



Waverley Abbey Curriculum Newsletter

Spring term



Curriculum update - English and maths

Children in Years 3, 4, and 5 have focused on essential mathematical concepts, including multiplication and division. Additionally, they have explored fractions, decimals, and perimeter. In statistics, children have developed skills in gathering, interpreting, and presenting data, fostering their analytical thinking.

Year 6 have also engaged with these core topics and have begun to delve into more advanced concepts such as ratio and algebra, equipping them with skills for secondary education.

In English, Y3, have delved into a range of writing styles. They have examined 'How to Wash a Woolly Mammoth', honing their instruction-writing skills. They have researched 'Prehistoric Animals' to create non-chronological reports.

In Y4 children have immersed themselves in the world of the Anglo-Saxons, producing informative texts that encapsulate the historical context and significance of this era. The narrative of 'Beowulf' has served as an inspiration for creative storytelling, while children have also tackled writing newspaper reports based on 'The Boy Who Met a Whale' and performed playscripts from 'Wemmicks', enhancing their reading and performance skills.

In Year 5, children have explored the timeless tales of "Arabian Nights," immersing themselves in the narratives and cultural contexts that these stories presented. They have focused on persuasive writing, tackling the important topic of wildlife protection. Children have delved into the world of drama through playscripts. They examined the structure and elements of playscripts, allowing them to appreciate the intricacies of dialogue and stage directions. Children are currently working on their global citizens' project, where they combine their knowledge and creativity to address global challenges, aspiring to become informed and responsible citizens.

Lastly, Year 6 studied newspaper articles about the bombing on Oxford Street. Children analysed the narrative "The Piano," which encouraged them to explore character development and themes of resilience. Lastly, a discussion text was produced, debating whether electric cars should be made mandatory, allowing students to articulate and defend their viewpoints effectively.

Curriculum Enrichment

This term, we have continued to look to enrich the curriculum with a variety of meaningful experiences.

We started the term with our Online Safety Day, reinforcing the importance of digital awareness among our children. Aiming to equip them with essential skills necessary to navigate the online world safely.

A highlight of the term was World Book Day, where children created their own individual reading rivers, illustrating the journey of their reading throughout their lives. These rivers not only showcased the books they have encountered but also emphasised the impact these texts have had on their personal development.

STEM Week focused on change and adaptation, featuring a virtual reality workshop for all children. We were privileged to have several parents share their expertise during assemblies, covering diverse fields such as Forestry Commission work, CGI and animation, sports statistics, and sustainability in construction. Additionally, children participated in off-curriculum coding and Design and Technology lessons, focusing on reimagining existing objects for new purposes. In mathematics, an adapted version of the game "Guess Who?" was employed to enhance number recognition in a fun and engaging manner.

Several trips enriched the learning experience this term: Year 3 visited Butser Ancient Farm, Year 4 explored Watts Gallery for a printing workshop and participated in an Anglo-Saxon Day, Year 5 visited the local mosque, and Year 6 experienced an evocative evacuee day. Additionally, we proudly presented our Year 4 Easter production, inspired by the story of The Wemmicks.

Trips and Visitors - this term

We believe in the importance of both on-site visitors and off-site education to broaden learning and develop social and life skills.

Year 3 - Butser Ancient Farm

Year 4 - Anglo - Saxon Day and Watts Gallery (printing workshop)

Year 5 - Islamabad Mosque

Year 6 - Evacuee Day



Getting to know our Staff and Subject Leaders at Waverley Abbey

Each term we will get to know a little bit more about our staff, the subject they lead and their interests.

Some of Our Middle Leadership Team and Subject Leaders



Mrs Marriot – Year 5 Lead and Global Schools subject leader

Time at WA – This is my 6th year at WA.

Best thing about my role – I love how many subjects I get to teach and going on all the school trips. I love getting to know all the children and what makes them unique.

Likes – running, aerial hoop and silks, crafting and reading

Claim to fame – I met Alan Titchmarsh once and he told me he liked my shoes



Mrs Wade – Year 6 Lead and Waverley Abbey Challenge Lead

Time at WA – 9 years

Best thing about your role – One of the most rewarding parts of my role is watching our pupils grow, learn and share their interests and love of learning throughout their time at Waverley Abbey. Seeing their journey unfold, as they prepare for their next step into secondary school, and being able to support them in preparing for this will always be a special part of my job.

Likes – Watching ice hockey, baking, camping, spending time with my family (and cat).

Claim to fame – Nothing yet...

Mr Williams – Year 5 teacher and RE Lead

Time at WA – Coming up to 2 years!

Best thing about my role – Seeing students grow in confidence and achieve their goals, both in and out of the classroom.

Likes – Climbing mountains, football, rugby, going to the gym, and, of course, good food!

Claim to fame – Climbed some of the toughest peaks in the Lake District, and once played football with a Beckham!



Mrs Duncan – Year 5 teacher and Science Lead

Time at WA: Coming up for 9 years

Best thing about my role: I love that every day is different and that I get to teach lots of different subjects and work with so many wonderful children. I learn so much from them. My role as Science lead means that I get to have interesting (and sometimes funny) conversations about what children enjoy about science at school, and see the enthusiasm they have when learning about science.

Likes: Reading, walking, animals, holidays in the sun!

Claim to fame: Nothing yet...



Foundation Subjects

At Waverley Abbey, we strongly believe in the importance of a broad and balanced curriculum, which enables our children to develop holistically.

In Year 3, children have embarked on a journey of discovery through numerous subjects. In Computing, they have delved into programming using Scratch and have begun to understand the fundamentals of databases. Music lessons have offered insights into the purpose of music, as students have started their musical journey by learning to play the glockenspiel. The history curriculum has introduced them to the significant changes from the Stone Age to the Iron Age, enhancing their understanding of human development. In art, pupils have experimented with various mediums, creating cave paintings and Roman city architecture. In Design and Technology (D&T), students have actively engaged in crafting a bed for the character UG from their English text. Their PE lessons have introduced them to orienteering and gymnastics, while they have also explored two of the four invasion games: rugby, football, hockey, and netball. In French, Year 3 has covered the days of the week, listened to stories, and even authored their own narratives. The RE curriculum has seen the children learning about Judaism and its key components.

Year 4 has turned its focus to the intricate workings of the digestive system and states of matter within the science curriculum. Art classes have seen two of the classes within the year group create self-portraits while investigating perspective and scale through photography. In history, pupils have explored the rich narratives of the Anglo-Saxons, Scots, and Vikings, sequentially deepening their historical understanding. Computing lessons have introduced students to HTML, empowering them to create websites. The French curriculum has helped children to articulate descriptions of facial expressions and body parts. PE activities continue to hone their orienteering and gymnastics skills, whilst further engagement in two of the four invasion games. In RE, children have focused on Sikhism and explored the significance of communion.

In Year 5, children have ventured into the realms of levers, pulleys, and properties of materials through their science units. The French curriculum has centred on sports vocabulary, enhancing their language acquisition. Art classes have aimed to build upon their previous year's skills in printing, leading to the creation of lino prints. The history curriculum has included an examination of ancient Islamic civilisations, which has neatly tied into their D&T project on prayer mats. RE lessons have supplemented their understanding by exploring themes related to Islam and the origins of the Christian church. In Computing, students have been experimenting with Scratch and stop-motion animation. Additionally, they have had the opportunity to expand their musical knowledge by studying notable music from the Motown era. Geography lessons have introduced essential concepts around mountains and the water cycle.

Finally, Year 6 have immersed themselves in the significant study of World War II, providing deep historical insights. The science curriculum has covered evolution and inheritance, linking biological concepts to our everyday understanding. Art classes have encouraged children to create collage portraits, promoting creativity and individuality. In DT children have been baking their own scones. In music, the introduction of Jazz has added a valuable cultural dimension. In French, the focus has shifted towards understanding a French menu, which encourages conversational skills and practical language use in a café setting. In RE, pupils have delved into Hinduism, while their Computing lessons have explored coding at Bletchley Park and the importance of data handling.

Events for next term

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Year 3 - Wisley, Tilford walk and Sleepover

Year 4 - Bikeability, Runway's End residential

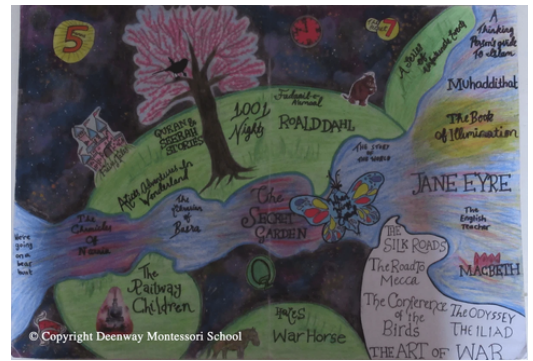
Year 5 - Calshot residential

Year 6 - Hankley Common, UKSA residential, End of year production

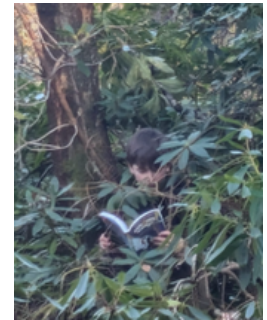
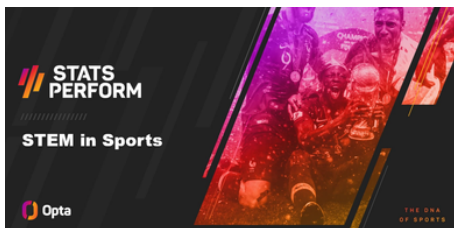
Wonderful Work/Experiences in School

World Book Day

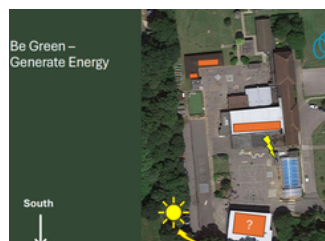
Children were encouraged to bring in their favourite books to share with their classmates. Pictures were taken of the children reading in various settings, encouraging pupils to appreciate reading as an activity that extends beyond the classroom. This year's theme, 'Read Your Way', highlighted the diverse forms that reading can take, considering how it fits into our daily routines. To further explore their reading journeys, children participated in an activity known as the 'reading river'. Through this task, they thought about their experiences with reading.



STEM week



We were privileged to have several parents share their expertise during assemblies, covering diverse fields such as Forestry Commission work, CGI and animation, sports statistics, and sustainability in construction.



Y6 WW2 Experience Day

Year 6 had the unique opportunity to partake in a WW2 Experience Day at the Rural Life Living Museum in Tilford. This immersive educational experience provided children with an understanding of life during the Second World War.

Throughout the day, the pupils participated in several workshops designed to simulate the experiences of those who lived through this pivotal period in history. The first workshop focused on school life for evacuees, allowing students to comprehend the challenges faced by children who were relocated to the countryside for safety. They learnt about the home front through activities centred on fire fighting and rationing, gaining insight into the resourcefulness required during wartime.

Lastly the 'Rag rugs - Make Do and Mend' workshop encouraged creativity and sustainability, emphasising the importance of repurposing materials during shortages.



Areas of focus for next term

Year 3 - English -persuasive writing and narrative; maths - fractions, money, statistics and shape RE - Islam; Geography - local area and map skills; Science - plants and light, Art - Monet and Georgia O'Keefe; Computing - journey inside a computer and branching stories on PPT; French - colours.

Year 4 - English - explanations, poetry and mystery narratives; maths - money, time, shape and geometry; RE - Humanism and are words more than important than actions; History - Farnham (local history); Science -electricity; D&T - electric vehicles; Computing - computational thinking and digimaps; French - pets and animals.

Year 5 - English -newspapers, poetry and narratives; maths - shape, position and direction; RE - Christianity (creation) Geography - Rivers and Scandanavia; Science - living things and their habitats; D&T - furniture making ; Computing - touch typing and microbits; French - birthdays and weather; music - Djembe Drums.

Year 6- English -Narratives and explanation texts; maths - shape and position and direction; RE - Buddhism; Geography -OS map skills and fieldwork; Science - circulatory system and light; Art - Lowry painting; Computing - computer networks; French - poetry

Supporting at home

Homework and extra support at home tips

As a parent, your role in your child's education is vital. Engaging in shared book reading should be a central part of your involvement, especially in lower school, as it nurtures a love for literature and enhances language skills. Complementing this with home activities, such as playing with letters and numbers, can lead to improved outcomes.

To increase the effectiveness of home learning, employ strategies that stimulate deeper conversations during reading. Choosing appropriate books and providing relevant guidance greatly support reading development. Establish a regular homework routine but be careful not to excessively assist children in the upper school, as fostering their independence in goal-setting and time management is essential.

As Year 6 SATs approach, consider specific methods to support your child. Begin by identifying areas of confidence and those needing support, and collaborate with their teacher for a unified approach. Encourage focus on challenging topics rather than just revisiting strengths. Acknowledge progress leading up to assessments to build confidence.

Maintaining regular routines during test week is crucial; this helps alleviate stress. Encourage your child to lead a healthy lifestyle, including good nutrition and adequate sleep, and avoid dwelling on test results. Once the tests are complete, celebrate their effort and hard work, emphasising the value of perseverance and dedication in their learning journey.

Finally, to prepare for the pupil multiplication table check in Y4, dedicate 10 to 15 minutes daily to practice, with focus on the 6, 7, 8, 9, and 12 times tables where extra support is often needed. Incorporating practice into daily routines can enhance your child's confidence and competence.

Struggling with some grammatical terms, try this website for more information - Grammar Explained - <https://grammar.lgfl.org.uk/> This resource is closely mapped to the National Curriculum appendix for vocabulary, punctuation and grammar, with every item in the appendix scripted into a short, clear video to demonstrate what the term means and how it can be applied to every day situations. It is designed to support pupils in their understanding of the terms, empower parents and careers to support their children.