

# St Luke's C. of E. Primary School

## Half Termly Newsletter for Parents

### CLASS 9 Spring Term – First Half Term

#### WHO ARE THE STAFF IN THE CLASS AND THEIR ROLES

	CLASSTEACHER	GENERAL CLASS TEACHING ASSISTANT
MONDAY	Mrs Selfe	Mrs Monaghan
TUESDAY	Mrs Selfe	Mrs Monaghan
WEDNESDAY	Mr Baker	Mrs Monaghan
THURSDAY	Mr Baker	Mrs Monaghan
FRIDAY	Mr Baker	Mrs Monaghan

#### HOW CAN I GET IN CONTACT WITH THE CLASSTEACHER?

**Face to Face** – If there is a message for a teacher in the morning, this needs to be passed on to a member of staff monitoring the door and they will deliver it before gam. Teachers are available at the end of the school day for parents to briefly speak to them, should a parent need to speak to the member for staff a longer period of time, an appointment will be arranged as soon as possible (usually within 24 hours).

**By E-Mail** – Should you wish to contact us to raise a query or question, please email us using the following address and we will endeavour to reply within 24 hours (apart from weekends or school holidays).

[emily.selfe@stlukeschurch-cp.essex.sch.uk](mailto:emily.selfe@stlukeschurch-cp.essex.sch.uk)

[stephen.baker@stlukeschurch-cp.essex.sch.uk](mailto:stephen.baker@stlukeschurch-cp.essex.sch.uk)

#### WHO ELSE CAN I CONTACT IF I NEED HELP, SUPPORT OR ADVICE?

The school has many ways that you can use to gain help or support. The school Reception staff can often help with simple queries or questions, however, should your question or query be more specific then the following staff will be happy to help you. Initially a meeting will be held with the class teacher; however if the matter is not resolved it will be passed on to a member of the Senior Leadership Team.

#### **Mrs Sarah Lewis – Family welfare and safeguarding officer**

Mrs Lewis is available every morning in our school reception area to support any parents with medical or well-being matters concerning their children or family. Mrs Lewis works five days a week throughout the school day and can also be contacted by telephone using the main school telephone number.

Appointments can also be made with her for longer consultations.

#### **Mr Moriarty– Headteacher**

Mr Moriarty is available every morning from 9am and at the end of the school day to support any parents with any queries, questions or matters concerning their children or family. Longer appointments can be made with Mr Moriarty by telephoning the school office using the main school telephone number. Parents may find it helpful to know that Mr Moriarty holds a Senior Leadership Team meeting from 3.30-5pm on Monday and a Staff Meeting on Tuesday from 3.30-5.00pm which means that his time is limited on these days of the week.

**Mrs Clare Walker –Deputy Headteacher and Inclusion Manager**

Mrs Walker is able to support parents at a mutually agreeable time based upon her current commitments. She is in school 5 days a week. [clare.walker@stlukeschurch-cp.essex.sch.uk](mailto:clare.walker@stlukeschurch-cp.essex.sch.uk)

**Mrs Georgina Smith – School Business Manager**

Mrs Smith is part of the school’s Senior Leadership Team and works full time in school. She can be contacted via the school office. [georgina.smith@stlukeschurch-cp.essex.sch.uk](mailto:georgina.smith@stlukeschurch-cp.essex.sch.uk)

**WHAT DOES THE TIMETABLE FOR THE CLASS LOOK LIKE THIS TERM?**

I hope that this timetable will help you as parents to understand the subjects your child will be covering across the week. I hope that this will help you to be able to talk with your child and discuss and share what they have learnt subject by subject, week by week.

Please understand that this is a timetable of an average week and that it will be subject to change. Changes may be made on a week by week basis based on the addition of special one off events that may be organised to enrich the curriculum or the need of the class to focus on particular subject in greater depth due to pupil interest or the need to reinforce learning to embed and consolidate understanding.

	8.40-8.55	9-10	10.00-11.00	11-11.25	11.25-12.25	12.25-1.25		2.30-2.55	3.10
Monday	Early Morning Work	Literacy	Numeracy	MORNING BREAK	Topic	LUNCHTIME	Hand-writing / Guided Reading	Outdoor PE	Whole School Assembly
Tuesday	Early Morning Work	Literacy	Numeracy		Topic		Hand-writing / Guided Reading	Music / French (Mrs Norster)	Class Worship
Wednesday	Early Morning Work	Literacy	Numeracy		Computing		Hand-writing / Guided Reading	Indoor PE	Whole School Assembly/ Church Service
Thursday	Early Morning Work	Literacy	Numeracy		Topic		Hand-writing / Guided Reading	Topic	Singing Assembly
Friday	Early Morning Work	Literacy	Numeracy		Topic		Hand-writing / Guided Reading	Science (Mrs Norster)	Celebration Assembly
									HOME TIME

## WHAT TOPICS ARE THE CLASS COVERING THIS HALF TERM? Our Topic is Asia

<p><b>READING:</b>          Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.          Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, fiction and books from other cultures and traditions.          Identifying and discussing themes and conventions in a wide range of writing          Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context          Asking questions to improve their understanding. Predicting what might happen from details stated and implied          Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas          Identifying how language, structure and presentation contribute to meaning          Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader          Distinguish between statements of fact and opinion          Retrieve, record and present information from non-fiction</p>	<p><b>WRITING:</b>          Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.          Plan their writing by:          discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar          discussing and recording ideas          Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.          Organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]          Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.          Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors</p>	<p><b>MATHS:</b>          Compare and order fractions whose denominators are multiples of the same number.          Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.          Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number          Add and subtract fractions with the same denominator and denominators that are multiples of the same number.          Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions          Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	
<p><b>SCIENCE:</b>          I can describe the life processes of animals and plants.          I can identify the features of a plant.          I can describe the life cycle of a plant.          I can classify plants into their groups.          I can plan, conduct and report on an experiment          I can describe the life cycle of an animal</p>	<p><b>How Amazing is Asia? (Geography FOCUS)</b></p> <p>I can locate the world's countries, focusing on environmental regions and capital cities. (Y6)          I can recognise the different shapes of countries. (Y5)          I can identify world weather patterns and relate these to climate zones.          I can label a map identifying rural and urban areas. I can identify different types of land use.          I can identify some of the physical geography features of India.          I can describe and understand key aspects of how mountains and volcanoes are formed.          I understand how humans can affect the environment over time.          I can compare the economic growth between countries in Asia.</p>		
<p><b>RELIGIOUS EDUCATION:</b>          The story of Moses and the exodus from Egypt          The festival of Pesach and the Seder meal          How did the Hebrews (the ancestors of the Jews) come to be living as slaves in Egypt, rather than living freely in their homeland (Canaan)? Who was Moses? A Hebrew or an Egyptian or both?          What is it like for a person brought up in a different culture in today's world?          What gives you your identity?</p>	<p><b>PE:</b>          To use balancing on different body parts to create bridge shapes both as individuals and a partner. Sustain concentration to practice and improve the accuracy and quality of their movements. Work co-operatively to create a sequence.</p>	<p><b>COMPUTING:</b>          Create a program to control a simple sequence.          Modify symbols in a flowchart for effect.          Create flowcharts for multiple inputs and outputs. Use decisions and subroutines.          Program inputs and outputs.          Solve a given problem independently with a flowchart solution, organized into multiple subroutines. Create a program to control a sequence with variables.</p>	<p><b>DT / ART:</b>          To develop different ideas which can be used and explain his/her choices for the materials and techniques used          Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Begin to develop an awareness of composition, scale and proportion in their work. Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Mix colours to express mood, divide foreground from background or demonstrate tones. Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p>

