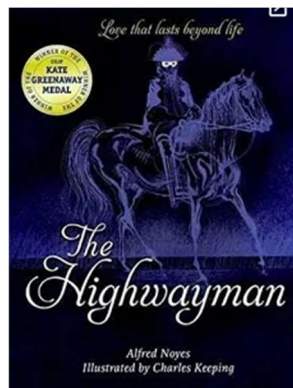


Canaries Class Termly Newsletter



Welcome back to Spring Term 1. We hope that you have all had a wonderful Christmas break. Mrs Gosling and I are excited to welcome the children back to term 2 of the school year. Over the next 6 weeks we will be learning:



Literacy - We will be focusing on a poem called The Highwayman by Alfred Noyes. Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each sentence stacking lesson is organised into three learning chunks following The Write Stuff Fantastics, Boombastics and Grammaristic rainbow. We will be constructing our poem using jigsaw pieces that give a clear sense of all the parts of the writing that constitute the complete poem. Later in the unit, the children will write their own poem, based on Highway Rat by Julia Donaldson, including their own repeated refrain like we see in The Highwayman.

Reading – Canaries will continue to read with an adult on a 1:1 basis throughout each week. Selected children will continue with Literacy Gold throughout the following term. Please could I encourage your child to read at least 3 times a week at home. This helps to strengthen their vocabulary, comprehension and confidence, helping them to become more successful and motivated learners.

Spelling – Spellings will be sent out each week on a Monday. This term the children will be tasked with learning 10 spellings per week, and our spelling test will take place on a Friday. Some children will continue in Mrs Gosling's group learning the high frequency words. A spelling practice sheet will be sent home as normal.

Week 1 focuses on creating nouns using -ity suffix

Week 2 focuses on creating nouns using -ness suffix

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Week 3 focuses on creating nouns using -ship suffix

Week 4 focuses on homophones and near homophones

Week 5 focuses on homophones and near homophones

Week 6 focuses on homophones and near homophones

Week 7 will be an assessment of the terms spellings.

Maths – This term, our year 5 children will be focusing on fractions following the White Rose Maths scheme, in line with the National curriculum. We will learn to find equivalent fractions, convert, recognise, compare, add and subtract fractions.

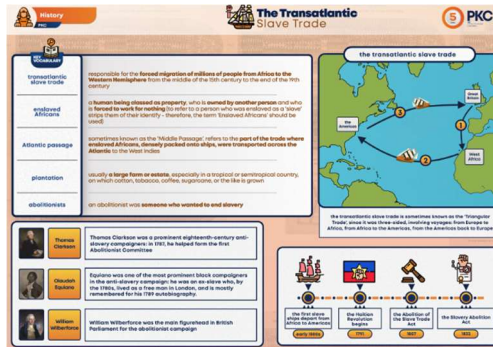


Science – Canaries will be learning about living things and their habitats. Our sequence of lessons is as follows:

1. Life Cycles of Plants and Animals in our Local Area.
2. Life Cycles of Mammals and Amphibians.
3. Life Cycles of Insects and Birds.
4. Reproduction in Plants.
5. The Work of David Attenborough and Jane Goodall.

We will be describing the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Moving on to describing the life process of reproduction in some plants and animals.

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The Transatlantic Slave Trade

responsible for the forced migration of millions of people from Africa to the Western Hemisphere from the middle of the 15th century to the end of the 19th century.

is human being treated as property, who is owned by another person and who is forced to work for nothing in order to person who was enslaved and to steal using them of their identity - therefore, the term Transatlantic African should be used.

sometimes known as the 'Middle Passage', refers to the part of the trade where enslaved Africans, already packed onto ships, were transported across the Atlantic to the West Indies.

usually in large farms or estates, especially in a tropical or semitropical country, on which cotton, tobacco, coffee, sugarcane, or the like is grown.

an abolitionist was someone who wanted to end slavery.

Thomas Clarkson was a prominent eighteenth-century anti-slavery campaigner. In 1785, he helped form the first Abolitionist Committee.

Equiano was one of the most prominent black campaigners in the anti-slavery campaign. He was an ex-slave who, by the 1780s, had set up a business in London, and is mostly remembered for his 1789 autobiography.

William Wilberforce was the main figurehead in British Parliament for the abolitionist campaign.

the transatlantic slave trade

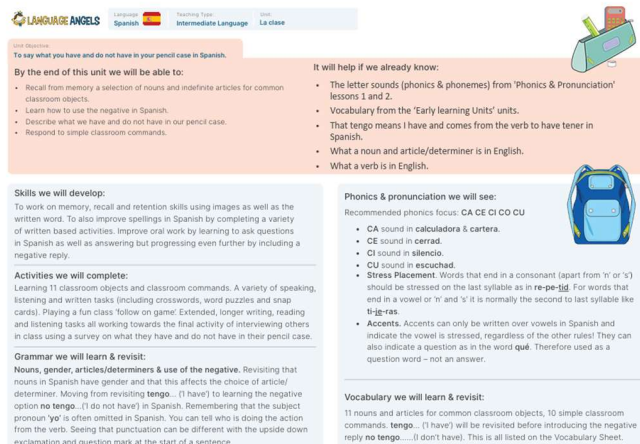
The transatlantic slave trade is sometimes known as the 'Triangular Trade', and it was the most profitable trading system. It was based on Africa, from Africa to the Americas, from the Americas back to Europe.

1. The Middle Passage: Enslaved Africans were transported across the Atlantic Ocean to the Americas.

2. The West Indies: Enslaved Africans worked on plantations in the West Indies, producing sugar and other goods.

3. The Return Passage: Goods from the West Indies were transported back to Europe, completing the triangular trade system.

History – During our history module the children will learn about the Transatlantic Slave trade. By the end of the unit the children will know that the Transatlantic Slave Trade was established to provide slave labour from Africa to work on plantations in the Americas. The ‘middle passage’ or ‘Atlantic passage’ was the journey taken in slave ships from West Africa to America, where enslaved Africans faced horrific conditions. The treatment of enslaved Africans was extremely cruel and the Abolitionists in Britain were campaigners, who tried to persuade Parliament to end the slave trade. In 1807 the slave trade was abolished, and 1833 when slavery was abolished throughout the British Empire.



LANGUAGE ANGELS | Unit Overview | Spanish | Teaching Type: Intermediate Language | La Clase

Unit Objectives
To say what you have and do not have in your pencil case in Spanish.

By the end of this unit we will be able to:

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in Spanish.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

Skills we will develop:
To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.

Activities we will complete:
Learning 11 classroom objects and classroom commands. A variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Playing a fun class 'follow on' game. Extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case.

Grammar we will learn & revisit:
Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner. Moving from revisiting *tengo*, (I have) to learning the negative option *no tengo*, (I do not have) in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early Learning Units' units.
- That *tengo* means I have and comes from the verb to have *tener* in Spanish.
- What a noun and article/determiner is in English.
- What a verb is in English.

Phonics & pronunciation we will see:
Recommended phonics focus: CA CE CI CO CU


- CA sound in *calculadora* & *cartera*.
- CE sound in *cerrado*.
- CI sound in *silencio*.
- CU sound in *escuchad*.
- Stress Placement:** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in *re-pe-tid*. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like *ti-gre-tas*.
- Accents:** Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word *qué*. Therefore used as a question word – not an answer.

Vocabulary we will learn & revisit:
11 nouns and articles for common classroom objects, 10 simple classroom commands: *tengo*, (I have) will be revisited before introducing the negative reply *no tengo*, (I don't have). This is all listed on the Vocabulary Sheet.

Spanish – Canaries will be learning about La Clase (The Classroom) in Spanish. By the end of the unit the children will be able to recall from memory a selection of nouns and indefinite articles for common classroom objects, they will have learnt how to use the negative in Spanish and will be able to describe what we have and do not have in our pencil case. We will also be looking at responding to simple classroom commands.

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Unit: 5.1 Coding
Learning intention: To design and create efficient programs using sequence, selection, repetition and variables.



Simulating a physical system

observe the system → decomposition → create the algorithm → code, test, debug

decomposition: break down a task into components

abstraction: removing unnecessary details

repetition → sequence

Functions

Simplifying for efficiency

original code → simplified code

Simplified code runs faster and uses less processing memory, it is said to be more efficient.

Variables

variable value
variable name

- The value can be changed in the code.
- Values are only stored while the program is running.
- Values should be initialised when the variable is created to prevent errors.

What value for myString4 would make sense?

2 simple

Computing - In computing our focus will be coding. The coding lessons are structured around the PRIMM approach:

Predict - what this code will do

Run- the code to check your prediction

Investigate - trace though the code to see if you were correct

Modify - the code to add detail, change actions/outcome

Make - a new program that uses the same ideas in a different way.

We will begin to simplify code, create playable games, understand what a simulation is, program a simulation and to know what decomposition and abstraction are in computer science.

P.E – This term the children will be swimming. P.E will take place on a Wednesday morning at St James Swimming pool, the children will be walking to and from the swimming pool so please encourage your child to wear a coat especially as it is still the winter period. Please ensure that your child comes into school with their swimming kit, hair is tied back and earrings removed. Normal P.E kit is to be worn throughout the school day, black joggers/shorts, white t-shirt and a black jacket.

Thank-you for your continued support.

Mrs Bussey and Mrs Gosling.

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