

Jupiter Class Newsletter

Term 3 January 2026



Dear Parents and Carers,

Happy New Year to you and your families! We hope you have all had a wonderful Christmas break.

Term 2 Review

Term 2 was another busy term, especially as we prepared for Christmas. There was plenty of singing as we learnt songs and carols for our performance at Yate Shopping Centre. The children sang with enthusiasm and there were many positive comments from the audience which were lovely to hear.

In art, we learnt about retrofuturism (a design and artistic style that imagines the future through the lens of past eras), developing skills in evaluating images and creating art through various drawing processes, including printmaking. Some of our final pieces can be seen below:



We also enjoyed a pantomime performance of 'Sleeping Beauty' as well as our traditional Christmas lunch.



Our school learning focus for terms 3 and 4 will be 'Fantastic Journeys.' In Jupiter, we will be answering the question: 'How did the Greeks impact life in Britain?' discovering about life in Ancient Greece.

Our English learning will be linked to Ancient Greece as we will be basing our narrative writing on the Greek myth, 'Theseus and the Minotaur.'

In maths, we will be focusing on division and fractions this term.

Our science unit this term is 'Properties and Changes of Materials'. The children will be:

- Comparing and grouping together everyday materials based on their properties.
- Understanding that some materials will dissolve in liquid to form a solution.
- Using their knowledge of solids, liquids and gases to decide how mixtures might be separated.
- Learning about irreversible and reversible changes

Our computing unit is 'Programming with Scratch', a unit where the children learn how to create their own interactive game. Our internet safety unit is 'Check It's For Real'. To support with our learning at home, you may find the following link useful:

<https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/8-10s/>

Our 'Knowledge Organisers' for the term can be found on our school website and include the vocabulary we will be learning as well as the content of the curriculum:

https://www.northroadprimaryschool.co.uk/wp-content/uploads/2022/06/Year-5_6-Science-Knowledge-Organiser-Materials.pdf

https://www.northroadprimaryschool.co.uk/wp-content/uploads/2026/01/How-did-the-Greeks-impact-life-in-Britain_Knowledge-Organiser-v2.pdf

Vocabulary Lists

We will be learning and using new vocabulary across the term. Please support your child to use this language when talking about their learning at home. In the table below are some examples of words we will be using:

Maths	English
Quotient - The result of a division, for example $46 \div 3 = 15$ remainder 1 then 15 is the quotient of 46 by 3 and 1 is the remainder. Unit fraction - any fraction with 1 as the numerator e.g. $\frac{1}{6}$ Non-unit fraction - any fraction with a number greater than 1 as the numerator e.g. $\frac{2}{6}$ Numerator - the name for the top number in a fraction - in the fraction $\frac{5}{15}$ 5 is the numerator. Denominator - the name for the bottom number in a fraction. Lowest common denominator - the smallest number that can be exactly divided by each denominator e.g. 12 is the lowest common denominator of $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$. Improper fraction - where the numerator is larger than the denominator (also known as a 'top-heavy')	Cohesive devices – Cohesive devices are words or phrases used to connect ideas between different parts of text. Modal verbs - Modal verbs are verbs that indicate likelihood, ability, permission or obligation. Words like: can/could, may/might, will/would, shall/should, must For example: The sea monster <i>should</i> go away In this sentence 'should' is the modal verb as it indicates the likelihood of the sea monster going away Commas – Commas are used to write lists, make your meaning clear, add extra information, and to break up sentences with more than one clause. Complex sentences – Complex sentences include a subordinate clause. Subordinate clauses are sometimes known as 'dependent clauses' because they need the main part of the sentence to make sense. They do not make complete sense on their own. Dialogue - Dialogue is a conversation or speech that is written down as part of a piece of narrative text.

fraction). For example, $\frac{11}{4}$ and $\frac{21}{5}$ are improper fractions.

Mixed number - one with both a whole number and a fraction. For example, $8\frac{2}{3}$ is a mixed number.

Embedded clauses- An embedded clause is a clause used in the middle of another clause. In other words, an embedded clause is a clause (a group of words that includes a subject and a verb) that is within a main clause, usually marked by commas. For example: My bike, which is very old, is broken.

Hyphens – Hyphens link two words so the word or phrase makes sense.

- For numbers between 21 and 99, when written as words: for example, 'thirty-six' or 'seventy-two'.
- To create compound adjectives: for example, 'part-time' or 'cold-blooded'.
- For informal phrases, such as 'sing-song' or 'free-for-all'.
- To avoid awkward letter combinations, such as in 'de-escalated'.

Passive voice – In a sentence written in the passive voice, the *subject* is acted on by the *verb*.

Active: The puppy chewed the toy.

Passive: The toy **was chewed by** the puppy.

Passive: The toy **was chewed**.

Relative clause - A relative clause can be used to give additional information about a noun. They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'. For example: The gift was from the lady who was wearing the red coat.

Reading

Our class novel is: 'Who Let the Gods Out?' (Maz Evans)

A gentle reminder that it is expected that children will read daily, as part of their home learning, and we appreciate your support in asking questions from the bookmark as well as signing their reading record.

Last term, many children did not have their banded books with them in school. Can we please remind you that reading books **MUST** be brought to school daily to allow for individual reading time and books should be transported to and from school in a folder or book bag.

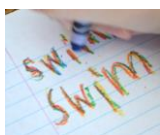
If your child reaches a reading milestone, please continue to inform us via Classroom Dojo – thank you.

Spelling

This term, we will be using the 'Essential Spelling' scheme in school and revisiting spelling patterns linked initially to the Y3/4 spellings. Below are the spellings that children are expected to be able to spell accurately by the end of key stage 2.

Please help your child to practise these at home. They could use the read, sound, write, check method, they could construct some silly sentences using the words or invent some mnemonics e.g. peculiar – pink elephants can usually live in a rainbow.

They could also try rainbow writing:



Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women



Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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

PE

This term, the children will have PE on a Monday with our PE Coach, Mr Owers; the focus will be dance.

Please arrive for PE wearing the school PE uniform:

- School PE hoodies
- Black jogging bottoms
- Black trainers
- PE t-shirts
- Long hair should be tied back
- Earrings removed or tape to cover

Please be aware that when our PE unit takes place in the Hall (Gym and Dance), for Health and Safety regulations, the children will be required, to take part in **bare feet**.

Home learning

This term, the maths home learning will comprise of a set of worded problems. There are a set of questions that are intended to be completed daily in preparation for homework at secondary school.

Some children, however, will continue to use the workbooks from last term. This will be explained to your children this week.

English homework will be linked to grammatical devices explored this term.

Please continue to encourage your child to return their home learning folders to school on a Thursday so the week's questions can be marked. There were a lot of children last term who did not bring their homework in on time or did not complete homework. Mrs Wilson will be running a homework club in term 3 during a lunchtime. This will be an opportunity for children to complete their homework if they are unable to do it at home.

We would like to thank you for your continued support with your child's home learning.

Water Bottles

Please ensure that your child only bring **water** and **not** squash in to school to drink during the day and in the correct type of water bottle. We had a lot of bottles with the wrong lids last term. Thank you.

Yours sincerely

Mrs Thomerson (Monday, Tuesday, Wednesday - week 2,4,6)
and Mrs Daone (Wednesday – week 1, 3, 5, Thursday and Friday)