



Foxes Class Newsletter June 2026



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

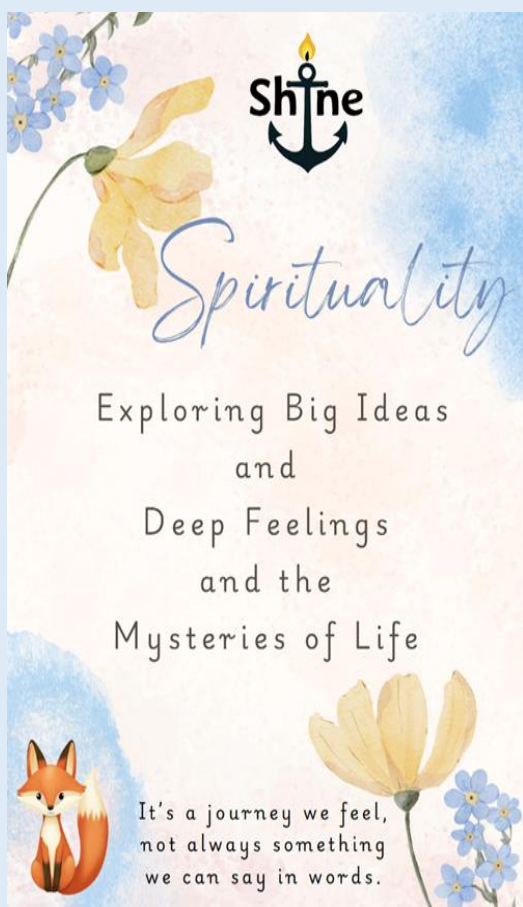
Welcome back to Foxes Class for the 2nd half of Summer Term!

We hope you all had a restful half term and enjoyed making the most of the sunshine and spending time together with family and friends. It has been lovely to welcome the children back to school and see how quickly they have settled back into routines. They have returned with enthusiasm, positivity and a readiness to embrace all the exciting opportunities ahead as we begin our final half term together.

Our Christian values and spirituality will continue to be at the heart of life in Foxes Class. This half term, we will be reflecting on the words from Isaiah 40:29: "He gives strength to the weary and increases the power of the weak."

As part of our **Geography** learning this half term, we will be exploring the question: "Where does our energy come from?" Children will investigate different sources of energy and discover how energy is generated, transported and used across the world. They will explore renewable and non-renewable energy sources and consider how our choices can have an impact on both people and the environment.

Through this learning, pupils will be encouraged to reflect on themes of responsibility, stewardship and sustainability, considering how we can care for the world around us and make thoughtful choices for the future. They will also think about different forms of energy in our own lives – recognising the importance of rest, resilience and support in helping us to thrive.



Our Christian value this half term is Respect. Through collective worship and everyday classroom experiences, children will explore what respect looks like in action – listening to others, valuing different perspectives and showing kindness and care to people and the world around them. They will be encouraged to recognise that respectful relationships help communities to grow and flourish.

As we begin our final half term together, we look forward to celebrating achievements, embracing new challenges and creating special memories. Through these experiences, pupils will continue to make meaningful links between their learning, their faith and the choices they make each day.



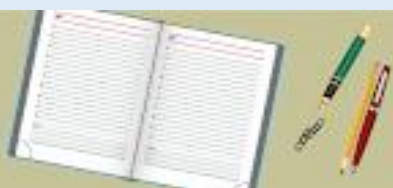
P.E. will take place on Tuesday mornings and will be taught by the expert coaches from Fitt4Kids Coaching. On this day, children should come to school dressed in their P.E. kit: blue or black jogging bottoms or shorts, their school P.E. T-shirt, and a school jumper or hoodie.



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

Friday 5th June - Summer Fayre

Friday 19th June - Sports day (Shottery Girl's Grammar School) - drop children straight there please to start at 9:00am and finish at 11:30am

Monday 6th July until Wednesday 8th July - Year 5/6 Residential trip

Tuesday 14th July - Year 6 Leavers' Service - St Andrew's Church - 9:00am start

Friday 17th July - children break up for summer holidays at 1pm



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 return to a text we had originally planned to study earlier in the year – **Anne Frank's Diary**. However, following the children's enthusiasm and engagement during **Shakespeare Week** and their exploration of *The Tempest*, alongside our inspiring work on **nature poetry** linked to **David Attenborough's 100th birthday**, we embraced these opportunities and adapted our English journey to follow the children's interests.

Now, we are excited to begin this powerful and moving text, which introduces children to Anne's experiences during **World War II** through her own words and reflections. Building on their developing understanding of this historical period, pupils will deepen their knowledge of WWII and explore how individual stories can help us better understand significant world events.

Through this unit, children will reflect on themes of **hope, resilience, courage and human connection**, considering how Anne maintained optimism and identity during difficult times. They will explore how authors communicate emotions and experiences and how writing can capture moments in history.

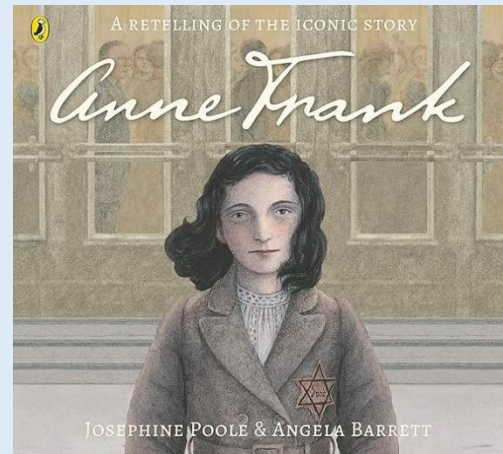
Our writing outcomes will include opportunities to create **diary entries, reflective writing, letters and newspaper reports**, allowing pupils to write from different perspectives whilst developing empathy and strengthening their use of language and writing techniques.

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 *A Song from Somewhere Else* by A.F. Harrold. This imaginative and thoughtful story explores themes of **friendship, courage and looking beyond first impressions**. As children journey through the novel, they will reflect on kindness, empathy and the importance of understanding others, linking closely to our spiritual focus and Christian value of **Respect**.



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	

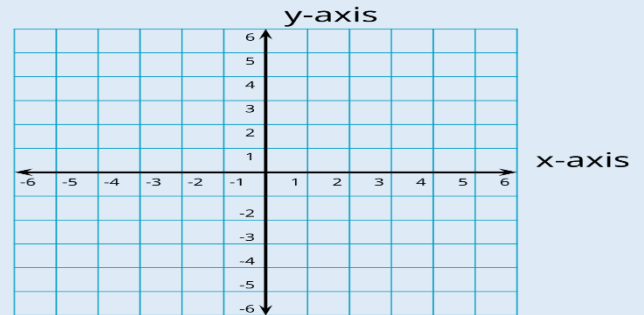
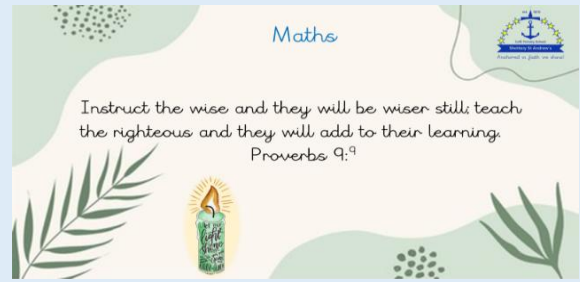
Alongside our continued focus on reading and spelling, an important priority in English this half term is developing pupils' **oracy skills**. Oracy is the ability to communicate ideas effectively through spoken language, including listening carefully, speaking clearly and sharing thoughts with confidence. These skills play an essential role across all areas of learning, helping children to articulate their thinking, contribute to discussions and engage more deeply with their learning.

Throughout lessons, children will take part in a range of activities designed to strengthen speaking and listening skills, including collaborative discussions, drama, role-play, presentations and opportunities for debate. These experiences encourage pupils to explain their ideas, build thoughtfully on the contributions of others and use increasingly ambitious vocabulary with confidence and accuracy. Developing spoken language also supports children in organising and expressing their ideas more effectively in their writing.

Developing strong oracy skills links closely to our whole-school focus on the Christian value of **Respect**. Pupils will be encouraged to listen actively, respond thoughtfully and value different opinions, even when viewpoints vary. Through classroom experiences and collective worship, children will explore how respectful communication helps to build positive relationships, strengthen understanding and create a supportive community where everyone feels heard, valued and able to flourish.

Maths

In Year 5/6, maths is taught using the **White Rose Maths** scheme alongside **Mastering Number**, providing a balanced and engaging approach that develops fluency, reasoning and problem-solving skills. Lessons are carefully structured to build understanding step by step and include opportunities for practical exploration, discussion and collaborative learning. Children are encouraged to explain their thinking, compare methods and make connections across different areas of mathematics to deepen understanding and build confidence.




This half term, our maths learning will focus on **Shape, Geometry, Statistics and Converting Units**. Within **Shape and Geometry**, pupils will develop their understanding of angles, position and direction, and the properties of 2D and 3D shapes. Children will measure, draw and compare angles, solve problems involving shape, and use mathematical reasoning to explain patterns and relationships. In **Statistics**, pupils will interpret and present information using a range of charts, graphs and tables. They will learn how to analyse data, compare findings and draw conclusions using mathematical evidence and clear explanations. When learning about **Converting Units**, children will apply their understanding of measurement to convert between different units of length, mass, capacity and time. They will develop confidence in selecting appropriate units and using conversion skills in practical and real-life contexts.

Each morning, as soon as the gates open, children will continue to practise their arithmetic skills through **Fluent in Five**. These short, focused activities support recall of key number facts, strengthen mental calculation strategies and improve speed and accuracy. Regular participation helps children build confidence and maintain fluency across all areas of mathematics, so we encourage children to arrive promptly to make the most of this valuable learning opportunity.

Alongside this, pupils will continue to develop their **reasoning and problem-solving skills**, applying their mathematical understanding in a range of contexts and explaining their thinking using precise mathematical vocabulary. Through discussion and challenge, children will deepen their understanding and become increasingly independent mathematicians.

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. $2^3 =$

In keeping with our school's Christian ethos, we also nurture children's spiritual development in maths by encouraging them to notice the beauty, order and patterns found within mathematics, inspiring curiosity, awe and wonder as they explore the world around them.

Science

This half term, our science learning will focus on **Making Connections**, bringing together and applying knowledge from across the year through enquiry, investigation and scientific thinking. Our key question will be: **"How reflective are space blankets?"**

Children will revisit and build upon prior learning from earlier science units, making links between concepts including **light, materials, working scientifically and fair testing**. Through practical investigations, pupils will explore how different materials interact with light and consider the properties that make some surfaces more reflective than others.

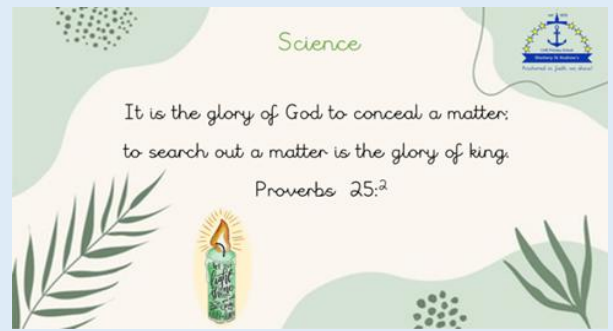
As part of this unit, children will investigate the effectiveness of **space blankets**, exploring how reflective materials can reduce heat transfer and why they are used in real-life situations such as emergency rescue and survival equipment. Pupils will plan and carry out comparative tests, make predictions and gather evidence to answer scientific questions.



Throughout the enquiry process, children will develop their ability to **observe carefully, ask thoughtful questions and work scientifically**. They will record results using tables and graphs, identify patterns within data and use evidence to support conclusions and evaluate their investigations.

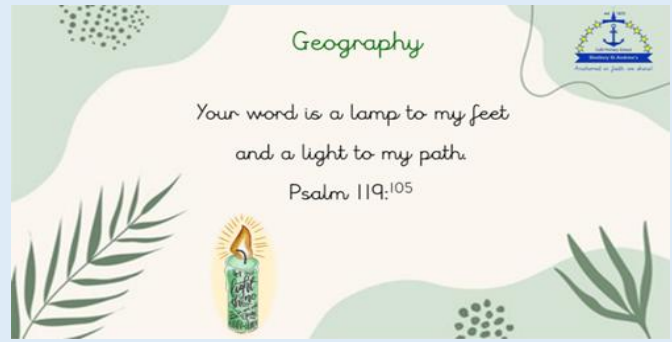
This unit places a strong emphasis on **making connections across scientific learning**, encouraging children to draw upon their understanding from previous topics and recognise how scientific ideas work together to explain the world around them. They will reflect on how scientists use curiosity, testing and evidence to solve real-world problems and improve people's lives.

In line with our school's Christian ethos, pupils will also be encouraged to reflect on the wonder of discovery and the importance of using knowledge responsibly. Through exploring how science can support and protect people, children will develop a sense of curiosity, awe and appreciation for the world God has created.



History

This half term, our geography learning will focus on the enquiry question: **“Where does our energy come from?”** Pupils will explore the significance of energy in our everyday lives and investigate how energy supports homes, transport, communities and industry across the world. They will develop their understanding of where energy comes from and consider the challenges and opportunities linked to meeting the world’s growing energy needs.



Children will explore a range of energy sources, identifying and comparing renewable and non-renewable forms of energy. They will discuss the benefits and drawbacks of different approaches and consider how choices about energy can impact both people and the environment.

Using a range of maps and geographical sources, pupils will investigate how energy travels and is traded globally. They will explore the significance of the Prime Meridian, identify human features using digital mapping tools, and develop their locational knowledge by locating key UK cities and considering their connections through transport networks.

As part of their fieldwork and map skills development, children will use six-figure grid references to identify locations and features on OS maps and explore how transport links have changed over time. They will consider and justify where energy sources may be located and how geography influences these decisions.

Pupils will also take part in geographical enquiry by designing and carrying out interviews to gather information and opinions. They will record and present findings, including plotting points on sketch maps and using evidence to support their conclusions.

Where does our energy come from?

Vocabulary	Definition
renewable energy	Energy that does not reduce in quantity when it is used.
non-renewable energy	Energy that cannot be replenished and will eventually run out.
fossil fuel	A material formed from the remains of plants and animals over millions of years.

Where does our energy come from?

Renewable	hydropower Energy generated by the movement of water.	wind power Energy generated by wind powering large turbines.	geothermal energy Energy generated by the heat from the Earth's core.	solar power Energy generated by the sun and solar panels.	biofuel Energy generated from plant or animal waste.
	Non-renewable	coal A black rock found deep underground which is used as fuel.	crude oil A naturally occurring liquid made millions of years ago, found underground.	nuclear power Energy generated from radioactive materials that create heat.	natural gas A highly-flammable mixture of gases found deep underground.

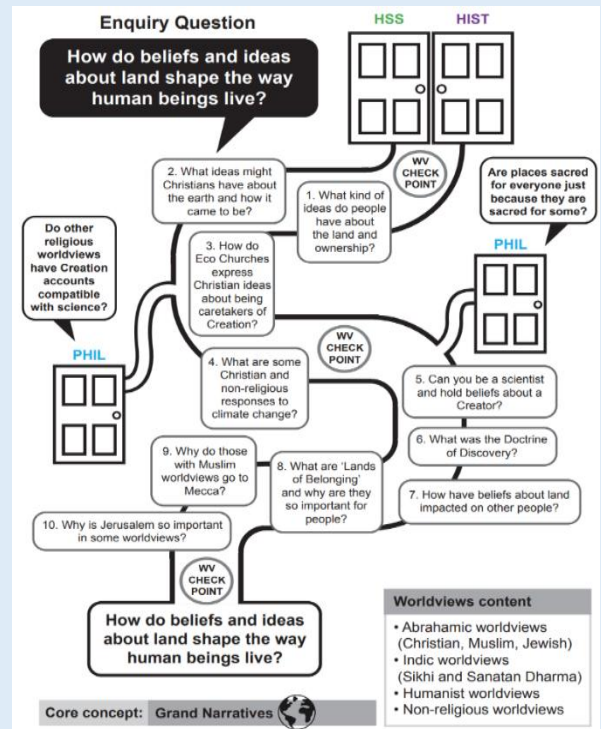
R.E.

This half term, our R.E. learning will continue to explore the enquiry question: **"How do beliefs and ideas about land shape the way human beings live?"** Pupils will consider how different religions and worldviews understand the importance of land, place and belonging, and how these beliefs influence the choices people make.

Children will explore a range of Christian, Muslim, Jewish, Hindu and non-religious perspectives, considering how beliefs about creation, sacred places and responsibility for the world shape people's actions. They will reflect on how ideas about land can affect communities, identity and the way people care for the environment.

As part of this unit, pupils will develop their skills in discussion and debate, learning to express their ideas clearly while listening respectfully to others. They will consider different viewpoints, ask thoughtful questions and use evidence to support their opinions.

Pupils will also explore challenging questions, such as whether sacred places should be shared by everyone, how beliefs about land have impacted other people, and whether religious worldviews are compatible with science. These discussions will help children think carefully about justice, responsibility and respect.



Throughout the unit, children will be encouraged to reflect on how beliefs and ideas can shape actions. Linking closely to our Christian value of **Respect**, pupils will consider the importance of listening to different perspectives, valuing others' beliefs and caring thoughtfully for the world we share.