



It was lovely to discuss your child's learning and progress with you in March and, as we begin the third term, we know this is an excellent opportunity to see the fruits of your child's hard work this academic year. For year 6, there will be SATS (week beginning 13th May) and transition events for secondary school alongside all the other learning we will be doing. Meanwhile, some Year 5 children will have the opportunity to do Bikeability. More info to follow. This letter outlines some of the main areas of learning for the term ahead. If you have any further questions, do contact your child's class teacher.

Kind regards, Mrs Mitchell, Mrs Hopper, Mrs Feil and Miss Underwood.

Maths

Children will continue to work in different maths groups in Year 5 and 6 to enable them to make the best possible progress so they may be working with a teacher who is not their class teacher. Children will be given a FIRM target to work on for the half term to develop their accurate and speedy recall of the most useful mathematical facts. In class, we will be focusing on these areas of maths.

Y5: decimals, percentages, shape, position, direction, measurement

Y6: revision of 4 operations in a range of contexts. After SATS we will study statistics (line graphs and pie charts) solve problems and tackle investigations including one based around a theme park.

In year 6, Mrs Swain will be supporting some children with maths in the afternoons in the weeks before SATS.

CONNECTIONS: In our story, the rural and urban landscapes are not connected at all and this will encourage us to think about the connections that do exist between places and between plants and animals.

As geographers, we will study the UK and learn about the connections between places based on types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

As scientists, we will be study CLASSIFICATION and will learn to describe how living things are classified into broad groups according to common observable characteristics. This will be supported by our work in computing where we learn to use and create branching databases.

Home learning

To enable your child to make progress, every child is expected to:

⇒ **Read at least 3 times weekly at home.**

⇒ Practise **spellings** which come home on Mondays. Home learning books **MUST** be in school on Mondays.

⇒ Practise the **FIRM target for maths.**

In addition: Year 6 are encouraged to use the preparation materials to support their readiness for SATs week.

A home learning project will also be sent home this week for Year 5.

Don't forget: PE Kit in school all week please!

Dates for diary

13th May: Y6 SATs week including 8am Brain Boost breakfasts every morning.

23rd May 9-11am: Open morning—parents invited.

24th May INSET day.

25th May -2nd June: half term break.

1st July: Transition days for Hazeley and Shenley Brook End: the secondary schools will contact Y6 children/parents about this and other transition events.

10th and 11th July: Year 6 performance

19th July: Y6 leavers Collective worship 9am.

English

Inspired by picture book *Varmints*, by Helen Ward, we will create the setting and use this as stimulus to our writing of:

- **A formal declaration**
- **A description-action-dialogue story**
- **A persuasive letter**

This is a great opportunity to use both formal and informal language structures.

After half term, we will link our writing to our groovy Greek topic in history. We will be reading literature based on this civilisation. We will focus on writing narrative, newspaper reports and non chronological reports. Children will work towards their writing target and we expect them to achieve it approximately every three weeks. Please ask your child what aspect of their writing they are currently focusing on.

Learning about and from Religion

In **R.E.** we will ask the questions:

- Can we know what God is like?
- What does it mean if God is holy and loving?
- How do Christian beliefs about the Holy Spirit make a difference to daily life?

GROOVY GREEKS—GROOVY ME!

After May half term, we will study a two-part topic: Groovy Greeks- Groovy Me!

In the Groovy Greek topic, children will work as **historians and musicians** as we study of Greek life and achievements and their influence on the western world. In the 'Groovy me' topic children will work as **scientists**, describing the changes as humans develop to old age. In **PSHE** we will look at the changing adolescent body. These sessions are led with lots of opportunity for children to raise questions and are handled with sensitivity. More information about the programme will be sent out to you before we teach it.