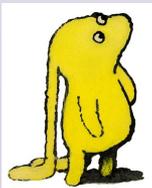


Welcome back to Autumn 2016. I hope you all had a restful and enjoyable summer holiday. I look forward to working with the new Year 5 and 6 children who will form the new Class 3. As ever it will be a busy term but we'll aim to make it enjoyable as well as educational.

Rosemarie James



Literacy

This term's Literacy will revolve around the beautifully illustrated picture book by Alexis Deacon entitled *Beegu*. It is a heart-warming tale exploring the complex idea of being an outsider in a surprisingly simple way. The book crams loneliness, hope, rejection, playfulness, parting and reunion into few words and pictures. The plot type is that of *voyage and return* and we will focus on the character study of the villains in the story. During the three weeks in which we are focussing on fiction, we will be teaching the concepts involved in effective description and our aim will be to create descriptions that the reader can imagine, making it sound real and using it to intrigue.

Martin Young will visit us on Monday 12 September and together we'll create further images which will be used to develop the children's descriptive skills. In particular we will:

- Use a character's reaction or the author's comments to show the effect of a description
- Use grammatical features such as onomatopoeia and alliteration to reflect meaning, eg: The bees buzzed busily
- Ensure all word choices earn their place and add something new and necessary
- Use precise detail when describing to bring a scene alive
- Select detail and describe for a purpose

Following our unit on description, we will then focus on the non-fiction genre of *Recount*. Recount is one of the easier non-fiction text types because, since it focuses on telling what happened, it has the same key ingredients as narrative and is thus comfortably familiar. The purpose of recount is to re-tell an

event - in this case the story of Beegu - in an interesting and engaging way. The children will be presented with a model text which they will turn into a text map, before analysing in order to determine the features of recount. We will then innovate, using a boxed-up plan, through the process of shared writing. Finally the children will use a boxed-up plan to write an independent recount which contains all of the relevant features.

Spelling

Spelling will continue to play a big part in forthcoming end of Key Stage assessments. As part of homework activities your child will be given a weekly spelling challenge which will be assessed on a Friday. There is really no quick fix with regards to spelling and the more effort the better the outcome. All spelling words can be found on *SpellAnywhere*.

Grammar, Punctuation and Spelling (GPS)

An initial assessment in Week 2 will inform future teaching and although there are specific GPS slots identified on the timetable, the majority of GPS will be taught in context through the *Talk4Writing* process.

Reading

This term we will begin to read as a class the third novel by SF Said called *Phoenix*. Last year Class 3 read his two previous novels and enjoyed them hugely. There will be a dedicated reading time each day and we will begin our reading lessons by focussing on the novel during Book Talk. In particular we will look at the author's handling of description using strategies such as the avoidance of repetition, his balance of description/action and we will map, learn and write in the style of a brilliant descriptive passage from the book. Later in the term we will complete a sample reading paper and analyse the outcomes to inform future planning and teaching.

Handwriting

The purchase of new handwriting books will encourage and develop each child to write with a fluent, cursive style. Producing neat, well-formed handwritten work is important and the more fluent the style, the better the outcome.

Numeracy

As you are aware, the assessment process at the end of Key Stage 2 has changed and the focus is now placed more firmly on arithmetic and reasoning strategies. We will begin the year by assessing each child's ability to carry out the four written calculations before drawing up detailed toolkits to aid each calculation type. We will also assess each child's recall in tables and inform both your child and yourself about the areas which should be worked on. *Timestable Rock Stars* is particularly valuable in this regard.

We will also continue to build your child's confidence and ability in identifying whether a mental or written calculation is required and work on determining the most appropriate strategy to assist towards quick and effective resolutions.

The emphasis on reasoning often requires the children to read word problems and identify the calculation or calculations required - and to do so in the correct order. To assist your children we will do the following:

- Analyse the language features specific to addition, subtraction, multiplication and division using a variety of language-based word problems
- Map the language structures using icons to reflect the *Talk4Writing* process
- Create 'toolkits' for language features/forms
- Put toolkits in toolkit books and use during reasoning style questions
- Build up towards multistep problems using highlighter pens to identify key language and numbers

In the first three weeks we will look at number sense and the children will be asked to represent and explain the multiplicative nature of the number system, understanding how to multiply and divide by 10, 100 and 1000. The children will be required to make appropriate decisions about when to use their understanding of counting, place value and rounding for solving problems including adding and subtracting.

The coming weeks will look at *additive reasoning* and will focus on solving addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and mental and written methods. They will be required to explain decisions and justify solutions.

The IXL website is very useful and provides activities specifically to support and challenge your child at home.

Science

This term's Science topic is entitled *Electrifying* and will involve the scientific use of symbols for components in a circuit as well as considering the effect in more detail of changing components in a circuit.

The three main elements and learning objectives are as follows:

Think like an electrician

- To recall circuit symbols for cell, battery, switch, motor and buzzer
- To construct simple circuits using bulbs, motors, buzzers and switches
- To recognise and explain what is needed for a circuit to work
- To present findings and conclusions

All change

- To recognise from a diagram whether a circuit will work
- To represent circuits with symbols
- To plan how to investigate an idea by managing variables
- To change components in a circuit and explain the patterns of change produced

Build your own

- To design and build a circuit that matches a design brief
- To explain how the circuit works in detail
- To represent circuits scientifically
- To consider the impact of various ways of making electricity on the environment
- To consider alternative forms of electricity production
- To use results to make predictions and suggest further tests to conduct



Computing

This term Class 3 will begin the year by focusing on an aspect of internet safety. We will consider how someone's actions online can affect them; focussing on the need to use the internet safely, respectfully and responsibly.

We will then move on to become game developers. Using Scratch software we will develop our own simple interactive game. The children will have opportunities to include original artwork and sound within their game. The program they design will use sequence, selection, repetition and variables. Once they have programmed their game the children will have opportunities to detect and correct errors before peer assessing each other's work.

- Targets:
- To create an algorithm for a game
 - To create images and sounds for use in the game
 - Use selection and repetition in the game
 - Correct errors in the programming
 - Improve the game by acting on feedback received
 - Internet safety - consider own conduct online



Geography

We shall start the new school year with a Geography topic where we will spend time considering the whole world and build up our geographical knowledge of continents, seas and countries and other features of the globe. We will then focus more closely on a selected country and build up our geographical knowledge of its rivers, districts, cities, physical and human features compared to the UK.

Art/DT

This term our Art and DT will be focussed on the creation of backdrops, masks and props which can be used in the production of *The Lion King*. We have consulted with Glen Cosens regarding the backdrops in particular and we have requested the services of Mrs Elliott in the making of all things Lion King.

RE

Our topic is entitled *The Church Year: Is Christmas a festival of light or love?* This unit encourage the children to consider the meaning of Christmas for Christians. The focus is on the importance of Jesus to Christians and the symbolism of light in the celebration of his birth. Children will engage in activities that will allow them to begin to understand why Jesus is so special to Christians and just what Christians are celebrating at Christmas. The children will be encouraged to consider what can be learned from the Christmas story and how this story affects the beliefs of Christians, with examples and teaching referring to pupils' own experiences, beliefs and values.

Spanish

¡Hola a todos! (Hello everyone!). I hope you have all had a lovely summer.

During the first part of this term, children in year 5 and 6 will review some of the basic vocabulary including greetings, numbers, etc. Children will learn/review the language for family members. They will learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. They will also learn adjectives for describing personality. They will use some key verbs in the 3rd person singular : tiene (has), es (is).

Also to aid learning the children will learn some songs and play games.

Music

I hope the children have enjoyed the summer holidays and are excited to be back at school!

This half term the children will perform on a range of instruments with confidence. There will be a focus on ukuleles as the children read, play and compose using conventional and graphic notation. This will provide opportunities to conduct, maintain a solo part within a group, perform with sensitivity to different dynamics and tempi and perform from memory with accuracy.

PE

Football Unit

In this unit, children will revisit the fundamental skills of football including passing, dribbling, ball control and shooting. Children will learn attacking, defending, tactics and rules of the game. They will have the opportunity to consolidate learnt skills during small sided games.

Our PE sessions will be swimming on a Monday afternoon and PE with the coach on a Thursday afternoon. Please ensure your child has their complete PE kit in school including outdoor footwear (separate from their normal school shoes). PE is an essential, not optional, part of the school curriculum and as such we will always take every step possible to ensure your child can take part. Please note it is also not acceptable for children to wear items of their school uniform such as polo shirt/shoes as their PE kit.

ASSEMBLIES

The exciting news is that Maidwell Primary School will be performing *The Lion King* at the end of the term. As this will be our most challenging production to date, we will begin to focus on all things Lion King early in the term. This will incorporate a wide range of curriculum connectives to include:

PSHE in the form of:

- Studying the behaviours of the main characters and what can be learnt from them
- Cultural diversity and the Zulu culture and language

Literacy:

- The study of the show's glossary to include many new words and phrases

Geography:

- South African and its animals

Dance:

- Brought to life through the show's choreography

Music:

- Studied through the rhythms and melodies and sung to tell the story

We are looking forward to what will be a very memorable experience.

