



Great Whelnetham CE Primary School
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Owls Newsletter – Summer Term (1), 2025

Dear Parents,

I hope this letter finds you all well. I wanted to share my sincere thanks for the support I have received regarding stepping into my new role as full time classroom teacher in Owls. I am so excited for this opportunity and cannot wait share more time with the pupils. Please see the changes in the schedule for this half term below. This half term the 3-week blocks that we will teach are on *PSHE* and *DT*. In *PSHE* we will begin focusing on “changing me” and puberty. Please see the attached parent knowledge organizer to accompany this topic if you would like information on what we will be teaching. In *DT* we will be making photo frames using joinery and woodworking skills.

In *Music*, we will continue our weekly music tuition on Friday. Please ensure pupils have everything they need on these days. We are excitedly practicing for the performance at the Apex in the summer term! If you have not yet secured your tickets for the Apex please do so, it really is a lovely event! We also have auditions for the end of year production upcoming! Mr Sharp and I are very excited for this year's performance.

In *Maths* Pupils will be working on:

Year 4: Decimals to the hundredths place, money (including estimating, word problems and comparing amounts) and time.

Year 5: Shapes (measuring, classifying and solving problems with angles) Position and direction, translating shapes and plotting co-ordinates.

In *English* I am excited to announce we will be trialling a slightly different approach with our schedule. We will be integrating writing and grammar together and teaching this daily for shorter (45-60 minute) sessions. Reading comprehension will be daily (20 minutes) and directly connected to our classroom novel. This half term I was very excited to share that we are reading “A glasshouse of Stars.” This powerful novel showcases kindness, resilience, imagination and a magical black and white cat. I believe the pupils will love it!

Our *P.E.* curriculum is very exciting this half term. We will be working with the Ipswich Town Foundation on Monday afternoons, and swimming at the leisure centre on Wednesday.

Home Learning: This will now go home on MONDAY and be DUE FRIDAY.

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Maths	White rose workbook & Timetable rockstars
Spelling	This term these will focus on common exception words from the year groups respective lists. These will also be shared on spelling shed.
Reading	A MINIMIUM of 3 nights a week for 20 minutes! Watch this space for a new reading challenge in Owls! 😊

I cannot wait for a wonderful summer term! If you have any questions, please do get in touch at my email address listed below.

Kind regards,

Mrs Reavis & Ms Robson

Z.reavis@greatwhelnethamprimary.org.uk

What do I need and when?

Monday- P.E Kit Homework will come home.

Wednesday- Swimming Kit

Friday- Cornet & Homework DUE

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Master Timetable - Summer 1

Owl Class ***Subject to change ***

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 9.30	Maths Meeting/Interventions (Homework given for coming week)	Maths Meeting/ Interventions	Maths Meeting/Interventions	Maths Meeting/ Interventions	Planner Check Spelling Test
9.30 – 10.30	English – Writing	English - Writing	English - Writing	English - Writing	English-Writing
10.30 – 10.45 Break					
10:45-11:10	Reading Lesson	Reading Lesson	Reading Lesson	Reading Lesson	Reading Lesson
11:10 – 12.00	Maths	Maths	Maths	Maths	Maths 11:45-12:00 (Maths HW check)
12.00 – 1.00 Lunch					
1:00-1:20		Quiet Reading/Interventions	Quiet Reading/Interventions	Quiet Reading/Interventions	
1.20-2:00	Ipswich Town Foundation	Science	PE - swimming	Foundation Block	Cornet (2-2pm)
2:00 – 2:45	PSHE/French	Foundation Block	PE Swimming	R.E	Computing
Assemblies/ 2:45 -3:00	Collective worship	Collective worship	Collective worship	Collective worship	Collective worship 10:15 – 10:30

***A Glasshouse of Stars* is a powerful story based on Shirley Marr's childhood experience of migration. This teaching pack explores some of the important themes within the book using spotlight extracts, discussion questions, cross-curricular activities and ideas aimed at 8+/KS2 readers.**



ABOUT THE BOOK

Meixing Lim and her family have arrived in the New Land to begin a New Life. Everything is scary and different. Their ever-changing house is confusing and she finds it hard to understand the other children at school. Yet in her magical glasshouse, with a strange black-and-white cat, Meixing finds a place to dream.

But then Meixing's life comes crashing down in unimaginable ways. Only her two new and unexpected friends can help. By being brave together, they will learn how to make the stars shine brighter.

A powerful story of kindness, resilience and imagination, based on the author's childhood experience of migration.



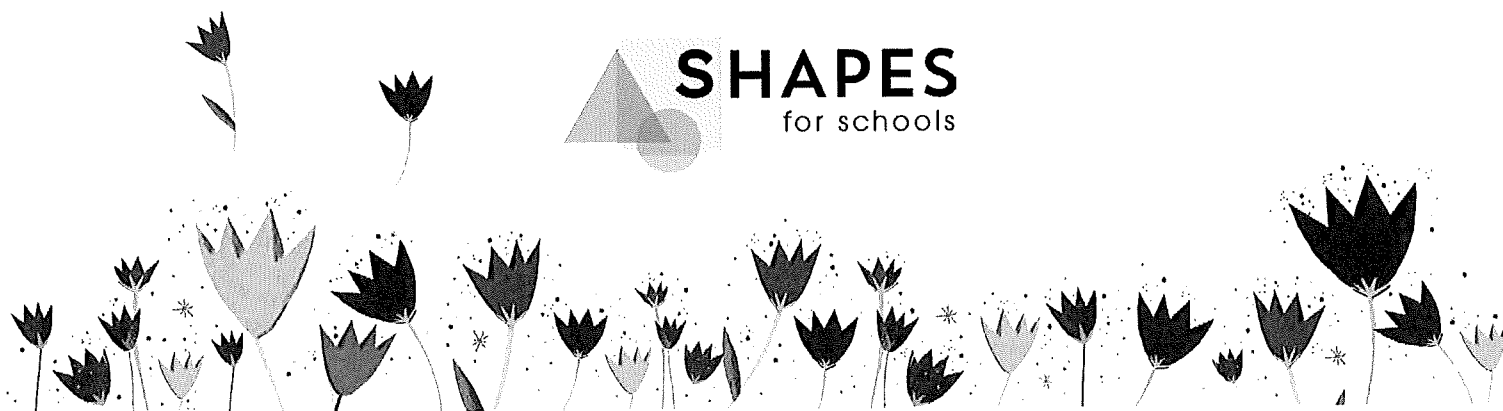
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ABOUT THE AUTHOR

Shirley Marr is a first-generation Chinese-Australian author living in sunny Perth. Shirley describes herself as having a Western mind and an Eastern heart and likes to write in the space in the middle where both collide, basing her stories on her own personal experiences of migration and growing up. Arriving in mainland Australia from Christmas Island as a seven-year-old in the 1980s and experiencing the good, the bad and the wonder that comes with culture shock, Shirley has been in love with reading and writing from that early age.



Year 3 and 4 Spelling List



www.twinkl.co.uk

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider

continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar

group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute

natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter

question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

New Curriculum Spelling List Years 5 and 6

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



Key Instant Recall Facts

Year 4 – Summer 1

I know the multiplication and division facts for the 7 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$7 \times 1 = 7$	$1 \times 7 = 7$	$7 \div 7 = 1$	$7 \div 1 = 7$
$7 \times 2 = 14$	$2 \times 7 = 14$	$14 \div 7 = 2$	$14 \div 2 = 7$
$7 \times 3 = 21$	$3 \times 7 = 21$	$21 \div 7 = 3$	$21 \div 3 = 7$
$7 \times 4 = 28$	$4 \times 7 = 28$	$28 \div 7 = 4$	$28 \div 4 = 7$
$7 \times 5 = 35$	$5 \times 7 = 35$	$35 \div 7 = 5$	$35 \div 5 = 7$
$7 \times 6 = 42$	$6 \times 7 = 42$	$42 \div 7 = 6$	$42 \div 6 = 7$
$7 \times 7 = 49$	$7 \times 7 = 49$	$49 \div 7 = 7$	$49 \div 7 = 7$
$7 \times 8 = 56$	$8 \times 7 = 56$	$56 \div 7 = 8$	$56 \div 8 = 7$
$7 \times 9 = 63$	$9 \times 7 = 63$	$63 \div 7 = 9$	$63 \div 9 = 7$
$7 \times 10 = 70$	$10 \times 7 = 70$	$70 \div 7 = 10$	$70 \div 10 = 7$
$7 \times 11 = 77$	$11 \times 7 = 77$	$77 \div 7 = 11$	$77 \div 11 = 7$
$7 \times 12 = 84$	$12 \times 7 = 84$	$84 \div 7 = 12$	$84 \div 12 = 7$

Key Vocabulary

What is 7 **multiplied by** 6?

What is 7 **times** 8?

What is 84 **divided by** 7?

They should be able to answer these questions in any order, including missing number questions e.g. $7 \times \bigcirc = 28$ or $\bigcirc \div 6 = 7$.

Top Tips

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Order of difficulty – Ask your child to order these facts from the easiest to the most challenging. Can they explain why some facts are easier to remember? Then focus on practising the most challenging facts.

Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some games to help children remember.

White Rose Maths 1-minute Maths App



Key Instant Recall Facts

Year 5 – Summer 1

I can recall square numbers up to 12^2 and their square roots.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$1^2 = 1 \times 1 = 1$	$\sqrt{1} = 1$
$2^2 = 2 \times 2 = 4$	$\sqrt{4} = 2$
$3^2 = 3 \times 3 = 9$	$\sqrt{9} = 3$
$4^2 = 4 \times 4 = 16$	$\sqrt{16} = 4$
$5^2 = 5 \times 5 = 25$	$\sqrt{25} = 5$
$6^2 = 6 \times 6 = 36$	$\sqrt{36} = 6$
$7^2 = 7 \times 7 = 49$	$\sqrt{49} = 7$
$8^2 = 8 \times 8 = 64$	$\sqrt{64} = 8$
$9^2 = 9 \times 9 = 81$	$\sqrt{81} = 9$
$10^2 = 10 \times 10 = 100$	$\sqrt{100} = 10$
$11^2 = 11 \times 11 = 121$	$\sqrt{121} = 11$
$12^2 = 12 \times 12 = 144$	$\sqrt{144} = 12$

Key Vocabulary

What is 8 **squared**?

What is 7 **multiplied by itself**?

What is the **square root** of 144?

Is 81 a **square number**?

Children should also be able to recognise whether a number below 150 is a square number or not.

Top Tips

The secret to success is practising **little** and **often**.

Cycling Squares – At <http://nrich.maths.org/1151> there is a challenge involving square numbers. Can you complete the challenge and then create your own examples?

Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some games to help children remember.



Jigsaw knowledge and skills progression: Changing Me Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including key vocabulary introduced this year and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some content and vocabulary may have been changed or be taught in a different year group.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	- Know that our self-image is important to our mental well-being, and that there are things we can do to affirm this - Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally - Know that sexual intercourse can lead to conception - Know that some people need help to conceive and might use IVF - Know that becoming a teenager involves various changes and also brings growing responsibility	- Can celebrate what they like about their own and others' self-image and body-image - Can suggest ways to boost self-esteem of self and others - Recognise that puberty is a natural process that happens to everybody and that it will be OK for them - Can ask questions about puberty to seek clarification - Can express how they feel about having a romantic relationship when they are an adult - Can express how they feel about having children when they are an adult - Can express how they feel about becoming a teenager - Can say who they can talk to if concerned about puberty or becoming a teenager/adult	- Can you tell me how you feel about yourself? - What can people do if they don't feel great about themselves? - Can I share with you how I see you and how I care about you? - Do you have any worries about puberty? - Do you have any questions about puberty? - Do you have any questions that you'd like to ask me about how babies are conceived? - What do you think it will be like when you are a teenager? - What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now? - What do you enjoy about being your age now?
	In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year (if taught). Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc. Key vocabulary that may be introduced Body-image, Self-image, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Vagina, Vulva, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Broader, Semen, Ejaculation, Ejaculate, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Fertility treatment, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Consent, Responsible, Teenager, Manage, Milestones.		

Notes for	School