



Dear All

Welcome back to a new school year. We hope you had a wonderful summer holiday and we are ready for the term ahead. As usual, we have many exciting events planned in the coming weeks. We would like to welcome George and Olivia to Year 6 and Harry, Oliver, Nate, Faith, Pip and Ethan who are joining us from Class 2.

Mrs James & Mrs Wake



Literacy

This term our work will arise from the story of *The Bog Baby* by Jeanne Willis. The structure of the story is that of a warning tale where the main characters fail to do as they should which inevitably leads them into trouble. We will begin by focusing on the elements of this story type, identifying similar stories which follow this pattern.

The main focus of the narrative unit will be to zoom in on the opening of stories and how they are structured in order to 'hook' the reader. We will study a number of quality texts in order to ascertain how writers achieve this goal before going on to create a toolkit for effective openings.

In the second week we will work with Martin Young in order to innovate on the original story. His images, as always, will be co-created with the children's input and will be used to develop writing skills through the writing process before the children have the opportunity to create their own warning tale.

This term's non-fiction focus will be on *Instructional Writing*. Instructional language is familiar to all but it is quite hard to communicate what needs to be done in a simple

and clear manner that can be easily followed. The children will begin with a 'cold write' entitled *How to look after a Bog Baby* before analysis of a model instructional text takes place and the typical features of instructions identified.

A boxed-up plan for an innovated set of instructions will be prepared together before the children independently apply their knowledge of instructional texts.

Grammar, Punctuation and Spelling (GPS)

GPS is continually modelled and taught through the Talk for Writing process. The children will also use their grammar books – with Maidwell developed icons and actions as well as the Maidwell personalised dictionaries. The concept of both of these 'tools' is to firmly establish features/spelling in the long term memory. Both of these documents can be downloaded from the website for use at home.

Reading

As the start of a new academic year begins, Class 3 will be choosing a new class novel to enjoy. Every day, we will try to dedicate some class time where the teacher will be the reader. Our class novel will be the basis of some of our 'book talk' sessions where the children will discuss all aspects of the book, including the imagery the author is trying to create and how they do so, for example through the use of figurative language or punctuation.

Our new Year 5's will be introduced to the Class 3 Page Turners Library which has continued to grow over the summer holidays and all children will be able to bring one home during the first week. We ask that the children have these books in school every day as opportunities will be given (including before school and during lunchtime) for the children to read. The children will be working on book reviews and character profiles to share with their peers. We strongly encourage parents to

enjoy these books with their children and if children have read any books over the summer that they deem a 'page turner', we would love to hear about them. We are also going to try very hard to organise an author visit from one of our page turner authors – watch this space!

We will complete a reading assessment early on in the term to establish key reading strands to focus on during our reading comprehension sessions. We will also look at what makes a good reader focussing on fluency, correcting mistakes, re-reading for clarification and the importance of pace; the best readers are not the quickest!

Maths

This term we will begin with an initial assessment of current attainment which will be analysed in order to ascertain the needs of the class.

Throughout the year there will be a focus on mental strategies in maths and we will aim to develop in the children an innate understanding of when a calculation requires a formal written method and when a mental strategy should be applied.

This term we will also focus on the four methods of calculation (+, -, x, ÷) and will co-construct toolkits in order to successfully solve all number problems.

The major focus this term will be on *Place Value* – the basic underlying principle of all mathematical understanding. A secure understanding of the comparative size of numbers is the foundation of everything else in terms of maths.

In the first few weeks we will explore the multiplicative nature of the number system, understanding how to multiply and divide by 10, 100 and 1000. The children will be encouraged to make appropriate decisions about when to use their understanding of counting, place value and rounding for solving problems including adding and subtracting.

We will then progress onto 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 challenged to explain their decision-making and justifying their solutions and levels of accuracy.

In order to aid the solving of word problems we will also focus on the visual imagery of the bar model method. We held a very informative Parents' Meeting on the subject last year and intend to do the same this year. Please look out for the date and put it in your diary.

The children will receive weekly maths challenges which will be a mix of arithmetic and reasoning challenges. Your support in the completion of these is vital. As well as this, please remember that quick recall of tables is paramount to success in maths. Use Times Tables Rockstars to help.

Finally, whatever the weekly focus of lessons is, IXL supports learning very well. Ten minutes daily is of huge benefit.

Science

This term our topic is entitled *Electrifying!* This topic builds on earlier work on electricity, taking it into 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 children will have the opportunity to apply their learning by creating an electronic game. By the end of the topic the children will recognise some symbols for electrical components; construct some working circuits; suggest ways of changing the brightness of a bulb in a circuit; draw circuit diagrams; set up a circuit which can be used to investigate an idea; use knowledge about electrical conductors and represent information about circuits clearly and scientifically with symbols.

Towards the end of the topic, and to support scientific knowledge and understanding, the children will learn the story entitled *The Rocket*. The science content in the story includes making circuits and putting more than one component

into a series circuit so that a bulb becomes dimmed. There will follow opportunities to practise writing skills to include the non-fiction genres of *Instruction* and *Recount*.

Computing

Year 5 are going to be introduced to Microsoft Excel linking the programme to algebra and formulae. Year 6 will build on the skills they learnt last year and combine it with creating surveys to gather, analyse and interpret data. The findings of the children's research will then be presented in a report using different types of software to create graphs, charts and tables within their report. We will also look at the 'conduct' aspect of internet safety where we will consider how someone's actions online can affect them; focussing on the need to use the internet safely, respectfully and responsibly.

- Targets:
- Create a set of good survey questions using appropriate software
 - Analyse the data obtained
 - Create tables, charts and graphs
 - Write a report for a specific target audience
 - Internet safety - consider own conduct online

Geography

We will be starting the new school year with a Geography topic which focuses on the United Kingdom. We will spend time building on our geographical knowledge and map reading skills by naming and locating countries, counties and landmarks within the UK and other key topographical features such as mountains, rivers and coasts. We will then focus more closely on a selected country within the UK and build up our geographical knowledge of its rivers, districts, cities, physical and human features compared to another country within the UK.



Art

The children will have the opportunity to work with Glen Cosens this term, designing and making appliqué banners to support our ongoing work on *Growth Mindset*. These banners will be displayed in the hall and act as ongoing reminders.

DT

This term's DT will link with science and will involve the design and building of a battery-powered vehicle. The aim will be to make it as efficient and aerodynamic as possible.

RE

Our topic this term is entitled *Sikhism in Britain: What is important to a Sikh in Britain today?* This unit of work enables the children to learn about what is important to Sikhs in Britain today, relating this to the origins of the Sikh faith. The children will have the opportunity to explore some of the ways in which Sikhs express their faith. The focus is on how beliefs impact on a Sikh's way of life. The pupils will be expected to think for themselves about questions to do with community, values and commitment. The children will be encouraged to consider what can be learned from Sikh beliefs and practices and from concepts such as equality, authority and sharing, whilst referring to their own experiences, beliefs and values.

Spanish

We welcome our new Spanish teacher, Mrs Rodriguez, to Maidwell. We look forward to her continuing to build on the foundations set by Mrs Garzón.

Music

This term Class 3 will be working with Mr Bateman from NMPAT and will be receiving weekly Samba lessons on Thursday afternoons. This will culminate in a performance for parents and the rest of the school on Thursday 29 November at 3.00pm.

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.

Football Unit

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

PSHE

This term our assembly focus of *Developing a Positive Mindset* will continue. Alongside this, as a staff we will be exploring how to further develop self-regulated learning. Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves. As well as this we will be adding mindfulness to our agenda. This is the further development of effective learning: to pay attention, on purpose, to the present moment (Grossman 2016). To develop this we will be introducing mindfulness activities into the classroom and assemblies.

