



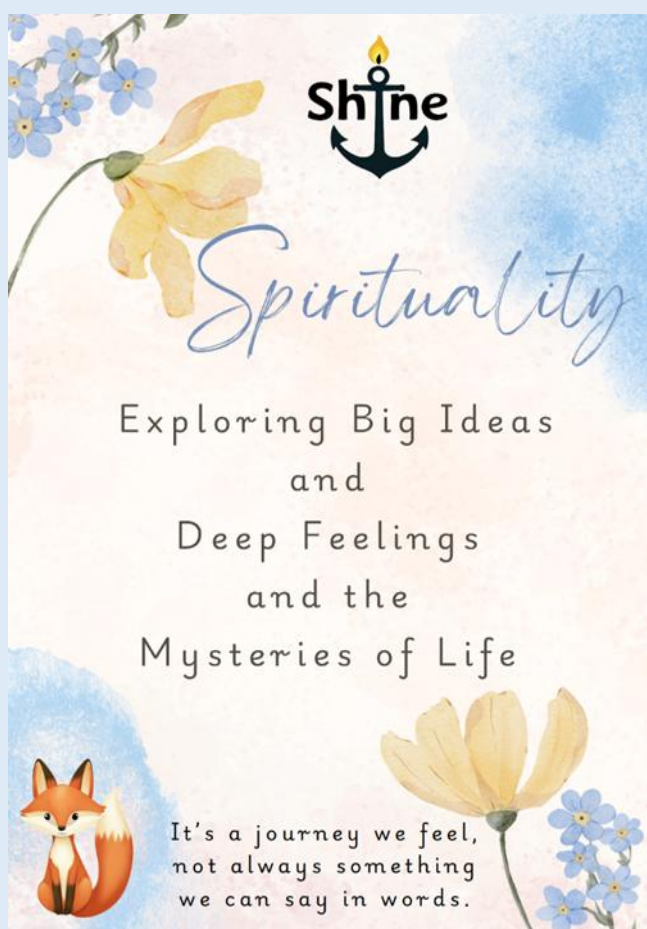
Foxes Class Newsletter November 2025



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

Welcome back to Foxes Class for the second half of our Autumn term!

It's hard to believe how much we've already accomplished together, and I'm so proud of the enthusiasm and determination the children have shown so far. This half term brings even more opportunities to explore big ideas, deepen our understanding, and continue growing as confident, curious learners.



As always, our Christian distinctiveness and spirituality will remain central to all that we do in Foxes Class.

This half term, we will be reflecting on the words from Psalm 95:4: "In his hand are the depths of the earth, and the mountain peaks belong to him." This verse reminds us of God's sovereignty over creation and invites us to reflect on the awe and wonder of the natural world. It connects closely with our new Geography focus: "What is life like in the Alps?" As we study the physical landscape, climate, and ways of life within this mountain region, we will consider how human communities adapt to and live alongside the natural world. Our learning will encourage us to recognise the beauty and diversity of God's creation, reflect on our responsibility to care for it, and explore how a sense of spirituality can be found in the majesty and stability of the mountains themselves.

As we progress through this half term, we will continue to uphold and reflect on our Christian values, demonstrating kindness, respect, and compassion in all that we do. We are also looking forward to participating in a Christingle service at Coventry Cathedral, a special opportunity to join together in worship and reflect on the light of Christ and the hope it brings to our lives and communities.



P.E. will 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

Tuesday 9th December - KS2 to Coventry Cathedral Christingle Service

Wednesday 10th December - KS2 Christmas dinner at The Bell

Wednesday 17th December - Christmas Carol Service in Church - 9:00am

Thursday 18th December - KS2 trip to The BFG at the RSC 7:00pm

Friday 19th December - Christmas Jumper Day/ Last day of term



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

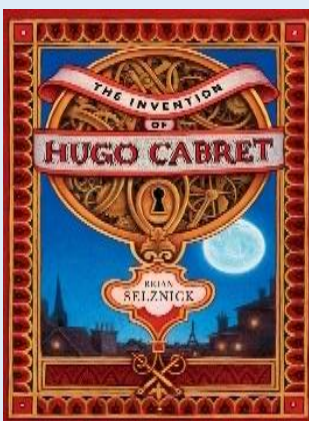
This half term, our English learning will be inspired by *Rumaysa*, the debut novel by Radiya Hafiza, which offers a fresh and imaginative twist on the classic fairy tales of Rapunzel, Cinderella and Sleeping Beauty. Set within an authentic Islamic world, these reimagined tales explore powerful themes such as friendship, kindness, resilience and grief. *Rumaysa* herself is a strong and empowering role model whose actions challenge readers to consider the importance of courage, justice and compassion.

Our main writing focus will be writing to entertain, with pupils working towards creating their own reimagined fairy tale prequel that explores the backstory and motivations of a chosen character. Alongside this, they will continue to develop their skills in writing to inform and writing to persuade through a range of shorter pieces, including character fact files, advice letters and persuasive speeches.

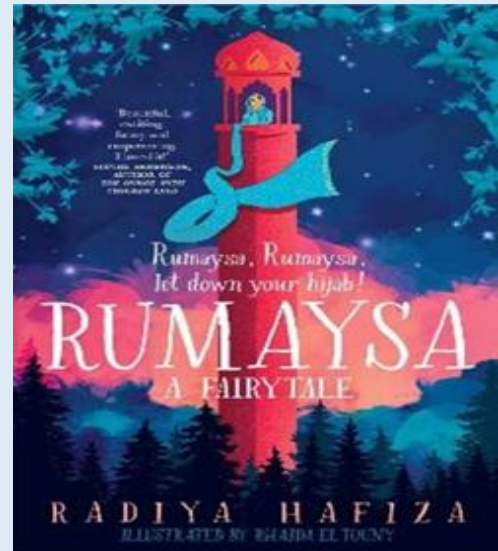
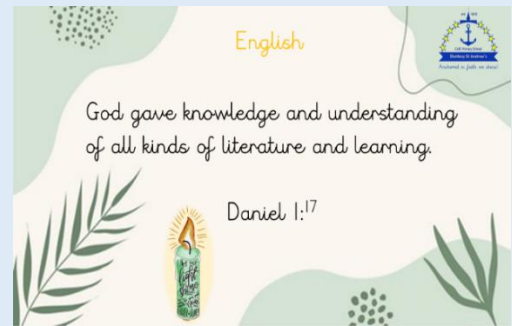
Through this unit, pupils will not only build their creativity and confidence as writers but also engage with deeper spiritual themes, reflecting on how stories can help us explore values, question assumptions and consider how we can each contribute positively to the world around us.

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 will be exploring *The Invention of Hugo Cabret* by Brian Selznick – a beautifully illustrated novel telling the captivating story of a young boy living alone in a Paris train station. This magical tale explores themes of resilience, hope, friendship and creativity. As pupils journey with Hugo to uncover secrets from the past, they will reflect on purpose, perseverance and how our unique gifts can bring light into the world, linking closely to our school's Christian values and focus on spirituality.



In Year 5/6, spelling is taught as an integral part of the writing curriculum through carefully structured, contextualised sessions. These include open-ended investigations, focused practice, and opportunities to apply new learning in meaningful and purposeful contexts, often linked to wider areas of the curriculum. Where appropriate, we also provide suggestions for extending this learning at home, enabling pupils to continue developing their spelling skills beyond the classroom. Alongside this, we place a strong emphasis on the statutory Year 5/6 spelling list, ensuring pupils secure the key vocabulary necessary for confident, accurate and sophisticated 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	

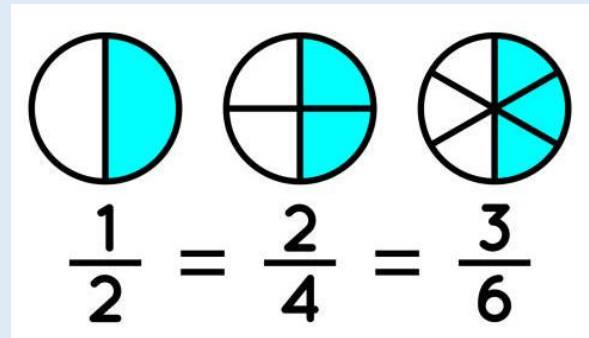
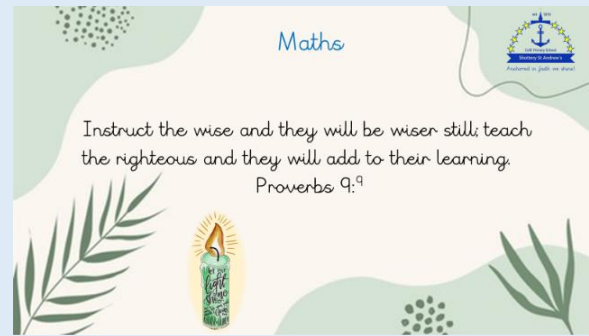
Alongside our work on reading and spelling, a key focus in English this term is the development of pupils' oracy skills. Oracy - the ability to communicate effectively through spoken language - involves listening attentively, speaking clearly, and sharing ideas with confidence. Strong oracy skills are essential not only for success in English but across the wider curriculum, enabling pupils to reason, debate and articulate their thinking with clarity and precision.

In class, pupils will have regular opportunities to practise and refine their oracy through a range of purposeful activities, including discussions, role-play, drama, presentations and debates. These experiences will help them to build on one another's ideas, ask thoughtful questions, and use subject-specific vocabulary with increasing fluency and accuracy. As they develop their spoken language, pupils will also enhance their writing, learning how to structure and organise their ideas more effectively.

Oracy is also closely linked to our Christian values and our focus on spirituality. Through active listening and the respectful exchange of differing viewpoints, pupils cultivate empathy, compassion and understanding. Speaking with confidence enables them to express their own thoughts, beliefs and reflections, supporting their spiritual growth and fostering a strong sense of belonging within 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 developing a deep understanding of fractions before moving on to an introduction to long multiplication and division. Through these topics, children will strengthen their fluency, build confidence in problem-solving, 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.

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.

A. $345 \times 13 =$	B. $9 \times 12 =$	Fluent in Five CHALLENGE Could you try a mental method first then check your answer using a formal written method?
C. $900 \div 300 =$	D. $9,132 + 1,584 =$	
E. $2^2 =$		

What time is it? Your answer needs to use the 24hr clock? 	A. $? \times 100 = 67,432$	B. $345 \div 13 =$
	C. $\frac{1}{3} \times \frac{1}{3} =$	D. $6.53 + 1.34 =$
	E. $91.32 + 15.84 =$	F. $2^3 =$

Number Talk Mental Maths



Counting and Multiplication

- How many cupcakes are there altogether?
- Can you tell me multiplication sentence to show how many there are in total?
- Can you tell me a repeated addition sentence to show how many there are in total?

CHALLENGE
Division and Sharing (Real-World Context)
There are 34 pupils in the class.

- If you share them equally, how many cupcakes will each person get?
- How many will be left over?
- What could you do with the extras to make the sharing as fair as possible?

In line with our school's Christian ethos, we also aim to nurture children's spiritual development in maths by inspiring a sense of awe and wonder at the beauty of patterns, sequences, and the logical order within numbers.

Science

This term, our science focus is on exploring the properties of everyday materials and understanding reversible and irreversible changes. Children will investigate key properties such as hardness, transparency, and thermal and electrical conductivity, and consider how these properties influence the way materials are used in everyday life. They will also learn to demonstrate, identify, and describe changes that are reversible, such as melting and freezing, as well as irreversible changes, like burning and rusting.



As part of developing their working scientifically skills, pupils will plan and carry out investigations with increasing independence. They will learn to evaluate the reliability of tests, such as those measuring hardness, and to present their findings clearly by drawing tables of results and writing detailed, well-organised methods. They will use their prior knowledge to make informed predictions, measure accurately in centimetres, and analyse observations, for example when exploring rusting, to support reasoned conclusions.

A **reversible change** is when a material is changed but can be easily reverted to its original state.

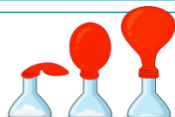
An **irreversible change** occurs when a material is changed but cannot be easily reverted to its original state. New materials are produced in the process.

Dissolving is a reversible change because the dissolved substance can be reclaimed by evaporating the liquid.



Burning is an irreversible change in which a material is burned and makes new products.

Mixing vinegar and bicarbonate of soda is an irreversible change. A new product (a gas) is formed which causes fizzing.



Rusting is an irreversible change in which iron makes **rust** when exposed to **water and air (oxygen)**.



Changes of state are all examples of reversible changes because heating or cooling the substance will change it back to its original state.



solid

melting



freezing



liquid

evaporating



condensing



gas

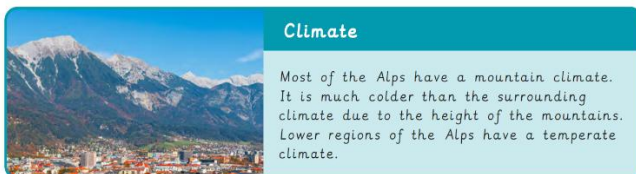
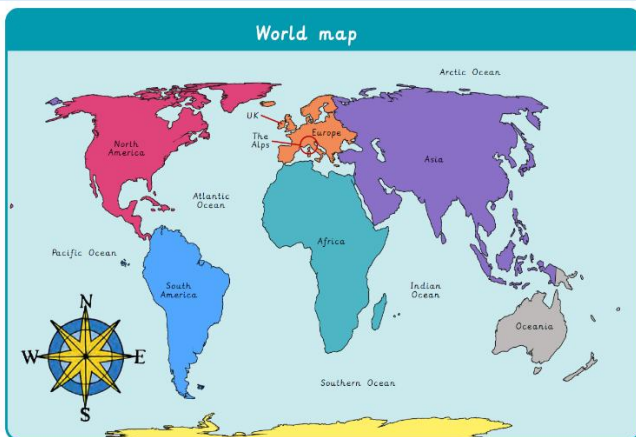
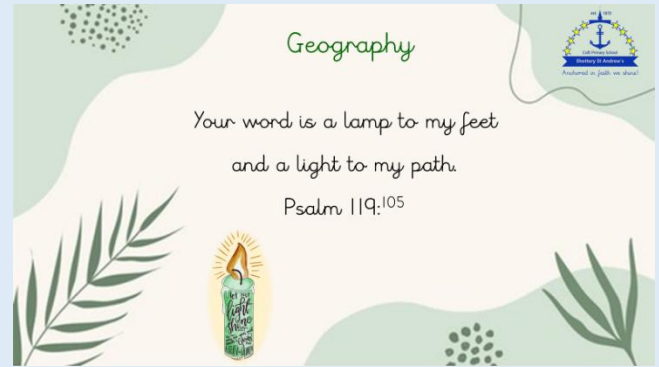
Through this unit, pupils not only deepen their scientific understanding but also develop important values such as curiosity, perseverance, and responsibility. By considering how materials are used, changed, and reused, and by recognising the beauty and purpose woven into the material world, children's spiritual development is nurtured alongside their scientific learning.

Geography

This term, our geography learning will focus on the enquiry question "What is life like in the Alps?" Pupils will explore this fascinating European mountain region, developing their geographical skills and deepening their understanding of how physical and human features shape the lives of people who live there. They will use maps, atlases, globes, and digital mapping tools to locate the Alps and identify the countries, major cities, and key physical features within the region. Children will also use longitude and latitude to reference locations accurately and interpret information at a range of scales.

Through this unit, pupils will investigate the climate, biomes, and vegetation belts of the Alps and compare them with other environmental regions. They will explore how the mountain landscape influences trade, land use, tourism, and settlement, and how life in the Alps differs from life in the UK. Children will also learn how the region has changed over time due to both natural processes and human activity, and consider how issues such as climate change are affecting the Alpine environment today.

Practical geographical skills will be developed throughout the topic, including using scale bars to calculate distances, interpreting keys on maps, making sketch maps, and following routes using Ordnance Survey symbols. Pupils will learn to ask and investigate their own enquiry questions, supporting them to think critically about the connections between people, place, and environment.



Climate

Most of the Alps have a mountain climate. It is much colder than the surrounding climate due to the height of the mountains. Lower regions of the Alps have a temperate climate.



Mont Blanc is the highest mountain in the Alps.

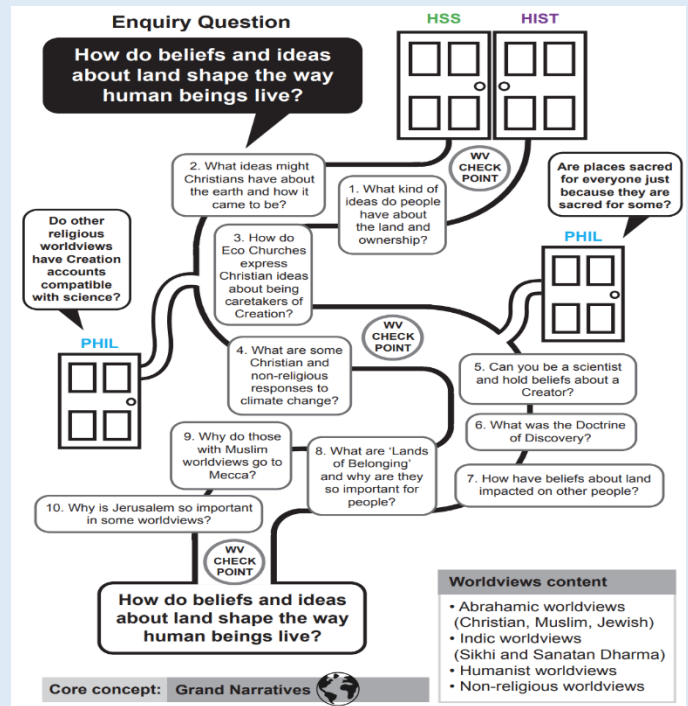
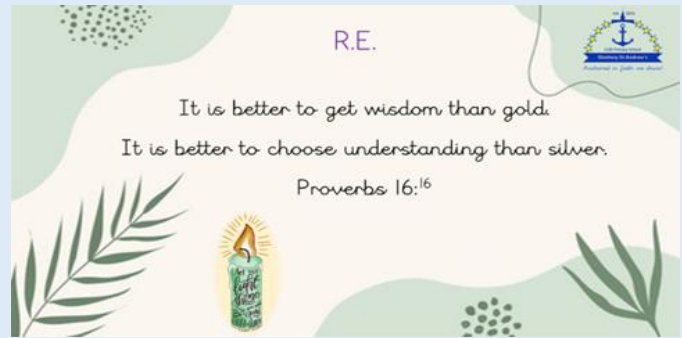


Popular activities in the Alps include skiing, hiking and sightseeing

In line with our school's Christian ethos, this unit encourages pupils to reflect on stewardship, responsibility, and global community. By exploring what life is like in the Alps, children will develop not only their geographical knowledge and enquiry skills but also a deeper sense of empathy, respect, and responsibility for

R.E.

This term in RE, our enquiry question is “What might it mean to live well?” Pupils will explore this concept through a range of religious and non-religious worldviews, considering how different beliefs and practices guide people in living a good and meaningful life. They will examine how the *Hadith* and the example of Prophet Muhammad inspire Muslims to live well, and why prayer plays such an important role in many religious traditions as a way to express belief, seek guidance, and shape daily life. Children will also reflect on how non-religious people may use reflection or meditation as part of their worldview and explore the sources of morality for Humanists, such as reason, empathy, and human welfare.



Later this term, we will begin a new unit exploring the question “How do beliefs and ideas about land shape the way human beings live?” Pupils will investigate how different worldviews influence the way people view, use, and care for the land. They will explore beliefs about creation, ideas about land ownership and stewardship, and how people from different traditions respond to challenges such as climate change. Children will also consider how sacred places and ideas of belonging shape relationships with the land and examine how beliefs and actions have impacted societies throughout history.



In line with our school's Christian ethos, both enquiries encourage pupils to reflect on values such as respect, responsibility, and community, helping them to understand how people's beliefs—past and present—shape the ways we live and the choices we make.