its key features, mood, importance and purpose. We will also be playing some 12-bar blues and the blues scale before combining these to create an improvised piece of music with a familiar, repetitive backing.</p> <p><u>Composition to represent the festival of colour (Holi festival)</u> We will explore the associations between music, sounds and colour; composing and performing our own musical compositions to represent Holi (the Hindu festival of colour which celebrates the beginning of spring and the triumph over evil).</p>