

# Seahorses Class



## Curriculum Information

### SpringTerm

Inside this booklet you will find details about your child's learning this half term including key vocabulary that they will come across.

# Curriculum Newsletter

January 2025

**As Readers** we will be reading *High Rise Mystery* by Sharna Jackson. This is a crime book where two children are super-sleuths to try to solve a murder in the block of flats where they live and their dad works.

Throughout the weeks in our Reading Rangers lessons we will be exploring this text through the lenses of **VIPERS**. This means we will be honing our skills to look closely at the use and understanding of **Vocabulary**, reviewing what we can **Infer** from the text, **Predicting** what could happen, **Explaining** what the writer is telling us, **Retrieving** information, **Summarising** and **Sequencing** key events from the text.



**Key vocabulary:** condemned, entrepreneur, embark, fermenting, frayed, garnished, hypothesis, intrusion, liberating, omen, perplexing, retort, suspect, summoning, searing heat.

**As Mathematicians** we will be starting the half term deepening our understanding of multiplication and division (including short division and long division) before moving on to fractions and decimals. We will also be looking into ratio and BODMAS with the Y6s.



Towards the end of the term area, perimeter and volume will be studied.

**Key vocabulary:** numerator (dividend), denominator (divisor), quotient, whole, part, equivalent, factor, product, decimal, tenths, hundredths, thousandths, percent, sequence.

**As Writers** we will be writing an adventure story that includes a flashback. Our model text is entitled 'Kidnapped' and is about a boy called Ron who sees a young girl at a lit window – she is mouthing 'help'. Further into the text, the flashback tells us he was on his way to get fish n chips for tea but the majority of the action shows us that he enables the girl to escape her kidnapers and is declared a hero.



During our English lessons, children are introduced to a model text which we learn and internalise the language, writing ideas and features. We then innovate by co-constructing new versions of the model text using the same structures and techniques in our own writing. Eventually, children invent their own writing, on a different theme of writing in the style of the model text and after some support, this will be written independently.

**Key vocabulary:** ducking down, crate, semi-gloom, reassuring, flickered, seeking, relieved, clambered, slithered, chippie, tenner, demolition, ambassador, ransom, suspiciously, curiosity.

**As Scientists** we will expand on our previous learning about animals and humans, referencing classification, habitats and the human body. We will investigate gestation and gestation periods, prenatal development, growth and the development of a baby, what happens during puberty and adolescence, plus late adulthood.



**Key vocabulary:** fertilisation, prenatal, gestation, reproduce, life-cycle, adolescence, puberty, menstruation, adulthood, life expectancy.

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**As Athletes** we will start by further developing our skills in netball before moving on to a variety of other sports.



**As Historians** we will be exploring Crime and Punishment throughout the ages including Roman juries, Anglo Saxon fines and punishments, witchcraft trials, Tudor torture, Georgian Highwaymen, Victorian police and prisons. Some of our enquiries will be into how different crimes were viewed, what deterrents were put in place, how criminals and victims were treated and what has changed about our attitudes and approaches to both crime and the corresponding punishment.

**Key vocabulary:** bobbies/pealers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, scold's bridle, treason, treadwheel, victim, trial.

**As Geographers** we will be exploring water biomes, both marine and freshwater. We will consider how all of the five main oceans are divided into three vertical zones. The diversity of plant and animal life in our oceans, seas and lakes will be explored and we will evaluate the importance of these bodies of water to humans.

**Key vocabulary:** saline, vertical, detected, significant, photosynthesis, ecosystem, aquifer, habitats, migration.

**As Artists** we will be discovering how love is represented in art, considering the symbolism and colours as well as works of well-known artists such as Auguste Rodin (1840-1917), Rubens, Rembrandt, Klimt and Magritte.

**Key vocabulary:** renowned, individuality, interplay, fine-tuned, compositions, craftsman



**As Musicians** we are pleased to be receiving teaching on the ukulele via external support from the Norfolk Music Hub.

This overview is intended to give you a flavour of what we will be learning this half term. If you recognise any of this 'good learning' at home, please feel free to write it on a post it note and send it into school so that we can add it to your child's learning. This will help us to recognise the next steps that your child needs to take.

Any questions about the learning on this overview, please let us know via Class Dojo.

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Remember – you should be reading, practising your spellings and your times tables as frequently as you can every week.



## Times Tables

Times tables are a foundation for so much of our Maths learning and we will do lots in class but please practise yourself via Tackling Times Tables at least 3 times a week.



Also, practise with songs, chanting, write them down, get tested by a friend or family member...

## Spelling

Spellings to learn each week will be added onto Spelling Frame every FRIDAY and tested at school on the following **THURSDAY**.

Practise your spellings at least 4 times a week.



Paper copies will also be available for practise during the week.

## Reading

Read aloud with an adult at least 5 times a week, write



this in your Reading Record book and get your adult to sign it. Bring these in each day as we will also have the opportunity to read in class and on **Mondays**, the reads will be counted.

Of course, you can read independently in addition to this!

Please ask if you are having trouble logging on to Ed Shed or Tackling Tables or if you need to be reminded of your login info.




Your home learning grid is on the following page.

**In addition to the weekly requirement** for reading, times tables and spellings tasks there are subject based challenges for to try (or dream up and complete your own task related to class learning).

Dojos and other treats are available for all of those who choose to attempt the tasks.

The more you do, the more rewards you will get!

Please send in all home learning to us on **Thursdays**.

<p align="center"><b><u>Art / English /History</u></b> <b>Poster</b></p> <p>Design your own wanted poster. Decide on the historical crime and related punishment.</p> <p align="center">What face have your eye-witnesses described?</p> <p align="center">What might be the reward for someone who captures them?</p>	<p align="center"><b><u>DT</u></b> <b>Make a Scale Model</b></p> <p>Do you have an interesting idea you would like to develop? Have a problem that needs solving? Design a new machine, or resolution. Create a scale model of your design (a prototype). How much bigger would your actual solution would be if you had the budget?</p>	<p align="center"><b><u>English / Geography</u></b> <b>Letter / Email / e-Postcard</b></p> <p>Write a letter or email to someone as if you are on a submarine. Research and imagine then tell them some of the interesting things you have seen beneath the ocean's surface. Ask them questions about themselves and tell them some things about yourself.</p>
<p align="center"><b><u>History / English</u></b> <b>Diary</b></p> <p>Be for someone accused of a crime and write a diary of the event.</p> <p align="center">What time period are you living in? What crime are you accused of? Are you innocent or guilty? What might the punishment have been? What did you do?</p> <p align="center"><b><u>IT - presentation</u></b></p> <p>If you prefer, you could blog it or vlog it but remember to include historical details too!</p>	<p align="center"><b><u>Maths</u></b> <b>Division Leaflet</b></p> <p>Design a leaflet to explain to your peers how to complete <b>short division</b>. Remember – to make exchanges where necessary and how to neatly record any remainders.</p> <p align="center"><b><u>Presentation</u></b></p> <p>Choose how you want to present this, whether on paper or digitally and send it in via Class Dojo as usual.</p>	<p align="center"><b><u>Science / Personal History</u></b> <b>Human growth</b></p> <p>Discover something about your own growth as a child and bring in some evidence – an early height chart documenting your progress, a copy of the ultrasound during your gestation period, photographs documenting changes in your height.</p> <p align="center"><b><u>IT - presentation</u></b></p> <p>Records can be paper copies or digital.</p>
<p align="center"><b><u>Times Tables</u></b> reminder</p> <p>Times tables we need to be comfortable and confident with tables up to 12. Practise via <b>Tackling Times Tables</b> at least  times a week.</p> <p align="center">Will you get the Spelling Frame certificate this month?</p>	<p align="center"><b><u>Spelling</u></b> reminder</p> <p>Spellings to learn each week will be added onto Spelling Frame every Friday and tested at school on the following <b>Thursdays</b>. Practise spellings at least  times a week</p> <p align="center">Will you get your next Tackling Tables certificate this week?</p>	<p align="center"><b><u>Reading</u></b> reminder</p> <p>Read aloud with an adult, write this in your Reading Record book and get your adult to sign it. On <b>Mondays</b> the reads can become dojos!</p> <p align="center">Read at least  times a week.</p> <p align="center">Will you get a certificate this week?</p>