

# Year 5 Newsletter – Spring Term 2026

Dear Parents and Carers,

Happy New Year! Welcome back to school! We hope you all had a wonderful holiday. It's lovely to see all your children ready for a new term.

In Year 5, our teaching team consists of Mrs Heaton, Ms O'Donoghue and Mr Campion.

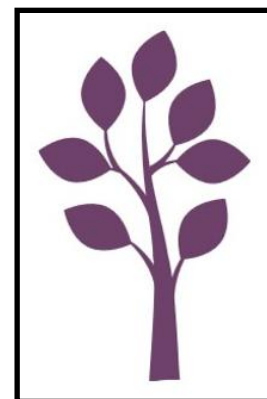
## **R.E.**

### **Galilee to Jerusalem**

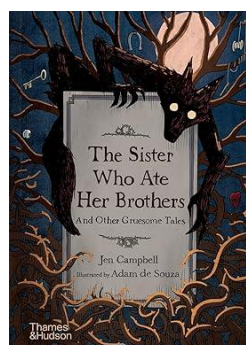
In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.

### **Desert to Garden**

In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.



## **ENGLISH**



In English, we will be reading *The Journey* by Francesca Sanna and *The Sister Who Ate Her Brothers and Other Gruesome Tales* by Jen Campbell.

### **Key Objectives:**

#### **Reading: (Word reading / Comprehension)**

- Increase familiarity with a range of books
- Identify themes and conventions and compare these across books they have read
- Discuss words and phrases that capture readers' interest and imagination and consider how these impact on the reader
- Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text
- Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning
- Predict what might happen from details stated and implied

#### **Writing: (Transcription / Composition)**

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form
- Note and develop initial ideas, drawing on reading and research
- Draft and write by selecting appropriate grammar and vocabulary
- In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action
- Use a range of devices to build cohesion within and across paragraphs

- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors
- Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning

## **MATHS**

In Maths, we will continue to develop our basic skills. We will revise our understanding of place value to one million. We will continue to develop our formal written calculation methods for the four operations, which will include improving fluency, reasoning and problem-solving strategies. Our Spring Term topics are Multiplication and Division; Fractions; Decimals and Percentages; Perimeter and Area; Statistics.

## **SCIENCE**



### **Earth and Space**

Exploring some of the key celestial bodies in our Solar System, children learn their names and compare their movements. Pupils discover the relationship between the Earth's rotation and daylight, making models to represent their knowledge. They make their own sundials and consider how and why humans' ideas about the universe have changed over time.

### **Life Cycles and Reproduction**

Studying animal life cycles, children learn about the significance of reproduction for a species' survival. Pupils compare asexual and sexual reproduction in plants and grow cuttings to measure and plot root growth over time. Children compare the life cycles of mammals, birds, amphibians and insects identifying key differences. They analyse secondary data to investigate how the amphibian life cycle is affected by predators and climate change.

## **MUSIC**

### **Composition notation (Theme: Ancient Egypt)**

Children identify the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.

### **Blues**

Children identify the key features and mood of Blues music and its importance and purpose. They learn the 12-bar Blues and the Blues scale and combine these to create an improvised piece with a familiar, repetitive backing.

## **ART**

### **Drawing: Depth, Emotion and Movement**

The children apply an understanding of expressive and gestural lines to capture movement. They investigate how lines and marks can communicate emotion and emphasise elements in a composition. Through research, the children will understand how artists use mark making and shading to create depth.



## **GEOGRAPHY**

### **Why do oceans matter?**

Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.

## **DESIGN TECHNOLOGY**

### **Making a Pop-Up Book**

The children will have the opportunity to design a pop-up book, which incorporates a mixture of structures and mechanisms. We will learn the names of different mechanisms and storyboard our ideas for a simple book. We will use sliders, pivots and folds to produce movement. We will consider how to ensure our pop-up books are aesthetically pleasing.

## **HISTORY**

### **Were the Vikings raiders, traders or something else?**

Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.

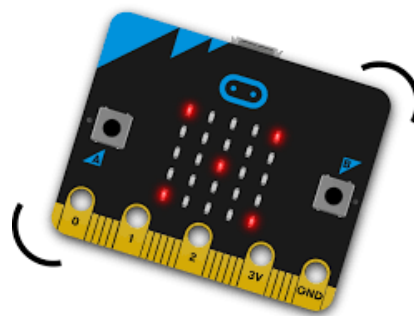
## **COMPUTING**

### **Data Handling: Mars Rover 1**

The children identify some types of data the Mars Rover could collect (for example, photos). They learn how the Mars Rover transmits the data back to Earth and the challenges involved. The children will discover how to read any number in binary, up to eight bits. They identify input, processing and output on the Mars Rovers.

### **Programming: Micro:bit**

In this unit, we will explore how to program the BBC Micro:bit, by creating interactive projects with sensors, variables and conditional statements.



## **PHYSICAL EDUCATION – Wednesdays and Fridays**

This first half-term, the children need to come to school in their Active Wear every Wednesday and Friday. Our Wednesday session will be taught by a specialist PE teacher from Rees Sports. Without exception, no jewellery can be worn during PE lessons.

## **PSHCE**

### **RSE: Ten:Ten – Life to the Full**

The children will explore the dynamics of different relationships, exploring their feelings and what it means to maintain healthy relationships. They will find similarities between themselves and others, promoting tolerance, respect and understanding.

## **HOMEWORK**

Homework will be issued on Fridays and is to be returned by the following Wednesday.

Spellings will be given out and tested weekly on Fridays.

Reading should take place at home 5 times a week, in order to ensure good progress continues throughout the year. This should be recorded in Reading Diaries.



Thank you for your continued support. Please feel free to contact us if you have any queries.

Kind regards,

Mrs Heaton, Ms O'Donoghue and Mr Campion