

Spring Term in Year 5/6/7

Dear Parents,

Welcome back to Calpe and the 2012 Spring Term. I hope you and the children all enjoyed the Christmas break. Certainly many of the children in class have enjoyed not only holidays here in Spain but also in fantastic locations around the world on three different continents.

No more dreaming! It is back to work for all of us and we are again looking forward to a very busy, productive and happy spring term.

The School follows the British National Curriculum. Literacy, Numeracy and Spanish are taught daily. Throughout the term, we will cover the following areas of work:

LITERACY	LITERACY	NUMERACY
<p>Biography and Autobiography Extract and interpret key information. Evaluate the reliability and usefulness of information. Understand the terms 'biography' and 'autobiography'. Research, prepare and present orally an account of a life. Recognise the structure and language, and organisational features of different forms of biography and autobiography. Write an effective biography selecting language, form, format and content to suit a particular audience and purpose.</p> <p>Journalistic Writing Can understand what is being communicated, why and how. Can listen attentively to a news broadcast. Understand some of the key features of a radio news programme. Can use discussion and drama techniques to explore a situation and its participants. Can recognise the structure and language features of news articles. Can write and present an effective news broadcast.</p>	<p>Argument Identify bias and appropriate use of formal language. Use clear language and appropriate presentational features both to present a case and provide balanced discussion. Recognise the structure and language features of a persuasive argument and a balanced discussion. Understand and apply impersonal and formal language when appropriate. Write an effective argument for a particular case and balanced discussion of an issue, selecting language, form, format and content to suit a particular purpose.</p> <p>Formal/Impersonal Writing Understand how non-fiction information can be presented in a number of formats. Can evaluate the effectiveness of the language, organisation and presentational features of specific non-fiction texts. Can use a wide range of discussion and role-taking techniques to explore non-fiction subject matter. Can research and assemble information from a variety of sources. Can plan a presentation of non-fiction information. Can evaluate work against agreed success criteria.</p>	<p>Place number, numbers to millions and up to 8 digits. Addition of several digits, bridging with three-, four-, five-digit numbers. Subtraction of multiples of 10/100/1000 and standard written method. Written, mental and calculator addition, subtraction, multiplication and division strategies and methods. Number properties; negatives, sequences, factors, primes. Time; 24-hour times, timetables. 2D shapes; reflection, symmetry. 3D shapes; identifying, nets and visualisation. Using and applying; area, length, weight, volume. Ordering fractions; equivalent fractions, ratio and proportion. Data handling; charts, probability, range, mode, median.</p>

SCIENCE	SCIENCE	GEOGRAPHY
<p>More About Dissolving</p> <p>This unit consolidates and extends children's understanding of what happens when a variety of solids dissolve.</p> <p>Children will develop understanding of habitats and feeding relationships and know what plants need in order to grow well.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"> making and testing predictions planning a fair test repeating observations and measurements and evaluating these representing data in line graphs and interpreting what these show. 	<p>Interdependence and Adaptation</p> <p>In this unit children extend their knowledge of the way in which plants and animals in different habitats depend upon each other and are suited to their environment. They relate feeding relationships to knowledge of plant nutrition.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"> making careful observations and measurements using results to draw conclusions and suggesting explanations for these using scientific knowledge and understanding. 	<p>Investigating Coasts</p> <p>In this unit, the children will investigate the following:</p> <ul style="list-style-type: none"> What is a coast? What are the main land uses on this section of the coastline? How do waves shape coastal environments? How does human activity affect coastal environments? What is a beach? Why do we need to manage the coastline? Who decides what happens to coastlines?

HISTORY	HISTORY	ART, DESIGN & TECHNOLOGY
<p>What Can We Learn About Recent History By Studying The Life of a Famous Person?</p> <p>In this unit, children learn about aspects of recent history through the study of the life of a chosen famous person as an example of someone who made a significant impact on popular culture and whose life portrays some of the key social and cultural changes of the post-war period.</p> <p>Children will develop their historical understanding of the period, including the characteristic features and diversity of popular culture. They will learn about changes both within and across the period, and apply their skills of historical enquiry to a study of the recent past.</p>	<p>How Has Life In Britain and The Wider World Changed Since 1948? In this unit children learn about the reasons for and results of the changes in British life since 1948, as well as life in other countries. Children investigate various aspects of change in British life, eg population structure, popular culture, work. They will develop their historical understanding of the period, including the characteristic features and diversity of popular culture, make links between changes both within and across the period, and apply their skills of historical enquiry to a study of the recent past.</p>	<p>A Sense of Place</p> <p>In this unit children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting. They consider the ideas, methods and approaches of artists who have responded to landscapes in different ways.</p>

I.C.T	MUSIC	P.S.H.E
<p>Monitoring Environmental Change</p> <p>In this unit children learn that devices can be connected to a computer to monitor and measure changes in environmental conditions.</p> <p>Children gain an understanding of computer monitoring of external conditions.</p>	<p>Cyclic Patterns</p> <p>In this unit the children will:</p> <ul style="list-style-type: none"> Identify different aspects of pulse by clapping and moving and using percussion instruments. Identify rhythmic patterns, instruments and repetition. Explore, invent and perform a cyclic pattern. Keep a steady pulse and improvise rhythmic patterns. 	<p>Taking Part</p> <p>In this unit, the children will learn how to hold a discussion with one other person, offering their own opinions and listening to and taking on board the views of the other person. They will learn to collaborate with others in a group to solve a problem or make a decision. They will also investigate some of the processes involved in working effectively in a group and reaching group decisions.</p>

MATHEMATICS: Maths this term in Year 5, 6 and 7 will be organised slightly differently to further develop and enhance the skills of all of the children. For some of the lessons during the week the children will be split into two groups. I will take the main group in our classroom and Mr Jacey will take a second smaller group in the library.

HOMEWORK: Given on Tuesday, Wednesday and Thursday, to be given in the following day. It is vital that the children complete all homework independently. This ensures that any difficulties that arise in completing the homework can be seen and addressed further in class by me.

SPELLINGS: Lists will be given out on Monday each week for a "4 a day" test on Tuesday, Wednesday and Thursday and a full test of all the spellings on Friday. All children in my class have been taught or will be taught how to learn to spell for success.

READING BOOKS: A minimum of 15 minutes reading each day. Some children are recording this independently in their reading record books. These children are aware of who they are. Please feel free to check the progress being made. Library books are chosen on Wednesday each week and are to be read during the week/weekend at home. All children write a book review in class on Tuesday during the Literacy period.

SCHOOL UNIFORM: As you are aware, all children must wear the correct full School Uniform at all times. Please ensure that every item of school uniform is clearly labelled with your child's name. Items of uniform are mislaid on a daily basis, due to these not being correctly labelled with the child's name. Children should wear School Logo Fleece or navy blue Jackets/Coats only and these should also be clearly labelled. Shoes should be black or navy blue and long hair must be tied back at all times.

PENCIL CASE: Please provide a fully equipped pencil case to include 2 pencils, 1 closed sharpener, 30cm ruler, a rubber and a pack of coloured pencils. Please can you also provide an A4 sketch pad if you have not already done so.

School begins promptly at 9.10am and finishes at 4pm. Please ensure that you bring and collect your child on time as late arrivals and collections can be very upsetting for your child and are disruptive to the whole class. If your child is absent for any reason please inform the office as soon as possible. If someone else who is unknown to us is collecting your child, please contact the office. The school must know at all times who they are handing custody over to.

If you have any queries or concerns please always feel free to speak to me. After school is preferable as there is more time. For longer discussion time, please make an appointment either with myself or with our secretary Miss Joanne in the office. Please do not feel you have to wait for parents evening.

Yours sincerely,

Miss Patricia.