Abbotskerswell Primary School

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Dear Parents and Guardians,

Welcome back to school and welcome to Kingfisher class! We hope you had a lovely summer and that you are looking forward to the year ahead. The children have come back to school motivated, enthusiastic and ready for learning! We are looking forward to an exciting and busy Autumn Term. Below is some information about what we will be teaching the children this term and some key information about Year 5/6.

Snacks & Water Bottles

The free fruit scheme funded by the government stops at the end of Year 2. Therefore, children will need to bring their own snack to school. Please ensure this is healthy and ideally real fruit, there should be no crisps, sweets, chocolate or similar. Please remember that we are a nut-free school when providing snacks and home packed lunches. All children will need to bring a named water bottle each day (containing water). Water bottles are kept in the classroom so that they can be accessed independently throughout the day.

PE, Clothing & Stationery

Kingfisher will have PE on **Monday** and **Thursday**. The children are welcome on these days to come to school wearing their PE kit. There is no need for them to bring in their school uniform to change into, they are welcome to wear their PE kit all day. Please ensure they have their school jumpers/cardigans with them as the weather gets colder.

Please can you ensure that all your child's clothing is clearly labelled with your child's name. We appreciate how costly uniforms are to buy and unfortunately, items of clothing can go missing at school but you will be more likely to get it back if it is named and it certainly speeds things up when trying to find them! Your child will need suitable clothing for each season e.g. coats, hats, scarves, etc. Children go out at playtimes in **all weathers** except during heavy rain.

Children are provided with all the stationery items they need at school in Kingfisher; therefore we please request that any personal stationery items are kept at home. Thank you for your support with this.

Early Morning Maths

This year, KS2 are trialling a new idea to increase the children's maths fluency. This will be happening 4 mornings a week on Monday-Thursday. This involves the children coming into class and having a go at some quick -fire maths questions, recalling facts already learnt or practising current/new concepts. This will only last until 9am. We would greatly appreciate your co-operation in ensuring that your child is in school, ready to begin the day when the school gates open (or as close to this as possible) to maximise their learning. We are hoping that this will also provide a lovely structure to the beginning of the day that lots of children thrive on. Many thanks, in advance, with your help.

Rewards

The children earn 'house-points' recorded via 'Class Dojo' so they may be referred to as Dojo Points too. Children will also be recognised for other academic and non-academic achievements in our weekly praise assemblies and will be given a certificate to bring home when recognised in a praise assembly. Kingfisher will also be voting on a class treat to work towards earning. This will be earnt by collecting numbers on a 100 square. When 10 in a row are earnt, they will get a smaller reward and once the 100 square is completely full, the children will have earnt a larger reward!

Year 6 Civic Award

Following the success of last year's programme, Year 6 will once again be taking part in the Torbay Civic Award. The award encourages children to learn about and contribute to their local community, developing their understanding of citizenship, responsibility and the positive difference they can make. It is an important opportunity for pupils to build confidence, develop new skills and recognise the value of being an active member of their community. There will also be the opportunity to attend half-termly after-school drop-ins with Mrs Masters, where pupils can receive support and

guidance with collecting and completing their Civic Award evidence. After SATS, we will also have some time in school to work on their awards. Towards the end of the year, children will present their awards to an assessor and will then get to attend the area awards ceremony where they will receive their award. Further information will follow about this. This award also helps prepare Year 6 for the transition into Secondary School.

Residential & Trips

We are hoping to be able to book another residential for Year 5 and 6 this year. We are aiming for this to be in the Spring/Summer term. We will give you plenty of details about this when it is booked including the costs and the types of activities the children will experience. This term, we have booked a trip to 'The Box' in Plymouth as part of our World War 2 topic focus. More details will follow about this.

Staffing

Mrs Masters will be teaching the class Monday – Friday with Mrs Peters teaching the class on a Friday afternoon. Mrs Peters will be teaching Science when she is with the class on a Friday to cover Mrs Master's non-contact time. We are also lucky to have Mrs Simmons supporting in class Monday – Wednesday and then Mrs Langley supporting in class Thursdays and Fridays.

Homework:

Spelling

Children are expected to learn spellings at home as part of their homework. Spelling is an important aspect of the curriculum and makes up part of the judgement of writing levels at the end of the year. Children will be given a list of words that we are focusing on in class during our Decision spelling sessions. At the end of the spelling unit, children are then tested on these words. These spellings usually last for a 2-week sequence. Children are welcome to learn these on Spelling shed through games and interactive activities, or they can write them out on paper/post-it notes/whiteboards. There is no expectation that these are handed in for us to see, we just want the children to be learning these at home to help with their confidence and top up what we are doing in class.

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My Maths & Times Table Rockstars (TTRS)

Children will be set weekly homework on My Maths & TTRS. The tasks will be set on a Monday and should be completed by the following Monday. If they have tried several times and are struggling, please let us know so we can arrange for some extra help for your child. The login for My Maths & TTRS is in your child's reading record.

Reading

Children should read daily for at least 20 minutes. They will be given a ZPD number (which is their AR range) which will help them choose a book which is at the correct level for them. When they finish a book, they can 'quiz' on it at school to show they have understood what they have read. The children have also been given a reading record to record their reading and the books they have chosen. Please ensure this comes to school daily so it can be completed. We will be doing a reading record check every **Monday.** This will help us to understand when and what your child is reading. Children will also record their AR scores in here once they have taken a quiz so you can see how they have got on.

Contact

We really value home to school communication and it is something which is incredibly important to us as teachers. Please do not dwell on worries or questions, instead please contact us so we can help! One of our team will be outside in the morning and messages can be passed to them which will be passed on to us or you may always catch us at the end of the day. You are also welcome to message the school office who will then pass on any messages to us. Please do not message important messages on Class Dojo, as these are not monitored throughout the day due to teaching commitments. Messages are also not looked at past 5pm and before 8.30am.

Thank you for taking the time to read this, we hope you find it helpful. If you have any further questions, please feel free to come and ask.

We look forward to working with your child this year!

Best Wishes,
Mrs Masters & the Kingfisher team

	Abbotskerswell Primary School | Year 5 & 6 | Kingfisher Class Planning 2026		
	Main Theme – History – WW2	Autumn Term	

History – What was the impact of World War 2 on the people of Britain?

In this unit, children will:

- Identify the causes of World War 2.
- Identify the different phases in the Battle of Britain.
- Make deductions about the Blitz from photographs.
- Describe how children may have felt when evacuated.
- Evaluate the accuracy, reliability and usefulness of sources.
- Describe the impact WW2 had on women's and African-Caribbean migrant lives.

Autumn 1: Art – Craft and design: Photo opportunity

In this unit we will look at developing photography skills and techniques to design a range of creative photographic outcomes.

Autumn 2: Design and Technology – Structures: Bridges

In this unit we will be looking at investigating different types of bridges and how structural strength is affected by shape and design. We will then work in groups to create our own bridges using saws, wood and glue guns.

Science with Mrs Peters

Light:

In this unit, we will:

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity:

In this unit, we will:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

English | Writing	Maths

Beowulf – Fiction

Outcome – To write an overcoming the monster story.

Grammar focuses-

- Sentence construction/pattern of 3
- Semi-Colons between clauses
- Expanded Noun phrases to describe
- Devices to build cohesion within a paragraph

My Secret War Diary – Non- Fiction

Outcome – To write a diary entry.

Grammar focuses-

- Structures typical of informal Speech
- Writing with formality
- Wider range of punctuation (brackets, commas, dashes, exclamation marks, question marks, semi colons/colons)
- Verbs: variation in tense and form

Christmas Tails – Fiction

Outcome – To write a short Christmas story for younger children using picture cards for inspiration.

Grammar focuses-

- Using expanded noun phrases to convey complicated information concisely
- Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun
- Using brackets, dashes or commas to indicate parenthesis

- Place Value
- Addition and subtraction
- Multiplication and division A
- Fractions A
- Multiplication & Division B

French

Portraits: Describing the French

In this unit children will:

- Begin to understand that adjectives change if they describe a feminine noun.
- Understand a simple description of hair and eye colour.
- Create simple descriptive sentences.
- Understand simple descriptive sentences.
- Write descriptive sentences.

Physical Education (PE)	**Religious Education (RE)**	**Computing**	**Personal, Social, Health Education (PSHE)**	**Music**
Autumn 1- **Tennis/Dance** Autumn 2 – **Volleyball/Gymnastics**	Autumn 2 – **'Why do Hindus want to be good?'** - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, - Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways - Make connections between Hindu	Autumn 1 – **'Micro:bits'** Looking at: - Creating algorithms and programs that are used in the real world. -Using the 'predict, test and evaluate' cycle to create and debug programs with specific aims.	Autumn 1 – **'Being me in my own world' & British Values** Looking at: -Identifying goals for the year -Global citizenship -Children's universal rights -Feeling welcome and valued choices, consequences and rewards -Group dynamics -Democracy, having a voice -Anti-social behaviour -Role-modelling	Autumn 1 – **Create and Notate: You can see it through** Children will: 1. Copy and improvise short melodic phrases. 2. Compose a short, structured piece using a D minor scale in Music Explorer. Autumn 2 – **Singing and Traditions** Children will: 1. Sing a 2-part song as a duet or melody with accurate pitching and accompaniment. 2. Understand contrasting traditions and stories.

	beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world.			