



Welcome back to the Spring Term. Thank you for your Christmas cards and presents. It doesn't feel very Spring-like yet but we're moving in the right direction. Welcome also to Mrs Wake who has joined us this week and is looking forward to teaching at Maidwell. We have, as usual, a very busy time ahead.

Rosemarie James & Tracey Wake
Class Teachers



Literacy

This term our fictional work will revolve around the picture book entitled *Piggybook* by Anthony Brown. It is a cautionary tale which warns of the consequences of laziness but is a rebirth story which results in a transformation in all the characters. Week 2 will see Martin Young visit in order to create new images developed alongside the children which will focus on settings. We will begin with the customary Hear, Map, Step, Speak process before focussing in on the analysis of a model text written with all the appropriate settings features. Using Martin's images we will then use our analysis to create texts which focus on the setting.

Following the unit of work on settings we will then move on to the non-fiction text type of *Discussion*. Discussion is a very common form of thinking and an important form of talk. It involves considering both sides of an argument, weighing up evidence or ideas and trying to come to some sort of reasoned conclusion. Discussion forms a simple pattern. The writer opens by stating the topic under discussion, then provides the main reasons for a certain view, followed by reasons against and ends with a reasoned conclusion. Linking our non-fiction text to the story, we will be discussing the behaviours of the main characters.

Linking to Science we will end our unit of work

with a Science story which links directly to the Science topic entitled *Let's Get Moving* which is all about forces. The story is entitled *Bernie's Bridge*. The science content in the story centres on bridge design. It will open up to investigating the forces involved in building bridges and measuring the forces acting on a variety of bridge types that can be modelled in the classroom. We will also give the children the opportunity to practise the skills gained last term in writing information texts when they write about famous bridges and the engineers who built them.

Reading

The children will be given the opportunity to complete a reading assessment early in the term. Their responses will be analysed and future lessons will focus on specific areas for development. The weekly reading comprehension activities will help you to assist your child in the understanding of what they read. Regular reading for enjoyment is also important as it develops your child, not only as a reader, but also as a writer.

Grammar, Punctuation and Spelling (GPS)

SPELLING

We have developed a personal dictionary for each child into which particularly difficult words will be added. We will be focussing on using these effectively as well as developing care when writing to avoid often avoidable spelling errors. Please continue to work on weekly spelling challenges.

GRAMMAR AND PUNCTUATION

We will continue to teach most of the required grammar and punctuation through the Talk for Writing process. We will also have dedicated daily lessons which will focus on the outcomes of an assessment carried out early in the term.

- Targets:
- Following an individual assessment of your child's writing, you will be sent individual writing targets for the coming term

Numeracy

Mrs Wake will assume responsibility for teaching Numeracy on Thursdays and Fridays. During these sessions she will focus on determining whether mental maths or written strategies should be employed. She will also focus on the development of reasoning skills and in particular solving of multi-step word problems. I will teach new knowledge at the beginning of the week which will then link to the reasoning/word problem focus at the end of the week. We will have two three-week sequences, the objectives of which are:

Number sense: The children will be taught how to explain and represent how to order fractions and convert fractions to decimals and percentages.

Learning objectives:

- Y5
- Compare and order fractions whose denominations are all multiples of the same number
 - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)
 - Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100, and as a decimal
 - Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths
- Y6
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
 - Compare and order fractions, including fractions >1
 - Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example $\frac{3}{8}$)
 - Recall and use equivalences between simple fractions, decimals and percentages, including in different context

Multiplicative Reasoning: The children will be taught to explain and represent how they know 16 is a square number and 27 is a cube number

and how to identify a prime and a composite number.

- Y5
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
 - Establish whether a number up to 100 is prime and recall prime numbers up to 19
 - Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
 - Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
 - Solve problems with required knowing percentage and decimal equivalents $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25
- Y6
- Multiply multi-digit numbers upto to 4 digits by a two-digit whole number using the formal written method of long multiplication
 - Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
 - Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
 - Perform mental calculations, including with mixed operations and large numbers

Learning objectives:

We will also be re-issuing your child's login details for IXL. Please remember to use this valuable resource to support your child's learning at home.

*Please also note that as we subscribe to IXL maths your child can access 10 grammar questions on each login. These quick exercises are of great assistance in securing your child's understanding of grammatical terms. We are in the process of adding full English IXL access and in the near future you will have unlimited access.

Science

This term our topic is entitled *Let's Get Moving: Forces*. During the unit of work we will explore gravity and find out about the theories held by

Galileo, Sir Isaac Newton and Einstein. Through a range of experiments we will further explore Galileo's experiment at Pisa, air resistance as a force, water resistance and friction. The children will investigate these forces by planning, carrying out and making sense of results in fair tests. We will then move on to explore how levers, pulleys, springs and gears transfer force and motion. In the final week of the term we will link our Science work to Literacy—learning the story *Bernie's Bridge* which introduces forces in opposition, strong structures and bridge design absorption.

New scientific vocabulary which will be used in this unit (and which it would be helpful to be able to spell correctly):

gravity, weight, newton, non-contact, friction, air resistance, water resistance, force meter, reliable, lever, spring, gear pulley

Computing

This term Class 3's online safety will be focussing on *Contact* – understanding that the internet can allow harmful people to make contact with children if we do not use the internet safely and responsibly.

Following on from this, the children will become artists. Using Inkscape software, the children will be presenting information by using vector and turtle graphics to design and create geometric art. This unit allows the children to develop their programming skills by using sequence, selection and repetition ideas to create their art work as well as logical reasoning, explaining how simple algorithms work and debugging.

- Targets:
- To create a piece of geometric art
 - To create an algorithm
 - To develop an understanding of vector and turtle graphics
 - Use sequence, selection and repetition to create the piece of art
 - Improve the art work by analysing and evaluating
 - Internet safety – develop an understanding of how people can contact you online

History



This term we shall start our next topic: *Anglo-Saxons*. The Anglo-Saxons period of history in Britain started gradually as the Romans left Britain and the Angles, Saxons and Jutes settled in Britain over a number of years. However, the end of this period of history was far more abrupt with the battle of Hastings in 1066. During this topic we will look at the lifestyles, homes, food and other aspects of their lives whilst understanding how they fit into the overall history of Britain.

Art/DT

Later in the term we will have an Art/DT day when we will build a model of an Anglo-Saxon village.

RE

Our work this term is entitled *Christianity in Action: What difference do Christians make towards addressing some problems in the world today?* The unit enables pupils to begin to understand how the Christian faith responds to global issues of human rights, fairness and social justice. The focus is on the way Christian teaching impacts on the beliefs and practices of Christians. The children will engage in activities that will allow them to explore the relationship between what a person believes and what they do, drawing on their own experiences and those of other people, including Christians. As part of our work we will discuss the story of *The Good Samaritan* and learn of the lives of St Paul, St Patrick and St Brendan. We will also find out about Martin Luther King and examine how his beliefs affected his behaviour. We also plan to invite a number of local Christian charities to the school to talk to the children about their work and its impact.

Spanish

¡Feliz Año Nuevo! (Happy New Year!). I hope you have all had a lovely Christmas break.

During the first part of this term, children in Years 5 and 6 will learn/review some key verbs in the 3rd person singular: tiene (has), se llama (he/she is called) and learn some vocabulary from the children's book "The Giant Turnip". They will also review numbers up to 100 in Spanish. They will then make simple calculations in Spanish based on the five times table, and this will lead onto learning how to ask for and give the time.

Music

Class 3 will be having weekly Samba lessons delivered by NMPAT. We look forward to sharing this with you in future.

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.

Hockey Unit

In this unit, children will revisit the fundamental skills of hockey 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.

PSHE

This term we will look at the theme of *Mindset* and how positive mindsets influence learning. We will begin by revisiting the 5Rs for Learning. For our younger children these are a relatively new concept and are as follows: Resilience (Tortoise), Readiness (Rabbit), Reflectiveness (Owl), Resourcefulness (Squirrel) and Responsibility (Dog). Our older children are well aware of the 5Rs and their associate animal characters but it is important to regularly reflect on the power they have in regard to improving mindset and affecting outcomes of learning.

