



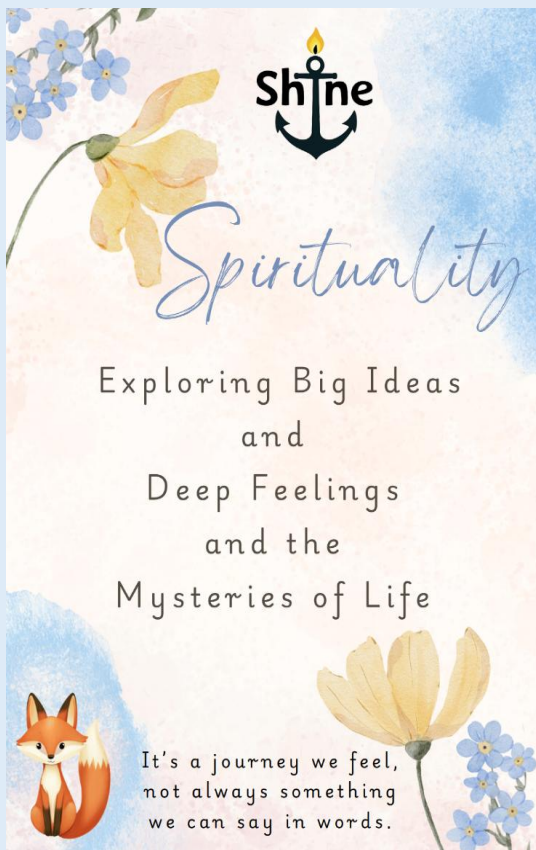
Foxes Class Newsletter September 2026



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

Welcome to The Foxes Class

It is a pleasure to welcome everyone back to school and to the Foxes Class for the start of a new and exciting year. We have a wonderful term ahead, filled with opportunities to ask questions, explore new ideas and develop our skills. As we learn together, we will encourage one another to be curious, creative and confident, while continuing to grow both as individuals and as a supportive class community.



As always, our Christian distinctiveness and spirituality will be at the heart of our learning.

Every half term, each class has its own memory verse, and for Foxes we will be reflecting on the words from 1 Corinthians 12:1: "Even so the body is not made up of one part but of many." This verse will help us think about what it means to be part of a community, recognising that each person is unique, valued and has an important part to play.

This theme ties in with our history enquiry, 'What does the census tell us about local areas?' As we explore census records, we will discover the many different people, families, occupations and experiences that together make up a community. Just as our memory verse reminds us that a body is made of many parts, we will consider how communities are shaped by the many individuals within them and how each person contributes to the story of a place.

We begin the year with our whole-school Values Week, where we will reflect on the Christian values that guide us in letting our light shine. Our focus will be inspired by the story of *The Boy Who Harnessed the Wind*, exploring how determination, resilience, creativity and hope can help us overcome challenges and make a positive difference. Through William's inspiring story, we will think about the importance of perseverance, using our God-given gifts and talents, and finding ways to serve and support others in our community.

I am very much looking forward to all the learning, challenges and discoveries we will share together this term.



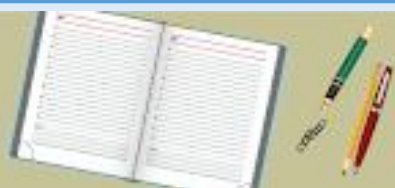
P.E. will take place on Tuesday mornings and will be taught by the expert coaches from Fitt4Kids Coaching. On this day, children should come to school dressed in their P.E. kit: blue or black jogging bottoms or shorts, their school P.E. T-shirt, and a school jumper or hoodie.



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 11th September: Meet the teacher 2.50pm

Monday 5th / Tuesday 6th October: Parent consultations 3:30-6:00

Tuesday 20th October: Harvest Festival - St Andrew's Church at 9am

Friday 23rd October - Dress down day (FSSA event)

Saturday 24th October - FSSA/Macmillan Halloween Bingo Night



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

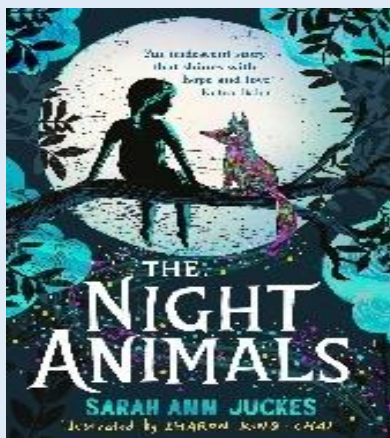
This term, our English learning will be linked to our Suitcase Project, giving the children opportunities to explore different places, experiences and perspectives through reading and writing. Through a range of engaging texts and activities, the children will develop their ideas and use their writing for a variety of purposes and audiences.

As we explore our texts, the children will learn how to identify and retrieve key information, make inferences and discuss their ideas using evidence. They will continue to develop their use of vocabulary, sentence structure and punctuation, while learning how to organise their writing clearly and effectively.

Throughout the unit, the children will explore a range of writing styles linked to the Suitcase Project. They will write letters and diary entries, considering viewpoint, feelings and experiences, as well as creating information leaflets that present facts in an engaging and organised way. They will also develop their instructional writing, using clear steps, appropriate vocabulary and features such as headings and commands.

Their learning will culminate in a range of purposeful pieces of writing for the Suitcase Project, allowing them to bring together the skills they have developed and showcase their creativity, knowledge and growing confidence as writers.

Reading is an essential part of your child's learning, and we encourage all children to read regularly at home to develop their fluency, confidence and enjoyment of reading. In school, children will take part in regular FFT reading sessions, where they will explore a range of engaging texts and develop key reading skills, including fluency, vocabulary, retrieval, inference and comprehension.



For our Read for Pleasure focus, we will be reading *The Night Animals* by Sarah Ann Jukes. This moving and imaginative story explores themes of friendship, courage, hope and finding light during difficult times. Through the story, children will be encouraged to reflect on the importance of kindness, compassion and supporting others, while considering how hope and friendship can give us strength when we face challenges.



In Year 6, spelling will be taught through weekly spelling patterns, giving children opportunities to explore spelling rules, patterns and word families before applying them independently in their writing. Regular practice will help children develop accuracy and confidence, alongside continued work on the statutory Year 5/6 spelling words. We encourage children to practise their weekly spellings at home to reinforce their learning in school.

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	

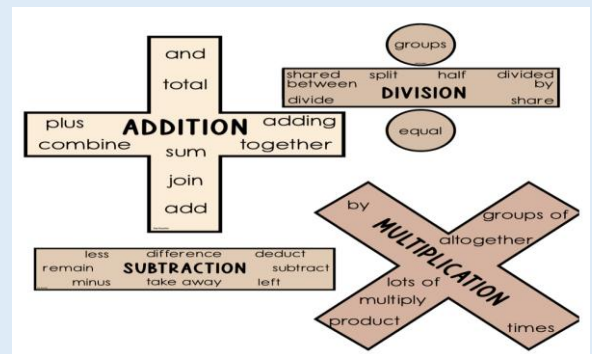
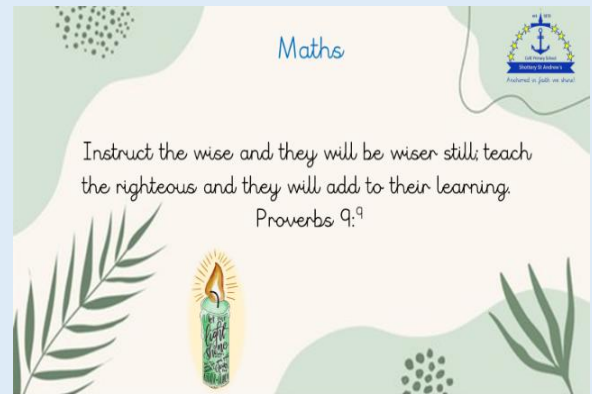
Alongside our work on reading and spelling, a key focus in English this term is on developing children's oracy skills. Oracy is the ability to communicate effectively through spoken language—listening carefully, speaking clearly, and being able to share ideas with confidence. Strong oracy skills are essential, not only for success in English, but across the whole curriculum, helping children to reason, debate, and explain their thinking.

In class, pupils will have regular opportunities to practise oracy through discussions, role-play, drama, presentations, and debates. They will learn how to build on each other's ideas, ask thoughtful questions, and use subject-specific vocabulary with increasing accuracy. By rehearsing and refining their spoken language, children also strengthen their writing, as they learn to organise and structure ideas effectively.

Oracy also links closely to our Christian values. By learning to listen attentively and respect different viewpoints, children develop empathy and compassion. Speaking with confidence allows them to share their own thoughts, beliefs, and reflections, supporting their spiritual growth and sense of belonging in our school community.

Maths

In Year 6, maths is taught using White Rose Maths alongside Mastering Number, supporting children to develop secure mathematical knowledge, fluency and confidence. Lessons provide a balance of clear teaching, practical activities and problem-solving opportunities, with children encouraged to explain their thinking and explore different methods. Through reasoning, discussion and making connections between concepts, children will deepen their understanding and develop the skills needed to become confident and independent mathematicians.



This term, our focus will be on place value and the four operations (addition, subtraction, multiplication, and division). Through these topics, children will strengthen their fluency, develop problem-solving skills, and apply their learning in both familiar and real-life contexts.

Each morning, children will begin the day with Fluent in Five, a short and focused arithmetic activity designed to strengthen key number skills. Regular practice will help children develop fluency, improve their speed and accuracy, and build confidence when working with a range of calculations. Arriving at school promptly will ensure children can make the most of this valuable daily practice.

At the start of each afternoon, children will take part in a rapid reasoning and problem-solving activity. These short challenges will encourage them to apply their mathematical knowledge in different contexts, explain their thinking and develop effective strategies for tackling more complex problems.

In line with our school's Christian ethos, we also seek to nurture children's spiritual development through maths, encouraging them to recognise awe and wonder in the patterns, sequences and connections found within mathematics and the world around them.

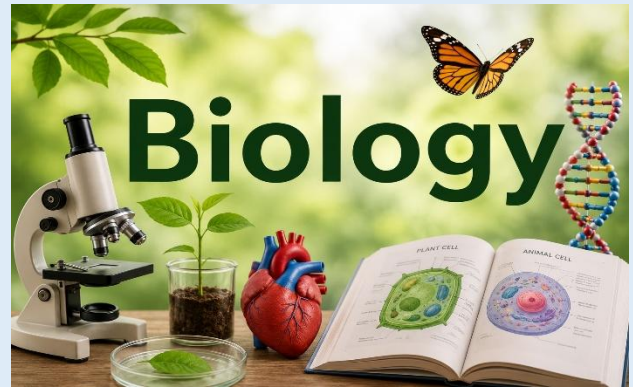
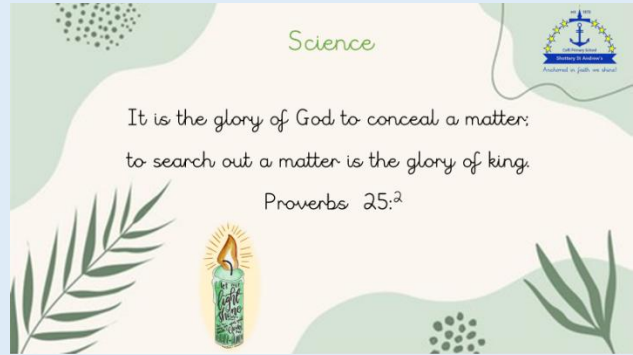
Fluent in Five	
A. $347 \times 6 =$	B. $67 \times 23 =$
C. $\frac{1}{8} + \frac{6}{8} =$	D. $11 \times 25 =$
E. $\frac{2}{5} \times 3 =$	
What time is it? Your answer needs to use the 24hr clock?	
A. $347 \times 6 =$	B. $9,832 + 124,866 =$
C. $6\frac{1}{3} + 1\frac{2}{3} =$	D. $3.43 \times 3 =$
E. $\frac{2}{5} \times 3 =$	

CHALLENGE

Could you try a mental method first then check your answer using a formal written method?

Science

This term, our science learning will focus on Living Things and Reproduction. Children will explore the fascinating life cycles of plants and animals, learning how living things grow, reproduce and change over time. They will investigate the life cycles of mammals, birds, amphibians and insects, making comparisons between different species and identifying similarities and differences. We will also explore reproduction in plants, including how flowering plants reproduce and how some plants can reproduce asexually.



As part of our working scientifically skills, children will develop their ability to ask and investigate scientific questions, make careful observations and use research to find out more about the natural world. They will compare flowers, research animal life cycles and explore factors that can affect growth and development. Children will collect and interpret data, present their findings using line and scatter graphs, identify relationships between variables and use evidence to make predictions and draw conclusions.

Asexual reproduction

- The parent plant creates an exact copy of itself without involving another plant.
- Natural methods include **runners, tubers, budding and bulbs**.
- Forced methods (by humans) include **cuttings, layering and divisions**.



runner



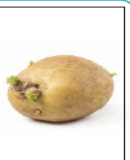
bulbs



budding



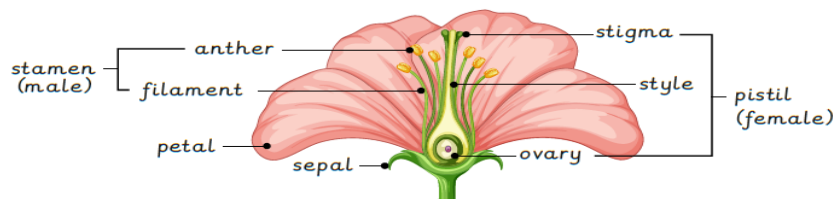
cutting



tuber

Sexual reproduction

- Pollen is transferred from the male anther of one flower to the female stigma of a flower on another plant.
- Pollen can be transferred by insects, wind or other animals.
- **Fertilisation** happens when the male **pollen** reaches the **ovary** and combines with the female ovules.
- The fertilised ovule then develops into a seed, which can be dispersed by wind, air or animals.
- Seeds can then grow into new plants, starting the plant life cycle again.

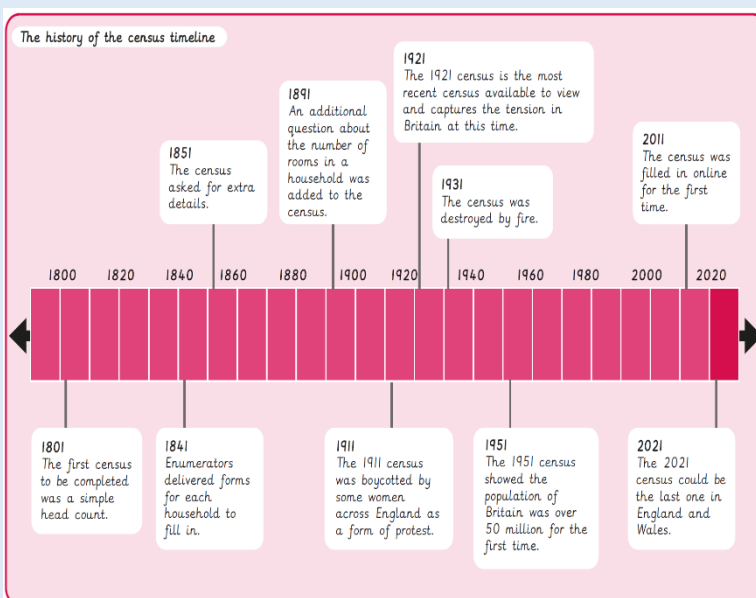


Through this topic, children will have opportunities to appreciate the wonder and diversity of life, recognising the patterns and changes that can be seen throughout the natural world. Exploring the remarkable ways in which plants and animals grow, reproduce and adapt will encourage curiosity, reflection and a deeper appreciation of creation, supporting children's spiritual development alongside their scientific understanding.

History

This term, our history learning will focus on the enquiry question, 'What can the census tell us about local areas?' Children will explore how census records provide a fascinating window into the lives of people in the past, discovering what they can reveal about families, occupations, homes and communities. They will learn how to use census information as historical evidence, making inferences about individuals and building a picture of what everyday life was like at different points in time.

As part of the unit, children will investigate Victorian working conditions and consider the experiences, thoughts and feelings of working children. They will compare census records from different periods to identify how local communities changed over time and use a range of primary and secondary sources to check and support their findings. Children will also explore how the census itself has developed, including the changes introduced in the 1921 census.



Throughout their learning, children will develop their skills as historical investigators, asking thoughtful questions, examining evidence critically and considering what different sources can—and cannot—tell us about the past. The unit will culminate in children planning their own local history enquiry, using census records alongside other historical sources to investigate an aspect of their local area.

In line with our Christian ethos, this unit encourages children to recognise that every individual has a story and a place within their community. By discovering the lives and experiences of people who came before us, children will reflect on change, fairness and the importance of valuing the contributions of others. This connects closely with our class memory verse, "Even so the body is not made up of one part but of many," reminding us that communities, both past and present, are shaped by the many different people within them.

R.E.

In R.E. this term, our enquiry question is “Who is Jesus?” Children will build on their previous learning and explore different Christian understandings of Jesus, considering what we can learn about his identity through the Bible, Christian belief and the experiences of Christians today. They will revisit the Christian belief in the Trinity and explore some of the different titles given to Jesus in the Gospels, including Son of God, Son of Man and Messiah.

Throughout the unit, children will investigate the question Jesus asked his disciples: “Who do you say I am?” By examining and comparing Gospel accounts, they will consider why this question was significant and why Jesus did not always fit people’s expectations of the promised Messiah. Children will explore events including Jesus’ anointing and his entry into Jerusalem, considering why his words and actions inspired some people but challenged others. They will also recognise that there are different perspectives on Jesus, including Christian, Jewish, Muslim and non-religious worldviews.

Children will then explore the events surrounding Jesus’ death and resurrection, considering why the Resurrection is central to Christian faith. Through Biblical texts, Christian artwork and the beliefs of different Christian traditions, children will investigate how the Resurrection represents hope, forgiveness and new life for Christians.

By engaging with these different perspectives, children will develop their ability to ask thoughtful questions, interpret religious texts and consider different viewpoints with respect. In keeping with our school’s Christian ethos, the unit will also provide opportunities for spiritual reflection as children consider Jesus’ teachings, identity and example, and think about what these might mean for Christians living in the world today.

