



Foxes Class Newsletter January 2026

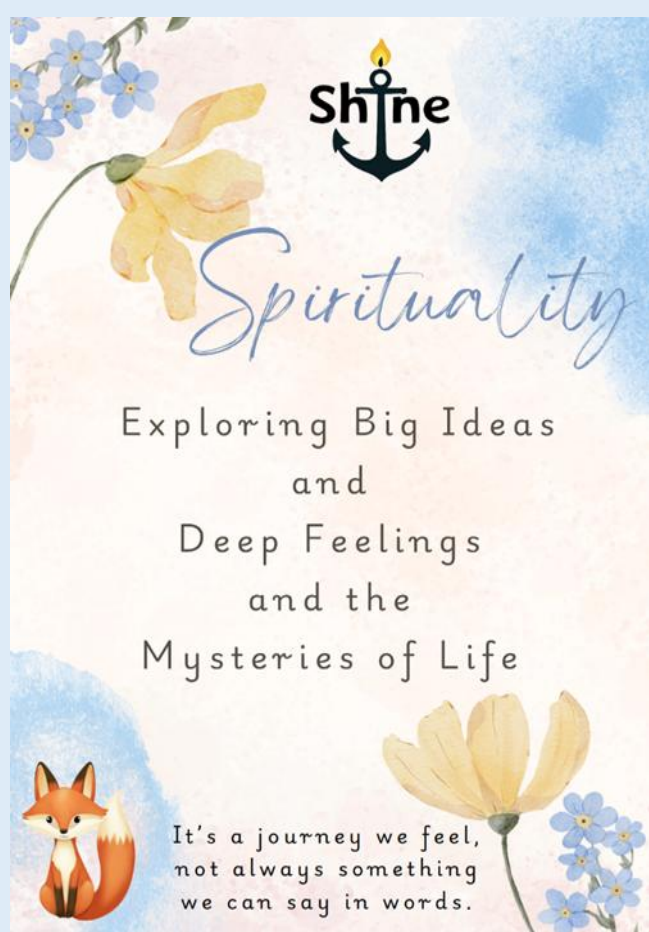


Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

Happy New Year

Welcome back to Foxes Class for the Spring Term!

We hope you all enjoyed a peaceful and joyful Christmas break. It has been wonderful to welcome the children back to school and see how positively they have settled into the new term. They have returned with enthusiasm and focus, and we are excited to continue our learning journey together as we begin the spring term.



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Our Christian values and spirituality will continue to be at the heart of life in Foxes Class. This term, we will be reflecting on the words from James 2:5, "Has not God chosen those who are poor in the eyes of the world to be rich in faith?" As we explore our History topic, "What was life like in Tudor England?", the children will consider how people's lives were shaped by wealth, power, and social status, and reflect on how God values every individual equally. This learning will encourage pupils to think about fairness, empathy, and justice, and to recognise that true richness is found not in possessions, but in faith, kindness, and compassion.

Alongside this, our whole-school collective worship this term will focus on the Christian value of **courage**. The children will be encouraged to reflect on what it means to be courageous – whether that is standing up for what is right, showing perseverance in challenging situations, or supporting others. These reflections will help pupils make meaningful links between their learning, their faith, and the choices they make in their daily lives, as they continue to grow spiritually and personally.



P.E. will continue to 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 6th January - Children return to school

Friday 6th February - NSPCC Number Day - Dress up for digit

Monday 9th February - Children's Mental Health Week

Tuesday 10th February - Safer Internet Day

Friday 13th February - Break up for half 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

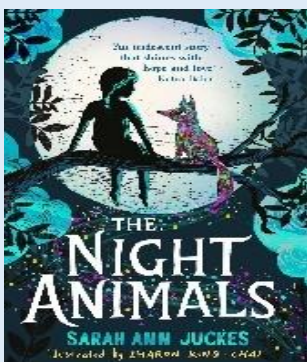
This half term, our English learning will be inspired by *Curiosity: The Story of a Mars Rover* by Markus Motum, a beautifully illustrated non-fiction text that tells the real-life story of the Mars rover and its incredible mission to explore the Red Planet. Through this text, pupils will learn how information can be communicated clearly, engagingly, and accurately, while developing their understanding of scientific discovery, exploration, and human curiosity.

Our main writing outcome will focus on writing to inform, with pupils creating an expanded explanation for a brand-new rover. They will design and describe their own rover, explaining its purpose, features, and how it would help scientists explore new environments. As a secondary writing outcome, pupils will also write a news report, informing readers about a significant moment in a rover's mission, developing skills in factual reporting, organisation, and appropriate tone.

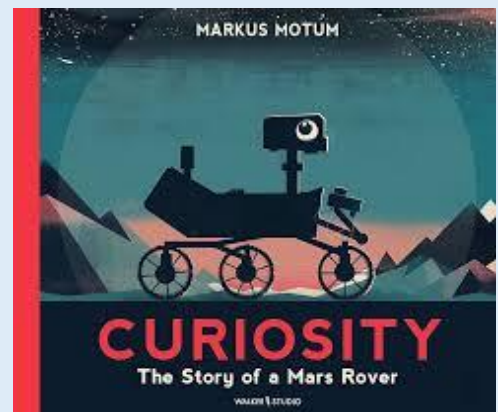
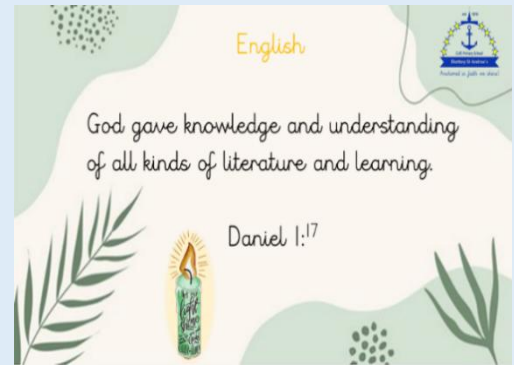
Through this unit, pupils will not only strengthen their non-fiction writing skills but also reflect on deeper spiritual themes, such as wonder, perseverance, and humanity's desire to explore and understand the unknown. The text encourages pupils to think about curiosity as a gift, inspiring awe at creation and prompting questions about our place in the universe.

Reading plays a vital role in your child's learning, and we encourage all children to read daily whenever possible. Regular reading helps pupils develop fluency and comprehension and enables them to take part in Accelerated Reader quizzes. We also celebrate Million Word Reader achievements during our Monday collective worship, so thank you for supporting your child by encouraging regular reading at home.

In Year 5/6, reading books can be changed as often as needed to keep children engaged and motivated. In school, pupils take part in whole-class reading sessions twice a week using the VIPERS approach: one session focuses on the class text, while the other supports reading across the wider curriculum.



For our Read for Pleasure focus, we will be reading *The Night Animals* by Sarah Ann Jukes, a thoughtful and atmospheric novel exploring fear, courage, and friendship. As the characters learn to face the darkness rather than hide from it, pupils will reflect on inner strength, hope, and the importance of supporting one another. The story links closely to our focus on spirituality, encouraging children to consider how courage, compassion, and faith can help us overcome challenges.



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.

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	

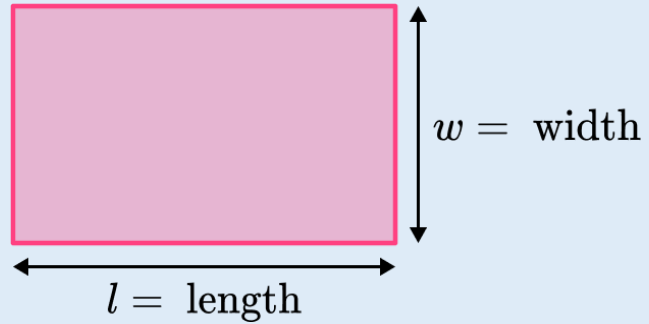
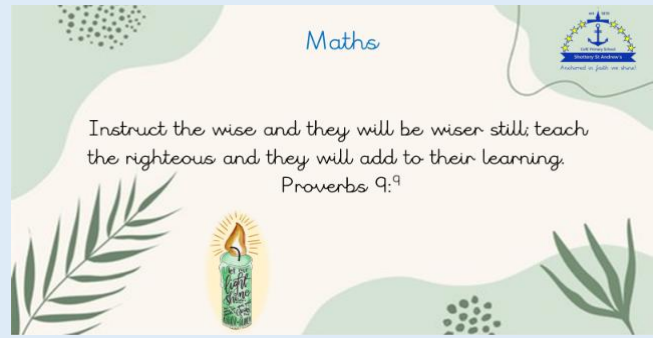
Alongside our continued work on reading and spelling, a key focus in English this term is developing pupils' **oracy skills**. Oracy refers to the ability to communicate effectively through spoken language, including listening carefully, speaking clearly, and sharing ideas with confidence. These skills are essential not only in English, but across the wider curriculum, enabling pupils to explain their thinking, take part in meaningful discussions, and engage thoughtfully with their learning.

In class, children will have regular opportunities to develop their oracy through purposeful activities such as group discussions, role-play, drama, presentations, and debates. These experiences support pupils in building on one another's ideas, asking thoughtful questions, and using subject-specific vocabulary accurately. As their spoken language develops, pupils also become more confident in organising and expressing their ideas in writing.

Developing oracy links closely to our whole-school collective worship focus on the Christian value of **courage**. Pupils are encouraged to show courage by speaking in front of others, sharing their views respectfully, and listening openly to different perspectives. Through both classroom learning and collective worship, children learn that using their voice thoughtfully – whether to ask questions, stand up for what is right, or express their beliefs – is an important part of personal and spiritual growth, helping them to feel confident, valued, and part of our school community.

Maths

In Year 5/6, maths is taught in line with White Rose Maths and Mastering Number, offering a broad and engaging approach to developing mathematical understanding. Lessons combine clear teacher input with collaborative problem-solving and practical, hands-on activities. Pupils are encouraged to explain their reasoning, share different strategies, and make connections between concepts, helping to deepen understanding and build confidence in maths.



This term, our maths learning will focus on multiplication and division, followed by length and perimeter. Through these topics, pupils will develop fluency, strengthen their problem-solving skills, and apply their understanding in both familiar and real-life contexts, building confidence and accuracy as they progress.

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?

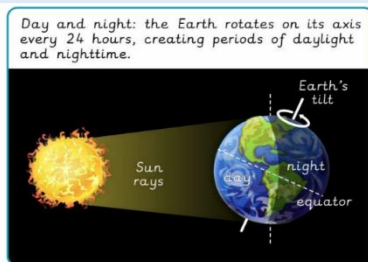
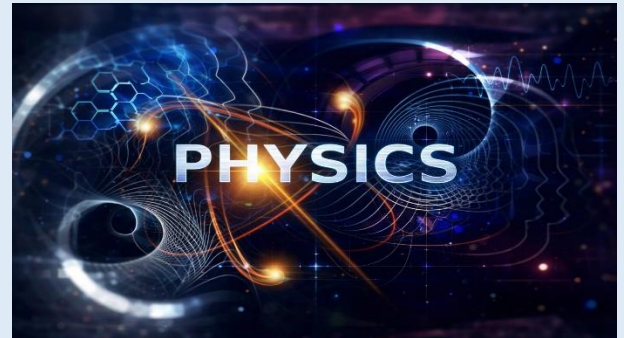
CHALLENGE
Division and Sharing (Real-World Context)
There are 34 pupils in the class.

- 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?

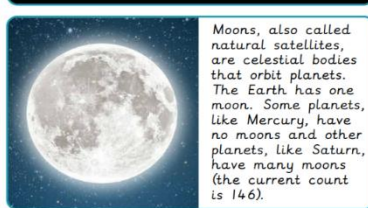
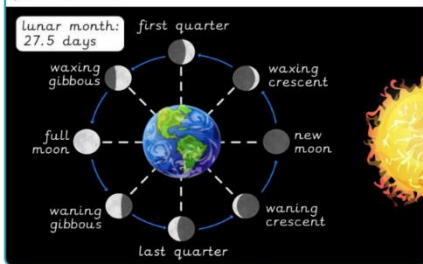
In line with our school's Christian ethos, we also support children's spiritual development in maths by encouraging a sense of awe and wonder at patterns, sequences, and the order and structure found within numbers.

Science

This term, our science learning focuses on Earth and Space, developing pupils' understanding of the Solar System and the forces that govern the movement of celestial bodies. Children will learn to describe and compare the geocentric and heliocentric models, name and describe the shape of planets and other celestial bodies, and explain how planets and moons move in orbits, identifying gravity as the force that keeps them in motion. They will explore the orbit and phases of the Moon, explain how day and night occur through the Earth's rotation, and describe how the seasons are caused by the tilt of the Earth's axis as it orbits the Sun. Pupils will also investigate how a sundial works, learn about the uses of satellites, and consider why space junk presents challenges for modern technology and space exploration.



Phases of the Moon: the Moon appears to change shape as it orbits the Earth because we see different amounts of its lit-up side (the side reflecting light from the Sun).



As part of developing their working scientifically skills, pupils will pose and identify testable questions about the movement of celestial bodies and use models to represent the Solar System. They will design and draw tables to record data, accurately sketch diagrams to explain day and night and the seasons, and calibrate and use a sundial to measure time. Children will also analyse patterns in temperature data for the Earth and use this information to make predictions about future temperatures, supporting reasoned conclusions with evidence.



Through this unit, pupils will not only deepen their scientific understanding but also develop a sense of awe and wonder at the scale, order, and beauty of the universe. By exploring patterns, forces, and cycles with in space, children are encouraged to reflect on curiosity, perseverance, and humanity's responsibility to care for the world and use scientific knowledge wisely, nurturing their spiritual development alongside their scientific learning.

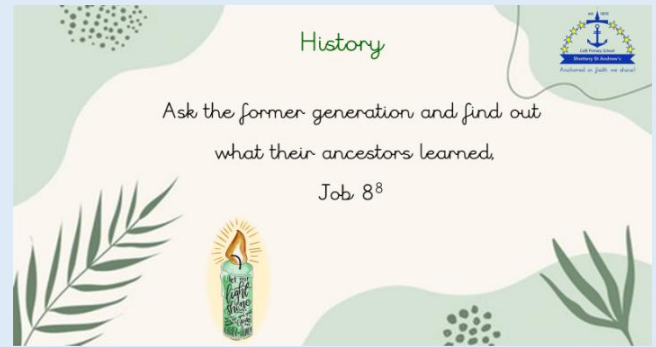
History

This term, our history learning will focus on the enquiry question "What was life like in Tudor England?" Pupils will explore this fascinating period in British history, developing their understanding of power, society, and everyday life during the Tudor era. Through a range of historical sources, children will investigate the reign of Henry VIII, considering his character, leadership, and the impact of his decisions on the country.

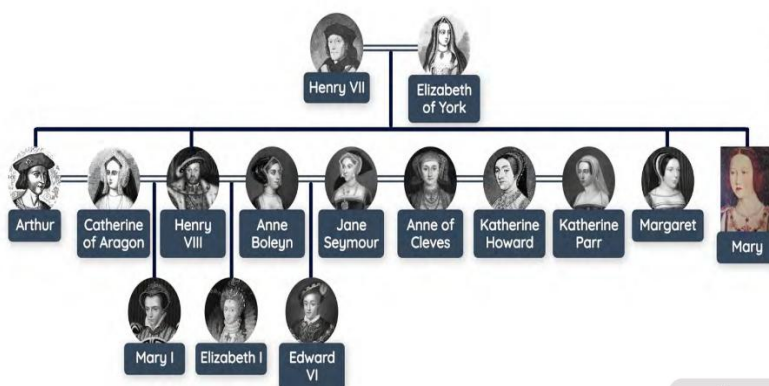
Pupils will learn to extract information from historical sources and use evidence to interpret Henry VIII's actions and motives. They will use secondary sources to make deductions about Henry VIII's wives, evaluating his marriage requirements within the context of Tudor society and beliefs. Children will also reflect on the concept of absolute power, considering how authority was exercised during the Tudor period and how this affected people's lives.

As part of their learning, pupils will explore how the Tudors used royal progresses as propaganda, examining why these events were staged and what messages they were designed to convey. They will consider the reliability of primary sources, learning that different accounts can present contrasting viewpoints depending on who created them and why.

Pupils will also study Tudor inventories to support their interpretations of people's lives in the past, explaining how inventories are useful tools for historians. Using this knowledge, they will create a realistic Tudor inventory, applying their understanding of wealth, status, and daily life. In addition, children will write an eyewitness account of Elizabeth I's Worcester Progress, drawing on historical evidence to produce an accurate and engaging piece of historical writing.



The Tudor family tree



Key
= married
- offspring

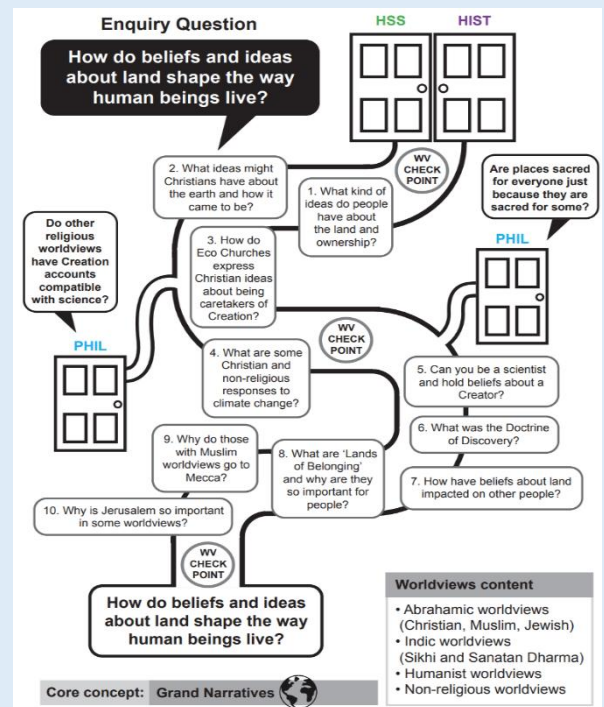
In line with our school's Christian ethos, this unit encourages pupils to reflect on power, justice, and responsibility, helping them to consider how leadership choices affect others. By exploring life in Tudor England, pupils will deepen their historical knowledge and enquiry skills while also developing empathy, critical thinking, and a greater understanding of how the past continues to shape the world we live in today.

R.E.

This term in R.E., our enquiry question is “How do beliefs and ideas about land shape the way human beings live?” Pupils will explore how religious and non-religious worldviews influence the way people understand the Earth, relate to specific places, and respond to environmental and political challenges.

Children will examine Christian beliefs about creation, exploring how different interpretations of the Genesis Creation accounts can lead to different views about responsibility for caring for the Earth. They will consider how faith and science can be compatible, and how Christian beliefs about the end of the world (eschatology) can shape responses to climate change and environmental action. Pupils will also explore how Christianity has been used historically to justify land ownership through the Doctrine of Discovery, and reflect critically on the lasting impact of this on countries in Africa, the Americas, and India.

The unit will also explore the importance of sacred and significant land for people from a range of worldviews. Pupils will learn why Mecca is a sacred site for Muslims and why pilgrimage is an important expression of faith. They will examine why Jerusalem is significant for people with Abrahamic worldviews and why the ownership of the Holy Land remains contested. Children will also explore the idea of ‘Lands of Belonging’, considering why places such as India, Bangladesh, and Pakistan remain important to many people living in the UK today from Hindu, Sikh, Muslim, Christian, and other faith backgrounds.



Throughout the unit, pupils will consider how beliefs about land influence ideas of stewardship, ownership, justice, and responsibility, and how people from different worldviews respond to global issues such as climate change. In line with our school's Christian ethos, this learning encourages pupils to reflect thoughtfully on respect for creation, empathy for others, and the impact of beliefs—past and present—on how people live and act in the world.