



Dear Parents,

Monday 17<sup>th</sup> April 2023

**Information for Parents of children in Jupiter Class – Summer Term 1**

Welcome back to Jupiter Class' termly newsletter! We hope you all had a lovely Easter break; we are excited to have you all back.

If you have any questions about the newsletter or anything else, please do not hesitate to get in contact with Mrs Brickle or Miss James via the school office.

**Home Learning**

Homework will continue to be set every night, but children do not have to complete their homework for the next day. Children will be told when their homework is due, and they will write a brief explanation of the task in their homework diary. A homework timetable can be seen below. In Year 6 the children should be spending approximately 30-40 minutes each night on their homework (this includes their reading).

Please encourage your children to complete their homework, it is a continuation of their learning and helps to prepare them for secondary school. Homework that is not completed, is done in school time on a Friday.

Thank you in advance for your support on this.

**The children have logins to all systems that we use at the front of their homework diary.**

<b>Daily</b>	Reading (independent reading daily where possible - including at least twice a week reading to an adult)	
<b>Regular Practice</b>	Times tables	Test every other Thursday
	Spellings	Test every Friday
<b>Monday</b>	Maths - MyMaths alternating with Times Tables Rockstars	
<b>Tuesday</b>	Spellings - Spelling Frame to practice weekly spellings	
<b>Wednesday</b>	Maths - SATS revision	
<b>Thursday</b>	GPS - SATS revision	
<b>Friday</b>	Topic/Science Weekend challenge	





**Reading** - The children will have a book that they keep at school and a book that they keep at home. They will have the opportunity to change their home book once a week. They should be reading their home book aloud every night and then have their reading records signed.

**Maths homework and times tables** - Maths homework will be on a Monday and will consist of an online task.

**Values** - In Term 5, we will be focusing on the school values of Kindness and Forgiveness. These will form the focus for our daily acts of collective worship and we will be rewarding evidence of these values in our weekly star of the week certificates. In ACWs in term 5 we will be focusing on the value of Kindness and the verse from Proverbs 16 v 23 "A wise person thinks before he speaks" encouraging children to stop and think about the effect their words can have.

Our class target for this term is "Thinking of others (consideration)". This links well to our whole school value of kindness. Consideration is thinking of others and treating others how you want to be treated yourself. We look after our school and our school grounds which shows consideration for our own environment.

## PE

Our PE day for this year is Tuesday afternoon and Friday morning. Please ensure your children come to school in their PE kit on these days.

## SATS

Please remember our meeting on 18<sup>th</sup> April at 9am in Jupiter classroom. Please come to reception where you will be brought round.

SATS week is Tuesday 9<sup>th</sup> May-Friday 12<sup>th</sup> May.

We are very much looking forward to another exciting term ahead!

Mrs Brickle and Miss James



Subject	To be covered
<b>Maths</b>	<p>Fractions, decimals and percentages</p> <ul style="list-style-type: none"> <li>• Decimal and fraction equivalents</li> <li>• Fractions as division</li> <li>• Understand percentages</li> <li>• Fractions to percentages</li> <li>• Equivalent fractions, decimals and percentages</li> <li>• Order fractions, decimals and percentages</li> <li>• Percentage of an amount - one step</li> <li>• Percentage of an amount - multi-step</li> <li>• Percentages - missing values</li> </ul> <p>Shapes</p> <ul style="list-style-type: none"> <li>• Measure and classify angles</li> <li>• Calculate angles</li> <li>• Vertically opposite angles</li> <li>• Angles in a triangle</li> <li>• Angles in a triangle - special cases</li> <li>• Angles in a triangle - missing angles</li> <li>• Angles in quadrilaterals</li> <li>• Angles in polygons</li> <li>• Circles</li> <li>• Draw shapes accurately</li> <li>• Nets of 3-D shapes</li> </ul>
<b>English</b>	<p>In the following term, the children will experience a variety of writing through the use of "Floodlands" by Marcus Sedgwick.</p> <p>Imagine that a few years from now England is covered by water, and Norwich is an island. Zoe, left behind in the confusion when her parents escaped, survives there as best she can. Alone and desperate among marauding gangs, she manages to dig a derelict boat out of the mud and gets away to Eels Island. But Eels Island, whose raggle-taggle inhabitants are dominated by the strange boy Dooby, is full of danger too. The belief that she will one day find her parents spurs Zoe on to a dramatic escape in a story of courage and determination that is handled with warmth and humanity.</p> <p>Within these units, the children will use all of the skills that they have learnt in previous years as well as new skills. They will be looking at progressive tense, present perfect tense, standard English use, commas for ambiguity, revision of passive voice and subjunctive mood. Using a wide range of adventurous vocabulary will be a focus for Jupiter class throughout the year which will be enhanced through our spellings and words of the week.</p>
<b>Topic work - History</b>	<p>We are going to continue looking at History in our topic work this term and will be looking Britain through the decades since WWII. Our big question is "How has Britain changed since World War 2?"</p>

	<p>Here is a brief overview of what we will be looking at this term:</p> <ul style="list-style-type: none"> <li>• Fashion since the 40's</li> <li>• Transport since the 40's</li> <li>• Music since the 40's</li> <li>• Influential figures since the 40's</li> <li>• Technology since the 40's</li> <li>• Politics since the 40's</li> </ul>
<b>Science</b>	<p>Our science topic over the next two terms is Animals including humans. We will be looking at the following:</p> <ul style="list-style-type: none"> <li>• Blood composition and function</li> <li>• The heart</li> <li>• Nutrient detective</li> <li>• The circulatory system</li> <li>• A healthy body: diet, exercise and lifestyle</li> <li>• A healthy body: drugs and alcohol</li> </ul>
<b>RE</b>	<p>Our topic in R.E. this term centres around the comparison of Christianity and Islam. Our big question is "Is it better to express your religion in arts and architecture or in charity and generosity?"</p> <p>Within this unit, the children will focus on answering the following questions:</p> <ul style="list-style-type: none"> <li>• What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?</li> <li>• How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?</li> <li>• Muslim calligraphy, painting and poetry: what is inspiring?</li> <li>• How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?</li> <li>• Can a Christian place of worship be a building for the 'glory of God'? What does this mean?</li> <li>• How and why do Muslim charities try to change the world?</li> <li>• How and why does Christian Aid try to change the world?</li> <li>• What matters more to Christians &amp; Muslims: art and architecture or generosity and charity? What matters more to you?</li> </ul>
<b>PSHE</b>	<p>We will be looking at "Being my best". After this unit, the children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify aspirational goals</li> <li>• Describe the actions needed to set and achieve these</li> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues</li> <li>• Identify risk factors in a given situation</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise what risk is</li> <li>• Explain how a risk can be reduced</li> <li>• Understand risks related to growing up and explain the need to be aware of these</li> <li>• Assess a risk to help keep themselves safe</li> <li>• make a clear and efficient call to emergency services if necessary</li> <li>• basic first-aid, for example dealing with common injuries, including head injuries</li> <li>• Explain what the five ways to wellbeing are</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives</li> </ul>
<b>Spanish</b>	<p>This term in Spanish we will be looking at our next unit: Los animales</p> <p>By the end of this unit the children will be able to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 animals in Spanish.</li> <li>• Attempt to spell some of these nouns with their correct indefinite article.</li> <li>• Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).</li> <li>• Numbers 1 to 10 &amp; colours</li> </ul>
<b>Computing</b>	<p>This term the children will be looking at 3D modelling using Tinkercad. By the end of the unit the children will be able:</p> <ul style="list-style-type: none"> <li>• To recognise that you can work in three dimensions on a computer</li> <li>• To identify that digital 3D objects can be modified</li> <li>• To recognise that objects can be combined in a 3D model</li> <li>• To create a 3D model for a given purpose using Tinkercad</li> <li>• To plan their own 3D model</li> <li>• To create their own digital 3D model</li> </ul>
<b>Art and DT</b>	<p>This term we will focus on Art. With this exposure and understanding the children will use different methods to create their own artist studies.</p>