



## HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

*To be the best we can be, for ourselves, for others and for God.*

20<sup>th</sup> February 2018

### Curriculum Newsletter Term 4

Dear Parents/Carers,

Welcome back to another very busy term!

I hope that you all enjoyed the half term break - I have heard lots of the children talking about their trips to castles in the holidays!

We will be continuing with our REAL Project focusing on castles - our learning question is: What makes a castle a castle?

On 16<sup>th</sup> March we will be visiting Leeds Castle - we are hoping for good weather, regardless lots of fun and learning will be had. More details to follow.

Below is an outline of the curriculum areas to be covered this term.

Subject	Areas to be covered
<b>LEARNING MUSCLE</b>	<b>TEAMWORK</b>
<b>Maths</b>	We will continue to use Maths No Problem which is in line with the Singapore Maths approach. 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: <ul style="list-style-type: none"><li>• Numbers to 40</li><li>• Addition and Subtraction Word Problems</li><li>• Multiplication</li></ul>
<b>English</b>	<p>Our Talk for Writing text this term will be <b>The Knight and the Dragon</b>. The children will be learning the text and predicting how the story might end. Through this the children will plan and alter how the story will end. We will also continue to look at how to use <b>and, or, but, when</b> and <b>because</b> in our writing. As well as using different sentence starters to make our writing more exciting. Alongside this we will continue to look at sentence building and how to build a great sentence.</p> <p>For our <b>non-fiction</b> writing this term we will be linking it to our REAL Project topic of Castles. After our school trip to Leeds Castle we will be writing <b>non-chronological reports</b> and <b>recounts</b>.</p>
<b>Science</b>	<p>This terms science we will continue to look at <b>Plants</b>, now that Spring has started to arrive! The children will be able to:</p> <ul style="list-style-type: none"><li>• Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li><li>• Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</li><li>• Work scientifically by: asking questions, recording observations and looking carefully at their results.</li></ul> <p>Children will also be starting to look at <b>Animals including humans</b>. The children will be able to:</p>

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Headteacher: Pamela Scott, Deputy Headteacher: David Hemsley





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	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).</li> <li>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</li> </ul>
RE	<p>Our RE learning this term will be about <b>SALVATION</b> the big question that they will be answering is, <b>Why does Easter matter to Christians?</b></p> <ul style="list-style-type: none"> <li>Where do Incarnation and Salvation fit in to the 'big story' of the Bible?</li> <li>What are the stories of Holy Week and Easter from the Bible and how do they link with the idea of Salvation?</li> <li>What are the instructions that Jesus gave about how to behave?</li> <li>In what ways do Christians show their beliefs about Jesus' death and resurrection in church worship at Easter?</li> <li>What can I think, say and ask about whether the story of Easter has anything to say to me about sadness, hope or heaven, exploring different ideas?</li> </ul>
<p><b>Project Based Learning</b>  <b>Essential question: What makes a castle a castle?</b></p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="124 1236 762 1348" style="width: 45%;"> <p><b>Driving subjects: <i>History</i></b>  <b>Supporting subjects: <i>Maths, English, Geography, D and T, Science, Computing</i></b></p> </div> <div data-bbox="810 1214 1465 1541" style="width: 45%; border: 1px solid black; padding: 5px;"> <p>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.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div data-bbox="140 1361 778 1912" style="width: 45%; border: 1px solid black; padding: 5px;"> <p><b>Project phases:</b></p> <ol style="list-style-type: none"> <li><b>To know what a castle is and what they were used for.</b> Children will be introduced to the castle topic and will look at what they already know about castles and what more they want to find out. Children will learn about the Normans and how castles were built.</li> <li><b>To know the key features of a castle.</b> Children will be creating a toolkit of what a good castle looks like.</li> <li><b>To be able to share and apply their knowledge.</b> Children will be able to engage and enthuse others about history and castles. They will become the experts.</li> </ol> </div> <div data-bbox="810 1585 1465 1890" style="width: 45%; border: 1px solid black; padding: 5px;"> <p><b>Final outcome:</b>  The children will create mini workshops for others to attend. These workshops will be an opportunity for the children to share their expert knowledge with others about the history of castles. Visitors will leave enthused and engaged about the past.</p> </div> </div>	
PE	PE will take place on a Monday and Thursday this term. The children will be learning tri golf and gymnastics.



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<b>PSHE and P4C</b>	<p>We use a comprehensive <b>PSHE programme</b> 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:</p> <ul style="list-style-type: none"><li>• Health and Wellbeing</li><li>• Relationships</li><li>• Living in the Wider World</li></ul>
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### How to help at home

**Reading** - Please try to hear your child read at least two times a week. Your child will have a yellow reading record, please use this to record what page your child has read to, including any comments about how they have read. Mrs Coomber and I will also write comments in these books when we listen to your child read.

When listening to your child read it is important that they understand the story. Therefore it is useful to have read the story a couple of times before changing books.

Reading books will be changed when you have written 'change' in the record book. We aim to change books at least once a week.

Lastly, please don't feel that you only need to listen to your child read the school books. Any book that your child reads with you can be recorded in the reading record.

**Water Bottles** - Please make sure that your child comes to school with a water bottle. We encourage the children to drink frequently to ensure they keep hydrated and we have alert children ready to learn. It distracts from class learning if they leave the classroom to go to the water fountain. Please make sure it is water in the bottles.

**P.E. Kits** - Please ensure your child has a kit, that fits, in school at all times. This is an important part of the curriculum and children need to have the appropriate clothing so that they can always take part.

**Coats** - Please ensure your child brings a named jumper/cardigan to school every day. Along with an appropriate named coat. If your child has gloves and a hat, **please** make sure they are named clearly.

**Show and Tell** - In Year 1 we do Show and Tell every Friday. Please can you make sure that if your child brings something in it is related to our learning or is an achievement.

**Spelling** - Children will bring home a sheet of common exception words which have been split into terms. Each term the children will need to learn these spellings, they will be tested twice a term. For the spelling 'tests' from now on I will be jumbling up the order of the words, this is to ensure that the children are actually learning the words and will be able to apply them in their reading and writing.

**Maths Passports** - We have introduced Maths passports to help develop children's mental arithmetic skills. Please continue to practise each objective with your child so that they can be signed off by their class teacher when back in school.



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If you have any queries you can catch me at the end of the day at the classroom door, arrange a meeting with the office or send a note in with your child.

Yours sincerely,  
Miss Deacon

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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: \_\_\_\_\_