



Preston Candover CE Primary School

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Dear Parents and Carers,



Kingfishers Class Newsletter

Welcome back to the spring term, I hope you all enjoyed the rest and had a wonderful Christmas. I would like to take this opportunity to thank you all for my extremely thoughtful gifts and cards; I was overwhelmed with your kindness. Kingfisher class had an amazing 2023 - I am really looking forward to 2024, as we embrace another exciting term that will allow all children to show how hard-working they are, but most importantly how much fun we have as a class, learning something new.

Big Question for Spring term 1 is: 'What makes a legacy last?'

History and Art/DT- Our History topic this term is: The Mayan Civilisation. Within this topic, the enquiry aims to provide a contrast between a non- European society (Mayan civilisation c. AD 900) and British history. We will be defining the main characteristic features of the Mayan civilisation, looking at the Mayan culture and how some aspects of Mayan life contrast with Britain at the time (during the Anglo- Saxon period). Our Art and DT will be linked to our Mayan topic through looking at the Mayan architecture, through sketching and eventually creating our own Mayan architecture models. This will be inspired by Bridget Riley Op Art. The children will be creating their own Mayan temples through the use of Op Art, this will be a challenge but I know that Kingfisher Class have improved their resilience within Art.

Big Question for Spring term 2: 'Is Copacabana a world away from our local area?'

Geography: Our Geography topic this term is: Copacabana – South American study. Through this topic, children will build their knowledge and understanding of Copacabana, in Brazil to identify and evaluate the similarities and differences with their local area. They will achieve this by locating the world's countries, using maps, atlases, globes, and digital mapping. They will concentrate on the environmental regions, key physical and human characteristics, countries, and major cities. From this, they will understand geographical similarities and differences through the study of human and physical geography of a region within South America, including climate zones, biomes, vegetation belts, settlement and land and economic activity. We aim to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies.

English- I was so impressed with the quality of writing the children produced last term and they were really proving how they never give up! The children are now using all the tools to continue improving their writing and have really learnt how to engage their audience. This is something that we strive to continue, as the children will be working together to edit and improve their work to a high standard. We will achieve this quality of writing through reading a variety of Mayan myths such as: 'The Hero Twins' 'Rain Player' and the 'Chocolate Tree'. The children will end this unit by creating their own Mayan myths The second half of the term will be surrounding the inspiring novel 'Wonder', which was recommended by a few avid readers in Kingfisher class. They have been incredibly patient, and I now understand why they said it was a 'must read!', as I could not put the book down. I know they are very excited to share it with the rest of the class. This exceptional text will allow all children to develop their love of reading and strengthen their comprehension skills in preparation for their reading tests. This book will inspire the children to write creatively and emotively yet, support them in using the correct spelling, grammar and punctuation that is needed to create an outstanding Year 5/6 piece of writing.

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Maths - Children in Kingfisher class, will continue to consolidate their learning in many areas of the maths curriculum and apply what they have already learnt through problem solving and reasoning. All children will be revisiting previous areas involving place value and formal written methods for multiplication, division, subtraction and addition. Problem solving will be at the heart of this learning, with the opportunities to use the mathematics resources when needed. Year six children will now be working hard in preparation for their SATs; they will be given test-style questions to ensure that they feel happy and confident with the tests ahead. We will ensure that all children in Kingfisher class are given the help and support they need, both, in school and at home with home-learning. Please don't hesitate to ask Mrs Meier any questions, as I am more than happy to help.

Science- In Science this term we will be looking at animals, with a focus on respiration. The children will be working scientifically and will be actively involved in numerous respiratory experiments, where they will be making predictions, leading a role in experiments, and presenting their findings through using diagrams, pictures and succinct conclusions. All children will be given the opportunity to research the diets of famous athletes and compare it to their own. We will also be getting hands on when exploring the heart to help us in answering these key questions: 'Does everyone's heart beat at the same rate?' and 'can you make someone's heartbeat faster without them having to do any exercise?' In the second half of the term, we will be exploring a variety of organisms and their different life cycles. The children will learn how life cycles have evolved to help organisms survive to adulthood and discover how some organisms reproduce sexually, where offspring inherit information from both parents and some organisms reproduce asexually by making a copy of a single parent.

Computing-In the unit, 'Selection in quizzes', pupils develop their knowledge of selection by revisiting how conditions can be used in programs and learning how the structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program. The next Computing unit will use physical computing to explore the concept of selection in programming using the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge.

Music- I was incredibly impressed with the musical talent in Kingfisher class from the Autumn term. They all sang beautifully in the carol service. All children showed courage and really enjoyed singing and performing. Last term, all children thoroughly enjoyed learning to play brass instruments. This term, Kingfisher class are incredibly lucky and will continue to have HIAS specialist Music lessons with Mr Garrod, where they will have the opportunity to play and learn more about a range of instruments.

P.S.H.E and Citizenship- In the first unit of PSHE, we will be exploring our human rights and how they are there to protect everyone. This will be achieved through reading the texts 'Dreams of Freedom' and 'The Artist who painted a Blue Horse'. All children will learn why and how laws and rules are made and the consequences if these are not adhered to. Kingfisher Class will be able to explain what democracy means and reflect on actions which discriminate and show prejudice, identifying what they can do if they experience or witness this. They will learn the relationship between rights and responsibilities and the importance of having compassion towards others. They will also learn how to keep safe, through the influences on their and others behaviour, resisting pressure and what to do in an accident or emergency, through learning basic first aid. For the second half of the term, Kingfisher class will learn about the different types of relationships people have in their lives and what constitutes a positive healthy friendship. They will learn that the same principles apply to online friendships as to face-to-face relationships. Through communicating positively on the internet and through using social media. They will learn how to recognise risks in relationships and how to keep themselves safe when posting different types of content (including images) online. Ensuring they are always seeking and giving consent before images or personal information is shared with friends or family. They will also explore the best ways to respond if a friendship is making them feel worried, unsafe or uncomfortable and learn how to ask for help or advice when these pressures may arise.

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R.E - In RE, we will look at the theme 'Wisdom: Sacred Books' and will be answering the key concept: 'Are sacred books wise?' Throughout this unit, each child will explain their own personal response to the concept of wisdom and give examples of who and what has the right to guide them. They will explain how people have different ideas about what wisdom is and they will gain more understanding and the confidence to explain their own ideas of wisdom. All children will explain how the Qur'an and the Bible contain wisdom and will end the unit evaluating the importance of wisdom in the world today. For the second half- term we will focus on the theme Justice through exploring Stories of Justice in Christianity, Islam and Judaism. We will begin by explaining what justice means and how significant justice is in our own and others' lives.

French: En Ville- In this unit the children will be using text and images to work out the names for various buildings and features around the town, concentrating on whether they are masculine or feminine. They will then build on their knowledge of prepositions of place to describe where certain buildings are located within the town and use this vocabulary to ask for and give simple directions. All children will end the unit by creating a short description about their local town. The second half of the term links to their science topic (animals). Children will start off by discovering information about the city of Kigali, Rwanda's capital city, including the types of buildings found there. They will then move on to more rural areas of the country and the types of animals found there, which is a huge draw for tourists visiting the country. They will spend the rest of the unit describing the animals and their habitats as well as they type of food that they eat.

P.E– In Spring, during the outdoor PE sessions all children will be focussing on netball. Within netball, all children will learn how to dribble and pass the ball using a range of different techniques. They will develop their skills of marking, how to get free from a defender, how to shield the ball and the skill of pivoting. They will learn some of the rules of the game, which will support them when playing as part of a team in a mini tournament, putting their newly developed skills into practise. Within their indoor PE sessions, they will be creating group and class dances to 'The Greatest Showman', which I know the class will thoroughly enjoy. In Spring 2 during gymnastics, all children will learn and perform individual point and partner balances and will use these to create group formations to represent rivers and mountain ranges. They will perform some rhythmic gymnastics to represent the features of the river course and learn how to create a range of shapes with their bodies, both on the floor and on apparatus. At the end of the unit, they will combine their skills to plan and perform group sequences which incorporate all the skills from across the unit by linking their shapes, movements, and balances to music. For their outdoor PE lesson all children will be developing and practising their football skills. Our focus is to ensure we are showing good sportsmanship and using Habits: 'Think Win Win' and 'Synergising'. Please ensure your child is coming to school with the correct school PE kit. We would like the PE kit to come into school every Monday for it to stay in school throughout the week and can be taken home on Friday. We want to make sure the children are prepared with a PE kit in case we need to change PE days short notice and therefore can fully enjoy their PE lessons and the Golden Mile. Many thanks for your support with this.

Home-learning - Maths and English home- learning will be set weekly on a Friday and due in on a Thursday. Topic home-learning will be set when appropriate, with plenty of time to carry out the task. Spellings will be set and tested every Friday. Please continue to support your children with reading at home and encourage your child to complete an activity (learning tool) in their reading record, so that they are one step closer to achieving their story wings badge. It would be a lovely achievement if all children achieved their story wings badge this year, as it supports their confidence in reading and writing and once achieved children felt so proud of themselves. If you wish to discuss anything about this term, then please do not hesitate to contact me.

Yours sincerely,

Mrs Meier
Kingfisher Class teacher

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