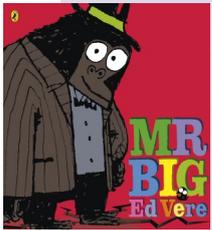


Welcome back to Term 2. Class 3 settled in well together during last term and we look forward to another exciting term leading up to Christmas.

Rosemarie James & Tracey Wake  
Class Teachers



### Literacy

This term our work will focus on the picture book story *Mr Big* by Ed Vere. It is the story of a character who suffers from prejudice because of the way he looks. Happily, everything is resolved in the end. During the narrative part of the unit, we will look at the story as a Rags to Riches type - due to the fact that Mr Big gains - not in monetary terms - but due to the fact that he is accepted by others and makes friends. We will also focus on the main character as a transformer/shapeshifter - as his life transforms because of the change in attitude towards him by others. We will look at the skill of descriptive writing and will work with Martin Young to create images which will focus attention on description of both the scene and the characters' feelings. The aim of the unit is to create a description that the reader can imagine, making it sound real and using it to intrigue.

Following on from this, we will look at the non-fiction text type of *Information*. Typically, information is rather like entries in an encyclopaedia. It generalises about a subject, providing the reader with information about the topic. Like all non-fiction, information begins with an introduction that explains what the subject matter is about, hopefully with a 'hook' to encourage the reader to read on. The facts are clumped together into paragraphs and generally written in the present tense, ending with a final section that may address the reader. The children will be presented with a model text entitled 'Piano Playing Gorillas' which they will analyse for its features and structure before writing their own texts. There will be opportunities to practise their learning across different subject areas.

### Grammar, Punctuation and Spelling

Following a recent assessment, we will focus on answering specific questions which, through analysis of response, demonstrate the need for further focus. We will continue to find the definitions of grammatical terms and will create icons and actions with the children to aid their recall and understanding. Grammar will continue to be taught through Talk for Writing and the children will experience using the required forms, eg: passive and active voice, through the analysis of model texts and the shared writing process. We will also be working with Martin Young to create icons to further support learning.

Punctuation will be taught in the same way. We will continue to focus the children on the use of the Year 3-6 spelling words. These have now been incorporated, together with high-frequency words, into a personal dictionary. It would be helpful if your child visited these words regularly at home.

### Reading

Last term, Class 3 thoroughly enjoyed reading our class novel 'Varjak Paw'. So much so that we have decided to make our novel for this term the sequel to the book: 'The Outlaw Varjak Paw' by SF Said. We will continue to have dedicated class time to read the book and discuss the author's use of language and punctuation. Our weekly reading sessions will focus on the children's comprehension skills. After our recent assessments, the children will work in small groups focussing on specific skills, in particular the more in-depth inference based questions which encourages the children to use the PEE method (point, evidence, explain) and the pace in which the children work. Where possible, texts will be chosen which are relevant to real-life events such as Halloween and Christmas. Year 6 in particular will work on SATS style comprehension texts, working within a 20 minute time scale, where they will read and then answer questions about a particular text.

## Maths

This term we will be focussing initially on *multiplicative reasoning*. The children will learn to solve problems involving multiplication and division and fractions and percentages in different contexts, appropriately choosing and using number facts, understanding of place value and mental and written methods.

In Year 5 the children will continue to multiply and divide digits by a one-digit number. Year 6 will see the children use a formal written method for both long multiplication and division.

Fractions (including decimals and percentages) will also be a focus and toolkits will be developed to aid multiplication and division of fractions. Ratio and proportion will also be taught.

The focus towards the middle of the term will change to *Geometric Reasoning*. In Year 5 the children will draw lines to the nearest millimetre and measure with a protractor. They will learn the terms parallel and diagonal and know to make deductions about the size of missing angles. In Year 6 the area of rectangles, parallelograms and triangles will be worked out, for example by dissection. Pupils will draw shapes and nets accurately using measuring tools and conventional markings and labels for lines and angles.

We will continue to focus on the four methods of written calculation and, following analysis of recent assessments, will focus also on areas requiring reinforcement.

To reinforce the work of the classroom your child will benefit from regularly accessing *IXL* and *Times Tables Rockstars*. We will carry out a further assessment of tables knowledge and inform you of the outcomes.

Bar modelling will continue to be used to help scaffold word problems. Examples of these to practise will be included in your child's weekly maths challenges for home.

## Science

This term our topic is entitled *Let it Shine* and is on the subject of light. The topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we see things.



This understanding is then applied to the production of shadows and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows using scientific skills to raise and answer questions.

## Computing

Class 3 will complete their 'We Are Architects' topic from last term, by using Sketch Up, which is an example of CAD (computer-aided design), to create a 3D space of their own choice incorporating all of the skills they learnt last term. After this, we will move on to our new topic entitled 'We Are Bloggers' where the children will create a media-rich blog, comment on other blogs and respond to comments using the appropriate software.

This term, our online safety focus is on responsibility and understanding the impact of online behaviour through social and emotional wellbeing. The children will learn that we must take responsibility for our own actions regardless of what we (or someone else) are doing and that online behaviour can have real life negative effects on other people.

- Targets:
- Create a virtual tour of a 3D sculpture in Sketch Up adding colour and furniture.
  - Become familiar with blogs as a genre of writing
  - Create a sequence of blogs on a theme
  - Incorporate additional media and comment on the posts of others
  - Understand that we must take responsibility for our online behaviour and actions

## Geography

This term we will continue with our Geography topic about the 4 A's – Africa, Asia, Antarctica and Australasia. Much of last term was spent developing the children's understanding of the whole world, specifically continents and oceans and then the UK and its counties and cities. We will build on this knowledge by comparing the UK to different countries within the 4A's – focusing on natural geographical features and building on the children's map-reading skills.

## Art

We will be having to Art Days dedicated to the creation of masks and props and the backdrop for *The Jungle Book*.

## RE

This term we will continue our work on the topic of *Peace*. Towards the end of last term we looked at the Peace Pagodas in the UK located in London and Milton Keynes. We will begin this term by reflecting on the Peace Pagodas, further exploring their origins, meanings and use. We will then go on to design and make representations of miniature gardens/statues of peace. We will then explore how it feels to be peaceful, look at how peace is used as part of worship and research the work of a person/group who has endeavoured to work for peace.



## Spanish

¡Hola a todos! (Hello everyone!)

During the second part of this term, children in Years 5 and 6 will continue with the theme Music and Instruments. They will be using verbs of opinion with singular and plural nouns. They will be learning to give reasons with 'porque' (because). They will use adjectives to give reasons for liking/disliking music or instruments. They will be introduced to verb conjugation of -AR verbs with *tocar* (to play instruments) in the present tense. They will use the language they have learned to create short raps or songs in Spanish. Also, they will learn a Spanish Christmas carol.

¡Feliz Navidad!  
(Happy Christmas!)



## Music

This term we will continue to enjoy our First Access project delivered by Mrs Wake and Mr Macfarlane of Northamptonshire Music and Performing Arts Trust entitled *Let's Play Brass*. The sessions will take place on a Friday and will culminate in a performance for parents - details to follow.

## PE

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.

The focus for our work this half term is **Creative Skills**, with a physical focus on *Static Balance: Seated* and *Static Balance: Floor-work*.

The class learning goals will be:

- I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience
- I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others
- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

## PSHE

We will continue with our Growth Mindset themes this term.

