



## Kites Class Newsletter

### Summer Term 1 2023

Dear Parents, Guardians and Children

We have had a very busy half term! The bags that the children have been making in Art and DT have all come out brilliantly and I hope you have been getting excellent use out of them at home! The children have all really enjoyed learning about the Kingdom of Benin in our History lessons, and the continent of Africa in our Geography lessons, including the regions in West Africa where the City of Benin was located. The children's exploration of poetry in our English lessons has been lovely to read, too!

Next half term we will be moving onto a different topic, when we will be learning about the history of Moggerhanger and the surrounding area in our History lessons, as well as looking at maps of the area and practising our geographical skills. In English we will be reading *Kensuke's Kingdom* by Michael Morpurgo and creating our own stories, inspired by the books. In Art, we will be creating some self-portraits inspired by famous portraits and the artists who created them.

We have been lucky in Kites class to have some brilliant trainee teachers this year, and last term we had to say goodbye to **Mrs Bell** who had been with us since the beginning of the Spring term. I am pleased to inform you that our new trainee teacher, **Miss Buckland**, is going to continue her time with us for the remainder of the spring term.

Kind regards

Miss Hinson, Mr Petrucci and Miss Buckland



Kites Class—Year 5 & 6  
Moggerhanger Primary School



# Topic Information

## Maths

### Year 5

#### Properties of Shape

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

Draw given angles, and measure them in degrees ( $^{\circ}$ ).

Identify:

- angles at a point and 1 whole turn (total  $360^{\circ}$ )
- angles at a point on a straight line and half a turn (total  $180^{\circ}$ )
- other multiples of  $90^{\circ}$

Use the properties of rectangles to deduce related facts and find missing lengths and angles.

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

#### Position and Direction

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

#### Measurement

Convert between different units of metric measure.

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Solve problems involving converting between units of time.

Use all four operations to solve problems involving measure using decimal notation including scaling.

### Year 6

#### Properties of Shape

Draw 2-D shapes using given dimensions and angles.

Recognise, describe and build simple 3-D shapes, including making nets.

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

#### Position and Direction

Describe positions on the full coordinate grid (all 4 quadrants).

Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

## Science

### Living Things & Their Habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.



How do Christians decide how to live?  
'What would Jesus do?'



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English

In English, we are reading *Kensuke's Kingdom* by Michael Morpurgo, and we will be creating our own writing based on the story.

## Reading

- En6/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- En6/2.2a maintain positive attitudes to reading and an understanding of what they read
- En6/2.2b understand what they read
- En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- En6/2.2h provide reasoned justifications for their views.

## Writing

- En6/3.3a Plan their writing
- En6/3.3b Draft and write
- En6/3.3c Evaluate and edit
- En6/3.3d proofread for spelling and punctuation errors

## Speaking and Listening

- En6/1a listen and respond appropriately to adults and their peers
- En6/1b ask relevant questions to extend their understanding and knowledge
- En6/1c use relevant strategies to build their vocabulary
- En6/1d articulate and justify answers, arguments and opinions
- En6/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En6/1h speak audibly and fluently with an increasing command of Standard English
- En6/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

## Geography

### **Geographic Skills**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

## French

### **School Life**

In French we are going to be learning the vocabulary to do with school, including the names of the items in the classroom, the names of the different subjects and practice having conversations using the vocabulary we have learnt.

## History

**Local History study-** A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

History of Moggerhanger Village, looking at families who have shaped the village and how the village has changed.

## Art

**Self portraits-** finish painting our own self portraits.

To create sketch books to record their observations and use them to review and revisit idea



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# Pencil Cases

## Pencil Cases



After careful consideration of a number of factors, including social distancing, financial implications for the school as well as promoting independence for the children, we allow children in Key Stage 2 (Years 3-6) to bring in their own pencil case and stationery items if they wish to. As a school, we will continue to provide stationery to any children who are not able to, or choose not to, bring in their own items.

We are keen to promote independence and organisational skills from a young age. We believe that by allowing children to bring in a pencil case, it will support them in becoming responsible for their equipment, to take pride in their belongings, and encourage enthusiasm and love for learning and studying.

These are the items we would suggest are in your child's pencil case in Key Stage 2 (Years 3, 4, 5 and 6):

- 1 or 2 HB pencils
- Rubber
- Sharpener which contains the shavings
- Glue stick
- Basic set of colouring pencils
- 1 or 2 highlighters
- 1 dry-erase whiteboard marker
- *Handwriting pen with washable ink – When advised by class teacher*

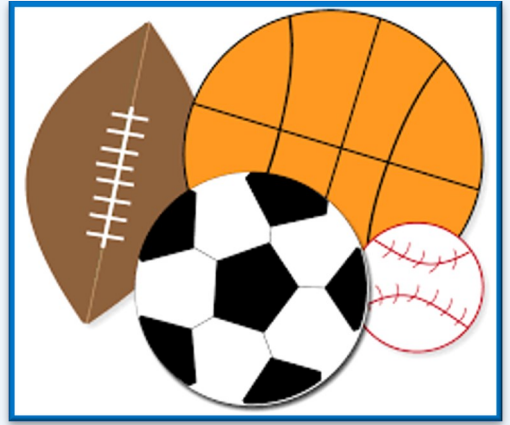
This list is not compulsory, nor is it exhaustive. However, we would ask that only sensible, inexpensive items are included in the pencil case, and that you do not provide a large, pop-out style box which has a calculator incorporated. Any items which may cause a distraction will be returned home. Please ensure everything is named.



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# Uniform



## PE Days

Kites Class will continue to receive specialist PE teaching from Miss Corke. PE will take place outdoors wherever possible. Children will need to **wear their PE kit to school** every **Monday** and **Thursday**, and they will also still need to wear a coat over this.

## P.E. Kit

- Trainers
- Socks
- Shorts / Plain jogging bottoms (Navy or black)
- Navy Moggerhanger PE T-shirt, or plain white T-shirt/Polo shirt
- Plain sweatshirt/hooded top (Navy or black)

## Uniform

On days that the children do not have PE (Tuesday, Wednesday and Friday) the children are expected to wear their usual school uniform. In Years 5 and 6 this includes;

- White shirt and Moggerhanger tie
- Black or grey school trousers or a skirt
- Black school shoes
- Black, white or grey socks or tights
- Moggerhanger jumper or cardigan

## Snack

If you would like your child to have a mid-morning snack, to be eaten during playtime, please provide this. We would suggest fruit or cereal bar (please avoid sugary or chocolatey ones). Please remember **NO NUTS** due to severe nut allergies.



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