

# NEWSLETTER



**CherryTree**  
ACADEMY

## MESSAGE FROM MISS NEWLEY

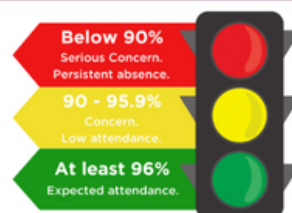
Dear Parents and Carers,  
We hope you had a restful and joyful break. It has been lovely to have the children return to school this week for what promises to be a wonderful term ahead. We also want to wish you all a very Happy New Year! As we begin Spring term, we are excited to share that our school-wide focus will be on improving writing across all classes. Writing is a vital skill that supports not only academic success but also creativity and critical thinking. On Monday, we had our Inset day and teachers worked hard on a strategy to help accelerate pupils progress in writing. Teachers and pupil are really enjoying our new scheme 'Literacy Tree' and the wide variety of books and engaging hooks they use to inspire their writing. Here are a few other ways we'll be working together to strengthen writing at Cherry Tree:

- **Focused skills Lessons:** Teachers will be dedicating more time to the fundamental skills of spelling, handwriting and grammar in different ways and through games.
- **Writing Across the Curriculum:** Writing is not confined to English lessons. Pupils will have opportunities to write in other subjects, helping them practice their skills in a variety of contexts. This will include more opportunities to write outside at lunch also.

- **Supportive Writing Environment:** We will continue to encourage a love for writing by creating a positive, supportive classroom environment where students feel confident to express their thoughts through words.
- **Celebrating Writing:** We will be introducing awards and certificates specifically for writing, publishing more of our written work on our school displays and sharing writing on our website and social media for others to see.
- **Parental Involvement:** We encourage you to support your child's writing development at home by encouraging them to develop their gross and fine motor skills, draw and write outside of school and practise spelling and handwriting.

We are committed to providing pupils with the tools they need to grow as writers and we look forward to seeing their progress over the coming weeks. Thank you for your continued support and working with us to make this a productive and successful term for all.  
Miss Newley

## ATTENDANCE MATTERS



Expected attendance means having no more than seven days off this school year!

**EYFS**

**99.0%**

**YEAR 1**

**93.8%**

**YEAR 2**

**97.5%**

**YEAR 3**

**97.4%**

**YEAR 4**

**90.9%**

**YEAR 5**

**94.9%**

**YEAR 6**

**96.3%**

**TOTAL SCHOOL 95.69%**

# READING AT CHERRY TREE



AT CHERRY TREE ACADEMY WE ARE PASSIONATE ABOUT ENSURING THAT EVERY CHILD IS A READER. ONE OF THE WAYS WE DO THIS IS TO USE A COMPUTER PROGRAM CALLED ACCELERATED READER (AR). AR HELPS TEACHERS MANAGE AND MONITOR CHILDREN'S INDEPENDENT READING PRACTISE. YOUR CHILD PICKS A BOOK AT HIS/HER OWN LEVEL AND READS IT AT HIS/HER OWN PACE. WHEN FINISHED, YOUR CHILD TAKES A SHORT QUIZ ON THE COMPUTER - PASSING THE QUIZ IS AN INDICATION THAT YOUR CHILD HAS UNDERSTOOD WHAT HAS BEEN READ.

## Weekly word count ...

WB 06.01.25		
Year	Most words read - individual	Total words read – whole class
Year 1	Sophia and George	
Year 2	Marcus – 7,821	18,506
Year 3	Archer -1,250	3,319
Year 4	Sydney - 54,727	72,058
Year 5	Ayomipo – 85,995	161,966
Year 6	Jean-Patrick – 87,257	204,836

## RESULTS

The highest number of minutes played:

Fosterina Year 5

Foster Year 3

Dwelldelina Year 6

The highest accuracy this week

Archer Year 3

Karim Year 3

Florence Year 3

The most improved speed this week

Thomas Year 3

Jesse Year 6



**LEARNING YOUR TIMES TABLES IS SO IMPORTANT AND WE LIKE TO MAKE IT FUN FOR THE CHILDREN. WE USE TIMES TABLES ROCK STARS WHICH AN AWARD-WINNING MATHS PLATFORM WHERE CHILDREN CAN PRACTISE THEIR TIMES TABLES LIKE A ROCK STAR!**

### KS1 NUMBOTS CHALLENGE



**AWARDED TO THE CHILDREN THAT PLAY FOR THE MOST TIME.**

**1ST ANIFOWOSE  
2ND RITAL  
3RD JACOB**

## Messages from the Office

### Staff update

Welcome to Miss Boorman who is joining the Year 2 team. Miss Boorman is undertaking her teacher training and will be working closely with Miss Bassnett.

As you know DM Sports Coaching are teaching PE across the school and also running our after-school sports clubs. We are pleased to let you know that Mr Mather and Mr Brinkley are working together in this role.

### Last week for EYFS 2025 applications

If you, or anyone you know, has a child that is due to start school next September 2025 please read the below.

If your child was born between 1 September 2020 and 31 August 2021, you can now apply for primary (reception) school places. The application window is open between 4 November 2024 and 15 January 2025.

Those received after the 15 January deadline will be considered once all on time applications are determined. This means applying late could reduce the chance of getting a place at your preferred school.



Today, your child will be receiving a letter explaining how you can access their individual ClassDojo accounts. Please follow the instructions on your letter to make an account. This will allow you to celebrate your child's achievements in school and also communicate any important messages from class teachers.

## Acorn Class Spring Overview

This Half Term Acorn Class are going to be super busy, taking part in lots of fun, interesting and engaging lessons!



Our topic this term is Big Wide World, in this topic the children find out about the world in which they live. They will learn about different climates and explore habitats, including their flora and fauna. They will locate the United Kingdom on a world map and compare life in the United Kingdom with life elsewhere. They will also learn about caring for their environment, both locally and beyond.



### English

In English we will be reading *The Magic Paintbrush* by Julia Donaldson, the children discover a magic paintbrush and are asked what they would paint with it. Then, through the story of *The Magic Paintbrush*, they meet Shen who loves to paint and draw. Shen is presented with a magic brush but she is to only use it for good. In the story, she overcomes a greedy Emperor who sets his dragon upon Shen. The children create their own dragon-like monsters through playing Mix and Match Monsters and record ideas by drawing and labelling a diagram. They then write an own-version narrative by changing the items that their main character paints and including their own monster that the main character overcomes.

We will also be reading *Super Milly and the Super School Day* by Stephanie Clarkson. The children arrive in class to find some superhero items, encouraging the children to consider what sort of superhero they would be and what power they would like to have. This text, *Super Milly and the Super School Day* is shared, letters of encouragement for the main character are written and the concept of positive qualities such as generosity and kindness are explored. The children will then reply to a job advert before writing their own superhero story, where they are the main character!



As part of our Little Wandle phonics scheme all the children in acorn class will read daily. The children have daily phonics session every morning, that are fun and engaging, encouraging the children to become excited about reading! The children are grouped based on their phonic ability for group reading sessions.



In maths we follow White Rose, this is a research-based scheme of learning, consistent with the aims and objectives which children in reception are expected to meet. It is designed to support a mastery approach to teaching and learning.

We will be covering the following topics this half term:

Alive in 5!  
Growing 6,7,8

# YEAR 1

## SPRING 1 OVERVIEW

### 2025

#### Literacy

We will be reading 'Beegu', a fun tale of a friendly alien that has landed on our playground. As well as supporting our reading comprehension, we will base our writing on this story. The children will produce a non-fiction report using descriptive language. We will then move on to the story of 'Leo and the Octopus' which will support our letter writing and factual writing. The children are awesome authors and love to show this off!

#### History

The children will be learning about changes in schools. This will include delving into their own school experiences right back to the Victorian era. This is always a fascinating topic for our happy historians.

#### Science

The topic for this half term is plants. Children will become super scientists, learning about seasonal changes and how to identify different types of plant.

#### Computing

The children will develop their knowledge of coding and will learn to create short sequencing programmes.

#### Maths

Our marvellous mathematicians will continue to develop our learning of place value and subtraction. They will use number lines and other resources to support this.

#### Design Technology

An action-packed topic this term! The children will love learning how wheels and axles work before becoming excellent engineers and making their own taxi!

#### PSHE

This half term, our PSHE focus will be on wellbeing. Children will be learning about the importance of sleep routines, eating well and good hygiene.

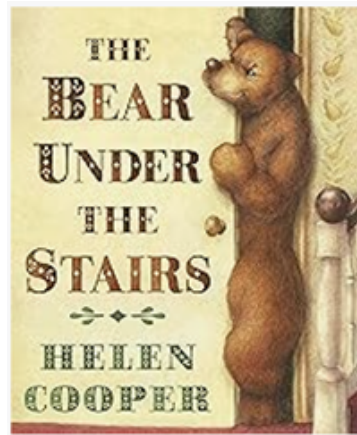
## Year 1

Let's have a look at some of the fabulous learning we have planned for this half term.



## Elm Class' Spring Update

There are our Reading and Writing texts;



In Maths these are the units we will be covering this term;

	Measurement	Number	Measurement	Measurement
Spring term	Money	Multiplication and division	Length and height	Mass, capacity and temperature
	VIEW	VIEW	VIEW	VIEW

This term we are really excited to be moving on to a lot of wonderful, new units...

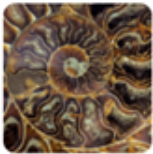
- In Geography we will be looking at Coastlines.
- In History we are exploring the history of our Magnificent Monarchs!
- In Science we be continuing our unit on Human Survival before moving on to Plant Survival.
- In D&T we will be Cutting, Stitching and Joining to make our own bag tag!
- In Art we are analysing Portraits and Poses through the use of Monarch's portraits before moving on to Still Life.
  - In PE the children will be doing Dance and Ball Skills.
- In PHSE we are exploring Keeping Safe and Rights and Respect
- In RE we will be discussing and evaluating our key question - 'How do Christians belong to their faith family?'

Please keep an eye on the FaceBook page for some snippets of our learning!

# YEAR 3 SPRING TERM



In the Rocks, Relics and Rumbles project, your child will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. They will investigate different types of rock to learn about their uses and properties. They will also investigate soil and fossils, including learning about the work of Mary Anning. They will have the opportunity to use maps to learn about the lines of latitude and longitude and a compass to learn about the cardinal and intercardinal points. They will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have.



## Ammonite

A&D project (Year 3)

This project is linked to [Rocks, Relics and Rumbles](#). This project teaches children about artistic techniques used in sketching, printmaking and sculpture.



In the Forces and Magnets project, your child will learn what forces are and what they do. They will learn about pushing and pulling forces and sort different actions into pushes and pulls. They will identify and explain contact forces. They will learn about and investigate frictional forces. They will use force meters to measure the forces needed to carry out everyday tasks and record their measurements. They will learn about magnetism (a non-contact force) and explore bar magnets. They will find out about magnetic attraction, repulsion and magnetic fields. They will test the magnetic properties of different objects. They will learn about the magnetism of the Earth and how this enables compasses to work. They will use this knowledge to make compasses. They will learn about the uses of friction and magnetism and carry out research. They will use different methods to investigate the strength of magnets.



## Making It Move

D&T project (Year 3)

This project is linked to [Rocks, Relics and Rumbles](#). This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.



# Programming A – Sequencing sounds

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

**Keeping Safe**

**Lesson Plans**

- Safe or unsafe?
- Danger or risk?
- The Risk robot
- Super Searcher
- Help or harm?
- Alcohol and cigarettes:
- Raisin challenge (1) (OF

Maths

Block 1: Number – Multiplication and division; Block 2: Measurement – Length and perimeter; Block 3: Number – Fractions; Block 4: Measurement – Mass and capacity

**Assessment Plans**

Keeping Safe - Pre and Post Unit Assessment: Y3/P4



What is a philosophy? How do

God?

Theme/ Term	Hope & healing – Spring 1				Overcoming adversity – Spring 2			
<b>Writing Root/ Spelling Seed Text</b>	The Pied Piper of Hamelin Michael Morpurgo	The Zoo Helen Ward	Escape from Pompeii Christina Bell	OR The Last Garden Rachel Ip	Cloud Tea Mountain Mal Peet & Elzabeth Graham	Civilisato of the Nile Beverly Nazzari	Smoot in the City Sprinky Smith	OR Black Dog Levi Pinfold
<b>Length</b>	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
<b>Outcomes</b>	<b>Own version legends</b> Writing in role, information reports, adverts, formal letters	<b>Persuasive information leaflets</b> Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions	<b>Newspaper reports</b> Shared poems, diary entries, persuasive posters, letters of explanation, discussions	<b>Own version narrative</b> Setting descriptions, poster / advert, reading, instructional flyer, social media updates, dialogue	<b>Non-chronological reports</b> Descriptions, how to guides (instructions), letters, discussions	<b>Own version narratives</b> Descriptive passages, how to guides, letters, discussions, non-chronological reports	<b>Extended narratives from alternative perspective</b> Setting, description, poem, diary entry, dialogue, letter of advice, text poster	<b>Own version 'suspense' narratives</b> Postcards, dialogue, settings, descriptions
<b>Literary Leaf Text</b>	The Pied Piper of Hamelin Robert Browning		Earth Shattering Events Robin Jacobs		Old Possum's Book of Practical Cats T. S. Eliot	Africa, Amazing Africa Akinuke	The White Fox Jackie Morris	
<b>Length</b>	10 sessions, 2 weeks		10 sessions, 2 weeks		12 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	



Maths

Block 1: Number – Multiplication and division; Block 2: Measurement – Length and perimeter; Block 3: Number – Fractions; Block 4: Measurement – Mass and capacity

# Year 4 Spring 1 overview

Theme/ Term	Darkness & light – Spring 1			
Writing Root/ Spelling Seed Text	 <i>Frindlewyde</i> Natalia & Lauren O'Hara	 <i>Winter's Child</i> Angela McAllister	 <i>The Selfish Giant</i> Oscar Wilde	 <i>The Crown</i> by Emily Kapff
Length	16 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	<b>Narrative sequels</b> Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches	<b>Fantasy story sequels</b> Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings	<b>Own version narratives</b> Letters, first person recounts, diaries, letters, posters, reports	<b>Coming soon</b>
Literary Leaf Text	 <i>The Firework Maker's Daughter</i> Philip Pullman	 <i>How Does a Lighthouse Work?</i> Roman Belyaev	 <i>Poems from a Green and Blue Planet</i> Sabrina Mahfouz	
Length	14 sessions, 2+ weeks	12 sessions, 2+ weeks	15 sessions, 3 weeks	

## Maths— Spring 1

Spring term	Number	Measurement	Number	Number
	<b>Multiplication and division B</b>	<b>Length and perimeter</b>	<b>Fractions</b>	<b>Decimals A</b>
	<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">VIEW</a>

## Misty Mountain, Winding River

Year 4 Driver subject Geography



In this geography project, children build on prior scientific learning about weather and weather patterns from the Y1 projects [Bright Lights](#), [Big City](#) and [Seasonal Changes](#). They are introduced to the water cycle, the role of temperature for the cycle and associated vocabulary, including evaporation, condensation and precipitation. They develop their scientific skills by investigating factors that affect the rate of evaporation, linking this to what they observe in everyday life.

Children learn how animals are suited to their habitats and about the interdependence of living things. They learn about altitudinal zonation and how the climate, landscape and oxygen levels define the species of plants and animals that live within the zones. They also begin to explore and research the large-scale and potentially devastating human and natural influences on environments and living things, including deforestation, flooding and air pollution.

This geography project is taught alongside the science project [States of Matter](#) and connects with children's understanding of changes of state within the water cycle.

## States of Matter

Year 4 Driver subject Science



In this science project, children identify and classify solids, liquids and gases. They learn about the characteristic properties of solids, liquids and gases and model particle theory to understand these properties.

Children learn how some materials can change state, how heating and cooling drives these changes, and about the processes of melting, freezing, evaporation and condensation. They focus on water, using thermometers to measure the temperature of water in three states. Children observe changes over time, measuring the temperature of ice as it melts and displaying their data on line graphs. They also research some common materials' melting and boiling points and look for patterns in the data to explain the state of materials on Earth.

The focus for the Innovate stage is observing, measuring and recording, with groups of children carrying out a comparative test to investigate what affects the rate of melting.

## Vista

Year 4 Driver subject Art and design

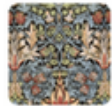


In this art and design project, children revisit the theme of landscapes from the Y3 project [People and Places](#). They explore and discuss examples of famous landscapes and learn how to use a viewfinder to isolate a viewpoint. They work outdoors to practise the technique, finding interesting perspectives to sketch. They study mountainous landscapes through drawings and paintings and discuss their similarities and differences.

Children are introduced to atmospheric perspective and explore the technique by making sketchbook studies using pen, pencil and ink. They explore the concept further by manipulating photographic images. Children use their knowledge about warm and cool colour families, introduced in the projects [Contrast and Complement \(Y3\)](#) and [Contrast and Complement \(Y4\)](#) to compare and contrast the use of colour in landscape art. They create a landscape using a photograph as a starting point.

## Functional and Fancy Fabrics

Year 4 Driver subject Design and technology



In this design and technology project, children study the British textile designer William Morris, exploring his love of nature as a starting point for functional fabrics. They use a block printing technique and decorative stitching to create William Morris-inspired printed fabrics.

## COMPUTING SPRING 1

### Lessons

[Lesson 1 Programming a screen turtle](#)

[Lesson 2 Programming letters](#)

[Lesson 3 Patterns and repeats](#)

[Lesson 4 Using loops to create shapes](#)

[Lesson 5 Breaking things down](#)

[Lesson 6 Creating a program](#)

## RE SPRING 1

Saffron Academy Trust – RE Unit Planning 4.2



Religious Education



**Enquiry:** What do we mean by truth? Is seeing believing?

# YEAR 5 OVERVIEW

## ENGLISH OVERVIEW

Theme/ Term	Belonging & equality – Spring 1			
Writing Root/ Spelling Seed Text	 <i>The Last Thing</i> Shaun Tan	 <i>The Island</i> Armin Greder	 <i>The Lizzie and Belle Mysteries</i> J.T. Williams	 <i>Freedom Bird</i> OR <i>Freedom Bird</i> Jerdine Nolen
Length	16 sessions, 3+ weeks	15 sessions, 3 weeks	20 sessions, 4 weeks	15 sessions, 3 weeks
Outcomes	<b>Own version narratives</b> Diaries, formal letters, adverts, character and setting descriptions, reports	<b>Sequels</b> Welcome guides, descriptions, letters of advice, diary entries in role, imagined conversations	<b>Biographies</b> Posters, diary entries, case notes, letters, character descriptions, fact files, persuasive speeches	<b>Biographies</b> Non-narrative poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts, narrative poems
Literary Leaf Text	 <i>The Wonderling</i> Mira Bartok	 <i>Me, My Dad and the End of the Rainbow</i> Benjamin Dean	 <i>Bright Stars of Black British History</i> J.T. Williams	<b>History: Britain</b>
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	

## MATHS OVERVIEW

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring term	Number <b>Multiplication and division B</b> <a href="#">VIEW</a>		Number <b>Fractions B</b> <a href="#">VIEW</a>		Number <b>Decimals and percentages</b> <a href="#">VIEW</a>		Measurement <b>Perimeter and area</b> <a href="#">VIEW</a>		Statistics <a href="#">VIEW</a>			




Religious Education



**Enquiry:** How has belief in Christianity and Islam impacted on music and art throughout history?

**Geography**

**Y5**



**Sow, Grow and Farm**

Sow, Grow and Farm

**Geography** **Year 5** Project

This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

## Moving Mechanisms

Design and technology Year 5 Project

This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.



## Earth and Space

Science Year 5 Project

This project teaches children about our Solar System and its spherical celestial bodies. They describe the movements of the Earth and the other planets relative to the Sun, the Moon relative to Earth, and the Earth's rotation to explain day and night.



## Line, Light and Shadows

Art and design Year 5 Project

This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.



### Expectations:

Homework and spellings will be given to the children weekly (on Fridays) - please ensure these are completed and returned by then.

The children should regularly practise their times tables up to 12 x 12 and can do this using their Times Table Rockstar accounts.

Please remember to quiz your children's library books at home - this will help to develop their reading skills!

# Beginning of Spring term 2025: Year 6 - Oak Class

Welcome back to Cherry Tree Academy and our amazing Oak Class learning. This is a newsletter to update you on what we will be teaching this term and what you can do to engage with your child's learning.

## English:

In this half term, we will be using the inspiring texts of Suffragettes and Stonewall to inspire our writing. We will be improving our spellings and developing our language, using a thesaurus, to make improved word choices and we will be writing diary entries and newspaper reports for our Suffragettes unit, persuading the world about equal rights whilst we will be following the equality learning style and finishing our Stonewall writing by completing a creative visitor's guide to the Stonewall Inn. This may bring up many conversations about human rights and equality, creating some excellent talking points both at school and at home. Please know that my door is always open, if you require advice.



## Reading:

In this half term, we will be reading the text 'The little Matchgirl returns', about the life of a matchgirl and treating people with respect. We will continue to use our comprehension skills to answer questions about the story and the focus will be heavily on retrieval and inference questions. Our second book will be Black and British and will look at the Black, British history from 1800 to the present day. We will again be developing our understanding of equality and battles against discrimination, by looking at the history of the country and how historical figures, such as the Roman Africans protected the important structure of Hadrian's wall.

Please continue to read daily, taking it in turns to read aloud to model that love of reading together.



## PE:

Our kits need to be in all week, to ensure we complete two PE sessions, and do not need to go home until the end of the half term. Please ensure your child has this with them, along with a drinks bottle. The PE skill are based around the game of dodgeball and the first lesson has been enjoyed by all.

## Spellings:

We will continue our weekly spellings daily, at school and practicing these at home. We will be using our Spelling Seeds scheme that works with our Suffragette and Stonewall year 6 written work.

Our year 6 spellings:

Year 5 and 6 Statutory Spellings						
accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

## Maths:

The Spring term will begin with a return to fractions and completion of this unit. We will then move to the new skills of ratio and algebra, before moving to percentages and statistics. As I said at parents evening, please continue to fire those times tables at your children. This can be in the car, on a walk, whilst shopping. If you're a little rusty yourselves, write them down before you leave so you can check their answers- it will get your tables up and running again too.

## History/ geography:

Although we are finishing the final two lessons of the war, we will be moving onto our spring topic about animals and where they live around the world. We will look at the colder areas and how they survive in areas that are very cold, refreshing our knowledge from last term's book- Leila and the Blue Fox.



### Frozen Kingdom

Welcome to the planet's coldest lands. Vast wilds and hostile territories; incredibly beautiful, yet often deadly.

## Science:

We will continue our electricity unit. We will be studying circuits and components before moving to light theory in spring 2.

## RE:

We are moving to study the beliefs that shape the identity of Muslims, a very interesting and insightful study of history and dynamics within the Islamic religion.

## French:

We will be moving on from time in French and we will be working on how to describe our personality and conversational French. We will then move to clothing and how to describe and purchase clothing in France. A very useful lesson for the future.

Residential: We will send out kit lists shortly and hold another meeting at the end of the month.

Mrs Helsden and Miss Hannaway