



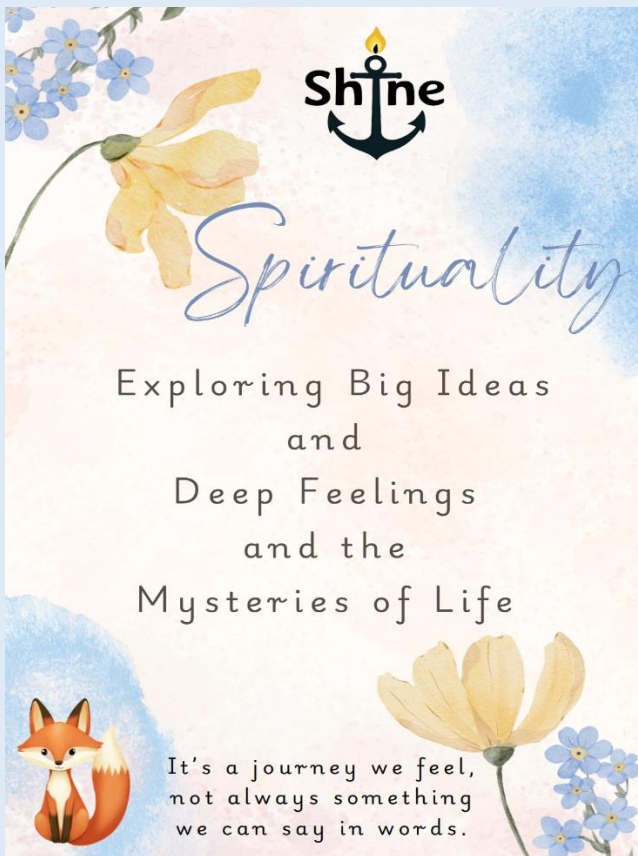
Foxes Class Newsletter September 2025



Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

Welcome to The Foxes Class

I am delighted to welcome you all back to school and into Foxes Class for a new and exciting term ahead. This year promises to be full of challenge, curiosity, and creativity, as we work together to explore big questions, develop new skills, and grow as individuals and as a class community.



As always, our Christian distinctiveness and spirituality will be at the heart of our learning.

Every half term, each class has its own memory verse, and for Foxes we will be reflecting on the words from Proverbs 21:15: "When justice is done, it brings joy to the righteous but terror to evildoers." This verse links closely to our history topic for the term: Were the Vikings raiders, traders, or something else? As we investigate the lives and choices of the Vikings, we will consider themes of justice, fairness, and how actions have consequences – ideas that still shape our world today.

We begin the year with our whole-school Values Week, where we will reflect on the Christian values that guide us in letting our light shine. Our focus will be on the story of Joseph and his colourful coat, exploring how resilience, forgiveness, and faithfulness enabled him to stay true to God's plan, even in difficult times. Through this story, we will think about how we too can be the best version of ourselves and use our gifts to serve others.

I am very much looking forward to all the learning and discoveries we will share together this term.



P.E. will now take place on **Tuesday mornings** and will be taught by the expert coaches from Fitt4Kids Coaching. On this day, children should come to school dressed in their P.E. kit: blue or black jogging bottoms or shorts, their school P.E. T-shirt, and a school jumper or hoodie.



Water Bottles

It's important that all children bring a named water bottle to school every day. To help keep everyone healthy and hydrated, bottles should be filled with **water only** - no squash or juice, please.

We kindly ask that every item your child brings to school is clearly labelled. With so many similar items in class, this makes it much easier to keep track of belongings and ensures nothing goes missing. To keep classrooms clutter-free, we also ask that children only bring their reading book to school each day, as all stationery and other learning resources are provided.



Dates for your Diary

Monday 8th September; Meet the teacher 2.45pm

Thursday 11th September; Bell Boating practise day

Monday 29th September; BFG workshop

Monday 6th / Tuesday 7th October; Parent consultations 3:30-6:00

Tuesday 21st October; Harvest Festival - St Andrew's Church at 9am

Thursday 22nd October; Bell Boating regatta



Class Dojo

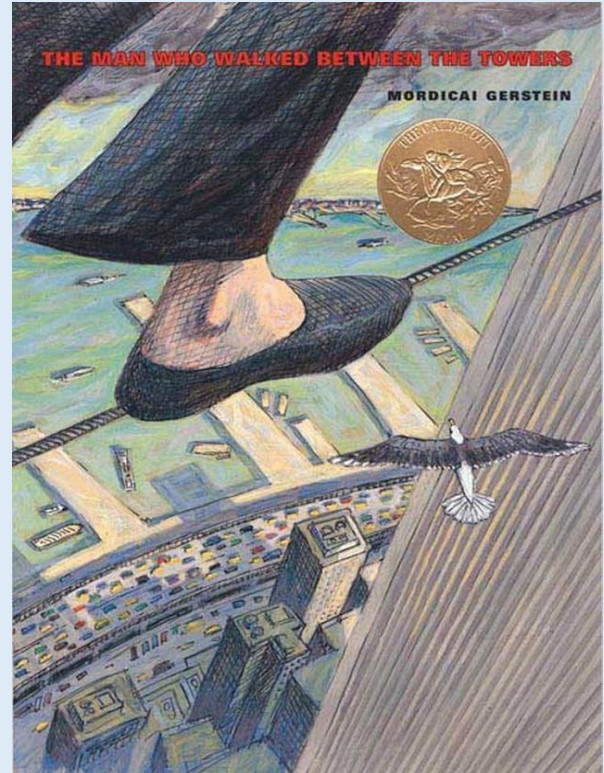
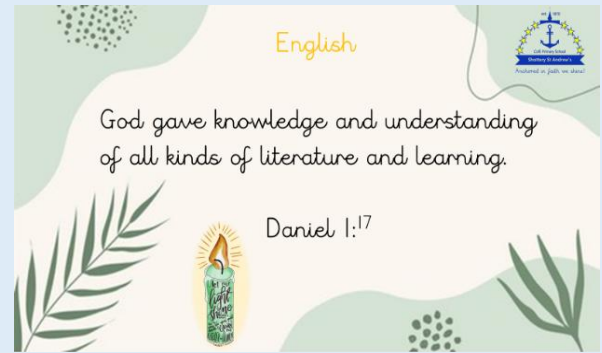
We will continue to use Class Dojo as a way of celebrating the children's efforts and achievements in Foxes Class. Dojo points are awarded for positive learning behaviours such as resilience, teamwork, and kindness, as well as for living out our Christian values. You can also use Class Dojo to keep up to date with class news and celebrations, so please do check in regularly.

Further information about school life can be found on our website and don't forget to look out for the school's weekly newsletter, which is sent out every Friday.

www.shotterystandrewsprimary.org.uk

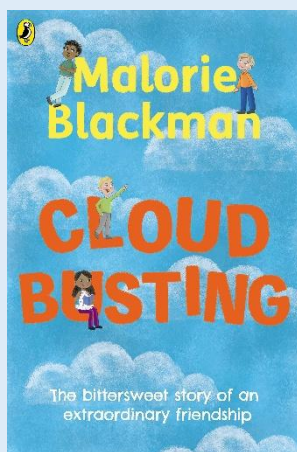
English

This term, our writing will be inspired by *The Man Who Walked Between the Towers* by Mordicai Gerstein, which tells the true story of Philippe Petit's daring tightrope walk between the Twin Towers in 1974. Our main focus will be writing to inform, with the children working towards producing a detailed biography of Philippe Petit as the key outcome. Alongside this, they will also develop their skills in writing to discuss and writing to persuade. Through diary entries, persuasive letters of advice, news reports, and courtroom speeches, the children will consider different viewpoints, weigh up arguments, and explore how language can be used to influence or justify. These shorter pieces will prepare them to write a well-structured and engaging biography of Petit. To finish the unit, each child will then choose an important figure who inspires them and apply everything they have learnt to write their own independent biography.



Reading is an essential part of your child's learning, and we encourage all children to take every opportunity to read daily, so they can participate in Accelerated Reader quizzes and continue to develop their skills. Certificates for Million Word Readers are celebrated during our Monday collective worship, so please support your child by encouraging regular reading at home.

In Year 5/6, reading books can be changed whenever the children need them to be refreshed. At school, children will take part in whole-class reading sessions using VIPERS twice weekly; one session focuses on the class text, while the other supports cross-curricular learning.



For our Read for Pleasure focus, we are enjoying *Cloudbusting* by Malorie Blackman. This story, explores themes of hope, imagination, and the special bond between a father and son. Through *Cloudbusting*, children are invited to reflect on deeper questions about trust, family, and the beauty of creation, linking to our school's Christian values and focus on spirituality.

In Year 5/6, spellings complement writing as lessons are taught through contextualised spelling sessions. These include open-ended investigations, opportunities to practise, and ways to apply spellings in meaningful, purposeful contexts—often linked to other areas of the curriculum. Where relevant, we also provide suggestions for extending these investigations at home, so children can continue to develop their spelling skills outside school. Alongside this, we focus on the statutory Year 5 spelling list to ensure children master key words essential for confident and effective writing.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

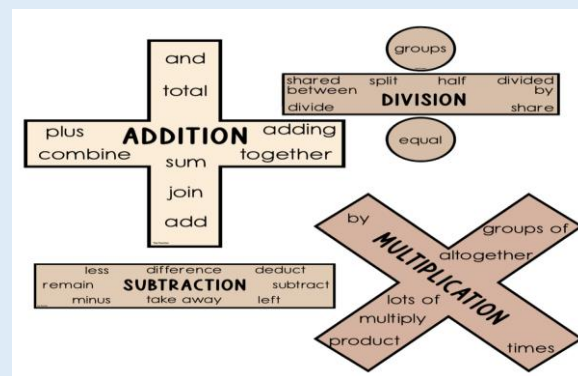
Alongside our work on reading and spelling, a key focus in English this term is on developing children's oracy skills. Oracy is the ability to communicate effectively through spoken language—listening carefully, speaking clearly, and being able to share ideas with confidence. Strong oracy skills are essential, not only for success in English, but across the whole curriculum, helping children to reason, debate, and explain their thinking.

In class, pupils will have regular opportunities to practise oracy through discussions, role-play, drama, presentations, and debates. They will learn how to build on each other's ideas, ask thoughtful questions, and use subject-specific vocabulary with increasing accuracy. By rehearsing and refining their spoken language, children also strengthen their writing, as they learn to organise and structure ideas effectively.

Oracy also links closely to our Christian values. By learning to listen attentively and respect different viewpoints, children develop empathy and compassion. Speaking with confidence allows them to share their own thoughts, beliefs, and reflections, supporting their spiritual growth and sense of belonging in our school community.

Maths

In Year 5/6, maths is taught in line with White Rose Maths and Mastering Number, providing a rich and varied approach to developing mathematical understanding. Lessons include direct instruction, collaborative problem-solving, and practical, hands-on activities. Children are encouraged to explain their reasoning, discuss different approaches with peers, and make connections across mathematical concepts, helping to deepen their understanding and build confidence.




This term, our focus will be on place value and the four operations (addition, subtraction, multiplication, and division). Through these topics, children will strengthen their fluency, develop problem-solving skills, and apply their learning in both familiar and real-life contexts.

Each morning, as soon as the gate opens, children will practise their arithmetic skills through Fluent in Five. This is a short, focused activity that helps to consolidate key number facts, build speed and accuracy, and develop confidence in mental calculation. Regular participation is important, so we encourage your child to be in school on time to make the most of this valuable learning opportunity.

At the start of each afternoon, children will also practise rapid reasoning, problem-solving questions, allowing them to apply their mathematical skills in different contexts, develop reasoning strategies, and deepen their understanding of concepts learned earlier in the day.

In line with our school's Christian ethos, we also aim to nurture children's spiritual development through maths by encouraging awe and wonder in patterns, sequences, and the logic of numbers: their learning.

A. $347 \times 6 =$	B. $67 \times 23 =$	Fluent in Five CHALLENGE Could you try a mental method first then check your answer using a formal written method?
C. $\frac{1}{8} + \frac{6}{8} =$	D. $11 \times 25 =$	
E. $\frac{2}{5} \times 3 =$		
What time is it? Your answer needs to use the 24hr clock? 	A. $347 \times 6 =$	B. $9,832 + 124,866 =$
	C. $6\frac{1}{3} + 1\frac{2}{3} =$	D. $3.43 \times 3 =$
	E. $\frac{2}{5} \times 3 =$	

Science

This term, our science focus is on Materials and Their Properties, with a particular emphasis on mixtures and solutions. Children will learn how to define and identify mixtures, explore how they can be separated using processes such as sieving, filtering, dissolving, and evaporating, and understand when each method is most effective. They will also investigate factors that affect how quickly substances dissolve, including the role of temperature.



As part of our working scientifically skills, pupils will be developing their ability to plan and carry out fair tests, decide which variables to change and measure, and select appropriate methods for recording and presenting their results. They will also be encouraged to ask their own testable questions, carry out research, and draw clear, annotated diagrams to explain their ideas.

Mixtures: a **mixture** forms when two or more substances are mixed and remain present. The different parts of a mixture can be separated. Some examples are air, sand, gunpowder, fizzy drinks, soil and seawater.

Sieving: used to separate mixtures of solids which are different sizes, such as soil. A series of **sieves** with increasingly small holes separate out the particles from largest to smallest.

A diagram illustrating the sieving process. On the left, a vertical arrow points downwards, labeled "larger holes" at the top and "smaller holes" at the bottom. To the right of the arrow are four sieves stacked vertically. Above each sieve is a cluster of particles of a specific size. The largest particles are above the sieve with the largest holes, and as the particle size decreases, the sieves have progressively smaller holes. The smallest particles are above the sieve with the smallest holes.

A diagram showing a hand holding a blue and red magnet over a petri dish. The magnet is attracting red iron filings from a mixture of yellow sand and iron filings. Labels include "magnet", "iron filings", and "sand".

Magnets: used to separate mixtures of solids where the particles are similar sizes (so sieving is not practical) and one of the substances is **magnetic**, such as iron.

A photograph showing a close-up view of sand particles under a microscope. The particles are irregularly shaped and vary in size. The caption below reads "sand under a microscope".

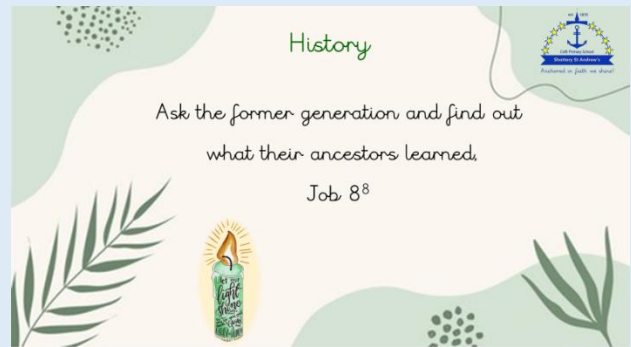
Filtering: used to separate mixtures containing a liquid and undissolved solids, such as sand and water. The mixture passes through a **filter** or **filter paper**. The gaps in the filter are small enough to let the liquid through but not the solid.

A diagram of a filter funnel containing a filter paper. The funnel is placed over a beaker. A mixture of sand and water is being poured into the funnel. The water is passing through the filter paper into the beaker, while the sand is trapped on top of the filter paper. Labels include "sand" and "water".

By learning about mixtures and solutions, pupils not only grow in scientific knowledge but also in values such as curiosity, perseverance, and responsibility—thinking carefully about how materials are used and reused in everyday life. These lessons encourage children to recognise the beauty and purpose woven into the world around us, supporting their spiritual development alongside their scientific understanding.

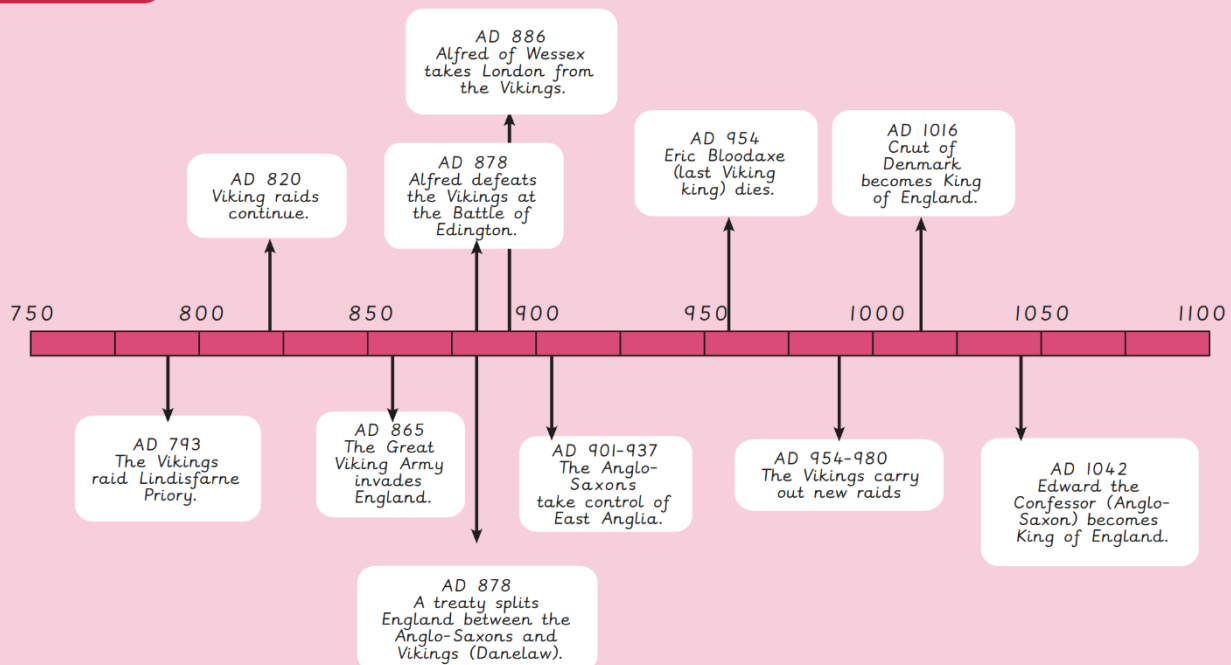
History

This term, our history learning will focus on the Vikings. Pupils will explore where the Vikings came from, why they invaded Britain, and the impact they had on the communities they encountered. They will learn to sequence events, considering their significance for different groups of people, and examine a range of historical sources to find evidence and make inferences about Viking life.



Children will also investigate Viking trade routes and understand why these were so important for travel, exploration, and the exchange of goods and ideas. They will explore the differences between Viking sagas and reflect on how stories help to pass down culture and values through generations. Finally, pupils will evaluate the impact of Viking achievements and consider how these have shaped our world today.

Timeline



In line with our Christian ethos, this unit encourages children to think about community, perseverance, and respect for different cultures. By studying the Vikings, they will reflect on both conflict and cooperation in history, developing a deeper understanding of how human choices—past and present—can build up or break down communities. This allows pupils to grow not only in historical knowledge, but also in wisdom and

R.E.

In RE this term, our enquiry question is "What might it mean to live well?". Children will explore this concept by looking at a range of worldviews, both religious and non-religious, and considering what it means to live a good life.

Through this unit, pupils will learn that people can show their worldview through rituals and that many traditions are rooted in the Golden Rule—treating others as you would like to be treated—though this is lived out in different ways. We will consider how Dharmic traditions describe *dharma* as the righteous path, how in Sikhism the Gurus (including Guru Nanak and the Guru Granth Sahib, the living Guru) inspire followers to live well, and how in Islam the life and teachings of Prophet Muhammad guide Muslims to live a good life through the *Sunnah* and *Hadith*. Pupils will also reflect on how non-religious people might still use prayer or reflection as part of their worldview.

By engaging with these perspectives, children will practise asking big questions, thinking deeply, and respecting diverse beliefs. This work links to our school's Christian ethos, as we encourage pupils to reflect on how the teachings of Jesus guide us in living well—through love, compassion, and service to others. RE lessons therefore nurture not only knowledge and understanding, but also spiritual curiosity, as children consider what it means to live a meaningful life.

