



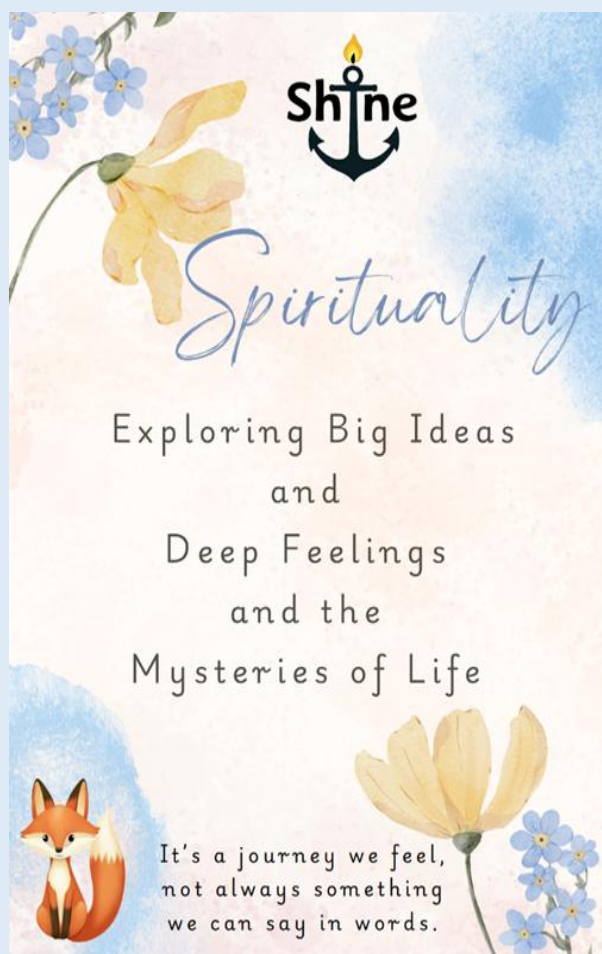
## Foxes Class Newsletter April 2026



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 1<sup>st</sup> half of Summer Term!

We hope you all had a wonderful Easter and enjoyed some quality time together. It has been a pleasure to welcome the children back to school and see how quickly they have settled into their routines. They have returned with enthusiasm and a positive attitude to learning, and we are excited to begin the summer term together as we continue our journey through the year.



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 Psalm 46:1: "God is our refuge and strength, an ever-present help in trouble."

As part of our History learning, we will be exploring the question, "What was the impact of World War II on the people of Britain?" The children will learn about what life was like during the war, including evacuation, rationing, the Blitz, and how communities came together during times of uncertainty and danger.

Through this learning, pupils will be encouraged to reflect on themes of courage, resilience and hope, considering how people relied on one another—and on their faith—during challenging times. This will support the children in developing empathy, gratitude and compassion, helping them to understand that even in the most difficult circumstances, strength and support can be found.

Alongside this, our whole-school collective worship this term will focus on the Christian value of friendship. The children will be encouraged to reflect on what it means to be a good friend — showing kindness, loyalty and understanding, and supporting one another through both happy and challenging times. They will explore how positive friendships can help us grow, feel valued and build a strong sense of belonging.

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 both spiritually and personally.



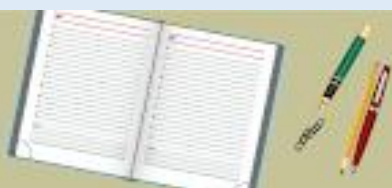
P.E. will take place on Tuesday mornings and will be taught by the expert coaches from Fitt4Kids Coaching. On this day, children should come to school dressed in their P.E. kit: blue or black jogging bottoms or shorts, their school P.E. T-shirt, and a school jumper or hoodie.



### 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*



### 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](http://www.shotterystandrewsprimary.org.uk)

## English

This half term, our English learning will be inspired by *Anne Frank* by Josephine Poole and Angela Barrett. This powerful and moving text introduces children to an important period in history, exploring the life and experiences of Anne Frank during World War II. Through rich illustrations and thoughtful storytelling, pupils will develop a deeper understanding of Anne's life, her hopes, and the challenges she faced.

Through this text, children will explore how historical events can be communicated clearly and meaningfully using both words and images. They will reflect on themes such as resilience, hope and courage, considering how people showed strength and compassion during difficult times.

Our main writing outcome will focus on creating a newspaper article, where pupils will report on events from the period. Alongside this, children will have

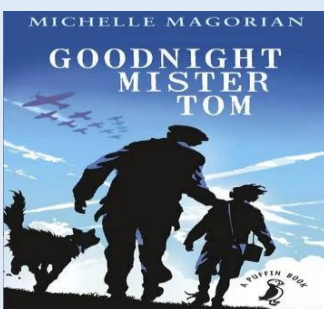
opportunities to write letters, short descriptions and extended diary entries, allowing them to write from different perspectives and deepen their understanding of Anne's story.

Throughout the unit, pupils will develop their use of descriptive language, explore vocabulary choices, and practise key grammar skills. They will also strengthen their reading comprehension by summarising information and inferring characters' thoughts and feelings.

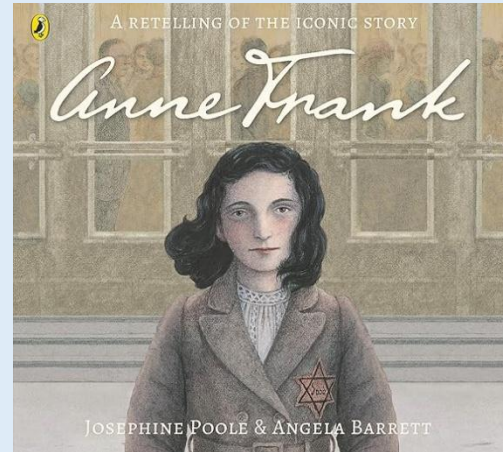
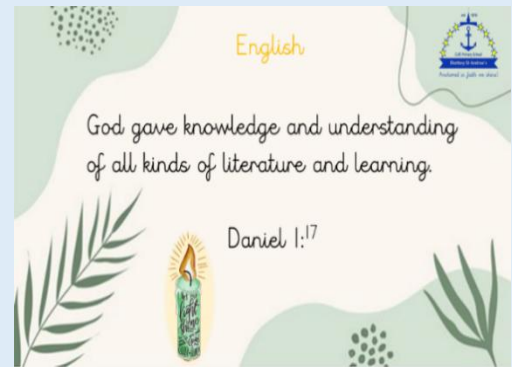
This unit will support children in developing empathy and reflection, helping them to understand the impact of historical events on individuals and communities, and encouraging them to think about the importance of kindness, hope and human connection.

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 *Goodnight Mister Tom* by Michelle Magorian. Set during World War II, this novel explores themes of friendship, kindness and resilience. Pupils will reflect on compassion, trust and the importance of supportive relationships, 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	

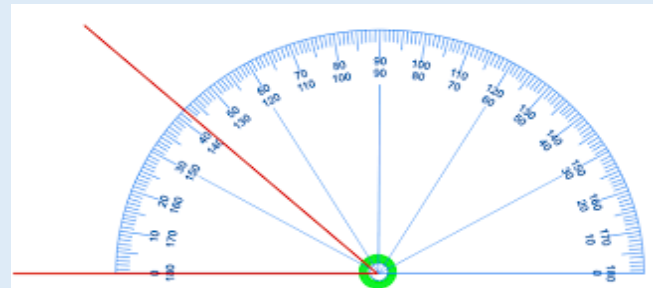
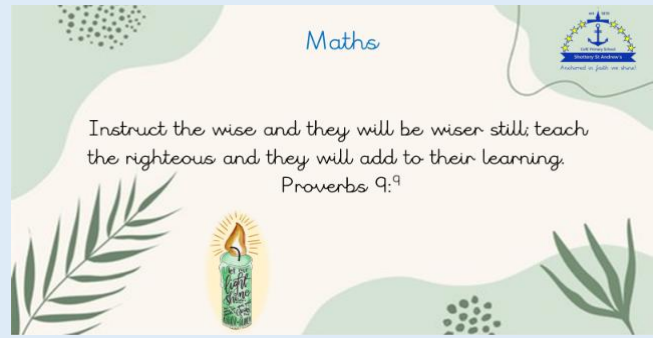
Alongside our ongoing focus on reading and spelling, a key priority in English this term is developing pupils' oracy skills. Oracy refers to the ability to communicate effectively through spoken language, including listening attentively, speaking clearly, and expressing ideas with confidence. These skills are vital across all areas of learning, enabling pupils to explain their thinking, engage in discussions, and participate fully in their learning.

In class, children will regularly take part in activities designed to strengthen their speaking and listening skills, such as group discussions, role-play, drama, presentations and debates. These opportunities encourage pupils to build on each other's ideas, ask meaningful questions, and use subject-specific vocabulary with increasing accuracy. As their confidence grows, this also supports them in organising and communicating their ideas more effectively in writing.

Developing oracy also links closely to our whole-school collective worship focus on the Christian value of friendship. Pupils are encouraged to listen with empathy, respond respectfully, and share their views thoughtfully, even when opinions differ. Through both classroom experiences and collective worship, children learn that strong friendships are built on understanding, communication and kindness, supporting their personal and spiritual development and helping them to feel valued within our school community.

# Maths

In Year 5/6, maths is taught using the White Rose Maths scheme alongside Mastering Number, offering a well-rounded and engaging approach to learning. Lessons include clear teacher guidance, alongside opportunities for collaborative problem-solving and practical, hands-on activities. Pupils are encouraged to articulate their thinking, explore different methods, and make links between mathematical concepts, supporting a deeper understanding and growing confidence in their maths skills.




This term, our maths learning will focus on shape and angles. Pupils will develop their understanding of different types of angles, including measuring, comparing and calculating them, as well as exploring the properties of shapes. They will apply their knowledge to solve problems, reason mathematically, and use correct mathematical vocabulary. Through this work, pupils will strengthen their 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. $9 \times 12 =$	<b>Fluent in Five</b> <b>CHALLENGE</b> 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?

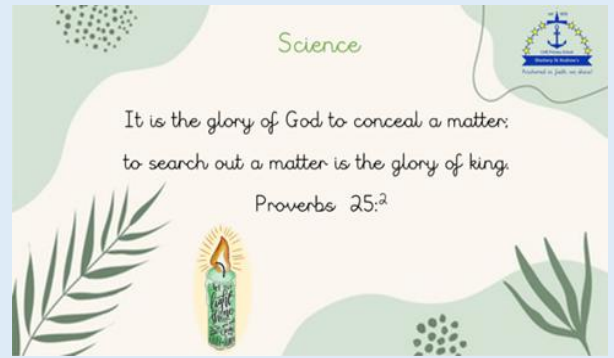
In keeping with our school's Christian ethos, we also nurture children's spiritual development in maths by encouraging them to appreciate the beauty, patterns and connections that exist within numbers, inspiring a sense of awe and wonder.

# Science

This term, our science learning focuses on *Light*. Pupils will develop their understanding of how light travels and how we are able to see both luminous and non-luminous objects. They will explore different sources of light and learn how our eyes are protected from it, as well as investigating how shadows are formed and why they change size.

Children will learn that light travels in straight lines and will use this knowledge to explain how shadows are created, including how the distance between an object and a surface affects the size of the shadow. They will use ray diagrams to represent how light moves and to explain why shadows match the shape of the objects that cast them.

As part of this unit, pupils will explore reflection and how light behaves when it reaches a mirror. They will identify incoming and reflected rays and investigate the relationship between their angles. Children will also apply their learning by designing and creating a working



**Science - Light and reflection**

light	A store of energy that can be seen with our eyes.
light source	Where light comes from.
light ray	A narrow beam of light.
luminous	Something that gives off light.
non-luminous	Something that does not give off light.
transparent	A material that allows light to pass through with minimal scattering or reflection so an object is clearly visible.
translucent	A material that allows some light to pass through. Light may be scattered, causing objects behind to appear fuzzy or distorted.
opaque	A material that blocks or absorbs all light, preventing objects on the other side from being seen.

**Shadow:** a dark area caused by something blocking the light.

A shadow is formed when an **opaque** object is in the pathway of light because light travels in straight lines. Shadows have the same shape as the objects that cast them. The size of a shadow changes as the light source moves.

Light travels in a **straight line**.

The holes must line up exactly for the light to pass through and show on the screen. This is because light cannot move around objects - it travels in a straight line.

periscope, using their understanding of mirrors and reflection to explain how it works.

Throughout the unit, pupils will make observations, ask their own questions, and carry out investigations to deepen their understanding. They will record

results using line graphs, analyse patterns in data, and use evidence to draw conclusions and make predictions.

This learning will also encourage children to recognise how light and reflection are used in everyday life, exploring real-world applications such as mirrors and optical devices. Through this, pupils will develop an appreciation of the role science plays in the world around them.

In line with our school's Christian ethos, pupils will be encouraged to reflect on the wonder of light and how it helps us to see and understand the world, fostering a sense of curiosity, awe and appreciation for the beauty and order of creation.

# History

This term, our history learning will focus on the enquiry question, "What was the impact of World War II on the people of Britain?"

Pupils will explore the key events that led to the outbreak of World War II, developing their understanding of its causes and the significant moments that followed.

Children will learn about the different phases of the Battle of Britain and investigate how this

period affected life across the country. Using a range of historical sources, including photographs, pupils will make deductions about what life was like during the Blitz, considering the challenges people faced and how communities responded during times of danger and uncertainty.

As part of their learning, pupils will explore what evacuation was like for children, reflecting on how it may have felt to leave home and family. They will also examine the wider impact of the war on society, including how women's roles changed and the experiences of African-Caribbean migrants during this time.

Pupils will develop their historical enquiry skills by evaluating the accuracy, reliability and usefulness of different sources, learning how historians build an understanding of the past. They will be encouraged to ask questions, draw conclusions from evidence, and consider different perspectives.

Through this unit, children will gain a deeper understanding of how World War II shaped people's lives and will reflect on themes such as resilience, courage and community, helping them to appreciate the impact of historical events on individuals and society.




## History - What was the impact of WW2 on the people of Britain?

<b>Adolf Hitler</b>	The leader of the Nazi party and Chancellor of Germany.	<b>cultural exchange*</b>	People from different places sharing and learning about each other's way of life.
<b>advancement*</b>	The act of progressing or moving forward.	<b>Nazi Party</b>	The political group led by Adolf Hitler in Germany, which often shared harmful and extreme ideas.
<b>alliance*</b>	People from different places sharing and learning about each other's way of life.	<b>propaganda</b>	Information given out that may not be accurate which is intended to make people believe something or to hold a particular point of view.
<b>appeasement</b>	Giving in to the demands of others to keep the peace and avoid war.	<b>Windrush generation</b>	Caribbean people who came to the UK between 1948 and 1971, especially those who arrived on a ship called the Windrush.
<b>cause*</b>	The reason for an action or event.		
<b>conflict*</b>	A disagreement or argument between people, groups or countries, often resulting in violence or war.		


**The Battle of Britain (July-October 1940)**  
 Consisting of four phases, the Battle of Britain was a major air battle fought mostly above southern England. The German Luftwaffe planned to destroy Britain's Royal Air Force (RAF) to pave the way for a larger German invasion by sea. However, thanks to their careful organisation, military tactics and use of radar, the RAF were able to stop the Luftwaffe. The RAF pilots became known as 'The Few' because they successfully stopped an attack from a larger fighting force.

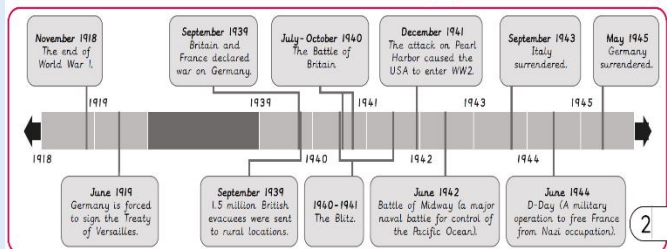


**The Blitz (1940)**  
 Coming from the German word blitzkrieg ('lightning war'), the Blitz was a period of time when German bomber planes began targeting British cities and industrial areas - particularly London, Coventry, Manchester, Cardiff, Belfast and Clydebank.



## History - What was the impact of WW2 on the people of Britain?

<b>Women and children (1939-1945)</b> When war was declared in September 1939, 1.5 million evacuees were sent to live in safer areas in the countryside. More followed when the Blitz began in 1940 and again in 1944. Many children enjoyed new experiences with caring hosts but others felt homesick, struggled to adapt to unfamiliar places or faced poor treatment.  Due to the absence of many men, around five million women were employed at the start of the war. By 1943, this number had grown to over seven million. Women filled employment roles in many different industries, including the armed forces.		<b>The Windrush generation (1948-1970s)</b> Arriving from the Caribbean between 1948 and the early 1970s, the Windrush generation was part of a wider wave of migration from across the British Empire, including people from Africa and Asia, who helped rebuild Britain after World War 2.  The Windrush generation filled important roles in transport, healthcare and many other industries. Their cultural influence - through music, food and traditions - continues to shape Britain today.
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## R.E.

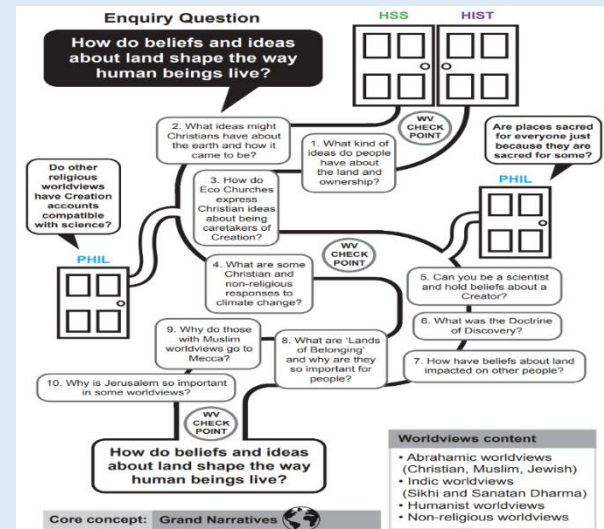
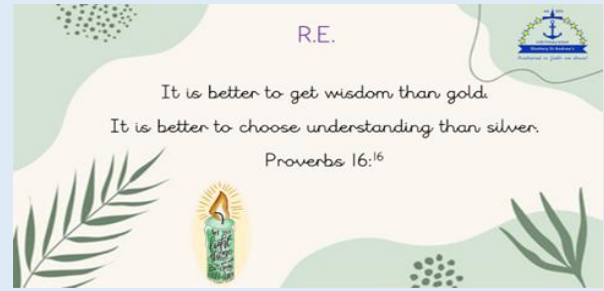
This term, our R.E. learning will explore the enquiry question, "What are some Christian and non-religious responses to climate change?" Pupils will develop their understanding of how different worldviews shape beliefs about caring for the Earth and responding to global challenges.

Children will explore a range of Christian perspectives, learning that not all Christians share the same views about responsibility for the environment. Some believe humans are called to care for God's creation, while others focus on beliefs about the end of the world and God's ultimate control. Pupils will investigate how Christian groups and organisations respond to climate change and consider which approaches may be most effective.

Pupils will also examine non-religious and Humanist viewpoints, exploring how people without a religious belief system may understand and respond to environmental issues. They will learn that ideas from different worldviews can be debated and discussed, and that there are a range of perspectives on how best to care for the planet.

As part of this unit, children will develop their skills in discussion and debate, putting forward their own ideas while considering alternative viewpoints. They will learn to organise arguments and counterarguments, using evidence to support their thinking and engaging respectfully with others' opinions.

Later in the unit, pupils will explore the relationship between science and belief, considering whether it is possible to be both a scientist and a person of faith. They will reflect on a range of perspectives, recognising that science and religion can co-exist in different ways.



Pupils will also learn about the Doctrine of Discovery, exploring how religious ideas have been used in the past to justify colonisation and land ownership, while reflecting on issues of justice, responsibility and the impact of these beliefs on indigenous communities.

Throughout the unit, pupils will be encouraged to think critically, listen respectfully, and reflect on how beliefs influence actions, supporting their development of empathy, respect and a sense of responsibility for others and the world.