

Year 5 Spring Newsletter

Dear Families,

This term we are looking forward to continuing our learning journey together. The children are working really hard and making lots of progress.

Thank you for your continued support, it makes such a difference and really helps the children!

Kind Regards,

Mr Harris and Ms Haiah



Dates for your diary:

Spring 1 PE days - Monday and Thursday (come to school in kit)

Fri 14th Feb - movie and popcorn afternoon

Snack and Water

Please send healthy snacks into school - toast, cheese and fruit are great examples of suitable snacks. We ask that sweets, crisps and sugary cereal bars are not sent into school. Water bottles should have plain water in.

School Spider

Have you downloaded the School Spider app? From time to time we will need to send you a message about school events, and the easiest way for us to do this is via the app. If you aren't already using it, please give it a go.

Our Spring Learning

Subject	Key Learning
Reading	Spring 1 and 2: Real-Life Mysteries by Susan Martineau and Vicky Barker Pupils also develop vocabulary, compare texts, evaluate author choices, distinguish fact from opinion, and present their understanding through discussions, presentations and debates.

Writing	<p>Spring 1: The Lost Thing by Shaun Tan</p> <p>Using the film and text of Shaun Tan's The Lost Thing, children initially engage with the themes of the story and make predictions about its content. They then engage with the story through writing diary entries in role. They go on to create guides for how to look after it along with completing official paperwork and adverts for the Department of Odds and Ends. Children will then go on to design their own lost thing and describe it in order to incorporate it into their own version of a 'lost thing' narrative</p> <p>The Island by Armin Greder</p> <p>In this three-week Writing Root, children begin by being given a range of scenario cards that they are asked to rank from 'least' to 'most' welcoming. They will then explore the nuances in the language used by Armin Greder as they share the text, The Island. Themes of prejudice and hostility are explored as well as delving into the mindset of the island's inhabitants. Children will infer different character's feelings, exploring the character of the fisherman in particular through the technique of teacher in role, before receiving a letter asking for advice and writing a reply that uses the subjunctive mood. Children write a short news bulletin using the perfect tense before making an analysis of the text and comparing two groups of people. Finally, the children will be sent a letter from the man, outlining his experiences and explaining that although he has been mistreated, he is not bitter. He explains what happened once he was pushed away from the island on his raft. A section of unpublished text is discovered and, using this as a stimulus, the children write a narrative sequel from the man's perspective, focusing in particular on using dialogue to convey the character and advance the action as well as the device of question tags in order to include imagined conversations between the fisherman and the outsider</p> <p>Spring 2: Beowulf</p> <p>This is a three week plus Writing Root using Beowulf by Michael Morpurgo and illustrated by Michael Foreman where children get an opportunity to discuss legends and the importance of heroic poetry in early European literature. They go on to create a number of varied written outcomes using the text as a starting point including recounts, formal letters, dialogue, descriptions, obituaries and writing their own epic, heroic narrative using various poetic devices. References will be made to the original manuscript throughout.</p> <p>The Whale by Ethan & Vita Murrow</p>
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	<p>This is a three-week Writing Root for The Whale, a wordless picture book by Ethan and Vita Murrow about two sightings of the great spotted whale, both by pairs of children, separated by fifty years. Children enter the classroom to find a poster informing them of a possible sighting of the Great Spotted Whale fifty years ago and encouraging the public to prove its existence. Children discuss and explore the concept of a hoax culminating in a discussion about media literacy. A newspaper article about the sighting is shared and children role play an interview between the reporter and the two children before writing reported speech for the newspaper. The book takes us to the present day, where two children decide separately to try and spot the whale. We follow their adventure, capturing their emotions and sensory experiences and, when the two boats collide in a storm, their thoughts and conversation. Children write a descriptive paragraph using textual clues, an emotionally charged piece in role as one of the main characters and a letter to the newspaper editor to suggest whether they believe the story or not. The sequence of learning culminates in children writing a film pitch for The Whale, focusing on vividly capturing the setting, atmosphere and emotions to secure funding to make the movie.</p>
<p>Maths</p>	<p>Spring 1: Multiplication and Division</p> <p>In this unit, pupils develop their multiplication and division skills by multiplying numbers with up to four digits by one- and two-digit numbers and using methods such as the area model and short division. They also apply these skills to problem-solving, including division with remainders and choosing efficient strategies for multiplication and division.</p> <p>Spring 2: Fractions Decimals Percentages</p> <p>In this unit, pupils develop their understanding of fractions, decimals and percentages by multiplying fractions by integers, finding fractions of amounts, and using fractions as operators. They also build confidence with decimals and percentages by exploring equivalence, ordering and rounding decimals, and converting between fractions, decimals and percentages.</p>
<p>Science</p>	<p>Spring 1: Earth and Space</p> <p>In this unit, pupils learn about the Earth and space by exploring different models of the Solar System, the movement of celestial bodies, and the causes of day, night and the seasons. They also develop working scientifically skills by using models, collecting and analysing data, and carrying out practical investigations such as using a sundial to measure time.</p> <p>Spring 2: Life cycles and reproduction</p>

	<p>In this unit, pupils learn about life cycles and reproduction by exploring and comparing the life cycles of plants, mammals, birds, amphibians and insects, including sexual and asexual reproduction. They also develop working scientifically skills by observing, researching, collecting and presenting data to identify patterns, make predictions and compare life cycles.</p>
RE	<p>Spring 1: Mission</p> <p>In this unit, pupils explore the meaning of mission in the Christian faith, focusing on how Jesus sends his followers to share God's love through their words and actions. They learn about the work of the Church and Christian charities, consider how faith is lived out in the world today, and reflect on how people are called to make a positive difference in their own communities.</p> <p>Spring 2: Memorial Sacrifice</p> <p>In this unit, pupils explore the Jewish Passover and the Last Supper, learning how these events are remembered and celebrated. They reflect on how beliefs, memories and feelings shape actions, make connections between scripture, the Eucharist, and personal experiences, and consider how remembering significant events can influence their own behaviour and that of others.</p>
History	<p>Spring 1 : What was life like in Tudor England</p> <p>In this unit, pupils explored what life was like in Tudor England by using primary and secondary sources to investigate the power, personality and influence of monarchs such as Henry VIII and Elizabeth I. They learned how historians use evidence like royal progresses, eyewitness accounts and inventories to interpret daily life, propaganda, and the impact of absolute power in the Tudor period.</p>
Geography	<p>Spring 2: Why do oceans matter?</p> <p>In this unit, pupils learn about the importance of oceans by exploring the water cycle, how oceans are used for human activity, and their role in regulating the Earth's climate. They also investigate the Great Barrier Reef, examine human impacts on marine environments, and develop fieldwork skills by collecting and presenting data to suggest ways to support healthy oceans.</p>
Design Technology	<p>Spring 1 : Cooking and Nutrition</p>

	<p>In this unit, pupils learn about cooking and nutrition by exploring the process of beef production, researching traditional recipes, and adapting them to improve their nutritional value. They also apply practical skills by preparing and cooking a healthy version of a bolognese sauce.</p>
Art	<p>Spring 2 : Drawing: I Need Space Artist - Teis Albers (25-26)</p> <p>In this unit, pupils explore how artists use line, colour, tone and composition to convey emotion, movement and depth in their work. They develop practical skills by creating sketches, designing and producing a print, and using a range of marks to add tone and balance, while reflecting on and improving their experiments and final pieces.</p>
Computing	<p>Spring 1: Girls and Boys steam challenges</p> <p>Girls will compete against the boys in a range of STEAM Challenges. There will be coding, engineering, maths, science and drawing challenges</p> <p>Spring 2: YouTuber</p> <p>In this unit, the children will develop critical digital literacy and learn about vlogging, online safety, digital careers, and digital skills while creating their own YouTube-style videos. Each lesson will involve creating digital artefacts culminating in a final YouTube-style video project. This unit will enhance their digital skills and promote responsible online behaviour and creativity.</p>
Music	<p>Spring: Ballad Songs</p> <p>In this unit, pupils explore ballad songs by listening to, singing, and performing a variety of traditional and contemporary ballads. They develop musical skills including understanding melody, rhythm, dynamics and phrasing, creating their own arrangements, and performing individually or in groups, while reflecting on how the music conveys emotion and tells a story.</p>
PSHE	<p>Spring 1: How do common drugs affect everyday life? Children will be exploring the risk and effects of drugs.</p> <p>How can we help people who are bleeding? Children will learn how to deal with minor and severe bleeding, looking at different scenarios.</p> <p>Spring 2: What is a critical consumer?</p>

RSE	Spring: Show knowledge and understanding of the physical changes in puberty.
Spanish	<p>Spring 1: At the Market</p> <p>Children will learn how to count up 100 in numbers and learn how to say different fruit and vegetables.</p> <p>Spring 2: Clothes</p> <p>In this unit, pupils learn Spanish vocabulary for different types of clothing and practice using it in sentences. They develop speaking, listening, reading and writing skills by describing what people are wearing, asking and answering questions about clothing, and using key phrases to express opinions and preferences.</p>