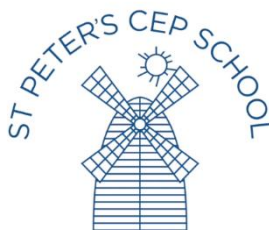


**Headteacher:** Mrs J. Langton BEd (Hons) MA,  
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**Deputy Headteacher:** Mrs B. Smith BEd (Hons)  
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Tuesday 31<sup>st</sup> October 2023

Dear Parents,

**Information for Parents of children in Jupiter Class - Autumn Term 2**

Welcome back to Jupiter Class's termly newsletter!

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 - My Maths alternating with Times Tables Rockstars	
<b>Tuesday</b>	Spellings - Spelling Frame to practice weekly spellings	
<b>Wednesday</b>	English - Writing - linked to work in class	
<b>Thursday</b>	English - grammar and punctuation	
<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.

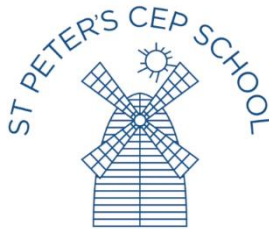
**Maths homework and times tables** - Maths homework will be on a Monday and will consist of an online task ([www.mymaths.co.uk](http://www.mymaths.co.uk)) / (<https://ttrockstars.com/>).



*'Growing together in Knowledge, Wisdom and Faith'*

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**Values** - Each term we focus on one or two of our school values in class and school collective acts of worship. This term, the values we are focussing on are Friendship and Respect, with a particular focus on Respect linked to the following verse from Romans 12 v 10 - "Love one another warmly as Christian brothers and sisters, and be eager to show respect for one another." We will be rewarding evidence of these values in our weekly star of the week certificates.

Our class target for this term is "Great Listening". We want to encourage the children to be present in all aspects of the day, both in and out of lessons. This is highly important since they are now at the top of the school and are learning more and more new concepts in our lessons. The children will then be more independent and disciplined so that they are proud members of Jupiter Class.

## PE

Our PE day for this term is Monday afternoon. Friday morning will continue to be swimming with Saturn Class. Please ensure that your child comes into school with their swimming kit on a Friday morning.

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

Mrs Brickle and Miss James



*'Growing together in Knowledge, Wisdom and Faith'*

Subject	To be covered
<b>Maths</b>	<p><b>Multiplication and division to solve problems:</b>  Revision of short an long division  Order of operations  Mental calculations and estimation  Reason from known facts</p> <p><b>Fractions:</b>  Equivalent fractions and simplifying  Equivalent fractions on a number line  Compare and order (denominator)  Compare and order (numerator)  Add and subtract simple fractions  Add and subtract any two fractions  Add mixed numbers  Subtract mixed numbers  Multi-step problems</p> <p><b>Fractions advanced:</b>  Multiply fractions by integers  Multiply fractions by fractions  Divide a fraction by an integer  Divide any fraction by an integer  Mixed questions with fractions  Fraction of an amount  Fraction of an amount - find the whole</p> <p><b>Converting Units</b>  Understand metric measures  Convert metric measures  Calculate with metric measures  Convert between miles and kilometres  Work with imperial units</p>
<b>English</b>	<p>In the following term, the children will experience a variety of writing ranging from stories, diary entries, flashbacks, autobiographies and instructions. Our English lessons will link with our World War II theme. We will be continuing to focus on the book 'Letters from the Lighthouse'. The children have done some fantastic writing in relation to the book and we look forward to seeing what else they create.</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 colons, semi colons, hyphens for description, relative pronouns, relative clauses, modal verbs and noun phrases. 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>Our topic continues to be World War II. Within this, there will be lots of exciting and interesting lessons and children will gain an understanding and appreciation of many important events in our history as well as the impact that the war had on Tunbridge Wells.</p> <p>Here is a brief overview of what we will be looking at this term:</p> <ul style="list-style-type: none"> <li>• Identify the causes of World War 2.</li> <li>• Identify the different phases in the Battle of Britain.</li> <li>• Make inferences and deductions about a photograph.</li> <li>• Describe how children may have felt when evacuated.</li> <li>• Evaluate the accuracy and reliability of sources.</li> <li>• Describe the impact WW2 had on women's lives.</li> </ul>
<b>Science</b>	<p>Our science topic this term is light and reflection. These are the objectives we will be covering:</p> <ul style="list-style-type: none"> <li>• Compare sources of light and explain how the eye is protected from light.</li> <li>• Describe how light travels and how we see luminous and non-luminous objects.</li> <li>• Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.</li> <li>• Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.</li> <li>• Recall what happens to light when it reaches a smooth mirror surface.</li> <li>• Identify the incoming and reflected rays and describe the relationship between their angles.</li> <li>• Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.</li> <li>• Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations.</li> <li>• Explain how light is reflected using knowledge of light and reflection.</li> </ul>
<b>RE</b>	<p>Our topic in R.E. this term centres around gospel and answers the question – Gospel – What would Jesus do?</p> <p>Within this unit, the children will focus on answering the following questions:</p> <ul style="list-style-type: none"> <li>• What were the main teachings of the gospel texts?</li> <li>• What ways do Christians interpret the gospel texts?</li> <li>• What does the gospel say are the foundations for living?</li> <li>• What would Jesus do about ill health?</li> <li>• What does the bible say about how Jesus approached betrayal and forgiveness?</li> <li>• Has the true meaning of Christmas been lost?</li> </ul>
<b>PSHE</b>	<p>We will be looking at Health and wellbeing this term with a focus on safe relationships and valuing differences. After this unit, the children will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</li> <li>• Suggest strategies for dealing with bullying, as a bystander.</li> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand and explain the term prejudice</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes.</li> <li>• Recognise that people fall into a wide range of what is seen as normal.</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>
<b>Spanish</b>	<p>This term in French we will be looking at the "Mi familia" (my family) unit.</p> <p>By the end of the unit, the children will confidently be able to:</p> <ul style="list-style-type: none"> <li>• Use the nouns and determiners for several family members in Spanish.</li> <li>• Move from using the determiner 'a' with a family member noun to a possessive adjective 'my' in Spanish.</li> <li>• Answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?)</li> <li>• Introduce family members, learning to use 'se llama' (he/she is called).</li> <li>• Use my knowledge of larger numbers to be able to describe the age of family members</li> </ul>
<b>Computing</b>	<p>This term the children will be looking at creating websites. This will include:</p> <ul style="list-style-type: none"> <li>• To review an existing website and consider its structure</li> <li>• To plan the features of a web page</li> <li>• To consider the ownership and use of images (copyright)</li> <li>• To recognise the need to preview pages</li> <li>• and suggest/make edits.</li> <li>• To outline the need for a navigation path</li> <li>• To recognise the implications of linking to content owned by other people</li> </ul>
<b>Art and DT</b>	<p>This term we will focus on DT. We are starting work on our textiles unit to design and make a waistcoat! These are the skills we will be developing:</p> <ul style="list-style-type: none"> <li>• Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme.</li> <li>• Annotating designs.</li> <li>• Using a template when pinning panels onto fabric.</li> <li>• Marking and cutting fabric accurately, in accordance with a design.</li> <li>• Sewing a strong running stitch, making small, neat stitches and following the edge.</li> <li>• Tying strong knots.</li> <li>• Decorating a waistcoat - attaching objects using thread and adding a secure fastening.</li> <li>• Learning different decorative stitches.</li> <li>• Sewing accurately with even regularity of stitches.</li> <li>• Evaluating work continually as it is created.</li> </ul>