



Kites Class Newsletter

Spring 1, 2022

Dear Parents, Guardians and Children

This first term of year 5 and 6 has been so lovely. I have really enjoyed getting to know the children more, and loved having a full term in school, given our recent years of disruption. We have completed some amazing learning about the Ancient Maya in history and have conducted some exciting and informational experiments in science lessons. The children have learned a lot about North and Central America in Geography, and have created some fantastic pieces of art. They have written some excellent explanation texts about cracking creations the children have invented and, at the time of writing, the children are getting ready to hold a Poetry Slam Competition!

The end of the Autumn term is always my favourite time of year. Each day is very busy with time spent in Christmas rehearsals and making a range of decorations and cards, but it is so lovely to see the children excited about coming into school, having fun, and learning. Our Christmas Concert is looking and sounding amazing, and I cannot wait to see the brilliant Christmas cards and calendars that the children will make.

For the next half term, we are going to be starting a new topic in **History**; we will be learning about **World War I**. To link with this, we will be learning about locational knowledge in **Geography** lessons, and reading some amazing texts, including extracts of *War Horse* by Michael Morpurgo in **English** lessons. In the past, the children have created some amazing pieces of work about the topic, so I am looking forward to what they can produce this time! We hope you will find this newsletter useful and interesting.



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We have been lucky to have our wonderful trainee teacher, **Miss Broomhall**, with us since September. Unfortunately, her placement has now come to an end and she will be continuing her studies at University. We **wish** her all the **best** for when she starts her career as a teacher in September 2022.

Miss Broomhall will, however, be back for a short placement in Early Years in January, so we will see her in school for a few more days!

We all wish you a wonderful Christmas and a Happy New Year.

Kind regards

Miss Hinson (Class teacher), Miss Grahame (Learning Support Assistant) and Miss Broomhall (Trainee teacher)



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Curriculum Information

Maths

Year 5

Fractions

Compare and order fractions whose denominators are all multiples of the same number.

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Read and write decimal numbers as fractions.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.

Read, write, order and compare numbers with up to 3 decimal places.

solve problems involving number up to 3 decimal places

Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction.

Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.

Year 6

Fractions (decimals and percentages)

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Compare and order fractions, including fractions > 1 . Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

Multiply simple pairs of proper fractions, writing the answer in its simplest form.

divide proper fractions by whole numbers.

Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places.

Multiply one-digit numbers with up to 2 decimal places by whole numbers.

Use written division methods in cases where the answer has up to 2 decimal places.

Solve problems which require answers to be rounded to specified degrees of accuracy.

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.



Science

Light

Recognise that light appears to travel in straight lines.

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

PSHE

How can the media influence people?

RE

Justice and poverty: does faith make a difference?



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English

In English we will be developing our reading, writing and speaking and listening skills in relation to a variety of text types, focussing this half term on *War Horse* by Michael Morpurgo. This will be through reading and writing a variety of text types, through in depth discussion of the texts,

debates, creative writing, writing newspaper reports, poetry and much more. The children will continue to develop their spelling, punctuation and grammar in line with the national curriculum.

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



Geography

Locational Knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia)

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,

History

World War I

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

French

This is France

Learn all about the different types of shops and the language used in shops

Listen attentively to spoken language and show understanding by joining in and responding.

Engage in conversations and speak in sentences, using familiar vocabulary, phrases and basic language structures while developing accurate pronunciation.

Read carefully and show understanding of words, phrases and simple writing.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Art

Propaganda posters

Looking at real propaganda posters and creating our own about issues we believe in. Maintaining a sketchbook and experimenting with a range of media.



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General Information

School 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 is as follows:

- White shirt
- Moggerhanger clip-on tie
- Dark grey school trousers with grey/black socks
- Dark grey school skirt or pinafore with white socks or navy tights
- Black school shoes
- Navy V-neck neck jumper (school logo available)
- Navy cardigan (school logo available)

Additions for the Autumn Term:

- Named hat , gloves and scarf



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Forest School

Kites Class will be having **Forest School** every **Friday**. We would ask that you provide a waterproof outer layer and a pair of wellies to change into. These can either be left in school on your child's peg, or brought in to school every Friday.

Forest School Kit

During your child's allocated Forest School session, they will need a suitable Forest School kit. Although this is dependent on the season and the activity, we would generally recommend the following items:

- Wellies / Outdoor walking boots or shoes
- Waterproof splash-suit / Waterproof trousers and jacket
- Warm layers when required

Please note that these items are likely to get dusty, dirty and sometimes wet, so please ensure they are practical and durable, but not expensive items.

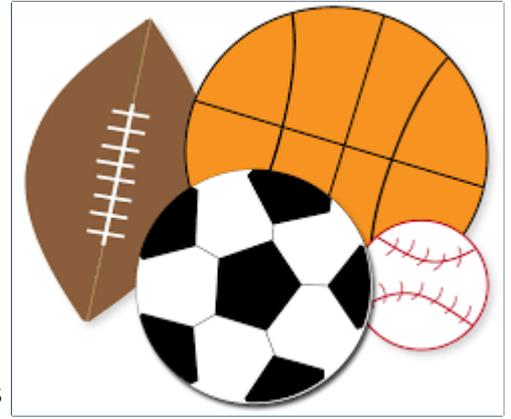


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PE Days

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**. They will also still need to wear a coat over this.

PE 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, could you 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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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 own 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 3-6):

- 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 and 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 every item is clearly named.



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