



**An Exceptional Place to Flourish**

Though your beginning was small,  
your future will flourish indeed.  
Job 8:7

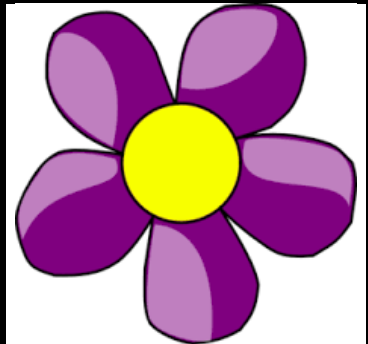
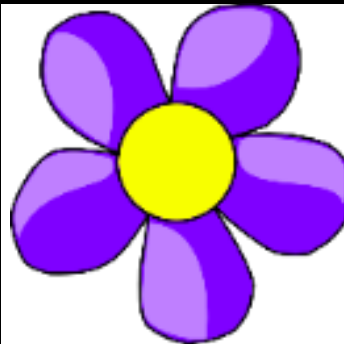
# Curriculum Newsletter

## Years 5 & 6

### Spring Term

## Indigo -Violet class

**Class teacher:  
Mrs Jenny Dean**



Dear Parents, Carers and Children,

It is lovely to welcome you all back. I hope that you had a wonderful Christmas and a Happy New Year! We have lots of exciting learning taking place in 2022. Please look at this term's Newsletter for more information.

Before Christmas, the children were demonstrating commendable attributes and embracing new challenges and ways of learning, this was positively noted by many adults across the school.





















Many children also worked hard to raise the standards of presentation and were awarded their pen licences as a result; other children are very close to also receiving their pen licences and I am looking forward to seeing them achieve this goal.

We will be completing Catch-Up programmes in the afternoons, this will be in Year Groups, which will enable us to consolidate and fill any gaps that there may be due to the periods of absence / closures as a result of COVID-19.

It is expected that your child reads daily, this allows them to access all areas of the curriculum with confidence. There will also be weekly homework set on MyMaths and weekly times tables and spellings (which will be shared on GoRead) tests every Friday. In addition to this, there will be a termly homework project. More details are included further in the newsletter.

### Topic coverage

<p><b>ENGLISH</b></p> 		<ul style="list-style-type: none"> <li>• Whole school writing projects focussing on:             <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Conjunctions</li> <li>• Openers</li> <li>• Punctuation</li> </ul> </li> </ul>
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<p><b>MATHS</b></p> 		<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Calculation</li> <li>• Decimals and Fractions</li> <li>• Time and Data</li> <li>• Multiplication</li> <li>• Measures</li> <li>• Multiplication and Division</li> <li>• <i>Algebra and Ratio</i></li> </ul>	
<p><b>SCIENCE</b></p> 		<p>Electricity; Electric Art</p>	<p>Properties of Materials: Materials Consultants</p>
<p><b>RELIGIOUS EDUCATION</b></p> 		<p><b>Sikhism</b> Beliefs and moral values</p>	<p><b>Christianity</b> Easter – Salvation</p>
<p><b>GEOGRAPHY</b></p> 		<p>Are Sikh stories important today?</p>	<p>How significant is it for Christians to believe God intended Jesus to die?</p>
<p><b>HISTORY</b></p> 		<p>Ancient Egypt</p>	
<p><b>ART &amp; DESIGN /</b></p> 		<p>Art &amp; Design Ancient Egypt</p>	
<p><b>DESIGN &amp; TECHNOLOGY</b></p> 			<p><b>Design Tech</b> Felt cases &amp; embroidery</p>
<p><b>MUSIC</b></p> 		<p><i>Make You Feel My Love (Bob Dylan - A Pop Ballad sung by Adele)</i></p>	<p><i>The Fresh Prince of Bel-Air (Will Smith - Old-School Hip Hop)</i></p>
<p><b>PHYSICAL EDUCATION (PE)</b></p> <p>Including SWIMMING</p>		<p><b>Dance</b> – perform using a range of movement patterns <b>Team Games</b> – Netball/Basketball, Tennis</p>	

<b>COMPUTING</b> 		<b><i>Mars Rover 2</i></b> – skills showcase	<b><i>Bletchley Park</i></b> – computing systems and networks.
<b>FOREIGN LANGUAGE (French)</b> 		My Home (I)	Family (I)
<b>PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)</b> <b>RELATIONSHIP AND SEX EDUCATION AND HEALTH EDUCATION (RSHE)</b> 	 	<b><i>Health (G&amp;M)</i></b> 3.2 and 3.3 Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others (2 or 3 lessons)  <b><i>Life prep</i></b> Saving money Borrowing money	<b><i>Life prep</i></b> The digital world Communicating effectively  <b><i>Drugs awareness:</i></b> Drugs, alcohol and smoking

**Daily Catch-up booster support**

All pupils will receive Catch-up booster support in smaller year groups daily for 30 minutes. The areas covered will include:



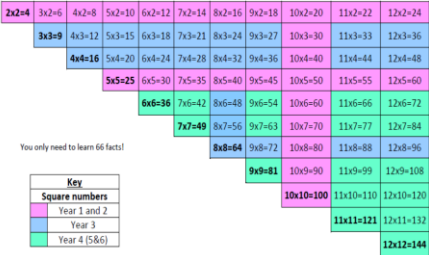


- Reading Comprehension
- Spelling, Punctuation and Grammar (SPAG)
- Mathematics

**Big Questions this term**

	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>• What do you think this saying means: ‘build bridges not walls’?</li> <li>• What would the world be like if no one could speak?</li> <li>• What is the best season of the year – spring, summer, autumn or winter?</li> <li>• What would you do if you could become invisible?</li> <li>• If the answer is sky, what is the question?</li> </ul>	<ul style="list-style-type: none"> <li>• Do adults have a responsibility to be good role models?</li> <li>• If you could live on Mars for a year, what do you think would be your biggest challenge?</li> <li>• What does a team need in order to be successful?</li> <li>• Why are some countries hot and other cold?</li> </ul>

	<ul style="list-style-type: none"> <li>• What if people had x-ray eyes?</li> <li>• If you had the chance to run the country for a week, what changes would you make?</li> <li>• What if you become an astronaut?</li> <li>• Make a list of 10 things to do on holiday and rank them in order of importance?</li> <li>• What 10 items would you put in a time capsule to be opened in 2050 showing how you live your life now?</li> <li>• Why are friends important?</li> <li>• Should the school holidays be made shorter so that we can spend more time learning?</li> </ul>	<ul style="list-style-type: none"> <li>• If you could visit a time in history where and when would you go? Why?</li> <li>• What if your hands were feet and your feet were hands?</li> <li>• Do you think being selfish is always a bad thing?</li> <li>• How many mathematical words can you think of beginning with the letter M?</li> <li>• The answer is ... always. What could the question be?</li> <li>• Would you rather be a giant or the same size of a mouse?</li> <li>• What do you think is the best age to be and why?</li> <li>• One day, will computers replace teachers?</li> </ul>
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## Homework

<p style="text-align: center;"><b>Daily reading</b></p>  <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Child A</th> <th>Child B</th> <th>Child C</th> </tr> </thead> <tbody> <tr> <td>20 minutes additional reading at home everyday</td> <td>5 minutes additional reading at home per day</td> <td>1 minute additional reading at home per day</td> </tr> <tr> <td>60 hours per school year</td> <td>15 hours per school year</td> <td>3 hours per school year</td> </tr> <tr> <td>1,800,000 words per school year (one million, eight hundred thousand words)</td> <td>282,000 words per school year (two hundred and eighty two thousand words)</td> <td>8000 words per school year (eight thousand words)</td> </tr> <tr> <td>By the end of Y6, 60 whole days' reading</td> <td>By the end of Y6, 12 days' reading</td> <td>By the end of Y6, 3 days' reading</td> </tr> <tr> <td>Reading scores usually within 90% range</td> <td>Reading scores usually within 50% range</td> <td>Reading scores usually within 10% range</td> </tr> </tbody> </table>	Child A	Child B	Child C	20 minutes additional reading at home everyday	5 minutes additional reading at home per day	1 minute additional reading at home per day	60 hours per school year	15 hours per school year	3 hours per school year	1,800,000 words per school year (one million, eight hundred thousand words)	282,000 words per school year (two hundred and eighty two thousand words)	8000 words per school year (eight thousand words)	By the end of Y6, 60 whole days' reading	By the end of Y6, 12 days' reading	By the end of Y6, 3 days' reading	Reading scores usually within 90% range	Reading scores usually within 50% range	Reading scores usually within 10% range	<ul style="list-style-type: none"> <li>• It is important that your child reads for 20 minutes daily! This will aid their writing skills and ability to access the wider curriculum.</li> <li>• It is important that as well as listening and reading to your child you also ask them a range of questions.</li> <li>• Asking a range of questions will also help to develop their comprehension and inference skills.</li> <li>• Pupils are expected to record their reading using the online GoRead platform.</li> </ul> 
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<p style="text-align: center;"><b>Multiplication timetables</b></p>  <p style="font-size: small;">You only need to learn 66 facts!</p> <table border="1" style="font-size: x-small;"> <thead> <tr> <th>Key</th> </tr> </thead> <tbody> <tr> <td>Square numbers</td> </tr> <tr> <td>Year 1 and 2</td> </tr> <tr> <td>Year 3</td> </tr> <tr> <td>Year 4 (5&amp;6)</td> </tr> </tbody> </table>	Key	Square numbers	Year 1 and 2	Year 3	Year 4 (5&6)	<ul style="list-style-type: none"> <li>• Regularly practising times tables allows your children to become confident mathematicians.</li> <li>• Each week, your child will be given a times table that they need to work on. They can begin to learn these by simply counting in that number.</li> <li>• They will be quizzed on these weekly (Friday mornings).</li> </ul>													
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	<ul style="list-style-type: none"> <li>• <b>Weekly</b> maths homework will be added to MyMaths, which will be in line with what is currently being taught in class or a revision of themes that have been covered already to consolidate your child's learning.</li> </ul>																		
<p style="text-align: center;"><b>Handwriting</b></p> 	<ul style="list-style-type: none"> <li>• We are continuing to work hard with our handwriting in class this term.</li> <li>• It is important that your child continues to improve by consolidating their learning at home.</li> </ul>																		



- Your child would have been given a log in so that you can access the scheme at home from a desktop or a tablet.
- If you need the log in details again then please ask your child's class teacher.
- You are more than welcome to use your child's handwriting words to practice the handwriting.

### Weekly spellings



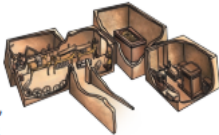





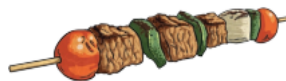

- Each week your child will be taught spellings, these words will be ones that they need to know from The National Curriculum and will be practiced during school, but will also be shared via GoRead, for additional practice at home!
- They will be quizzed on these weekly (Friday mornings).



### Topic based project this half term (SPRING 1)

Topic based project Spring 1 - Over the next five weeks complete some of these activities or make some up of your own. You will then present your work to the class.

**HOMEWORK TO BE HANDED IN ON MONDAY 7<sup>th</sup> FEBRUARY 2022**

<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Go to a travel agents or research holidays to Egypt online. Budget how much it would cost to go on holiday with your family.</li> <li>• Make a net for a pyramid.</li> <li>• Draw a map of a pharaoh's tomb. Write a set of instructions on how to safely get through, avoiding any traps! Think about using directional language.</li> </ul> 	<p><b>Out and About!</b></p> <ul style="list-style-type: none"> <li>• Visit your local library and find some non-fiction books about ancient Egypt.</li> <li>• Research and find interesting landmarks in Egypt on a map.</li> <li>• Go to a travel agents or research holidays to Egypt online. Design a leaflet to encourage tourism to the country.</li> </ul> 	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Imagine you have been on a dig; write a diary entry about your adventure.</li> <li>• Choose an ancient Egyptian god or goddess and create a fact file, book, or poster all about them.</li> <li>• Write an ancient Egyptian themed poem or story.</li> <li>• Using the words ancient Egypt, create an acrostic poem.</li> </ul> 	
<p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li>• Find or write some ancient Egyptian themed jokes and share them with friends or family members!</li> <li>• Write your name and the names of 3 friends or family members in hieroglyphics.</li> <li>• Create an Egyptian themed board or card game and teach friends or family members how to play.</li> </ul> 	<p><b>Homework Choice Grid</b> <b>Ancient Egypt</b></p>		<p><b>Expressive Arts</b></p> <ul style="list-style-type: none"> <li>• Create a painting or drawing of an ancient Egyptian scene using your choice of materials.</li> <li>• Ask your friends and family to help you create a list with as many song titles that have the word 'river' in it.</li> <li>• Write an ancient Egyptian rap or song.</li> <li>• Design a piece of Egyptian jewellery.</li> </ul> 
<p><b>Let's Get Technical!</b></p> <ul style="list-style-type: none"> <li>• Use a computer to create a timeline of events.</li> <li>• Design and make a tomb or coffin for an Egyptian mummy.</li> <li>• List 10 things you wouldn't find in ancient Egypt.</li> </ul> 	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Find and make some Egyptian recipes.</li> <li>• Write a menu for an Egyptian feast. Be as creative as you like.</li> <li>• Research personal hygiene practices in ancient Egypt and compare to today's.</li> </ul> 	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Write a fact file on a pharaoh.</li> <li>• Write a newspaper article about the discovery of Tutankhamun's tomb.</li> <li>• Design a fact file or poster about the River Nile.</li> <li>• Draw or trace a map of Egypt and mark important landmarks.</li> </ul> 	




### Topic based project this half term (SPRING 2)

Over the next six weeks complete some of these activities or make some up of your own. You will then present your work to the class.

**HOMEWORK TO BE HANDED IN ON MONDAY 28<sup>th</sup> MARCH 2022.**

<u>5 House points</u>	<u>4 House points</u>	<u>3 House point</u>	<u>2 House point</u>
<u>D.T.</u> Make a model of a boat. This might be a sailing dinghy, barge, canoe, tanker or any other boat you might find on a river.	<u>D.T.</u> Create a fishy 'Cook Book' including at least 5 recipes. (For an extra point you could cook one of these recipes)	<u>D.T.</u> Create a sculpture of a river creature or plant. You could use clay, salt dough, papier mache or any material of your choice.	<u>Music</u> Using the tune of a well-known song of your choice make up your own river song.
<u>Geography</u> Produce a fact file (this could be a PowerPoint) on 3 world rivers. Include as many interesting facts as you can.	<u>English</u> Write a story with a river theme. Maybe there is a river monster or a creature which comes to life!	<u>Maths</u> At a river's estuary people enjoy sailing. Draw some symmetrical designs for a sailing boats sails.	<u>Art</u> Draw or paint a picture of a river scene. You could use water colours or any medium you choose.
<u>Science/Maths</u> A river's depth relies on rainfall. Make a rain gauge and keep a record of how much rain falls over 3 weeks. Produce a graph or table to show your results.	<u>D.T./Maths/English</u> Create a game about a British river. Remember to research as much information as possible. Don't forget the game instructions!	<u>Geography</u> Label the longest river in each continent on a map of the world.	<u>English</u> Write a poem about a river or river creature.

## PE

	<p>Pupils to come in to school wearing their PE kit on Tuesdays and Wednesdays. The appropriate kit will be monitored.</p> <p>PE will be delivered by Mr Porte on Tuesdays and Mr Barnes on Wednesdays respectively.</p>		 	
	<b>Girls</b>		<b>Boys</b>	
	<ul style="list-style-type: none"> <li>• Black shorts.</li> <li>• White Dr Walker's logo Polo shirt</li> <li>• Black/white plain trainers or plimsolls</li> <li>• Black tracksuit</li> </ul>		<ul style="list-style-type: none"> <li>• Black shorts</li> <li>• White Dr Walker's logo Polo shirt</li> <li>• Black/white plain trainers or plimsolls</li> <li>• Black tracksuit</li> </ul>	

## Art and Design / Design Technology (including Food Technology)

Mrs Bernadette Eyo will be delivering the Art and Design / Design Technology (including Food Technology) lessons this term.







## School Core Values

- Our **CHRISTIAN VALUES** are reflected in:
  - Standing with **COURAGE** for what is right.
  - Using **CREATIVITY** in problem solving and making life beautiful.
  - Treating every person and everything with **RESPECT**.
  - Having **COMPASSION** for others.
  - Completing every task with **PERSEVERANCE**.
  - Taking **RESPONSIBILITY** for ourselves.
  - Living with **HOPE** for a better future.



**House Names**

- All pupils have now been allocated to their Houses.
- Siblings will be in the same House.
- Our House names are:

			
<b>Ants</b>	<b>Badgers</b>	<b>Locusts</b>	<b>Lizards</b>

The House Names are referenced to the Bible, namely Proverbs 30:24-28

- <sup>24</sup>There are four creatures on earth that are small, but they are very wise *and we can learn from them*.
- <sup>25</sup>While **ants** are hardly a strong species, they work constantly to store up food during the summer;
- <sup>26</sup>While **badgers** are animals without many defenses, they are wise enough to make their homes in the rocky cliffs;
- <sup>27</sup>While **locusts** live without a ruler, they all know how to move in formation;
- <sup>28</sup>While a **lizard** is easy enough to catch in your hand, it is shrewd enough to enter the palaces of kings.



**House Points**

Pupils can earn House Points by following the school rules and following the *“It’s Good to be Green”* scheme.



## School Rules



## Special Educational Needs

- Miss Marie Hazelton (SENCO) is working on Tuesdays and can be contacted via the school office for any SEND related queries.
- Mrs Bernadette Eyo (HLTA / SENCO Assistant) is also happy to be contacted throughout the week.



## Contact with class teachers

- We encourage parents/carers to be in contact with their child's class teacher and inform/discuss with them any queries or concerns in the first instance, via the school office.
- Due to the operation of the school day, parents/carers are advised to inform the office staff in the morning of anything urgent and a message will be relayed to the class teacher. This can include information such as if a child felt unwell overnight, etc.
- Teaching staff cannot be met for face-to-face discussions in the mornings, as staff need to be in class as pupils arrive and to minimise face-to-face contact due to COVID.
- If you would like to schedule a face-to-face meeting, please inform the office and the class teacher will be in contact to schedule a meeting at a mutually convenient time.
- Parents/carers can see staff at the end of the day for an informal chat when pupils are dismissed from outside in the playground.





## Attendance

There has been a significant increase of persistent absences (when attendance is 90% and below). COVID has had a negative impact, however Government has made clear, young people regularly attending school is a national priority and is important for their education, wellbeing, and long-term development. This is particularly true for children who were persistently absent before the pandemic or who are at risk of becoming persistently absent.

The school's attendance target is **96%**.



**Attendance continues to be mandatory for all pupils of compulsory school age** and schools should communicate clear and consistent expectations about attendance.

There has also been an increase last term for requests for holiday during term time. Please be advised that this **cannot be authorised**. The governing body has instructed that we will now be considering penalty fines for these as pupils are missing out on very valuable teaching time, following all the distractions we had throughout the pandemic.

This type of absence can lead to the Local Authority using sanctions and/or legal proceedings which may include issuing each parent with a Penalty Notice for £120, reduced to £60 if paid within 21 days or referring the matter to the Magistrates Court whereby each parent may receive a fine up to £2500 and/or up to 3 months in prison. Attendance continues to be mandatory for all pupils of compulsory school age and schools should communicate clear and consistent expectations about attendance.

- Classes will have a weekly competition for the attendance trophy and gold, silver and bronze awards allocated in the Friday assembly. The results will be published in the weekly newsletters.

## Weekly Friday Merit Assemblies

Pupils will have the opportunity to work towards 5 certificates, which will be awarded in the Merit Assembly.

Award winners' names will be published in the weekly newsletter.



The categories are:

- Reader of the week
- Writer of the week
- Mathematician of the week
- Scientist of the week
- STAR of the week

## Pen licence:

Pupils will be also rewarded a pen licence when presentation is at an expected standard. Mrs Dean (English Lead) will oversee this.



## Safeguarding

- Parents/Carers are encouraged to discuss and monitor your child's online access.
- Several social media platforms have age restrictions, such as Facebook.
- Some pupils are also accessing inappropriate materials e.g., through TikTok.
- Essex County Council has informed schools to share this concern with parents, as inappropriate use of social media platforms and the internet can be referred to the appropriate authorities, including police involvement.
- This also includes adult use of social media platforms and posting of derogatory messages in the public domain, such as Facebook, etc.
- London Grid for Learning (LGfL) DigiSafe is offering specialist support for the current situation regarding safe remote learning for pupils, parents, and staff at [www.coronavirus.lgfl.net/safeguarding](http://www.coronavirus.lgfl.net/safeguarding) including risks and safe settings.



- Our school's Designated Safeguarding Team is:

<b>Dr L Lawson</b>	<b>Mrs J Dean</b>	<b>Mrs B Eyo</b>	<b>Mrs K Bush</b>
<i>Headteacher</i>	<i>Senior Teacher</i>	<i>HLTA / SENCO Assistant</i>	<i>Chair of Governors</i>
<i>Deputy Designated Safeguarding Lead</i>	<i>Deputy Designated Safeguarding Lead</i>	<i>Deputy Designated Safeguarding Lead</i>	<i>Link Governor</i>

**Term dates**

<b>Start</b>	<b>Finish</b>	<b>Half-term</b>
<b>4 January 2022</b>	<b>1 April 2022</b>	<b>14-18 February 2022</b>

**INSET dates:**

- 4 January 2022