

## Asfordby Hill Primary School

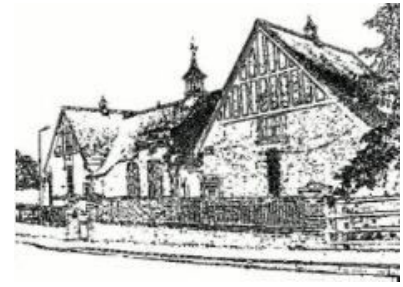
Asfordby Hill, Melton Mowbray,

Leics. LE14 3RB

☎ 01664 812244

Email: [admin@asfordbyhill.leics.sch.uk](mailto:admin@asfordbyhill.leics.sch.uk)

Website: [www.asfordbyhillprimary.leics.sch.uk](http://www.asfordbyhillprimary.leics.sch.uk)



Head teacher: Mrs P Millward  
Chair of Governors: Mrs Jenny Smith

Dear Parents,

I hope you have all managed to enjoy your Christmas and New Year. I hope that 2022 will provide hope for a positive future ahead of us after a difficult and turbulent few years. I hope the children are well rested and excited for the term ahead. Just like in the Autumn Term, I will do everything I can to keep your children safe and provide them with the best possible education for the remainder of their time at primary school.

During the Spring Term, our focus will be on the Second World War. We will be looking at how the conflict began, its effects on life at home and abroad (particularly how the European map changed) and the legacy it left behind. The children will look back at their understanding of war and conflict in the past and assess how warfare had changed by 1945. A great deal of our English curriculum will also be connected to this time in history. As a class, we will be reading *Goodnight Mr Tom* and excerpts from *Anne Frank's Diary* and we will be writing in the style of those authors. *Anne Frank's diary* has inspired all of Year 6 cohorts I've taught to produce some outstanding writing. The fact that she was an ordinary girl (she wrote her diary when at a similar age to our children) in an extraordinary situation really resonated with the children. I hope to replicate this again this year.

Our focus this term will be on the consolidation of learning: guiding the children to use and apply, with increasing accuracy and creativity, a variety of language and grammatical features. The precise use of punctuation and grammar is an area this cohort needs a lot of work on to prepare them effectively for secondary school and beyond. Throughout the year so far, I have been working on building children's vocabulary using a metacognitive approach. With regular repetition in varying contexts, the children are beginning to draw upon a widened bank of vocabulary in both their spoken conversations and their writing. Words are incredibly powerful – the more we know, the more challenging topics and texts we can access. This term, we will be looking at a variety of words: *conflict, empire, invasion, prejudice, discrimination, persecution, tyranny, dictatorship ... hope and courage*. This links beautifully to the children's understanding of British Values – how people have suffered and shown courage and bravery in the face of tyranny to give us the world we have today. We will discuss how the events of WWII have shaped British Values today:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect** for and **Tolerance** of those with different faiths and beliefs



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In spelling, we will also be looking closely at etymology [the study of words and their origins]. Not only will this enhance their spelling ability, but it will increase their knowledge and understanding of words generally. In addition, I have made changes to their spelling lists (they will no longer be on Spelling Shed) so they align more closely to their previous phonics teaching. The decision has been made based on extensive research into effective spelling instruction. For instance, in week one, the list will focus on the phoneme 'ay' and how different graphemes are used to represent the same sound. Lists will be found on Seesaw and they will need learning at home to support the teaching input they will receive in school.

This term, I will continue to work on transforming children's mindsets in relation to maths and the taking of risks generally. I am truly passionate about this subject and wholeheartedly believe what Jo Boaler – Professor of Mathematics at Stanford University and lead researcher in teaching and learning – states in her ground-breaking book:

*“No-one is born with a maths gift or a maths brain and no-one is born without one. The differences that people are born with are eclipsed by the learning opportunities they encounter throughout life, that, combined with the right messages, can propel children to the highest levels.” (J. Boaler, *The Elephant in the Classroom*, 2015)*

We have already achieved a great deal: the children are becoming more resilient; more confident to try different methods and approaches and, most importantly, have become more comfortable with the challenging nature of learning. We still have a lot of work to do but I am looking forward to seeing their confidence and resilience grow as the year progresses.

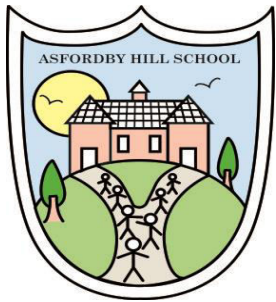
In maths, we will continue to work on being able to approach multi-step problems confidently and flexibly and to apply sound calculation skills to them. Each week, we will undertake a purely arithmetic-based session as well as problem solving lesson to improve their levels of confidence, efficiency, and conceptual understanding. Maths is taught metacognitively – when children are introduced to a problem, I want them to ask themselves the following questions: *when have I seen a question like this before? What knowledge do I need to have and therefore use to solve this problem? Which methods can I use to solve this problem? Which method is therefore the best?* Metacognition is heavily based around self-evaluation and critical analysis.

In Science, the children will be investigating electricity and light. This will develop extend their knowledge of electricity from when they were first introduced to it in Year 2. We will be looking at how light travels and how we are able to see as well as learning about reflections and refraction. Finally, we will be looking at the working of periscopes which links nicely to our WWII topic.

Like last term, weekly homework will be posted on Seesaw on a Friday to morning to be completed by the following Friday. It is also imperative that children continue to practice their times tables if they have not yet achieved fluency as mastering this skill unlocks many other areas of maths. In addition, a sound grasp of times tables helps to reduce cognitive overload as it frees up space in the working memory which enables children to solve problems with more confidence.

PE will still be taught on Tuesday and Friday afternoon so children should come to school in their PE kits those days. Because the weather is very cold, jogging bottoms are preferable over shorts.

On a final note, the Spring Term is a challenging one; it is jam-packed full of learning. If you need to chat to me about anything, please do not hesitate to come and see me or send me a message on Seesaw.



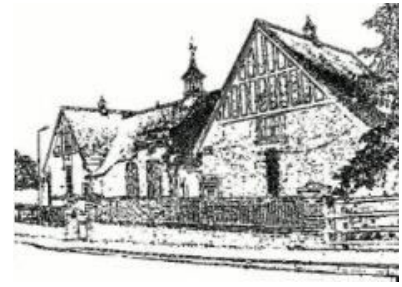
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	Spring 1	Spring 2
<u>Geography</u>	Two topics were covered during the Autumn term. Mini-retrieval quizzes will be undertaken throughout this term.	
<u>History</u>	The Second World War and The Holocaust	
<u>RE</u>		What do religions do and say when times get hard? (a focus on humanism and Christianity)
<u>Science</u>	Light	Classifying Living Things
<u>Computing</u>	Creating Media: the History of Computers	Computing Systems and Networks: Bletchley Park
<u>PE</u>	Athletics (re-scheduled indoor athletics competition in March 2022) & netball	Rugby + dance
<u>PSHE</u>	Money and Finance Education	
<u>Art &amp; DT</u>	Design, create and evaluate wartime recipes	Digital/pop art
<u>Music</u>	Ukulele lessons with Mr Forrester every Friday.	

Miss Parrott



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