



Year 5 and 6 Class Newsletter

Summer Term 1 2024 – 2025

Dear Parents of Year 5 and 6,

Welcome to Summer Term - I can't quite believe we are in our final term of the year already! With only five weeks until the half-term break, we have lots to keep us busy.

Our Summer 1 Curriculum

English Writing	<p>Persuasive letter writing is our genre to start this term, swiftly followed by compiling an information report all about a native South American animal of their choice. Over the next few weeks, children will be guided with examples of texts, and reminded of the skills we have learnt, but given more freedom to craft their writing as they feel suitable, allowing them to explore their own 'writer's voice' and bring personal creativity to writing. Key skills that the children may wish to use to ensure their writing is of UKS2 standard include:</p> <ul style="list-style-type: none">• Starting sentences in a variety of ways• Thinking carefully about the layout of a text including: paragraphs, subheadings, images with labels etc.• Developing detail in a range of ways including using expanded noun phrases, relative clauses, listing adjectives, using precise nouns• Selecting the correct tone and formality for the audience and purpose (serious and formal, or chatty and light-hearted?)• Enhancing sentences with well-chosen punctuation including the use of speech as suitable
English Reading	<p>Our reading sessions this half-term continue to focus on supporting the children to develop their VIPERS reading comprehension skills (Vocabulary, Infer, Predict, Explain, Recall and Summarise) with a specific focus on developing our more detailed answers to Explanation questions using the P.E.E method of Point (making our answer clear) Evidence (giving evidence from the text) and Explain (explaining how this quote supports our answers). We will be reading a range of short texts of differing genres to practise this skill, before moving on to using our end of year play script as our reading text.</p>
Mathematics	<p>This half-term is focussed on building up our confidence and fluency across a range of mathematical topics, with a particular focus on calculating with fractions, decimals and percentages. In line with the Master Maths approach, we will be aiming to deepen our thinking with knowledge we already have to extend our learning, e.g. if we know $35 \times 984 = 34440$, how might we calculate 34×984, and if we know a cake is divided into $\frac{1}{2}$ and two other pieces, what fractions could those other pieces be? These types of questions help learners not only to find 'the right' answer, but explore other possibilities and refine their ways of using higher level mathematical vocabulary. As always, should you like clarification on any of the mathematical terminology or methods we use at school, which would enable you to better support your child with their learning at home, please let me know.</p>
Science	<p>'Living things and their habitats' is our science focus, in which we shall be learning how to:</p> <ul style="list-style-type: none">• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

	<ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals. • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.
Geography	Our final geography topic this year is a study of South America, in which we will be applying our compass and map skills to describe the location of South America, using digital interactive maps to explore locations of interest, and learning more about the physical and human geographical features of the continent. We will frequently be referring to our previous geography unit in which we compared the countries of England and France, to further make comparisons to South American countries, as well as exploring ways that physical geography influences human geography.
Computing	<p>This half-term in computing, we are going to be exploring how the binary system is used in computing, with the specific objectives as follows:</p> <ul style="list-style-type: none"> • to examine how whole numbers are used as the basis for representing all types of data in digital systems. • To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems). • To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.
DT	This half-term in DT, children are going to apply their understanding of computing to program, monitor and control products which will include combining their coding skills alongside designing a product made from Lego! We have some very exciting Lego kits in school that we have already started experimenting with, so I'm looking forward to see what the children design and create.
RE	<p>Our key question this term is: How does what we believe influence the way we should treat the world?</p> <p>In this unit, we will be both reflecting on what we believe, as well as exploring what others might believe in relation to religious and other belief systems they hold. Questions we will be exploring include:</p> <ul style="list-style-type: none"> • What do I think caused the universe? • Where did my ideas come from? Does it matter to me if they are true or others agree/disagree? • What do others think about how the universe came into being? What are the similarities/differences between our opinions? • Does the universe have a purpose, or is it just 'there'? What is the importance of the universe? • What do different religions, non-religious groups and scientific views say about how the universe and life came about? • Should human beings be concerned about the future of the environment and world? Do people have a responsibility to care for the world? Why and what is this?
PSHE	In PSHE we are thinking about our health and wellbeing, with a particular focus on ways to develop healthy sleeping habits, how to keep safe in the sun, and talking about what we can do to support our mental wellbeing. As well as this main topic, we shall also be doing some work on ways to keep ourselves safe in situations, identifying when and how it is right to report something we feel, see or hear to a trusted adult, as well as gradually starting to think about the next steps in our school journey – either the last year of primary or the first year of secondary school!
French	We are continuing with the delicious topic of 'Salon de thé' furthering our confidence with pronunciation in café-based role-play activities, as well as using our knowledge of

numbers in French to calculate the bill in Euros! For your reference, here is an outline of the vocabulary and phrases we are learning this half-term:

French	English	French	English
 un croissant	a croissant	 une crêpe	a crepe
 un pain au chocolat	a pain au chocolat	 une salade	a salad
 un sandwich au jambon	a ham sandwich	 une omelette	an omelette
 un sandwich au fromage	a cheese sandwich	 une tartelette	a small tart
 un croque-monsieur	a ham and cheese toastie	 une limonade	a lemonade
 un café	a coffee	 une grenadine	a grenadine
 un café au lait	a coffee with milk	Bonjour !	Hello!
 un thé	a tea	Au revoir !	Goodbye!
 un jus d'orange	an orange juice	Vous désirez ?	What would you like?
 un coca-cola	a coca-cola	Je voudrais...	I would like...
 un chocolat chaud	a hot chocolate	merci	thank you
 une part de gâteau au chocolat	a slice of chocolate cake	s'il vous plaît	please
 une part de quiche	a slice of quiche	et	and
 une brioche	a brioche	l'addition	the bill

Reading and Homework Expectations

We are very excited there are quite a few children in our class on their way to receiving their Platinum Reading Award – and some nearing Gold and Silver. Please continue to encourage reading at home as regularly as possible including recording this in the reading record. Please note, each day your child reads at home needs to be recorded individually to be counted towards their next certificate e.g. if they read both days at the weekend, please record this as two separate days.

Homework will continue to be set weekly online using Google Classroom on a Thursday and is due in the following Thursday. Following an in-depth class discussion in which we reflected on the best format for homework, many children chose using 'Google Forms' as their favourite method, with a minority preferring Google Docs or Google Slides. It appears that opinion varies depending on the device being used, and some children eloquently expressed concerns that Google Slides is restrictive. The only clear conclusion I can draw is that there is no one way to ensure everyone has their favourite choice! However, in an effort to accommodate preferences and further develop computing skills on Google Classroom, we now have a mixture of ways that homework is set for this term:

- Maths is on Google Docs OR Google Slides, and is a list of arithmetic questions to answer by typing the correct result; these are designed to review previous learning and therefore manageable for the vast majority of the class, with more confident mathematicians able to calculate the answers mentally (and even try the 'challenge' section should they so wish). We shall mark this weekly together. This has been set as an assignment on Google Classroom with a different 'tab' for each week of homework.
- English is set weekly as an assignment which is a Google Form. Although I appreciate some concerns that what might be deemed 'minor mistakes' such as a typo leads to the answer being marked as wrong, from discussions with local secondary teachers, Google Forms are used as part of home learning and therefore we feel it's worth a try, with the understanding that we can still discuss the answers together each week.

Spellings continue to be tested from your child's spelling passport. Those who have completed their passport for the year are encouraged to continue practising these words; they will be able to join in with the tests for their passport colour, and will receive a house point each time they spell all the tested words correctly.

In summary:

- *Google Classroom maths task on Google Slide or Google Docs (set as one document at the start of term)*
- *Google Classroom English task as Google Forms (set weekly on Thursdays)*
- *Ed-Shed spelling assignment of 3+ games*
- *Reading 3+ times a week*

Year 6 SATs

This year, SATs take place each morning in the week beginning Monday 12th – Thursday 15th May. The children have been working hard refreshing their Key Stage 2 knowledge, and we look forward to them having the opportunity to show us just how much they have understood and progressed. Should you have any questions regarding these assessments, please do not hesitate to contact me.

Year 5 Science Festival Trip

Each year, our Year 5s have the wonderful opportunity to visit the Royal Latin School's Science Festival! This year it is taking place on Wednesday 21st May – a letter has been sent via parent mail, but should you have any questions please do get in touch.

Swimming Lessons

Please note, only Year 5 children who have received a letter via parent mail are joining the Year 3 and 4s in their swimming lessons this term. If you are uncertain whether this refers to your child, please do enquire at the office.

Mrs Hood

Year 5 and 6 Class Teacher