

Samplesbury Church of England Primary School

Curriculum Newsletter



Summer 2024

Welcome to Spring Term 2024!

Please take the time to read this newsletter which contains overviews of what each class is learning about this term. We hope the information will help you to support your child with their learning, from chatting with them at night about what they've done that day, through to sharing homework expectations.

This newsletter provides just an outline of what the children will be learning but if you want to find out more about each curriculum area, please click on [this link](#) which will take you to the curriculum section of our website where you will find a wealth of information such as key skills and concepts.

As ever, please do get in touch if you have any questions or suggestions.

Christian Values & Collective Worship



Our School Ethos



Learning, Growing and Inspiring others through God's Love and Grace

- Live as a light to others
 - Live to do good
 - Live to love God

‘Let your light shine so that together in God’s Love and Grace we learn, inspire others and grow’

Based on Matthew 5: 14-16

¹⁴You are the light of the world. You cannot hide a city that is on a mountain. ¹⁵Men 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. ¹⁶Let 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.

In school we have a daily act of worship, focussing on the value of the half-term and how it links to our other Christian values and British values too. This term our Christian values are **Wisdom** and **Peace**.

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 Rev Karen or Canon Daunton.
Tuesday	Whole-school worship through singing.
Wednesday	Whole-school worship looking at God's Big Story, exploring in order key stories within the Bible and linking them to the Big Frieze.
Thursday	Key stage worship using Picture News, exploring recent events happening in the news.
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.

Each class will continue to take part in an outdoor worship, a Godly Play worship and a Forest Church worship each term.

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/or religious development.

We will continue to welcome into school Rev Karen and Canon Daunton on a regular basis to lead our worships. As ever, everyone is warmly invited to the family service in church on the first Sunday of every month at 11am.

Infant Class

Our topics this term will be **'Perfect Pets'** and **'On the Move'**

We are very excited for the Summer term and all of the wonderful things we have planned! Please read the information below to find out more.

If you have any questions, comments or worries please come in and speak to Miss Wallace, Mrs Kearns or Miss Myerscough or email lolawallace@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 and we would love it if you could 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. Please ensure it has a parental signature once they have read part or all of a book. Reading books will be changed twice weekly.</p> <p>All children have a reading for pleasure book, which they are able to change in the school library once they have finished.</p>
PE	<p>Please send your child to school in their PE kits on Mondays ready for their PE lessons.</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 with your child to complete this homework, some of which will then be displayed on our school values' board.</p>
Tapestry	<p>We will continue to use Tapestry online learning journals for our Reception children to show their learning over the year. We welcome parents contributions to these to share their child's experiences at home.</p>

This term's curriculum...

<p>English (Years 1 & 2)</p>	<p>This half-term, our Year 1 and 2 children will be reading the story 'Dread Cat' and will be writing their own stories based on another dreadful animal.</p> <p>Next they will develop their skills in writing instructions, trying hard to include all of the different features needed.</p> <p>They will finish off the half-term by exploring riddles as part of our poetry unit.</p> <p>Next half-term, the children will be applying all of the writing skills they have acquired over the year when creating their own twisted tales based on traditional stories.</p> <p>They will then move on to learning about explanation texts, and write their own texts about different animals and how they grow.</p>
<p>Communication and Language & Literacy (Reception)</p>	<p>This half term, the Reception children will be developing their reading and writing skills by exploring stories and non-fiction texts about different pets.</p> <p>They will continue to talk about the characters and events of the stories and make predictions about what could happen next. Using their Phonics skills, they will write captions and simple sentences based on what we have read.</p> <p>After half-term, the focus of our stories will be transport and travel as part of our 'On the Move' topic. Within this topic, they will continue to develop their sentence-writing skills and role play as different characters from the stories we read.</p>
<p>Maths</p>	<p>In Reception this half-term, the children will begin to explore numbers to twenty and beyond, including learning how to share and group numbers. They will also continue to develop their spatial awareness skills using 2D and 3D shapes.</p> <p>Children in Year 1 will be focusing on multiplication and division, fractions and position and direction. After half term they will move on to place value within 100, money and telling the time.</p> <p>Children in Year 2 will be exploring fractions and telling the time. After half-term they will move on to statistics as well as position and direction.</p> <p>Throughout the term, previous learning will be revisited as part of lesson starters and other activities to reinforce learning and identify areas of 'catch up' needed.</p>

<p>RE</p>	<p>In Reception, we will be thinking about special places and special times of celebration. Within these units, we will be exploring the world faiths of Hinduism, Islam, Judaism and Sikhism, as well as continuing to develop our knowledge and understanding of Christianity.</p> <p>In Years 1 and 2, we will begin the half-term by learning about the events of Ascension and Pentecost and find out why they are so special in the Church calendar. We will then move on to exploring the Bible and why it is such a special book. Finally, we will be finding out about the Holy books of other faiths.</p>
<p>Science</p>	<p>We will continue to look at living things and their habitats, discovering what makes different habitats suitable for the animals that live there and how it meets their basic needs for survival. We will also be learning about food chains and the impact this has on different creatures.</p> <p>Next we will start our unit on our bodies, where we will name parts of the body and talk about how we use them. We will also find out about the five senses and why they are important, using our investigation skills.</p>
<p>Computing</p>	<p>Children in Reception will interact with technology around the classroom, such as using the interactive whiteboard and iPads to use simple programs.</p> <p>Year 1 will be creating media through digital writing and then will move on to programming animations.</p> <p>Year 2 will be creating media through digital music and then will move on to programming quizzes.</p>
<p>Art & Design</p>	<p>We will begin our clay sculpture unit in Art & Design, and will be developing our skills in manipulating clay in different ways, such as rolling, smoothing and carving. We will learn about sculptors and talk about their work using man-made and natural materials.</p>
<p>DT</p>	<p>Within our DT topic, 'Smoothies', we will explore where fruits and vegetables come from and learn how to prepare these safely. We will taste test different ingredients to create a recipe and will make and evaluate our own smoothies.</p>

PE	During the Summer term, we will be beginning to learn about a range of athletic skills such as sprinting, throwing & jumping. We will also be using the outdoor space to learn about the basic skills of orienteering. Reception will be focused on fundamental sports skills through the theme of space as well as specific athletic skill development ready for their very first sports day!
History	After half term, we will be learning about Amy Johnson and Amelia Earhart to find out what they did and why they are still remembered today.
Geography	Our Geography topic this half-term is 'What is it like to live by the coast?'. Within this topic we will be finding out what it is like by the seaside and name the different features of coastal areas.
PSHE	Our PSHE topics will be based on the themes of 'Being my Best'. The children will be exploring what it means to keep healthy, including looking after their teeth, eating healthy food, exercising and rest and about how they can try to make sure they do these things regularly. We'll also be looking at the importance of setting goals, and how this might have already helped them as well as thinking about how it could help them more in the future.
Music	<p>We will be learning about pitch and tempo within our 'Superheroes' unit this half-term, then use our skills to compose and perform our own theme tunes.</p> <p>Next half-term we will continue to develop our understanding of dynamics, timbre and tempo within our 'Space' unit.</p>

Year 3/4

Our topic this term is '**Rocks, Romans and Eruptions**'.

Welcome back. We hope you had a lovely Easter and didn't eat too much chocolate! The weather is improving, and we are looking forward to having a fun-filled Spring term. I know the children will work hard to improve and develop and we are excited about this term's wonderful new topics.

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

You can email us at 'rachelgreen' or 'mrsquayle'
@sambury.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	We will continue to use Spelling Shed (EdShed) to practise our spellings, with tests taking place each Friday. Login details are in the front of reading records so please encourage your children to log into this and use it regularly

	<p>at home. We encourage children as much as possible with learning spellings as we know it can be very tricky. We award 3 dojos to any child who has practised on EdShed on at least 3 different days during the week as well as rewarding 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>
Times Tables	<p>Please continue to encourage your child to work on their times tables regularly, so that they can recall the facts of all the times tables up to 12 x12 by Spring term of Year 4. We have access to TTRS (Times Table Rock Stars) and the login information for this is in the front of your child's reading record. Other useful websites for times table 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 Wisdom and for the second half-term it's Peace. 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 Wednesdays again this term. Please ensure they have suitable clothing for all types of weather, as hopefully we will be outside for most 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>Our class readers this half-term are 'The Firework Maker's Daughter' by Philip Pullman and 'Romans on the Rampage' by Jeremy Strong.</p> <p>During English lessons, the children will be exploring narrative poems first and using the theme of 'rocks' to create their own poems. We will then move onto playscripts and non-chronological report writing to explain what earthquakes are and why they happen. Finally, the children will be writing a fantasy story inspired by our class novel.</p>
Maths	<p>This term both year groups will be focussing on money, time, shape and statistics. Y3 will also learn about fractions, while Y4 will continue their work on decimals and start to learn more about position and direction.</p> <p>It is important that children know how to tell the time using an analogue clock and how to use money in real life situations, so any extra help with these topics outside of school will help with their progression in these areas.</p>
RE	<p>We will begin by exploring what other faiths say about forgiveness, before exploring 'the church' and asking if all churches are the same. This will include spending time to explore some other major world faiths as we ask the question, 'Do people worship God in the same way?'. The other faiths we'll be exploring this term are: Hinduism, Islam, Judaism and Sikhism.</p> <p>We'll finish our RE work for this school year by investigating the question 'Is the Book of Proverbs still relevant today?' which will link heavily with our Christian Value for the first half-term - Wisdom.</p>
Science	<p>In Science we will be identifying and grouping rocks based on their appearance and properties as well as investigating soil and fossils throughout the first half of the term. We will then look back at some of our previous topics, to continue with experiments which need the hot weather and the thriving vegetation that June and July bring (hopefully).</p>

Computing	We will develop our understanding of what a branching database is and how to create one, both on paper and on screen. We will also create an identification tool using a branching database, which we will test by using it. We'll consider why and how branching databases can be used in the real world.
Art and Design	During our Art and Design lessons this term, we will be creating 3D abstract sculptures. The children will be using 2D shapes to create 3D structures, looking for space and composition and using decorative skills to improve the aesthetics.
PE	The children will be learning about tennis, rounders and teamwork this term. They will also have a specialist dance teacher to show them how to sequence and perform in front of others. Co-ordination, agility and looking for space and opportunities will be our focus for this term, to help the children develop their abilities ready for next year.
History	The Roman Empire had a big impact on life in Britain from 43AD onwards and we will be investigating this invasion and deciding whether or not it made a positive difference to British life then and now. We will find out about key historical figures such as Boudicca and how life for her changed with the arrival of the Romans.
Geography	We will be finding out how the Earth is constructed, and how mountains are formed. We will also be learning about what volcanoes are and the effects of volcanic eruptions. Finally, we will be writing a report about earthquakes and investigating the rocks around our school.
PSHE	Our first topic is 'Being my best' and we will consider how we can stay healthy through diet and exercise as well as what to do if we are poorly. We'll find out how different parts of our body work together to keep us healthy before thinking about our achievements and talents. Towards the end of the term we will have three lessons as part of our Relationships and Sex Education curriculum,

	<p>however a letter will be sent to you well in advance of this taking place informing you of the content.</p>
<p>French (Year 3)</p>	<p>'Presenting Myself' is our first topic as we develop our conversational skills, enabling us to greet another person, give our name and age, say where we live and our nationality. We will also learn how to ask others for this information.</p> <p>After half-term we will move onto 'My Family' as we extend the knowledge learnt in 'Presenting Myself' to be able to tell somebody the members, names and ages of family members. We will also develop our counting in French up to 70 and begin to understand the difference between 'mon', 'ma' and 'mes'.</p>
<p>French (Year 4)</p>	<p>After learning about ancient Britain last term in history, we are now going to learn how to talk (and write) about the stone, bronze and iron ages in French! We will use 'je suis' (I am), 'j'ai' (I have) and 'j'habite' (I live) as sentence starters to help us.</p> <p>We will learn a range of basic classroom vocabulary to help us answer the question 'Qu'est-ce qu'il y a dans ta trousse?' (What do you have in your pencil case?).</p>
<p>Design Technology</p>	<p>Our topics this term are: 'Eating Seasonally' & 'Adapting a Recipe'. The children will be looking at how climate impacts food growth, the advantages of eating seasonally and the importance of eating a variety of foods. They will then make tarts, using seasonal produce and reflect on how their recipe can be adapted.</p>
<p>Music</p>	<p>Linking to our history topic, we will learn some Roman themed vocal warm-ups and the Road Building Song. We'll find out what a motif is and compose our own using mosaic tiles to represent the notes. At the end of the unit, we'll perform our compositions to the class.</p>

Year 5/6

Our topic this term is: Location, Location, Location

The days are lengthening and summer is approaching. Well done to everyone for a fabulous Spring Term with lots of challenging work learnt and completed! This term we're going to hit the ground running (with only a couple of weeks until SATs for year 6). Term will end with our KS2 production, which we're very excited about. As always, if you have any worries or concerns, please contact me either on Class Dojo or via email: chrisgill@samlesbury.lancs.sch.uk.

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 get a bit of help. If homework is incomplete by Wednesday morning, children will be asked to stay in on Thursday 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 daily 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	<p>Children should come to school wearing their school PE kits on Tuesdays and Wednesdays. Please be aware that we intend to be outside as much as possible and your child should have suitable clothes for outdoor PE sessions.</p>

This term's curriculum...

English	We have started our term by learning about Haiku poems—3 line poems with set syllables, usually based on nature. After this we are going to be learning how to write informal letters, in our 'Letters from the Trenches' unit, where we will also be creating diary entries, writing setting descriptions, and newspaper articles. After half term we will be looking at British legends and then creating our own.
Maths	This term, we will look at shape and calculating missing angles, as well as learning how to use a protractor. After, we will be using a four-quadrant grid and working on our position and direction skills. Next, we will learn more about decimals and negative numbers before converting metric units and being introduced to imperial measures. Finally, to finish off the year, we will be learning out volume and beginning to calculate the volume of a cuboid.
RE	<u>St Paul</u> 'How did the news of Jesus' resurrection spread around the world?' This is our key question for our first RE unit where we are going to be learning all about Paul (formerly Saul) and how Christianity spread particularly to Britain. <u>God</u> After half term, our key question is: 'What is the nature and character of God?' As part of this unit we will be looking at Hinduism and Islam, in addition to looking at common areas shared between faiths.
Science	<u>Living things and Habitats: classification</u> We will be taking an in-depth view at classifying animals, plants and micro-organisms. In addition, we will learn about Carl Linnaeus, the 'father' of our scientific classification system and how he, and modern-day scientists, use this to sort out all living things. <u>Animals including humans: healthy bodies</u> We will be learning more about how to keep our bodies healthy and the importance of exercise. While learning about the above we will also be looking at the circulatory system and how it transports water and nutrients around the body.

<p>Computing</p>	<p><u>Programming: sequencing sounds</u> This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> <p><u>Programming: Events and actions in programs</u> This unit explores the links between events and actions, bringing prior learning relating to sequencing. We will begin by moving a sprite in four directions and then explore movement within a maze, using design to choose an appropriately sized sprite. Finally, we will design and code our own maze tracing program.</p>
<p>Art and Design</p>	<p><u>Textiles: Weaving</u> We will be exploring the medium of textiles and learning about artists who use this medium: James Fox (a local artist from Lancaster), Hearly and Burke, Ana Teresa Barboza and Ann Roth. We will learn how to weave and also how to dye our own wool, before producing a final landscape-inspired woven piece.</p>
<p>PE</p>	<p>During the summer term, we will be learning about cricket, creative games, dance and athletics skills development. We will also be playing creative games to hone and develop skills such as dodging, weaving, feinting, tactics and strategy as well as throwing and catching. Our athletic skills will be developed in preparation for our sports day later in the summer term.</p>
<p>History</p>	<p><u>Local History: a ship called 'Hope'</u> As part of this local history unit, we will be learning about the Transatlantic Slave Trade, based on a ship and the local port of Lancaster, which at one point was the third largest slave trading port in the United Kingdom. We will be asking lots of questions and learning about the Diagram of the Brookes and its importance in the abolition of slavery and what we can learn from the Hope and other ships.</p>
<p>Geography</p>	<p><u>What is life like in the Alps?</u> We will be locating the Alps on maps before learning about their physical characteristics and biomes. After this we will be learning about why people visit the Alps and looking more closely at the human characteristics in the area. We will also</p>

	<p>be doing some local field work and data collection finding out about what there is to do in our local area, before comparing our area to the Alps and producing a final report all about what we have learned.</p>
PSHE	<p><u>Being my Best</u> We will be learning about our amazing bodies and some rather cool and other (slightly gross) fascinating facts; how we all have different, complementary skills, thinking about our school community; thinking about being more independent and how that fits with responsibilities, before finally thinking about the best qualities in the people around us.</p> <p><u>Growing and Changing</u> We will be learning about our own self-image and how the media can manipulate our perception of what is beautiful. In addition to thinking about the online pressures we face today, we will be learning about managing change in a helpful way, before learning some basic first aid and sepsis awareness.</p>
French	<p><u>Healthy Living</u> By the end of this unit pupils will be able to say what they eat and do not eat and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit.</p> <p><u>Me in the World</u> In this unit pupils will learn about other countries around the globe that speak French. They will also learn about the currencies, flags, cultural celebrations and traditions of those countries. This is a great unit, bringing together all the language covered in the various teaching types.</p>
Design Technology	<p><u>Textiles: Waistcoats</u> Sticking with the textiles theme in DT, we will be creating our own waistcoats! We will design a waistcoat before moving on to marking and cutting out fabric according to our designs, assembling our waistcoat, using running stitch and finally decorating it. Keep an eye out as we may try to work some into our production at the end of the year!</p>

Music

This term is all about exploring Film Music followed by preparation for the end of year KS2 Show. The children will explore how different styles of music contribute to the feel of a film and how different instruments are used to evoke different emotions. They will use the terms 'major' and 'minor' and identify pitch, tempo and dynamics to help them to explain and justify their answers in discussions. They will move on to create their own musical score to represent a composition which relates to the scene of a film and perform it to the class.