

# Kites Class Newsletter

## Autumn Term 2 2022

Dear Parents/Guardians and Children

I hope your child has enjoyed their time in Kites class so far this academic year. The children have been very busy learning about Space in nearly all of our lessons and they have done some brilliant work in Science, looking at Earth and Space. We have also been learning about the history of space travel in our History lessons. We have even made Space our focus in Art lessons, where we have looked at Vincent van Gogh's *The Starry Night*.

We have read a brilliant book in our English Lessons— *George's Secret Key to the Universe*, which was written by Stephen Hawking and his daughter, Lucy Hawking, and it contains lots of exciting information about space travel, along with a thrilling adventure of a boy called George who travels through space via a supercomputer portal! The children have also written their own exciting science fiction story, inspired by *George's Secret Key to the Universe*. We will finish reading this book next half term in our English lessons and will use it to write some information texts and instructions.

We have also done some great work for Black History Month, learning about some black British heroes, including Lord Learie Constantine and Bernie Grant MP, for which the children have used the school's laptops for research. They then created some wonderful information pages about them. At the time of writing, I am also looking forward to a workshop with Kat Francois, a performance artist, educator, broadcaster, playwright and director, who will be talking about what it means to be Black British, as well as her relationship with the country of Grenada, where her parents were born and the history of one of her relatives who fought in WW1. She will hopefully inspire the children to write their own poetry, inspired by their own identity.

This half term, we were delighted to welcome **Miss Clarke** to our class, who has been teaching lots of fun lessons in Kites. She will be with us all the way until Christmas and I can't wait to see the other exciting lessons she has planned for the children!

Next half term, we will be carrying on our book in English lessons, but we will also be looking at the history of Christmas and the origins of the celebration as we know it today. In Art and DT, we will be designing and making our own Christmas decorations from history.

The second half of the autumn term is my favourite time of the year! I love all of the preparations for Christmas and the fun topics we study. I am sure that the Christmas Concert this year will be brilliant and I can't wait to see the children perform beautifully, whilst getting everyone in the festive spirit!

I hope you will find this newsletter useful and interesting.

Kind regards

Miss Hinson, Mr Petrucci, Mrs Louder and Miss Clarke



Kites Class—Year 5 & 6  
Moggerhanger Primary School

# Topic Information

## Maths

### Year 5

#### **Multiplication & Division**

Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.

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.

Multiply numbers up to 4 digits by a one- or two-digit numbers using a formal written method, including long multiplication for two-digit numbers.

Multiply and divide numbers mentally, drawing upon known facts.

#### **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.

### Year 6

#### **Multiplication & Division**

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.

Use their knowledge of the order of operations to carry out calculations involving the 4 operations.

Solve problems involving addition, subtraction, multiplication and division.

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

#### **Fractions**

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.

## Science

### **Properties of Materials**

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

RE

Creation and science: conflicting or complementary?



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# Topic Information

## English

In English we will be developing our reading, writing and speaking and listening skills in relation to a variety of text types. 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

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.

Maintain positive attitudes to reading and an understanding of what they read.

Understand what they read.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and other's ideas and challenging views courteously.

Provide reasoned justifications for their views.

### Writing

Plan their writing.

Draft and write.

Evaluate and edit.

Proofread for spelling and punctuation errors.

### Speaking and Listening

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Speak audibly and fluently with an increasing command of Standard English.

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Our main text type focus for writing this half term will be instruction texts and information texts

## Geography

### **Climate Zones**

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  
Describe and understand key aspects of physical geography, including: climate zones.

## French

### **All about ourselves**

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.

Describe people, places, things and actions orally and in writing.

## Art

*Making a variety of Christmas decorations and cards from history.*

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

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

About great artists, architects and designers in history.

## History

*History of Christmas .*

Extended chronological study.

Changes in an aspect of social history.



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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 3-6):

- 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*

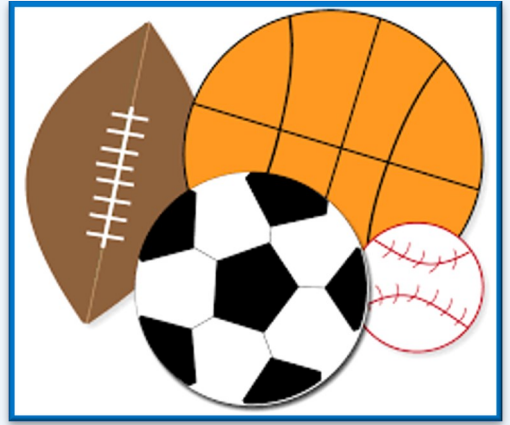
This list is not compulsory, nor is it exhaustive. However, we would ask that only sensible, inexpensive items are included in the pencil case, and that you do not provide a large, pop-out style box which has a calculator incorporated. Any items which may cause a distraction will be returned home. Please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