



## St Martin's Class: Mr Slater

## St Cecilia's Class: Mr Ocansey

The children are progressing well through the remainder of Spring term and are very much looking forward to showcasing their efforts with parents at the Passion Play on **28<sup>th</sup> March** in school.

That being said, next week is British Science Week. Throughout the week, we may get the chance to take part in some Science-based activities to complement our rehearsals and progress in learning. Thank you once again to all parents who attended parent's evening this week, also. We hope you found it useful. As a polite reminder, next week's parent's evening has been postponed to **21<sup>st</sup> March** due to the planned strike action. Thank you in advance for your understanding.

## Next Week Spring 2 Week 4 Curriculum

### ENGLISH: Anglo-Saxon Boy / Text

**Reading Focus:** Comparing modern fiction, from our literary heritage (History Link)

**Writing Focus:** Narrative Writing - Dialogue

**Grammar Focus:** Use the semi-colon, colon and dash to mark dependent clauses

**Spelling Focus:** -ie/-ei/e words

### MATHS:

Next week in Maths, we will be recapping methods of arithmetic (including those using fractions and decimals) before beginning some test practice ahead of our end-of-term tests in a few weeks' time. We will also be taking part in some activities for Tuesday's International Day of Mathematics.

### SCIENCE: British Science Week

We will be briefly returning to our topic of forces in order to consolidate our learning and take part in the school theme of 'Connections' during Science week. We will be working with other year groups throughout the school to pass on the message 'Science is fun'.

### R.E TOPIC: Memorial Sacrifice

The rest of Spring 2's RE will largely include practice for the passion play.

### COMPUTING: Binary Code

This half-term, we will be learning all about binary code - the basis of languages that computer systems use to communicate commands. Here we will be representing binary across our classroom. We will also be learning about the chunks of data stored.

### HISTORY: Who were more Victorious, the Anglo-Saxons or the Vikings?

Next week, we will be learning about the Danegeld, a primitive form of tax introduced by Ethelred the Unready to keep the Viking expansion in Britain at bay. Was this successful?

**FRENCH:** Children will continue lessons taught by Madame Severine alongside their class teacher. The focus now is on the weather, giving opinions on it, and the clothing that we might wear at different points in the year. We will then move on to sport and hobbies.

## HOMEWORK – Due Wednesday 15th March, 2023

**READING:** Your child should continue reading the book provided with the reading journals which must be in have been returned to them. Please, kindly note the **date**, **book title**, **pages read** and **brief comment** on their reading.

**Reading:** This week, we have allocated a new, longer book called 'Dark Stone Eye' by Scot Gardner. Children should begin this week by reading Chapter 1 to Chapter 3.

To log in to Bug Club, your **child's username will be the first 4 letters of their first name, followed by the first four letters of their surname**. Passwords are either 'Martin' or 'Cecilia' (depending on which Year 5 class). The school CODE is **hp6h**.

### SPELLING:

Please encourage your child to learn the Set 2 spellings

- words with /i:/ sound spelt **ie**
- words with /i:/ sound spelt **ie after c**
- exceptions to **i before e except for c rule**
- exceptions to /i:/ sound spelt **ei after c**.

Children should practise these spellings **and write them into sentences in their homework books**.

SET 2	Week 7
Words with the /i:/ sound spelt <b>ie</b>	grief
	achieve
Words with the /i:/ sound spelt <b>ei after c</b>	deceit
(Exceptions to the <b>i before e</b> except after <b>c rule</b> )	sufficient
	science
Exceptions to the /i:/ sound spelt <b>ei after c</b>	seize
Extension	deceive
	retrieve
Word list	opportunity
	parliament

### HALF TERMLY PROJECT:



Thank you so much to all of the continued support you have given to the children over the last few weeks in their learning endeavours into Anglo-Saxon legacy. We have now finished presenting these projects and the children really have done themselves proud once again!

We thought the new half-termly project should children the chance to prepare something entirely different to their classmates. **In this project, we would like children to create a biographical piece about an Anglo-Saxon/Viking King of their choice (excluding Alfred the Great, whom we have already learnt about in class).**

Thank you again for your continued support. As always, we will share ideas in class.