



# St. Joseph's Catholic Primary School

"To live, love and learn in a caring Christian community"

## Class Information Letter January 2024: Sycamore and Willow classes

Dear Parents and Carers,

We hope that you have had a restful and enjoyable Christmas break and are ready for a busy Spring term!

The purpose of this letter is to provide you with a broad overview of the work that your child/ren will be completing in each area of the curriculum this term. It is hoped that this information will enable you to prepare, support and hold discussions with your child/ren about their schoolwork.

**(For R.E., please see our attached letter)**

### English

#### **Fiction**

- Plan, write and edit short stories focusing on creating suspense, using flashbacks and changing tenses (based on Room 13 text).
- Book review; character description; setting description; dialogue to advance the action (based around Cogheart text by Peter Bunzl).

#### **Poetry**

- Developing atmosphere through word choice; show understanding of a classic genre.

#### **Non-Fiction**

- Notetaking; evaluation of a text; persuasive/emotive captions; for and against arguments; recount; monologue; full letter; diary entry; formal persuasive speech.

#### **Grammar and punctuation**

- Subordinating/co-ordinating conjunctions; determiners; parenthesis; expanded noun phrases; present and past progressive forms; present and past perfect; subjunctive mood; colons, semi-colons and dashes.

**Weekly comprehension** linked to guided reading texts: Room 13 and the Hobbit.

### Maths

#### **Algebra and sequences**

- Use simple formulae; express missing number problems algebraically; generate and describe linear number sequences.

#### **Formal written method for division**

- Divide numbers up to 4 digits by a two-digit whole number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

#### **Angles**

- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite.

#### **Reflection and translation**

- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

#### **Fractions**

- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]
- Divide proper fractions by whole numbers [for example,  $\frac{1}{3} \div 2 = \frac{1}{6}$ ]

### **Volume**

- Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ) and extending to other units.

### **Statistics**

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.

### P.E.

**Gymnastics** – Body Symmetry. The children create and perform a floor and apparatus sequence of at least eight gymnastic actions showing a variety of clear symmetrical and asymmetrical shapes.

**Dance** – the Match. Based around a football match theme, the children develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning, gesture, action/reaction and repetition.

### Science

#### **Out of this World**

Children learn about space. Starting with the Solar System, they look at how ideas about space have changed over time before exploring what causes us to experience night and day on Earth.

#### **Electrifying**

During this electricity unit pupils use symbols for components in a circuit. They then have the opportunity to apply their learning by creating an electronic game.

### Art

#### **Art of Africa**

We will explore the rich culture of African art, including natural patterns, Tingatinga paintings and Benin artwork. The children will analyse and recreate a painting in the style of Tingatinga, create a piece of clay artwork inspired by the artwork of Benin and learn about the work of Esther Mahlangu and Ndebele designs. They will also create a traditional Adinkra design.

<p style="text-align: center;"><u><b>Computing</b></u></p> <p><b>We are app planners/interface designers</b></p> <p>The children will explore interface design as part of a process of building an app. Firstly, they will learn basic information about interface design and the skills involved. They will then design their very own app, thinking about their chosen audience and how the app might solve identified problems.</p> <p style="text-align: center;"><u><b>History</b></u></p> <p><b>What impact did the Anglo-Saxons have?</b></p> <p>This unit aims to give an overview of the significant people and events during the Anglo-Saxon period in Britain and to highlight some of the major changes during this period. We will explore the broader historical themes of invading and settling before a time when Britain was unified under a single monarch. We will explore the impact of the spread of Christianity on wider culture, including the transformation of writing. There will be an emphasis on allowing pupils to consider the sources of evidence that form our understanding of this period of British history.</p>	<p style="text-align: center;"><u><b>Geography</b></u></p> <p><b>How is our country changing?</b></p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>• Name and locate the counties, cities and geographical regions of the UK, identify their physical and human features and understand how some of these have changed over time.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features of our local area.</li> </ul> <p><u><b>Music</b></u></p> <p>Music lessons will follow the Music Express scheme and topics this term include:</p> <p><b>Growth (Street Dance Performance):</b> To explore complex accompaniments and structures of layered music in modern initiatives such as flash mob performances.</p> <p><b>Roots (Mini Musical Performance):</b> To learn songs and create a complete performance based on an African myth.</p> <p><u><b>French</b></u></p> <p>The children will develop language skills including, grammar, listening, speaking, writing and reading. The topics covered this term include:</p> <ul style="list-style-type: none"> <li>• La famille</li> <li>• As-tu un animal?</li> </ul>
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### **General Information**

#### **P.E.**

Please ensure that your child has their correct kit in school throughout the week and **ensure that it is labelled**. Pupils should have: a white t-shirt and blue shorts (or blue tracksuit during the colder months), plain trainers, socks, and tape for earrings if these cannot be removed.

#### **Homework:**

All children will receive English and maths homework each week. English homework will include a reading, grammar or punctuation activity and weekly spellings (there will continue to be a spelling test each Friday for the spellings set the previous Friday).

We also expect your child to be reading regularly at home – they need to **record in their reading record each day** to show they have read for a minimum of 10-15 minutes. Parents also need to record in the reading record **at least once a week** to show they have either read to or listened to their child read as well as asking relevant questions about the text to help improve their child's comprehension.

Maths homework will usually be based on the objectives covered in class that week. In addition, your child **must** also continue to practise their times tables facts to achieve instant recall.

Pupils may also be sent home with test papers that need correcting or completing.

Homework will continue to be set on Fridays and needs to be handed in by the following Friday.

Further to the above, the children will also be required to carry out research tasks for a variety of class topics in other subjects throughout the term.

#### **Uniform/Appearance:**

We believe that the children should take pride in the way they present themselves e.g. shirt tucked in and top buttons done up. We *do not* permit hair gel, nail polish or jewellery besides plain studs and a watch and would be grateful for your support in this matter. The children are expected to have clearly labelled indoor and outdoor shoes (please avoid black rubber soles indoors) and labelled PE kit.

Thank you for your continued support.

Mr Carrington

Miss Curran