

**Terms 1&2 Newsletter**

**P5/6- Miss Flari**

Welcome to Primaries 5&6! This newsletter outlines what we are planning to cover in P5/6 in Terms 1&2. Although topics covered in various curricular areas may be the same or similar for the whole class, the children will be completing work at their own level. The children will help with the planning of some of the activities and their ideas will be taken into account as we progress through the year.

****

**English Language and Literacy**

* Writing, Grammar & Spelling

We will focus on learning and practising spelling common words correctly on a weekly basis. We will be learning how to use new spelling patterns and to use strategies for the spelling of unfamiliar words.

The children will be encouraged to use a range of vocabulary, connectives, openers and punctuation (VCOP) in their writing, as well as to keep their handwriting as neat as possible. The children are practising joined-up handwriting- please encourage them to do the same in their language jotters at home! We will be writing reports and leaflets based on work we will complete as part of Social Studies and Science topics. In addition to these, we will also be planning and writing imaginative stories using descriptive language, connectives and different forms of punctuation.

* Reading

*Short Class Novels from Fiction Express*

The children will complete a range of listening, talking, reading and writing activities based on a range of fiction texts. We will also read extracts from a range of non-fiction texts connected to our topic. The focus will be on clarifying the meaning of unfamiliar vocabulary and summarising main points (at each child’s own level).

* Collaborative Strategic Reading

We will be using the strategies of previewing: finding clicks and clunks; getting the gist and wrapping up when reading texts. These should help to improve comprehension.

* Personal Choice Reading

We will continue to encourage the children to read in class and at home on a daily basis, in addition to their group reading books and class novels. As well as fiction books, texts could be newspapers, online articles, non-fiction books etc. Reading a range of different texts will help to enhance reading and writing skills.

**French**

Activities on the following topics:

* Revision of numbers to 20 and extension to 30 (& beyond).
* Greetings, personal information (name, age, where you live, nationality), calendar, weather, classroom objects, colours and Christmas in France.

**Spanish**

* Numbers to 10 and beyond
* Personal information (name, age, where you live, nationality).



**Mathematics and Numeracy**

*I have given each group a name of a shape as indicated below- children should know which group they are working in:*

* **Circles**- Place value to 100 and beyond- sequencing numbers and finding 1/2/10 more/less than a number, estimating and rounding to the nearest 10; mental addition of numbers to 20 and beyond; making 2D and 3D shapes using different materials; money- exploring how totals can be made using different coins.
* **Triangles** – Place value to 1000-sequencing and comparing numbers, 10/50/100 more/less, estimating and rounding to the nearest 10/ 100; mental addition of 2 and 3 digit numbers; 2D and 3D shapes and their properties; money- calculating change, finding the total value of 2 or 3 coins, use coins and notes to pay for items.
* **Squares-** Place value to 10000- sequencing and comparing numbers, counting up/down in 10s, 100s, 1000s and estimating& rounding to the nearest 10, 100, 1000 by looking at the digits and explain the rule used; add/subtract horizontally and vertically within 1000, including bridging (&decomposition in subtraction); multiply horizontally and vertically using times tables facts and divide 2 digits by 1 digit, including simple remainders; exchange coins and notes for different sets with the same value and find the total cost of 2 or 3 items up to the value of £10; use extended knowledge of shape to create a wider variety of tiling patterns, models and nets.
* **Pentagons & Hexagons** – Revision of place value to 10 000 and extension to 100 000 (pentagons)/ Revision of place value to 100 000 and extension to 1 million (hexagons); estimating& rounding to the nearest 10, 100, 1000 by looking at the digits and explaining the rule used; mental addition of 3 and 4 digit numbers; partition and use bridging to help in calculations and use different strategies to solve calculations; multiply and divide by 10 and 100 mentally (hexagons 10, 100, 1000); explore the standard written methods for multiplying 3 digit numbers by 2 digit numbers and use the chunking method for dividing 2 and 3 digit numbers by 1 digit; calculate costs, totals and balances in budgets; shape- recognise polyhedra & talk about their properties- vertices, edges, sides, faces, parallel and perpendicular lines.

**Health and Wellbeing**

* Friendships and Relationships
* Understand the importance of friendships and consider strategies for developing these.
* Understand different types of friendship and consider how we choose our friends.
* Consider how to deal with situations when friends fall out.
* Understand what peer pressure is and identify strategies for dealing with it.
* Identify examples of positive and negative relationships.
* Explore what bullying means and what the consequences of bullying are.
* Identify risky situations and ways of keeping safe.

**P.E.** *(Monday, Wednesday and Thursday but it is advisable to bring P.E. kits every day. Children can bring trainers and tracksuit bottoms for outdoor P.E. but please also have shorts and a t-shirt in case P.E. is indoors).*

* Hockey – individual skills – dribbling, push pass, reverse stick; working with

a partner – attacking and defensive skills; small sided games and larger

games.

* Rugby –linking actions together – throwing, catching, passing; playing small sided, then larger games and understanding rules and tactics of games. We will be outside as much as possible!

\*Rugby with Jamie Muir will take place on a Thursday afternoon

**Social Studies (Topic)**

* Our topic is ‘Climate Change & Transport and its impact on the environment’

*In class, we have discussed what we already know about our topic, as well as what we want to find out and we came up with the following questions:*

* What is climate change?
* Who is responsible for climate change?
* Who is affected by climate change?
* What do the Amazon rainforest fires have to do with climate change?
* What are the consequences of climate change?
* What action should be taken by us to stop climate change?
* What are governments doing to help?
* What can our school and community do to live in a more environmentally friendly way?
* Will climate change ever stop?
* Why doesn’t everyone have an electric car?
* What is carbon footprint?

*The topic will form the basis of learning in many other curricular areas.*



**Expressive Arts**

* Music – Using a range of percussion instruments, create noises to represent different weather- related natural disasters as part of our topic on climate change.
* Art - Experimenting with the use of line, shape, colour, tone and texture.
* Drama – Creating and sustaining roles, using Social Studies and texts from

Language work as contexts for learning.

**Science**

* Water
* Identify and describe the different states of water.
* Describe and explain the water cycle.
* Explain the importance of water.
* Investigate how water can be cleaned and conserved.
* Investigate what can be dissolved in water.

**R.M.E.**

* Islam
* Identify main aspects of Islam – holy book, place of worship, festivals, beliefs, rules/ rituals, key figures.
* ****Find out about the festivals of Ramadan and Eid-ul-fitr and discuss the importance of fasting.
* Investigate artefacts and research their use.
* Compare and contrast with Christianity.

**Technologies**

* Digital Literacy.
* Use Glow to send e-mails to others, including with attachments.
* Research information and summarise in own words (at own level).
* Acknowledge sources of information
* Craft and Design
* Construct models during topic/ RME tasks e.g. creating a new product by reusing materials/ construct models of places of worship.

I hope you have found this information useful. If you have any further queries, please do not hesitate to contact me via the school email address/ phone number below. Also, if you have any expertise in any of the previously mentioned areas or any further ideas, I would be pleased to hear from you!

Miss Flari

 **Telephone number**: 01671 402477

 **School email address:** gw08officeminnigaff@ea.dumgal.sch.uk