



## Year 5 and 6 Class Newsletter Spring Term 1 2024 – 2025

Dear Parents of Year 5 and 6,

Happy New Year! I hope you all managed to enjoy the festive season; however, if you are anything like me, you're ready to be back in routine and longer hours of daylight! Thankfully we have lots to look forward to over the next six weeks together in Year 5 and 6, which are outlined by curriculum subject below:

### Our Spring 1 Curriculum

<b>English – Writing</b>	Poetry forms the main content of our learning as writers this half-term with our main text being the classic narrative poem 'The Highwayman' by Alfred Noyes. With a wealth of effective writing features to transport the reader to an inn in 18 <sup>th</sup> Century England, the poem tells of a love story between an unnamed highwayman and Bess, a landlord's daughter. As well as developing our performance poetry skills through discussing the impact of varying pace, tone and volume, we will also be journalists reporting on the events of the text through writing a new report with specific organisational features. Our grammar focus continues to be accurate use of speech marks to report quotes in our writing, as well as learning how to use colons and semi-colons.
<b>English – Reading</b>	Our reading sessions this half-term continue to focus on supporting the children to develop their VIPERS reading comprehension skills (Vocabulary, Infer, Predict, Explain, Recall and Summarise) with a specific focus on our inference skills, and explaining our answers using suitable quotes or evidence from the text. The main texts we are looking at are the poem 'If' by Rudyard Kipling after diving deeper into our text from last term: Percy Jackson and the Lightning Thief. In addition to this, we shall also be developing our rapid recall skills through some shorter comprehension activities with texts linked to other areas of the curriculum – such as geography and science – in which we will hone our skimming and scanning skills alongside learning how to write clear, succinct answers.
<b>Mathematics</b>	This half-term, we will be starting with furthering our multiplication and division skills, including questions containing a decimal number. Following these first few weeks, we shall then be focussing on developing our knowledge of calculating with fractions, decimals and percentages. As with times tables skills, rapid recall of known facts relating to converting fractions-decimals-percentages (e.g. $\frac{1}{2} = 0.5 = 50\%$ , $\frac{1}{4} = 0.25 = 25\%$ ) ensures children become confident at problem solving and reasoning activities. As always, should you like clarification on any of the mathematical terminology or methods we use at school, which would enable you to better support your child with their learning at home, please let me know.
<b>Science</b>	Our Science topic this term is 'Properties of Materials' – we are continuing our learning with this topic by exploring other ways to separate materials including filtering and sieving, as well as exploring irreversible changes and the new materials produced as a result of chemical reactions.

	<p>Additionally, we are fortunate enough to have a visit from local, award-winning charity: UK Astronomy (<a href="https://www.ukastronomy.org/">https://www.ukastronomy.org/</a>) who are bringing their inflatable planetarium to our school to support our other science topic of 'Space'! To make the most of this amazing experience, we will be having a space-themed week of learning in the afternoons where we will engage in many practical activities to help us model and understand complex subjects such as the movement and relationship between celestial bodies, the phases of the Moon, and the occurrence of day and night, as well as seasons.</p>
<b>Geography</b>	<p>In geography, we are developing our skills as geographers through exploring the similarities and differences between France and England. To do this, we will be using a range of maps and data about both physical features such as mountain ranges and rivers, and human features including key buildings and industry to draw comparisons between the two European countries.</p>
<b>DT</b>	<p>In DT we are going to be constructing our own bridges, having learnt about different types of bridges, along with the materials and structures. We shall be looking at the best ways to construct them including strong ways to join wood, and how to safely use a hacksaw. As part of the design process, the children will be drawing and making prototypes as well as annotated diagrams for a final design, before embarking on their final make and then evaluating the end product.</p>
<b>RE</b>	<p>Our key question in RE this term is all about pilgrimage, and exploring why a special journey is so important to some religious communities. We shall start by reflecting on significant journeys we have made and how the travelling had an impact on us – was the journey perhaps more exciting or memorable than the destination? Then, we shall be learning about significant pilgrimage sites for Christians and the reasons a believer and indeed interested tourist may wish to visit including: Walsingham Abbey, the Scottish isle of Iona, and Lourdes, as well as the Holy Lands.</p>
<b>PSHE</b>	<p>In PSHE, we are looking at the topic of 'relationships' thinking about how we react and respond to friends and family, and discussing what makes a healthy friendship and how they might make people feel included. We will also explore the reality that it is common for friendships to experience challenges and identifying strategies to positively resolve disputes and reconcile differences in friendships.</p>
<b>Computing</b>	<p>Using the programme '2Design&amp;Make' we shall be exploring the high-tech world of computer aided design, with specific objectives including:</p> <ul style="list-style-type: none"> <li>• To explore the effect of moving points when designing.</li> <li>• To design a 3D Model to fit certain criteria.</li> <li>• To refine and print a model.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div data-bbox="730 1328 900 1496"> <p>2D Image</p> </div> <div data-bbox="986 1328 1155 1496"> <p>3D Image</p> </div> <div data-bbox="1241 1328 1410 1496"> <p>Net View</p> </div> </div>
<b>French</b>	<p>Our French unit this half-term is 'Au salon de thé.' In this unit the children will:</p> <ul style="list-style-type: none"> <li>- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</li> <li>- Recap and review how to change a singular noun to plural form.</li> <li>- Have opportunities to perform a short role-play ordering what they would like to eat and drink.</li> </ul>

## Homework Routines and Expectations

Thank you for all the hard work with supporting reading, spelling and homework so far this year, with the vast majority of pupils completing their homework on time without an issue, and those who need to explain reasons for not completing a task one week, able to do so coherently and politely. We know we are starting this term with a good few silver certificates in the reading basket, which is fantastic. Please continue to encourage your child to read, and complete their Reading Record every time they read at home, aiming for 3 or more times a week.

Homework expectations continue as last term, with each week the children being set:

- Google Classroom maths task
- Google Classroom English task
- Ed-Shed spelling assignment of 3+ games
- Reading 3+ times a week

Additionally, there are spellings to be learnt in your child's spelling passport, which is in the back of their reading record.

### **Wrapping up for Winter**

Please ensure your child comes to school with a suitable clothing for the weather. We endeavour to go outside every break time for fresh air, and children need to be equipped to do so. Hats, gloves and scarves are also able to be brought it – and, of course, please make sure every item is clearly named with your child's name or initials.

### **Queries and Questions**

Should any queries or concerns ever arise regarding your child's schooling, please do not hesitate to arrange a time to meet with me by catching me at the classroom door, or email/phone the school office.

**Mrs Hood**  
**Year 5 and 6 Class Teacher**