



Mexico Class

Newsletter

Spring Term 2018

Welcome Back!

I hope you have had a wonderful Christmas and I wish you a very Happy New Year! Thank you very much for the lovely gifts you gave me, you are very kind. This term our topic is 'The Ancient Greeks', I am excited by the opportunities this topic enables – Gods, Goddesses, heroes, heroines, monsters! Hopefully your children will be as enthused as I am! A letter will be coming out about the 'Greek Day' we are holding on Wednesday 9th January. It would be lovely if your child could dress up as an Ancient Greek for the day; it is amazing what you can do with a white sheet! Parent volunteers for our Greek food taster session are required...so please make sure you let the office know if you can help out in the morning.

Here is a brief outline of the topics and themes we will be covering this term, along with some useful points to note. If you need any further information then please don't hesitate to get in touch with me.



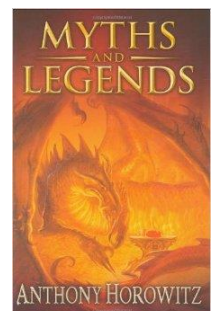
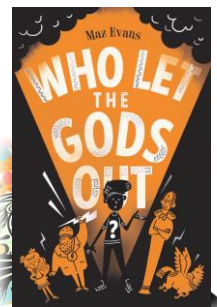
This topic will find your children becoming great archaeologists and historians, delving into this exciting civilisation. You can find out more about this topic in our class assembly on Thursday 28th March 2019.

Literacy

We will begin our term by looking at 'Myths and Legends', a topic that is bound to inspire even the most reluctant writer! We will use the great Greek Myths of Perseus and Medusa; Theseus and the Minotaur; and others, to inspire us to write our own Greek myths.

After half-term, we will be honing our debating skills, linked to the Ancient Greek wars. Then we will use drama as a platform to produce our own poetry. The children will be taught about the importance of written work making sense, having a purpose and being grammatically correct, through both explicit grammar lessons and as part of our Guided Reading sessions. We shall once again be using 'Talk4Writing' to inspire our writing through actions and images.

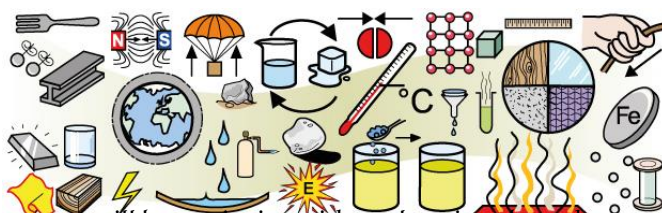
Guided Reading sessions this term will include time to enjoy reading different types of text. In addition we will enjoy focussed learning sessions that will help to build up the skills necessary to become a lifelong reader. Our key text this term will be 'Who Let The Gods Out?' by Maz Evans. We shall also be dipping into Anthony Horowitz's Myths and Legends (please note that we will be referring to age appropriate text from the Anthony Horowitz book...some of it isn't necessarily suited to a young persons ears). Spellings will be given out on a Monday and the children will be tested on the following Monday.



Maths

We will begin the term by looking at fractions, in relation to division and their equivalence to decimals and percentages. This will be followed by further investigation into number, place value and multiplication. Topics through the term will link to our Ancient Greek topic with statistics and data through the Olympic Games, and the learning of Roman numerals. Throughout the term we will focus on using and applying our maths knowledge as well as developing our skills of reasoning and deduction. We will continue to focus very much on mental maths, embedding our knowledge of times tables and their respective division facts. Once these are known, we will focus on applying this mental maths knowledge to solving problems in real-life contexts. In school we are using 'Times Tables Rockstars' to help us with our times tables knowledge. All children will come home with a username and login for them to practice at home – this can be played on the internet, as well as on an app, that they can download. In class, we are using Percy Parker to help them further.

Science



The first half-term we will be continuing with our learning about the topic of 'Forces'. We will then move onto a new topic 'Materials'. The children will continue to develop their investigative skills through both these units. The main focus for development this term will be making informed conclusions based on the results they gather through scientific investigation.

Computing

The children will have a fantastic opportunity this term looking at 'Masters of The Digiverse', an e-safety unit taught through digital literacy. This will allow children to link their writing, directing and filming skills to creating a short film about internet safety.



R.E.

This half-term we will be considering the question, 'What would Jesus Do?' as we delve into the Gospels and accounts of Jesus from the New Testament. In the second half-term we be contemplating the question, 'What did Jesus do to save human beings?' looking at Salvation in more depth.



Art/Music/Design Technology

This term all of our art, music and design technology teaching and learning will be included in general 'topic' sessions and will be inspired by the art, culture and music of the Ancient Greeks.

P.E.

The children will have two P.E. sessions a week. The indoor P.E. lessons this term will be continue on a **Monday**. I will be teaching Dance and the children will be learning a routine linked to our Greek Myths and The Minotaur. Our outdoor P.E. session will also continue on a Friday with the Albion P.E. instructors from Brighton and Hove. We will be focusing on Cricket. Despite a summer sport this game lends itself well to the Year 5 key progression skills in P.E. and can also be played indoors should the weather not permit us to be outside. Please remember that the correct P.E kit should be in school at all times and that children need to have plimsolls and outdoor kit, which should be warm for this time of year. No jewellery is to be worn, please ensure that all earrings are removed on P.E days if the children are not able to remove them themselves.

PSHCE

The children will be starting the term with a unit titled, 'When things go wrong,' where we will look at what children can do in a variety of challenging situations focusing on e-safety as well as peer-pressure. After half-term we will look at a unit titled 'Dealing with Feelings' where the children will learn more about mental health and emotional well-being.

Spellings

This term children will be tested on common exception words and key words from the KS2 curriculum. These will not follow a specific spelling pattern. Therefore, there will not always be mystery spellings for the children to learn. The weekly spellings will say whether they will be tested on mystery spellings that week. These will be taken from spelling patterns from last term. Alternatively, they will have extra 'Topic' words to learn. In addition, Green and Yellow group will have the same spellings.

Once again the children will be given a 'Homework' grid, which proved to be popular last term. The focus allows the children more choice in the tasks they complete. The expectation is still that one piece of homework will need to be completed every week and again this will need to be handed in on a Monday. More details of the task will be handed out in a separate letter.

How can you help?

- 1) Please ensure that your child learns their weekly spellings and times tables.
- 2) As part of their weekly homework the children must read for at least 10 minutes, 3 times a week at home. The logs will be marked each week on a **Wednesday**. However, please ensure your child brings in their reading book and log every day. It would be lovely if you could listen to your child read and discuss what they have read. However, I appreciate this is not always possible and your child might prefer to sometimes read independently. If this is the case, encourage them to record what they have read in their reading log, along with their thoughts on what they have read.
- 3) Support your child with their weekly maths, literacy or topic homework.
- 4) Encourage your child with any work they want to do at home and always try and make it fun!
- 5) **Walking home** - we will require a **written request** from the parent/carer submitted to the school office should you wish a child to walk home after school on their own. Without this we are not able to let your child leave school grounds unaccompanied. Please note that **the required age of a sibling collecting a child from school** is that they are **16 years old or above**. Please obtain permission from Mrs Copus should you like to make alternative arrangements.
- 6) **Home with a friend** – Please ensure the office are notified if your child is going home with a friend or another adult.
- 7) **Mobile phones** – Should you require your children to carry a mobile phone when in school they will be asked to submit it to the office whereby it will be stored carefully and returned to the child at the end of the day. Please note that St Mary's will not be responsible for any loss or damage to the mobile phone.

How can I help?

I am very happy to hear from any parent who may have a concern or who needs any further information. I will be continuing communication via Class Dojo, which will allow you to message me privately. However, I am also around most afternoons after school to see parents. You may also make an appointment to see me, via the school office.

Miss Sleat ☺

Spelling Activities based on Bloom's Taxonomy Six Thinking Levels

Learning Style	KNOW	UNDERSTAND	APPLY	ANALYSE	CREATE	EVALUATE
VERBAL When I read, speak and write I learn	Handwrite your spelling words in three different fonts.	Choose 5 spelling words and use each in a different sentence.	Create an acrostic poem for one of your spelling words.	Create a wordsearch and swap it with a friend.	Use a dictionary to find the meanings of 6 challenging words.	Write 4 dictation sentences using your spelling words.
MATHEMATICAL I am logical and work well with numbers	Write your spelling words in order from least letters to most letters.	Use Scrabble tiles to work out the sum of each of your words.	Play spelling dollars* to work out the value of your words:	Group your words based on the number of letters they have. Then try consonants. Compare.	Place your spelling words into groups. Explain how you grouped them.	Put your words onto a scale from easiest to spell - hardest to spell. Why did you order them that way?
VISUAL/SPATIAL Art, Geometry and visual imagery are important to me	Create a crossword from your words.	Select 5 words and draw a picture for each one.	Put your words into Tagxedo or Wordle.	Rainbow Words - spell words using different coloured markers or crayons for each letter.	Create a cartoon of at least 4 boxes. Write a caption under each image including a list word.	Create an abstract artwork using only your spelling words.
KINAESTHETIC I am hands on and enjoy physical activity	Play celebrity heads with a partner. Give them clues to work out the word.	Play Google Spell Up.	Ball toss back and forth in pairs, spelling each other's words.	Hop on one foot as you spell words - this is a great exercise in balance.	Write a conversation between two people using ten of your spelling words.	Choose any activity from the grid and complete it. Explain why it helped you.
MUSICAL Music and rhythm make sense to me	Record yourself singing your words.	Clap out and record the syllables in each of your spelling words.	Create a tongue twister using your words.	Rap your words - S to the P to the E to the Double L, spells SPELL!	Write a song using your spelling words.	Create a hand clapping chant with a partner and spelling words. Show your teacher.
INTERPERSONAL I work well in groups	As a group, organise your words into categories.	Mystery letters - in pairs write words with missing letters. Try to work out the missing letters.	Choose 5 words and explain to a partner why you chose them.	Partner spell: Take it in turns to spell each other's word letter by letter.	Create a new group spelling activity to help others learn their words.	Write a spelling word and then write at least two words made from the same letters. Example: slide, side, lid, led etc
INTRAPERSONAL I work well on my own	List the words that you find hard and easy and why.	Complete a Look, Say, Cover, Write, Check for homework.	Choose 5 words that you have trouble with and write them out 5 times each.	Create a word ladder using all of your spelling words.	Organise your words in reverse alphabetical order, Z-A.	Use your spelling words to write a story. Underline your words in red.