

# Brookvale Curriculum

## What is your child learning this week?

Week Beginning 16<sup>th</sup> October 2023



### Reception

**Class Literature:** *'The Three Little Pigs'* (Week 1)

**Class Nursery Rhyme:** 'This Little Piggy'

**Primary Curriculum Focus:** Communication and Language Development

**Communication and Language:** This week, the children will be introduced to their first traditional tale. Throughout the week, the children will be encouraged to listen carefully to the story of 'The Three Little Pigs' and be taught why it is important to listen carefully to stories (i.e., so that they are able sequence and retell the story through role play). Once they are familiar with the story, they will be taught how to retell the story using repeated phrases and will be encouraged to use story spoons, role-play, puppets and costumes when engaging with the text. By the end of the week, all children will have completed a story map sequencing the key events.

**Maths:** In Maths, the children will be continuing to explore pattern. This week they will be taught to look for the 'rule' or mathematical relationship in the picture patterns that they see. There will also be a focus on looking at patterns in our speech, e.g. in songs that we sing. During continuous provision, the children will be using the items that they collected in last week's autumn walk to make patterns with.

**Literacy:** The children will continue to read daily in school. This half term the teachers have been asking the children lots of comprehension questions about the text that they have been given. They will be taught how to look back in the text to find answers to the questions asked. The children will also be using their phonic knowledge to read and write simple CVC words with sounds that they have learnt in their phonics lessons so far this term.

**Physical Development:** In P.E., the children will continue to work on their spatial awareness. They will be taught ways to find a space that is sufficient for them to move in without being in the way of others. They will be encouraged to try new challenges and to persevere if they find them difficult. This will include finding a space that is suitable for them to carry out throwing and catching exercises with a beanbag. The children will also be using the gross motor skills equipment daily, which includes tyres for rolling, bikes and scooters for riding on and ropes to swing from.

**PSED:** During circle time activities, the children will be taught how to discuss the feelings of a character from the story 'The three Little Pigs'. The children will then discuss the different feelings that each character may feel at different points in the story. The children will be taught and encouraged to use more complex vocabulary to describe the feelings e.g., disappointed, fearful, anxious etc.

**Expressive Arts & Design:** In music, the children will be singing our class nursery rhyme of the week. They will also be listening to and learning more seasonal songs. On the creative table, children will be taught how to make a pig or wolf face from paper plates. They will use these later on in the week to act out the story of 'The Three Little Pigs'.

**Understanding the World:** During discussions about 'The Three Little Pigs' story, the children will be taught about the environment the story is set in, i.e. a rural area near a farm. They will be taught what pigs and other farm animals need for them to live happily in their environment.

**Phonics:** In phonics this week, the children will be learning the phonemes/k/ as in cat and /k/ as in kite. They will also be learning 2 new common exception words 'no' and 'into.'

**Spellings:** Each day the children will continue to learn the spellings for the words: after, back, little, only, round, man, year, came, show, every. They will also be taught the meaning of each word and how to use it within a sentence.

### Year 1

**Class Literature:** *'Astro Girl'* by Ken Wilson-Max

**English:** This week, the children will create a fact file to support Astrid, the main character, to become an astronaut. The children will start the week by understanding how to use the word 'and' to connect two clauses together. This will support the children in writing their sentences later in the week. The children will focus on writing a subheading for each characteristic of Astrid. Next, the children will use the knowledge

gained for each area: Eat, Sleep and Train to support them in orally rehearsing then writing sentences. The children will be encouraged to use the word 'and' in each sentence and where possible 'because' to give a deeper meaning.

**Maths:** The children will start the week by working systematically with their number bonds to 10. They will then move to working on understanding addition as 'adding together' and addition as in 'adding more.' The children will use their knowledge of part-whole model to support their understanding of addition.

**Science:** During our final lesson in the unit 'My body and senses' the children will consider the key question 'How does the shape of our ear help us to locate the source of a sound?' The children will learn that the outer ear is made up of the pinna — also called the auricle (say: OR-ih-kul) — and the ear canal. Children will play a range of games that require them to use their hearing to see if they can identify the direction and source of the sound.

**Geography:** This week, children will consider the question 'Where does King Charles live?' The children will find out about the historical landmark – Buckingham Palace. They will learn it has 775 rooms and 78 bathrooms! They will also understand why the flag does not fly when the monarch is not in residence.

**History:** Having explored medieval homes in the last lesson, this week, children will begin to investigate what Victorian homes were like and what they had in comparison to today. First, they will visit familiar rooms, such as the kitchen and living room and begin to compare and contrast them to modern day rooms. The children will also examine items found in these rooms, such as an iron, a kettle and comparing them to the modern-day equivalent.

**Music:** As part of their mid-unit assessment, children will need to find the correct beat by clapping in time when listening to a song. They will play the notes C, D, E on the glockenspiel and sing along with the shape song.

**Computing:** This week, the children will consolidate what they have learnt about keeping safe online. They will create an online safety poster which contains important information they and others need to know.

**Design Technology:** The children will learn to sew this week. They will learn a simple running stitch, back stitch and a trickier blanket stitch. They will use larger plastic needles to support them and a binka style fabric to guide their stitch work.

**R.E:** This week, the children will look deeper into the various religious accounts of the creation of plants. They will look at a range of religions and how they believe plants were created.

**P.E:** In their final lesson of both units, the children will learn to link gymnastic actions to create a sequence and in yoga the children will learn to create a yoga flow with a partner.

**Spelling:** The spelling focus for this week is the /v/ sound at the end of words spelt with 've'. Children will spell words such as: 'have,' 'live,' 'love,' & 'glove.'

**Grammar:** The focus this week is to continue to write grammatically correct sentences. Children will learn to rearrange 'jumbled' sentences, read sentences aloud, 'hold' a sentence and correct punctuation errors within a sentence.

**Phonics:** As part of their screening assessments, children will consolidate the sounds they have learnt so far. They will also focus on the sounds: i, i-e, ie, y, o-e, ow, o-e, o y, ey.

## Year 2

**Class Literature:** 'Mr Fawkes, The King and The Gunpowder Plot' by Tony Bradman.

**English:** This week the children will be reading the final chapter of the key text, 'The owl who was afraid of the dark.' They will start the week reading and highlighting the features of a letter from Plop's cousin, Brownie. The children will discuss the purpose of letters and why people send them. They will then use their knowledge learned so far of adjectives, commas in a list and adverbs and apply these when writing their own letter. The children will be writing a reply to Brownie, from Plop's perspective, using first person pronouns.

**Maths:** This week, the children will move on to addition. They will begin the week learning to recognise number bonds to ten, using a range of concrete manipulatives to ensure this understanding is secure. Throughout the week, the children will move on to addition and subtraction bonds to 20 and the facts related to these before exploring number bonds up to 100 towards the end of the week.

**Science:** In science, children will continue their work on the 'healthy me' topic. They will learn about healthy snacks and alternatives for the less healthy snacks. Children will collate data about their favourite snacks, in the form of a tally chart, and will interpret this data to make scientific statements, e.g. "The data shows that the most popular snack is..." using data evidence. The children will use also apply their knowledge of the food groups to classify snacks and will learn how to make fruit kebabs.

**Geography:** This week, children will learn that only 1% of our oceans are fully protected marine areas. Children will consider how pollution; habitat destruction and overfishing threaten the health of our oceans and the impact unhealthy oceans would have on the future of our planet.

**History:** This week the children will learn about traditions that help us to remember the gunpowder plot and children will trace these traditions back to 1606 when King James I passed an act to celebrate the failed gunpowder plot. Children will discuss how Parliamentary Acts forced people to celebrate this until 1859, however, celebrations still take place today. Children will discuss the term 'tradition' and 'ceremony' in regard to significant events.

**Music:** The children will begin by listening to and appraising 'Hlokoloza' by Arthur Mofokate. They will use their bodies to find the pulse of the music and answer questions using specific musical language. They will continue to use glockenspiels to create short melodies, then change the tempo and pitch of their melody.

**Computing:** This week, children will learn about technology; what it is, what examples are around us and how computers are used to control it. Children will learn the term 'information technology' and will examine a selection of objects, such as an iPad, remote control car, battery operated toy, camera etc. Children will then arrange these into two groups- information technology or not information technology.

**Art or Design Technology:** This week, children will learn the technique of frottage/rubbing. The children will take rubbings of different objects, such as coins and leaves and investigate how the tool they choose will change how their rubbing looks. Children will also use colour to create different effects and identify different textures on their objects.

**PDW:** This week, children will be exploring the key question- 'Is it ok for us all to be different to one another?' The children will learn about ways we can show it's alright to be different, such as being polite and respectful to each other, taking care of each other and being kind. Children will share compliments about each other and share these as a class.

**P.E:** In gymnastics, children will explore movements and transitions to create a sequence. They will work together to link their movements to create a sequenced flow and will evaluate the work of others, suggesting improvements that could be made in balances and transitions.

**Spelling:** Children will learn how to spell words containing the sound /j/ often spelt with g before e, i and y. The children will learn the spellings; gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust etc.

**Grammar:** Children will continue to develop their understanding of commas in a list, adjectives, adverbs and conjunctions.

**Phonics:** The children will learn the sound /oor/ as in poor, floor. The children will move on to the grapheme /augh/ as in daughter. The children will focus on common exception words 'once,' 'please,' 'who,' & 'again.'

## Year 3

*Due to TT Rockstars Day and the opportunity for Aston Villa 'takeover' some lessons are omitted from this week's bulletin.*

**Class Literature:** 'Stolen Spear' by Saviour Pirotta

**English Reading:** In reading this week, children will be analysing their text 'Oliver and the Seawigs' by Phillip Reeve. They will have the opportunity to respond to the text by drawing what they visualise as they are being read to, and then they will have a copy of the text to annotate the features they have identified that have helped create this image in their mind. Towards the end of the week, as the book is almost concluding, the children will complete a likes, dislikes and puzzles grid to give their engaged, personal response to the text. Picking out key themes, they will be able to assess who they would recommend this book to and look at the story as a whole before preparing to complete a range of sequencing activities the following week.

**English Writing:** In writing this week, the children will be planning their own version of 'The Heart and the Bottle' by Oliver Jeffers. They will create their own characters as well as reimagine the setting and context. The children will follow the structure of the plot to write their story over the course of the week in paragraphs. Their grammar focus will be writing in a consistent tense, ensuring they are keeping to past tense. At the end of the week, the children will be taught the skill of editing.

**Maths:** The children will be continuing with addition and subtraction this week. They will focus on adding and subtracting across 10's and 100's without exchanges initially. They will learn a range of informal methods as well as looking at formal written methods. They will write their addition and subtractions using their subheadings 'hundreds, tens and ones' and aligning their digits correspondingly.

**Science:** Science this week will look at what a fossil is. The children will be making their own fossil cast from dough. In doing this, the children will be able to explain how fossils are formed.

**Geography:** For this week's geography lesson, the children will retrieve their understanding of the UK from Year 1. The children will be able to state that the UK has a temperate climate zone and describe some of the flora and fauna that are found here. Their understanding of vegetation will also help them make links to their knowledge of plants explored within their science topic.

**Art:** The focus for this week's art lesson is shading. Having looked at shapes and recognising that 2D shapes form the basis for drawing 3D shapes, the children will learn to apply shading to their work to create a 3D effect. They will focus on elements of light and dark and blending techniques too.

**Music:** In music, children will have the opportunity to compose a piece of music using a digital music score. The children will add instruments and experiment with tempo and dynamics for each.

**Computing:** During computing, the children will be exploring the role of 'packets,' they will know that a packet is an invisible envelope sent around the internet to pass requests on to one another.

**French:** Children will look at French culture in this week's lesson, drawing comparisons between France and England in the context of schooling and food.

**P.E:** The children will continue with dance and gymnastics this week. They will be performing their routines and be assessed on their balances, roles and keeping in time to the beat of the music.

**Spelling:** The spelling rule this week will continue to be homophones and near homophones, such as 'male' and 'mail', 'meat' and 'meet'.

**Grammar:** Children will review their prior grammar learning of past tense, subordinate clauses and constants and vowels.'

## Year 4

**Class Literature:** *'Tales of Wisdom and Wonder'* by Hugh Lupton/ *'Varmints'* by Helen Ward

**English Writing:** The children will continue working with our new class text *'Varmints'* by Helen Ward. They will begin the week by focusing on adverbs of time applying this when writing a diary entry in role as the varmint. Following this, they will write instructions for planting a seed, using a range of conjunctions such as 'when,' 'before' and 'after' as well as adverbs of time to help sequence the steps. They will also use a range of adverbs of manner such as 'patiently,' 'carefully' and 'firmly.' The children will then discuss pollution and write a persuasive poster using a range of sentence types (questions, statements, exclamations, and commands) to encourage people to help the environment.

**English Reading:** The children will begin their new Reading text *'Tales of Wisdom and Wonder'* by Hugh Lupton. This week, the focus will be on the tale *'Monkey and Papa God'*. At the beginning of the week, the children will explore an illustration from the tale, taking on the role of the characters and creating freeze frames, as well as inferring the character's thoughts and feelings. They will then use this to write in role as one of the characters in the illustration. Following this, the children will read *'Monkey and Papa God'* and will create a story map, annotating it with dialogue and key vocabulary. They will then use this to orally retell the tale.

**Maths:** The children will be continuing their maths unit on addition and subtraction. Having looked at adding two, four-digit numbers, where either no exchange or one exchange is required, they will look at calculations where more than one exchange is needed, discussing their reasoning behind exchanging. Children will then move onto subtraction of two four-digit numbers.

**Computing:** The children will continue their work on variables in the program 'Scratch,' using this knowledge to create an algorithm for a quiz.

**Geography:** Having explored cities in both North and South America, the children will explore similarities and differences between the North American city of San Francisco and the South American city of Buenos Aires, considering factors such as the culture and landscape.

**History:** The children will continue their history unit on 'The Romans' by exploring the key question 'Who was Boudicca and why did she start a revolt against the Romans?' They will learn about the key events related to Boudicca and discuss whether she should be considered heroic.

**Science:** The children will consider how the distance from a sound source can affect the volume of the sound. They will plan and carry out an investigation to find out what happens to sound as the distance from the sound source increases. They will be introduced to measuring the volume of a sound in decibels.

**French:** Having recapped numbers 1-10 in the previous lesson, this week the children will extend their French number knowledge to 20, applying their understanding of phoneme/grapheme correspondences to help them to both read and write these numbers.

**Art:** The children will be continuing their work on contour and descriptive lines. Having analysed the different examples of line in Albrecht Durer's *'A Rhinoceros'* (1515), they will use different images of elephants to replicate the lines on an elephant outline, considering how they can use different lines for texture.

**PE:** The children will continue their new units on dance and gymnastics. In dance, they will develop a dance phrase and perform as part of a class performance, performing the actions to the fast samba beat showing good timing and rhythm. In gymnastics, they will continue to develop the straight, barrel, forward and straddle roll, thinking about where the momentum is coming from for each roll and using body tension to improve the control of their movements.

**Spelling:** The spelling focus this week will be on words with /shun/ endings spelt 'sion' (if the root word ends in 'se', 'de' or 'd') such as: 'division,' 'erosion' and 'inclusion'.

**Grammar:** The children will be recapping the grammatical features covered this half term: singular and plural nouns, pronouns, compound nouns, standard English and adverbs to express time and cause.

## Year 5

**Class Literature:** *'The Man Who Walked Between the Towers'* by Mordicai Gerstein and *'The Highway Man'* by Alfred Noyes.

**English Reading:** This week, children will start their new reading unit with 'The Highway Man' by Alfred Noyes. Children will start the week by exploring the front cover of the book and making predictions based on the illustrations. The children will then be learning about the book's vocabulary; the meaning of the words and why they have been chosen by the author to create images.

**English Writing:** During writing lessons this week, the children will continue to focus on 'The Man Who Walked Between the Towers' by Mordicai Gerstein. They will be focusing on key skills, such as: using time adverbials, integrating modal verbs into writing and punctuating speech correctly. They will be demonstrating this learning through planning and drafting a biography of the main character's life and achievements.

**Maths:** Over the course of next week, the children will begin their new unit on multiplication and division. They will begin by building on their previous learning and understanding with their work from Year 4, with the first lesson focusing on multiples and factors. They will then look at what criteria is required for a number to be considered a common factor, opening the way to learn about prime numbers.

**Science:** During Science, the children will be learning and answering the question of 'What is a moon crater?' The children will be learning how to estimate the height and width of a moon crater and how the moon acquired its unique surface.

**Geography:** This week, the children will be learning about the capital cities of North America. They will first be focusing on where the cities are located, and then progress onto the location in relation to one another, using directional language and coordinates to describe position.

**History:** This week, the children will be deepening their understanding of Tudor England, answering why and how Henry VIII's actions impacted on the way in which people worshiped during the Tudor period. They will be focusing on the difference between Catholics and Protestants and what decisions Henry VIII made after the reformation.

**DT:** In design and technology, the children will be continuing their work on bridges and structure. They will be working on their previous learning to create a beam bridge. The children will then evaluate their prototype and look at ways to strengthen their product through various bracing techniques.

**Music:** The children will continue their keyboard lessons with an external keyboard expert to teach them finger positions and simple chords, which will act as key skills to play a complete piece.

**Computing:** This week, the children will be evaluating their understanding of search engines and how results are ordered by creating a quiz for another year group.

**PDW:** Over this week, the children will be focusing on the role of marriage in our society and why marriage is legally recognised in their community.

**French:** The children will continue their learning of how to pronounce French phrases correctly by using phrases such as *'Tu aimes le sport?'* to ask if you like sport'

**P.E:** This term, the children will be continuing to develop their swimming skills to become more confident and able in the water. The children will also have the opportunity to work with Aston Villa sport coaching professionals, focusing on invasion games.

**Spelling:** The spelling focus for this week will be homophones and near homophones, such as 'mourning' and 'morning.'

**Grammar:** The children's grammar focus this week is to be able to effectively use adverbials of time.

## Year 6

*This week, we will be administering practice SATs mock papers to baseline the children to inform our teaching, which will mean some lessons will be omitted across the week. TTRockstars day on Friday will also affect the delivery of some lessons.*

**Class Literature:** *'Windrush Child'* by Benjamin Zephaniah

**English Reading:** Children will read chapters 17-22 this week, identifying effective use of language, development of plot and character and draw on connections from wider reading and life experiences.

The children will then practise summarising key parts of the story and identify key themes and events that have led Jim Jarvis to this point in the story.

**English Writing:** As the children work towards their final piece of writing linked to our class text, they will consider how to effectively research a key event in history, focusing on types of resources to use, what counts as key information and the reliability of different sources. They will then explore a visual stimulus documenting the arrival of Empire Windrush and listen to a variety of interviews from the day.

**Maths:** This week, the children will be applying the knowledge they have learnt so far in this unit including, factors, multiples, long multiplication and division to solve multi-step problems. The children will be taught to identify the correct operation and apply the method that is most appropriate for the problem. Children will also learn why the order of operations in a calculation is important.

**Science:** Having explored the Linnaeus System, the children will dig deeper into bacteria and explore whether all bacteria is bad or whether some bacteria can be good in the search for medicines. They'll explore what bacteria is by applying the Linnaeus System before identifying where to find bacteria and how to identify which bacteria is good and which is bad.

**History:** The children will explore the key question 'What was life like for a Victorian child?' They will explore the different class splits for rich and poor children and learn what life was like on both sides; from school, work and even their houses and lifestyle. The children will explore, in depth, life of a poor child looking at how children were used for dangerous jobs and life in the workhouse which will engage their background knowledge they have learnt so far with our reading book 'Street Child.'

**Art:** The children will continue to work on creating their additive and subtractive monoprints, focusing on their rolling technique by carefully etching their designs onto the acetate, or tracing their designs on the card and printing their design. The children will critique their work as they go identifying what went well and what skills need refining, such as the need to use more ink to transfer their image.

**Music:** This week's focus is on appraisal; listening and interpreting a piece of music reflecting on the tempo, pitch and rhythm. The children will also be asked to identify a range of musical instruments being played in the music and interpret each instrument's role within the music.

**R.E:** The children will consider ways in which local churches form part of a global community. They will explore ways in which Christians connect with other Christians around the world, as well as how our local churches and communities have links to other churches around the world.

**French:** Sticking with our market conversations, the children will be assessed on their ability to successfully link graphemes to phonemes. They will be asked to conduct a short conversation to also assess how they have applied their phonetic understanding to new words and their pronunciation of newly taught words.

**P.E:** Building on their Bhangra dance from last week, the children will create a dance phrase using actions dynamics, space and relationships ensuring dance moves are clear and in time with the beat of the music. In gymnastics, the children will learn how to develop inverted movements with control. They will need to engage their core muscles for strong body tension and stability.

**Spelling:** This week, the children will be revising their monthly spellings alongside an assessment exploring the range of spellings rules this term.

**Grammar:** This week, the children will be reassessed on the grammar focuses from the beginning of the term exploring noun phrases, modal verbs and the subjunctive mood.