HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL
To be the best we can be, for ourselves, for others and for God

5th January 2018

Curriculum Newsletter Term 3

Dear Parents/Carers,

Welcome back after what we hope was a lovely Christmas holiday for you and your family. Thank you for all the cards and gifts that you kindly gave us for Christmas – they are very much appreciated. Our project this term is driven by the question, '**How can we, as app developers, design, create and market an app?**' If you have any expertise in this area, please do let us know by returning the form at the end of this letter. The children will be launching their products on the afternoon of **Wednesday 14th March**. They will invite you formally and confirm the venue nearer the time, but please do save the date. Below is the outline of the curriculum areas we will be covering this term.

Subject	Areas to be covered
LEARNING MUSCLE	**CURIOSITY**
Maths	We will continue to use Maths No Problem which is in line with the Singapore Maths approach this year. This encourages children to use manipulatives to support learning and approach mathematical problems in different ways. Children will also be developing their mathematical thinking in a range of contexts with particular focus on: • Multiplying multiples of 10 by a 1-digit number. • Multiplying any 2-digit number by a 1-digit number. • Multiplying with regrouping. • Simple division of a 2-digit number by a 1-digit number. • Dividing with regrouping. • Long division. • Solving word problems that involve multiplication or division. • Using metres and centimetres to measure objects. • Converting metres to centimetres, kilometres to metres and vice versa. • Solving measurement-related word problems, including using multiplication and division. • Measuring mass using weighing scales and compare the mass of objects using grams and kilograms. • Using weighing scales to measure mass when the mass is between multiples of 100 g. • Reading values on a scale which are 1 kg or more. • Weighing heavier items where the markers in the scales represent 200 g each. • Solving word problems relating to mass with addition, subtraction, multiplication and division.

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English	We will begin the term continuing to focus on *The Owl Who was Afraid of the Dark*, developing a **dialogue** toolkit using inverted commas (speech larks), adverbs and stage directions. Following on from this, the rest of our fiction learning in English will be focussed around the text of *The Tale of Jack Frost* by David Melling. Through this text the children will learn about the tools required to write a **dilemma** text involving **action** and **suspense**. We will also look at different **descriptive strategies** from **adjectives** and **similes** to **adverbial phrases**. Non-fiction writing will be developed within the real life context of our Project and will focus on persuasive techniques. Spellings and grammar will be taught explicitly once per week and applied in every other reading and writing lesson.
Science	This term we will identify that **animals, including humans**, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. We will also go on an 'archaeological dig' in the sandpit to find a miniature human skeleton so we can find out that humans and some animals have skeletons and muscles for support, protection and movement.
RE	Our RE learning this term will be a unit on **Incarnation,** focussing on the question **'What is the Trinity?'.** We will be finding the answers to: What is the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter? What suggestions can I offer about texts about baptism and Trinity might mean? What might these texts mean to some Christians today? How do Christians show their beliefs about God the Trinity in worship? What are the links between our Bible texts and the idea of God in Christianity, and what are my ideas about what the God of Christianity is like?

Project Based Learning
Essential question: How can we, as app developers, design, create and market an app?

Driving subjects: *Computing*
Supporting subjects: *English*

Project phases:

1. What makes an app successful?
   How can I use scratch to code?

2. What need can my app fulfil?
   How can I build a successful app in scratch?

3. How can I persuade people to buy my app?

High quality outcomes will be ensured through a process of drafting and critiquing, which include self, peer and teacher feedback. Teacher inputs are followed by opportunities for independent learning, including in groups, where creativity and innovation is encouraged. To be successful, children will be supported in developing their learning muscles: Working together, Concentration, Perseverance, Reflecting and Improving, Curiosity and Resilience.

Final outcome:

- A working app that fulfils a specific need

- Children will launch their apps to the world on the afternoon of 14th March. Venue TBC.

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French	We will be continuing to develop our **French vocabulary** through speaking and listening in the context of conversation.
PE	PE will take place on a Tuesday and Wednesday this term. The children will be learning the rules, skills and tactics of hockey as well as developing their dance skills.
Music	We will continue to learn how to play the Ocarina.
PSHE and P4C	We use a comprehensive **PSHE programme** to support us in developing fully rounded children who are healthy, sociable and emotionally literate. It covers key concepts and skills to support pupils' spiritual, moral, cultural, mental and physical development and teach British Values. The programme builds on the core theme areas identified by the PSHE Association: • Health and Wellbeing • Relationships • Living in the Wider World

Homework

	Key Skills	Spellings Termly List	Spellings Weekly List	Projects and experiences
Given out	Every Friday	Start of term 1	Every Monday	Start of term 1
Handed in / tested on	Every Wednesday	Midterm test: w.b. 22.01.18 Final test: w.b. 05.02.18	The following Monday	End of term 3
Consists of	Maths (including Times Tables) or English practise or pre-learning of key skills. Could be Mymaths.	National Curriculum spelling words	A list of 10 spellings to consolidate the spelling sound or pattern for the week.	Choose one project or 'experience'. Share your learning in any way you choose at the end of term 2.

How you can help:
- Practice tables and related mental arithmetic on a daily basis.
- Please check that any work done from the internet is in the children's own words and **not directly copied.**
- Help children to edit their writing – punctuation /spelling /tenses etc.
- Read with your child regularly and ask frequent questions about the text they are reading to develop their reading comprehension.
- Bring a named water bottle to school which must go back home every weekend.
- Please ensure children have coats in school at all times.
- PE kit must be in school every day.
- Please check that all clothing is named!

Ofsted
Good
Provider

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If you would like to come in and speak with us at any point, whether you have any concerns or would like to ask any questions, please do not hesitate to do so. Thank you for your continued support.

Yours sincerely,
Miss Nixon and Mrs Ainger

We are looking for experts to help with our Project Based Learning across the school. **Please complete and return this form** to the school office if you feel you have particular knowledge, skills or understanding that you would be willing to share to help the children in any of the following areas:

Years 1 and 2 – History - castles ☐

Years 3 and 4 – Computing – coding ☐

Years 5 and 6 – Geography – conservation ☐

I may be able to help by_____

Name: _____   Parent of: _____