



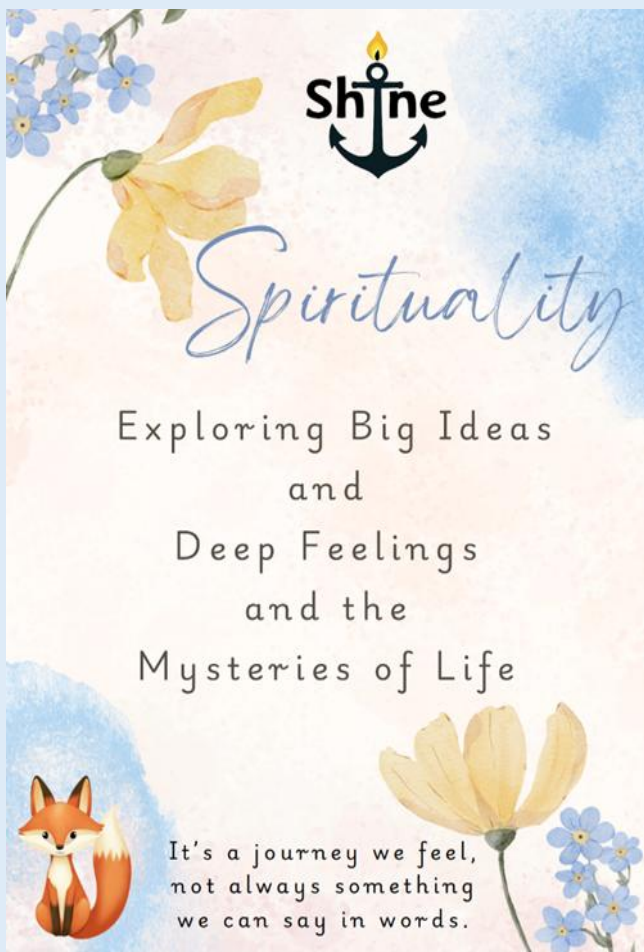
Foxes Class Newsletter March 2026



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 2nd half of Spring Term!

We hope you all enjoyed a restful break. It has been lovely to welcome the children back to school and see how positively they have settled back into routines. They have returned with great enthusiasm and focus, and we are excited to continue our learning journey together as the spring term progresses.



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 Isaiah 35:1: *"The desert and the parched land will be glad; the wilderness will rejoice and blossom."*

As part of our Geography learning, we will be exploring the question, *"What would it be like to live in the desert?"* The children will learn about desert environments, the challenges people face, and the ways humans and animals adapt to survive in such harsh conditions. Through this learning, pupils will be encouraged to reflect on hope, resilience, and God's power to bring growth and life even in the most difficult places.

This will support children in developing empathy, gratitude, and compassion, and help them to understand that, with faith and care for one another, positive change is always possible.

Alongside this, our whole-school collective worship this term will focus on the Christian value of forgiveness. The children will be encouraged to reflect on what it means to forgive – whether that is letting go of hurt, offering kindness after disagreements, or seeking reconciliation with others. Through these reflections, pupils will be supported to make meaningful links between their learning, their faith, and the choices they make each day, as they continue to grow spiritually and personally.



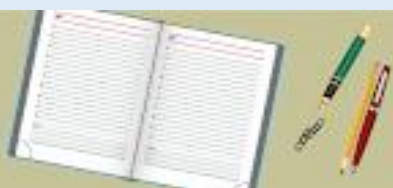
P.E. will take place on Tuesday afternoons and will be taught by the expert coaches from Fitt4Kids Coaching. On this day, children should come to school dressed in their P.E. kit: blue or black jogging bottoms or shorts, their school P.E. T-shirt, and a school jumper or hoodie. As part of the P.E. curriculum this term, children will also be swimming, so please ensure they bring appropriate swimwear and a towel each week.



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

Thursday 5th March - World Book Day

Friday 6th March - World Day of Prayer

Monday 16th and Tuesday 17th March - Parent Consultations

Wednesday 25th March - Easter Service at St Andrew's Church (9:00am start)

Friday 27th March - Teacher Training Day - School closed to pupils



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 *Stonewall: A Building. An Uprising. A Revolution.* by Rob Sanders, with powerful illustrations by Jamey Christoph. This compelling non-fiction picture book tells the true story of the Stonewall Inn and its central role in the fight for LGBTQ+ rights and equality. Narrated by the building itself, the text brings to life the events of June 28th, 1969, when members of the LGBTQ+ community stood together to challenge injustice and demand their civil rights.

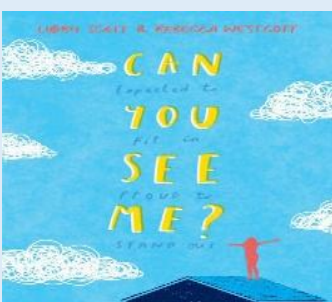
Through this text, pupils will explore how significant historical events can be communicated clearly and meaningfully, using both words and images to inform and inspire. Children will develop their understanding of how individuals and communities can use courage, unity, and peaceful protest to bring about change, while learning about an important moment in modern civil rights history.

Our main writing outcome will focus on writing to inform, with pupils creating a visitor's guide to the *Stonewall Inn National Historic Landmark*. They will research its history and significance, organising information clearly and thoughtfully for a specific audience. Additional writing outcomes will include creating adverts, short news reports, protest banners, and writing in role, allowing pupils to explore different perspectives and purposes for writing.

Through this unit, pupils will strengthen their non-fiction writing skills while reflecting on deeper themes such as justice, equality, freedom, and standing up for what is right. The text encourages children to consider the importance of human rights and the impact that collective action can have in shaping a fairer and more compassionate world.

Reading plays a vital role in your child's learning, and we encourage children to read daily whenever possible. Regular reading supports fluency and comprehension, enables pupils to take part in Accelerated Reader quizzes, and contributes to our Million Word Reader celebrations during Monday collective worship.

In Year 5/6, books can be changed as often as needed to maintain engagement. Pupils also take part in twice-weekly whole-class reading sessions using the VIPERS approach, focusing on the class text and reading across the wider curriculum.



For our Read for Pleasure focus, we will be reading *Can You See Me?* by Libby Scott and Rebecca Westcott. This thoughtful novel explores autism, friendship, and what it means to feel seen and understood. Pupils will reflect on empathy, kindness, and acceptance, and consider how compassion and understanding help us value the uniqueness of every individual, linking closely to our 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.

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	

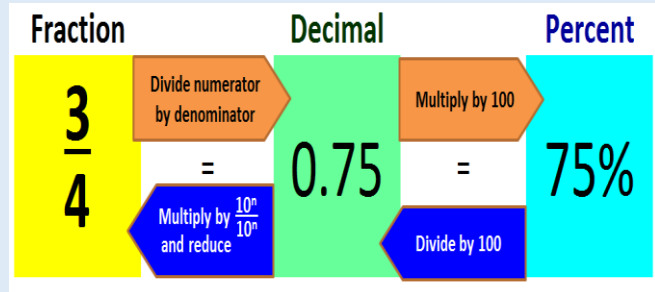
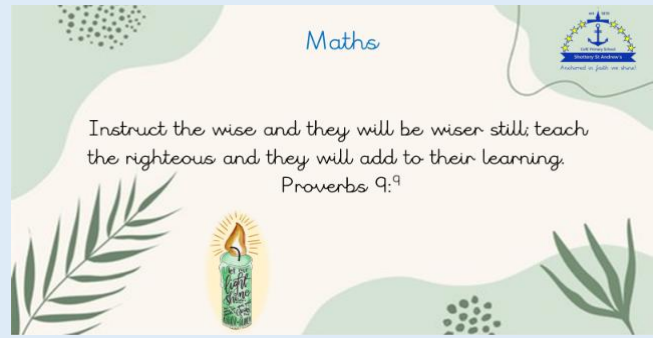
Alongside our continued work on reading and spelling, a key focus in English this term is the development of pupils' oracy skills. Oracy is the ability to communicate effectively through spoken language, including listening carefully, speaking clearly, and sharing ideas with confidence. These skills are essential across the curriculum, helping 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 pupils become more confident speakers, this also supports them in organising and expressing their ideas more clearly in their writing.

Developing oracy links closely to our whole-school collective worship focus on the Christian value of forgiveness. Pupils are encouraged to listen with empathy, respond respectfully, and express their thoughts calmly, even when opinions differ. Through both classroom learning and collective worship, children learn that forgiveness involves understanding others, repairing relationships, and communicating with kindness. This supports their 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, providing 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 fractions, decimals, and percentages. Pupils will develop their understanding of how these concepts are linked and learn to convert between them. They will apply their knowledge to compare and order values, solve problems, and use fractions, decimals, and percentages in real-life contexts. Through this work, pupils will strengthen fluency, develop accuracy, and build confidence in applying their learning.

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?

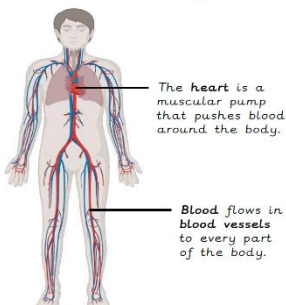

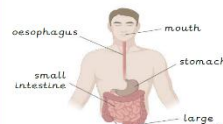
In line with our school's Christian ethos, we also support children's spiritual development in maths by encouraging a sense of awe and wonder at the patterns, relationships, and structure found within numbers.

Science

This term, our science learning focuses on Animals, including humans, with a particular emphasis on circulation and health. Pupils will develop their understanding of how the circulatory system works and why it is vital for keeping the body healthy. Children will learn that the circulatory system is made up of the heart and blood vessels, and that the heart acts as a pump, pushing blood around the body to transport essential substances.

Pupils will describe the pathway of blood through the body, learning that blood passes through the heart twice in one complete circuit. They will explore the key functions of blood, including transporting oxygen, water, and nutrients, and removing waste products. As part of this learning,

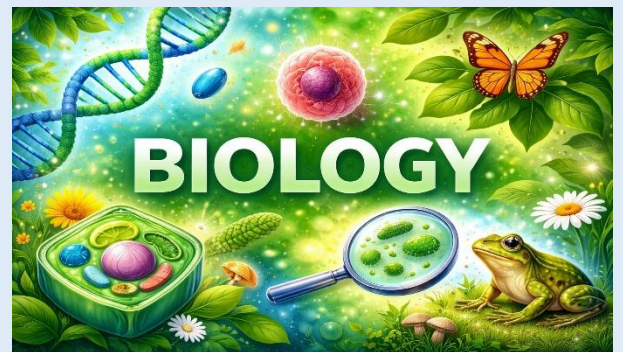
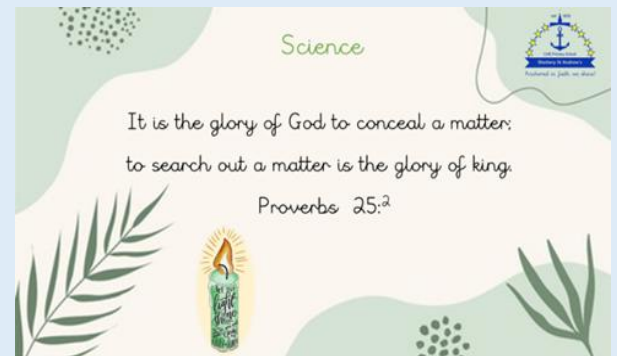
children will recall what is meant by heart rate and investigate how heart rate changes during and after exercise, explaining why physical activity affects the body in this way. They will compare heart rate data to identify links between exercise, recovery, and fitness.

<p>The circulatory system is a group of organs that work together to transport substances around the body.</p>  <p>The heart is a muscular pump that pushes blood around the body.</p> <p>Blood flows in blood vessels to every part of the body.</p>	<p>Humans have a double circulatory system: One loop of blood vessels transports blood from the heart to the lungs to pick up oxygen and drop off carbon dioxide. Another loop of blood vessels delivers useful substances and pick up waste products.</p>  <p>The heart is split into two sides: one side pumps blood to the lungs and the other side pumps blood to the body. The heart muscle is under involuntary control to contract and relax; we cannot choose to move it.</p> <p>Nutrients are absorbed from the small intestine into the bloodstream to be transported around the body, whereas water is absorbed from the large intestine into the blood.</p>  <p>oesophagus, mouth, stomach, small intestine, large intestine</p>
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make predictions. This learning will support pupils in developing a deeper understanding of how living things are adapted to their bodies and environments.

As part of developing their working scientifically skills, pupils will evaluate the reliability of health information from different sources and consider the strengths and limitations of scientific models. They will plan and carry out enquiries, select appropriate equipment, identify variables, and record and analyse data using tables and line graphs, using evidence to draw reasoned conclusions.

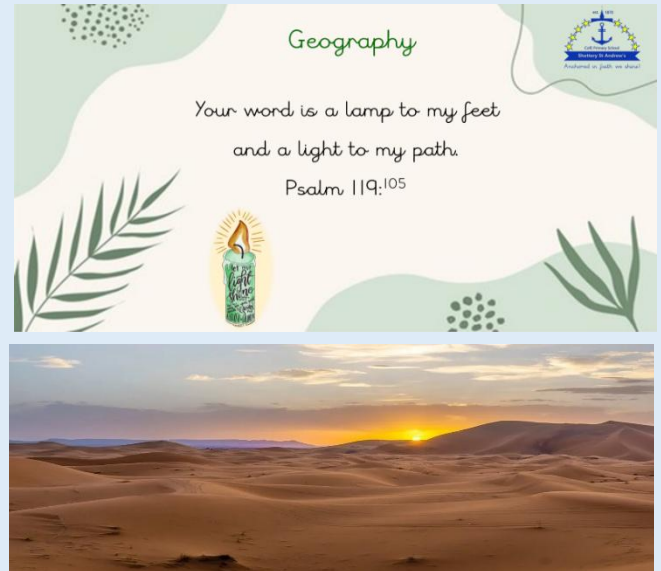
Through this unit, pupils will not only deepen their scientific knowledge of the human body but also reflect on the importance of caring for their health. They will develop a sense of responsibility for their own wellbeing and an appreciation for the complexity and wonder of the human body, encouraging thoughtful choices that support a healthy and balanced life.



Children will also explore patterns in heart rate across different animals. By researching reliable secondary sources, pupils will identify a relationship between an animal's size and its heart rate, quoting values as evidence and using patterns to

Geography

This term, our geography learning, will focus on the enquiry question “Would you like to live in the desert?” Pupils will explore hot desert biomes around the world, developing their understanding of where deserts are located and why they form. Children will identify the lines of latitude where hot deserts are found and locate the largest deserts on each continent using maps, atlases, and globes.



Pupils will learn to describe the key characteristics of hot desert biomes, including climate, vegetation, wildlife, and landscape. They will name and describe physical features commonly found in deserts, such as sand dunes, rocky plains, and dry riverbeds. Through a detailed case study of the Mojave Desert, children will explore how deserts are used by humans, including settlement, transport, tourism, and energy production, and recognise that the Mojave Desert is in a different time zone from the UK.

As part of their learning, pupils will consider how humans interact with desert environments and how human activity can contribute to changes in desert landscapes and climate. They will explore some of the threats facing deserts, including climate change, overuse of resources, and development. Children will evaluate the benefits and drawbacks of living in a desert environment and discuss whether deserts can be considered hospitable places, supporting their views with geographical evidence.

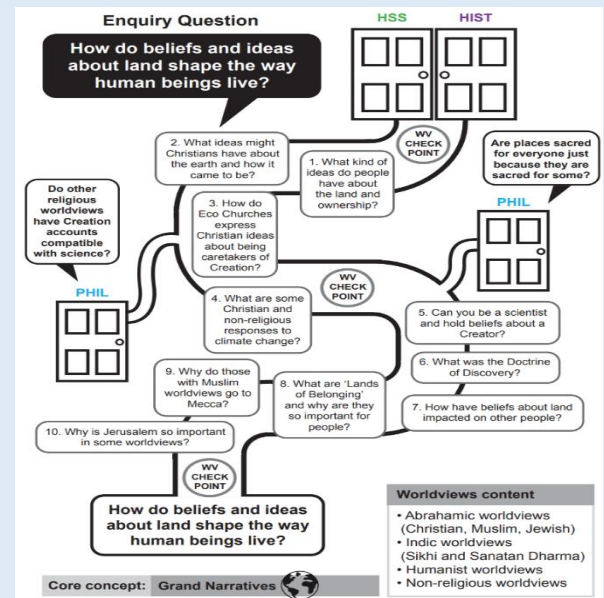
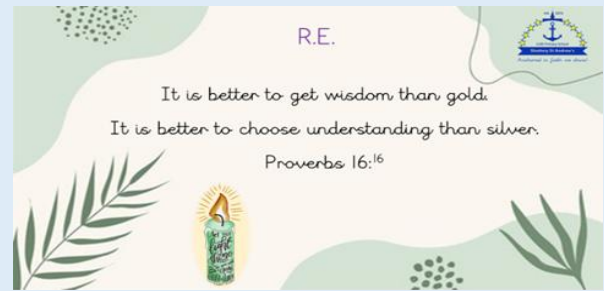
Pupils will also compare the desert biome with a contrasting biome, identifying similarities and differences in climate, land use, and human activity. This will help them to deepen their understanding of how environments influence the way people live and how land is used across the world.

In line with our school's Christian ethos, this unit encourages pupils to reflect on stewardship, responsibility, and respect for God's creation. By exploring desert environments, children will develop their geographical knowledge and enquiry skills while also considering how humans can care for fragile environments and make thoughtful, sustainable choices.

R.E.

As the unit progresses, pupils will also explore how beliefs about land have shaped political power, identity, and belonging throughout history and into the present day. Children will learn about the Doctrine of Discovery, considering how some Christians in the past used religious ideas to justify empire, colonisation, and land ownership. This learning will be approached sensitively, helping pupils to understand both historical context and the lasting impact of these beliefs on indigenous peoples, including Native American communities in the USA and communities in India. Through discussion, role play, and reflective writing, pupils will consider how it might feel to have land, culture, and beliefs taken away, and explore questions of justice, responsibility, and reconciliation.

Pupils will go on to explore the idea of 'Lands of Belonging', learning why countries such as India, Pakistan, and Bangladesh are deeply significant for people from a range of religious worldviews, including Hindu, Sikh, Muslim, and Christian traditions. They will consider why sacred places matter, how faith, culture, family, and history are connected to land, and why many people continue to return to these places today. Children will also learn why Mecca is sacred for Muslims, exploring the importance of pilgrimage (Hajj) and how sacred journeys shape identity, faith, and community. Finally, pupils will examine why Jerusalem is significant for Jewish, Christian, and Muslim worldviews, recognising why this city is deeply meaningful yet contested. Throughout this learning, pupils will be encouraged to listen respectfully, think critically, and reflect on how beliefs about land can bring both connection and conflict, supporting their understanding of empathy, dialogue, and peaceful coexistence.



Throughout the unit, pupils will explore how beliefs about land shape ideas of care for the Earth, ownership, fairness, 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 on respect for creation, empathy for others, and how beliefs influence the way people live and act in the world.