

**Term 3 Newsletter**

**P5/6- Miss Flari**

Happy New Year! I hope you all had a great time during the holidays. This newsletter outlines what we are planning to cover in P5/6 in Term 3. 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.

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**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 ambitious vocabulary, connectives, openers and different forms of punctuation (VCOP) in their writing, as well as to keep their handwriting as neat as possible. The children are continuing to practise joined-up handwriting- please encourage them to do the same in their language jotters at home!

We will be focusing on poetry as a topic in writing and will be learning about Scottish poetry, repetition and rhyme, riddles, Haiku/ Tanka as well as recognising and using metaphors and similes in poems.

* Reading

*Short Class Novels from Fiction Express as well as books from our reading schemes*

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 Celts. 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 continue to use the following strategies before, during and after reading texts: previewing, finding clicks and clunks, getting the gist and wrapping up.

* 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 30 and extension to 50 (& beyond).
* The Alphabet
* Easter in France

**Spanish**

* Numbers to 20 and beyond
* Revise personal information (name, age, where you live, nationality).
* Colours



**Mathematics and Numeracy**

**\*Circles**- We will revise our knowledge on money, addition and subtraction and use coins and notes to pay an exact amount for an item or give change when required. We will be using folding, cutting and printing to create symmetrical shapes and patterns and will spot things in the environment that are symmetrical. We will also be learning how to use multiplication and division vocabulary, lay out a multiplication sum horizontally (e.g. 2 x 3 = 6) and use times tables facts to multiply or divide 2 digits. We will be organising groups of objects onto simple charts and we will create pictograms to show information gathered.

\***Triangles** We will continue addition and subtraction within 100 using different strategies. We are looking at different strategies for doing this and are using a variety of resources to help us. We will be using real life situations where different notes and coins are used to pay for items and we will use counting on and sorting strategies. We will be identifying symmetrical shapes and patterns and will be making our own based on our knowledge and experiences. We will be learning how to read data from pictograms and how to create our own charts based on data we have collected. We will be learning the 2, 3, 5 and 10 times tables and will apply these facts when multiplying or dividing.

\***Squares-** We will be subtracting horizontally and vertically within 1000, using bridging and decomposition. We will be selecting appropriate coins and notes to pay for items up to £10, then £20 and exchange coins and notes for a different set which has the same value. We will be using and applying extended multiplication and division vocabulary and will know what remainder means. We will use a compass and use the knowledge of turning to work out what compass point will be faced after a particular turn or series.

\***Pentagons-** In subtraction, we will be demonstrating understanding that there is more than one strategy to solve calculations (counting on/ back, decomposition, exchanging etc…) and we will explain the features of the standard written method. We will be multiplying by 10 and 100. We will continue to practise our times tables as part of mental maths. We will be using the chunking method for dividing 2 and 3 digit numbers by 1 digit. In money, we will be explaining why budgeting is an important skill and discuss what might be budgeted for. We will be describing acute, obtuse and right angles. We will use and create Venn, Carroll and tree diagrams.

**\*Hexagons** – We will be multiplying numbers by 1000 by moving the digits 3 places to the left. We will split numbers in different ways to help us multiply. We will be linking the chunking method to the expanded method for 2 or 3 digit numbers divided by 1 digit or a multiple of 10. In money, we will compare the costs of items and calculate which ones can be afforded on different budgets. We will be relating angles to quarter, half, three quarter and whole turns. As part of our data handling topic, we will sort and display data in different ways.

**Health and Wellbeing**

* ***FOOD AND HEALTH*** -*We will be learning to:*

\*Know that different foods provide different amounts of energy.

\*Know that different activities use up different amounts of energy.

\*Understand that we need to balance our energy intake (food) with our energy expenditure (activity) to maintain a healthy weight.

* ***RESPECT-*** *We will be learning to:*

\* Know that team work is essential to creating effective working partnerships and to achieve desired goals.

\*Understand that good communication skills are essential in problem solving.

* ***RESPONSIBILITY*** -*We will be learning to:*

\* Develop confidence to face new challenges positively and confidently.

\*Know how to access help and advice in order to make responsible choices and take appropriate action.

**P.E.** *(Will take place on Tuesdays and Fridays but it is advisable to bring P.E. kits every day. P5s and P6s will also be doing Badminton for 5 weeks on a Thursday so they will require a P.E. kit for that (P5s up to February break; P6s after February break).*

* *Netball:* We will be learning to develop receiving skills within the rules of the game and selecting the correct pass when under small pressure from opposition. We will learn how to pass and move to keep possession and play forward passes to travel towards the opposition goal with speed. We will be showing and describing how to find space away from opposition.
* *Gymnastics:* We will be learning how to show control, flow and good transition when travelling. We will be performing basic skills whilst using a ball and roll with knees and ankles together. We will be working effectively as a small group to create sequences. We will be identifying well performed skills when watching other groups.

**Social Studies (Topic)**

* Our topic is ‘The Celts’

*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:*

*Who are the Celts, where did they live and what happened to them?*

*What did their houses look like? What were they made of?*

*What did their clothes look like? What were they made of?*

*What did the Celts eat? How did they get food? Did they have cooking utensils?*

*Did the Celts have money? If not, how did they pay for things?*

*Did the Celts believe in God? What was their religion?*

*How did they survive in the winter?*

*Were they involved in any wars?*

*What language did they speak?*

*What jobs did they have?*

*Where did they sleep?*

*What did they do with their kids?*

*What did they do for entertainment?*

*Did they have weapons?*

*Was there medicine back then?*

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

**Expressive Arts**

* *Music* – We will be learning how to play the tin whistle. Every Friday, we will have

a visitor in for an hour to teach what the notes are on the tin whistle in addition to teaching us a variety of tunes. We will be performing at the end of a 12 week block.

* *Art* - We will be identifying features of Celtic art and making our own models.
* *Drama* – We will be experimenting with expression and voice as part of our Scots poetry competition.

**Science**

* ***FORCES-We will be learning to:***

\*Describe friction.

\*Explain that friction is a force which tries to stop moving objects, and describe ways in which friction can be reduced.

\*Describe the existence of magnetic, electrostatic & gravitational forces and their effects.

\*Describe the factors which affect floating & sinking.

**R.M.E.**

* ***Ramadan & New Beginnings***
* ***Easter Characters***

We will be learning about why different people think that values such as honesty, respect and compassion are important, and we will be showing respect for others. We will be explaining the key features of the celebration of Easter and investigating the importance of different Easter characters. We will be describing the practices and traditions of Christians at Easter time and consider the way these have influenced Scottish society.



**Technologies**

* *Digital Literacy- We will be learning to:*

\*Use different software, apps and the internet to gather and record information

\*Present information in a creative and engaging way using different software and apps

* *Craft and Design -We will be learning to:*

\*Create a model during topic/ RME tasks e.g. creating a model of a Celtic round house

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!

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