

# Year 5 Spring Newsletter 2026

## ENGLISH

Throughout the Spring term, we will cover a range of text types including;

- A letter in role as a monk retelling the Viking invasion of Lindisfarne
- A playscript re-enacting the Viking invasion of Lindisfarne
- Narrative poetry using The Highwayman as inspiration
- A Viking Saga "Thor and the Giants"
- Developing characters through our whole class reading text "Viking Boy"
- Performance poetry

We will be focusing on developing the skills of;

- Developing characters using different techniques eg, accent, show me not tell me sentences, dialogue, using pronouns to avoid repetition,
- Developing our vocabulary and the impact of it on the reader using eg. 3ed sentences, metaphors, alliteration, onomatopoeia, fronted adverbials, adverbs of possibility, modal verbs
- Use of different sentence types
- Using a range of punctuation, in particular; semi-colons, apostrophes for omission, ellipsis and dashes
- Creating cohesion between paragraphs



## READING

- Spend time reading for at least 10 minutes each evening. There is an expectation of at least 3 recorded reads weekly.
- Children need to record what has been read and should collect NEW or INTERESTING vocabulary in the comment boxes.
- Please ensure that your child's green reading record is in school daily AND HANDED IN EACH MONDAY FOR CHECKING.

## MATHS

This term in Maths, we will look at;

- Short multiplication
- Short division (bus stop method)
- Multiplying fractions
- Fraction of an amount
- Decimals and percentages (knowing equivalents and comparing)
- Perimeter and area
- Statistics

Your child should also regularly practise their times tables up to 12 times tables. It is recommended that children spend 10 minutes per night to improve their knowledge and speed. To help with Maths progress, they must know all their times tables with confidence and be able to recall them rapidly. Each child has an account for TT Rockstars which will help them to improve.


## SCIENCE

Our Science topics this term are;

- **Forces** <https://www.bbc.co.uk/bitesize/articles/zywcrdm>


We will be conducting lots of investigations including; friction, air resistance, water resistance and gravity

### Year 5: Forces Knowledge Mat

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge about Forces
<b>friction</b>	Friction is a force between two surfaces that are sliding, or trying to slide, across each other.		<input type="checkbox"/> Frictional force is any force that is caused due to friction. An example of this might be when you put on the brakes on your bike.
<b>gravity</b>	Gravity is a force which tries to pull two objects toward each other.		<input type="checkbox"/> Gravity is the pulling force acting between the Earth and a falling object, for example when you drop something. Gravity pulls objects to the ground.
<b>air resistance</b>	Air resistance is a type of friction between air and another material. For example, when an aeroplane flies through the air.		<input type="checkbox"/> Surface resistance is the force on objects moving across a surface, such as an ice-skater skating on ice.
<b>water resistance</b>	If you go swimming, there is friction between your skin and the water particles.		<input type="checkbox"/> Any kind of force is really just a push or a pull.
<b>levers</b>	A lever can be described as a long rigid body with a fulcrum along its length.		<input type="checkbox"/> Air resistance is the force on an object moving through air, such as a plane moving through the sky. Air resistance affects how fast or slowly objects move through the air.
<b>pulleys</b>	Pulley is a simple machine and comprises of a wheel on a fixed axle, with a groove along the edges to guide a rope or cable.	<b>Important facts to know by the end of the forces topic:</b> <ul style="list-style-type: none"> <li>• know what gravity is and its impact on our lives.</li> <li>• identify and know the effect of air resistance.</li> <li>• identify and know the effect of water resistance.</li> <li>• identify and know the effect of friction.</li> <li>• explain how levers, pulleys and gears allow a smaller force to have a greater effect.</li> <li>• know who Isaac Newton and Galileo were.</li> </ul>	<input type="checkbox"/> Water resistance is the force on objects floating on or moving in water.
<b>gears</b>	Gears are wheels with teeth that slot together. When one gear is turned the other one turns as well.		<input type="checkbox"/> Magnetic force is an invisible force created by electrons. Magnetic force controls magnetism and electricity.
<b>parachute</b>	A parachute is a device used to slow down an object that is falling towards the ground. As the parachute opens, the Air resistance increases.		
<b>Galileo</b>	Galileo developed the telescope to enable close observation of the night sky.		
<b>Newton</b>	During his lifetime Newton developed the theory of gravity and made breakthroughs in the area of optics such as the reflecting telescope.		

- **Earth and Space** <https://www.bbc.co.uk/bitesize/topics/zkbbkqt>

### Physics: Earth and Space Knowledge Mat

Subject Specific Vocabulary			Sticky Knowledge about Earth and space
<b>orbit</b>	An orbit is a repeating path that one celestial body takes around another.		<input type="checkbox"/> One million Earths could fit inside the sun – and the sun is considered an average-size star.
<b>solar system</b>	The solar system is made of the eight planets that orbit our sun it is also made of asteroids, moons, comets and lots, lots more.		<input type="checkbox"/> An asteroid about the size of a car enters Earth's atmosphere roughly once a year – but it burns up before it reaches us.
<b>astronomical</b>	Astronomy is the study of outer space focusing on celestial bodies such as stars, comets, planets, and galaxies.		<input type="checkbox"/> The sunset on Mars appears blue.
<b>planet</b>	There are 8 planets in our solar system, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.		<input type="checkbox"/> Earth, is the third planet from the sun and the only world known to support an atmosphere with free oxygen, oceans of liquid water on the surface and life.
<b>rotation</b>	Rotation is when the shape is turned around a point.		<input type="checkbox"/> There is no atmosphere in space, which means that sound has no medium or way to travel to be heard.
<b>spherical</b>	Something spherical is like a sphere in being round, or more or less round, in three dimensions.	<b>Important facts to know by the end of the Earth and space topic:</b> <ul style="list-style-type: none"> <li>• know about and explain the movement of the Earth and other planets relative to the Sun.</li> <li>• know about and explain the movement of the Moon relative to the Earth.</li> <li>• know and demonstrate how night and day are created.</li> <li>• describe the Sun, Earth and Moon (using the term spherical).</li> <li>• Know information about the planets.</li> <li>• Neil Armstrong was the first man to step on the moon.</li> </ul>	<input type="checkbox"/> Venus is the hottest planet in the solar system and has an average surface temperature of around 450° C
<b>crescent moon</b>	It is a slither of the moon that is lit up and can be seen. It is less than half the moon.		<input type="checkbox"/> The sheer size of space makes it impossible to accurately predict just how many stars we have.
<b>gibbous moon</b>	The best way to describe a gibbous moon is that the moon is three-quarters lit up.		
<b>eclipse</b>	An eclipse occurs when an astronomical object is temporarily obscured. A lunar eclipse is when the Earth moves between the sun and the moon, therefore blocking the sun's rays from striking the moon.		
<b>lunar</b>	Is anything related to the moon.		

## RE

Our RE topics this term are;

### How can following God bring freedom and justice?

#### Key Stage 2 Knowledge Organiser

#### Wonderful words

**People of God:** the Israelites who were chosen by God

**Children of Israel:** the Israelites who were the descendants of Jacob

**Freedom:** not being in prison or in slavery, being able to do what you want

**Justice:** to treat people equally according to God's law

**Moses:** a Hebrew prophet who was given the Torah by God

**Exodus:** a book in the Torah and the story of the People of God leaving Egypt

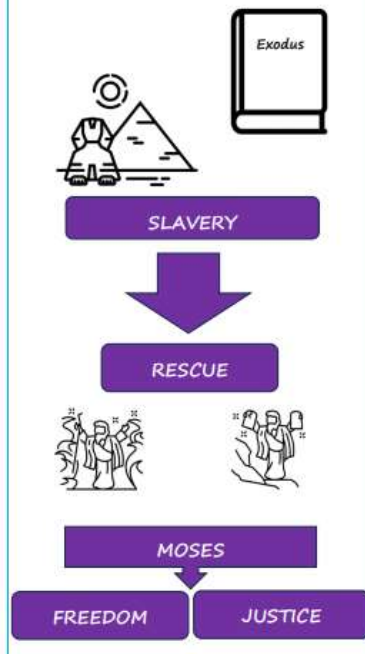
**Slavery:** owning people who are forced to work for you

**Egypt:** the country in North Africa where the Children of Israel were slaves

**Pharaoh:** the leader of the ancient country of Egypt

**Rescue:** to save someone from a difficult or dangerous situation

#### So how does it all work?



#### Important information

The story of the **Exodus** is a very important story in the Bible and the Torah. Jacob had taken his family to live in Egypt and after a while the **Children of God** were put into slavery in Egypt as **Pharaoh** needed them to work for him.

The slaves were waiting for someone to **rescue** them and to lead them into **freedom** and bring them **justice**. God chose **Moses** to lead His people out of slavery and into a land He had promised them.

Moses led **The People of God** out of slavery and was given the Ten Commandment by God at Mount Sinai. This is an important story for Christians as it helps them to understand how important freedom and justice are in the world today.

### Creation and science; conflicting or complementary?

#### Key Stage 2 Knowledge Organiser

#### Wonderful words

**Science:** the study of the structure and behaviour of the natural and physical world  
**Genesis:** the first book of the Bible and Torah which includes God creating the world

**Big Bang Theory:** the belief that the universe began with a large explosion of matter

**Complementary:** when a number of things work well together and help explain each other

**Creation:** the act of creating the world by God or everything that God created

**Literal:** taking words and stories as they are without any interpretation

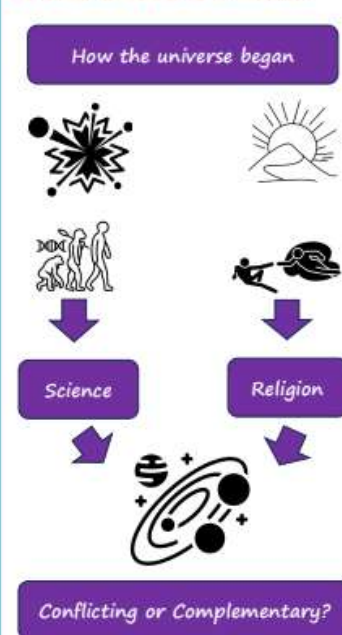
**Creator:** the being who created everything in the universe

**Conflicting:** no agreement or support for different ideas or views

**Interpretation:** an explanation of the meaning of something

**Theory:** a set of ideas to attempt to explain something

#### So how does it all work?



#### Important information

There have been many different ideas about how the universe began from religion and from science.

**Genesis** chapter 1 in the Bible explains about a **Creator** God who made the world in six days and then rested on the seventh day. Some Christians have a **literal** understanding of the Bible and believe this happened as exactly as it says. Their **interpretation** of the **Creation** is that God made everything in six periods of twenty-four hours.

Some people have the **theory** that universe began with an explosion and they call this the **Big Bang Theory**.

Some people only believe one of these stories and say that they are **conflicting** accounts of the creation of the universe. Other people, such as religious scientists, believe that the stories about how the universe began are **complementary** and talk about the same thing but in different ways.



## HISTORY



### Year 5: Were the Vikings really vicious?

#### Subject Specific Vocabulary

archaeologist	People who work out our history by looking at artefacts that have been found.
raids	A sudden and surprise armed attack.
Invade	To enter and occupy land.
Longhouse	A long, large hall like building where many Viking families would live together.
berserkers	Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.
longship	A long, narrow, wooden boat, with many rowers, used by the Vikings.
monastery	A place where monks lived and devoted their lives to God.
Scandinavia	The name given to the collection of countries: Denmark, Norway and Sweden.
Danelaw	The name given to land in the North and East of Britain ruled by the Vikings.
Danegeld	A tax raised to pay tribute to the Viking raiders to save a land from being ravaged.
treaty	A formal agreement between states.
settlement	A place where a community of people live is established.



#### Exciting Book



#### Sticky Knowledge

- ❑ The first Viking raids took place in AD 793. The Vikings first raided the monastery on Lindisfarne (an island in NE England) and later raided other monasteries.
- ❑ Vikings settled in Britain from around 860 AD.
- ❑ York (Yorvik) was conquered by the Vikings in 866 AD.
- ❑ Guthrum led a great Danish army in the second wave of attacks on Britain in AD 875. In 878 he attacked Wessex. King Alfred (King of Wessex) won the battle of Edington. He is known as Alfred the Great.
- ❑ Danelaw was the name for an area of Northern and Eastern England that was under Danish Viking (Danes, or Norsemen) rule.
- ❑ King Athelstan was the first king of England after he conquered York in 927 AD.
- ❑ Edward the Confessor was the last but one Anglo-Saxon king. He died in 1066.

#### Interesting Facts

The names for most of the days of the week originate from Vikings:

Monday – linked to the moon by the name Mani – Norse for Moon.

Tuesday named after the Viking God of War – Tyr.

Wednesday – named after Woden.

Thursday – named after Thor, the God of thunder.

Vikings spoke Norse, which had an alphabet made up of runes.

Longships were designed to sail in both deep and shallow water so that they could get close to the shore so they could not be easily seen.



### Year 5: Does the punishment fit the crime?

(Changes in crime and punishment)

#### Subject Specific Vocabulary

crime	An activity that breaks the law.
corporal punishment	Physically hurting someone as a method of punishment.
court	A place and group of people (jury) and a judge who bring people to justice.
deterrent	Something to prevent someone carrying out a crime.
law	Rules made by the government.
lawyer	A person who studies the law.
heresy	Religious beliefs different to those of the country.
oath	A promise to tell the truth.
justice	Fairness in the way that people are treated.
trial	The hearing and judgement of something in court.
treason	The crime of betraying the King, Queen, government and country to which you belong.
ordeal	A long and painful experience.
execution	A sentence of death.
highwaymen	Criminals who would rob people while they were travelling.



#### Interesting Books



#### Sticky Knowledge

- ❑ In Anglo-Saxon times there were no prisons to send criminals to. Ordeal punishments acted as huge deterrents and were often very brutal including stoning, whipping and hanging.
- ❑ Wergild was a compensation system used in Anglo-Saxon times to settle disputes between the criminal and the victim.
- ❑ To deter people from committing crimes, the Tudors came up with even more terrifying punishments, including public executions. People were hung for crimes such as stealing, treason, rebellion, riot or murder.
- ❑ Highwaymen – were criminals who would rob people while they were travelling.
- ❑ There were no police in Tudor times. Sir Robert Peel introduced the police force to Britain in 1829.
- ❑ The Victorians looked for alternative ways to hanging people for committing crimes. Many prisons were built in order to prevent people committing further crimes but life in prison was very tough.

#### Historical Eras in Britain

Roman: 43 – 425

Anglo –Saxons: 425-1066

Medieval: 1066-1405

Tudors: 1405-1603

Stuart: 1603-1714

Georgian: 1714-1837

Victorian Era: 1837-1901

Modern 1: 1901-1945

Modern 2: 1945-present

## COMPUTING

We will be completing a unit called “Game Creator” on Purple Mash. We will be learning:

- To evaluate the features of a successful video game.
- To plan a game in 2DIY3D.
- To design and use game sprites.
- To add features to a game world and check playability.
- To evaluate games created by others.

## ART

We will be completing a drawing unit called “Emotion and Movement”. This will focus on using line and movement to convey expression. Then to plan and make a lino print.

Art and design - Drawing

**Main subject\***  
The central theme or object of an artwork.

**Focal point\***  
Part of a composition that catches the eye first.

**Depth:\*** The feeling in a picture that some things are closer and others are farther away.

**Background\***  
The area of a picture that looks farthest away, often behind the main subject.

**Middle ground\***  
Part of an artwork positioned between the foreground and background.

**Foreground\***  
The part of a picture that looks closest to the viewer, usually where the main subject is.

**Artists**

- Jean-Michel.
- Charlie Mackesy.
- Elizabeth Collett.
- John Muafangejo.

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Art and design - Drawing

**Lino printing**

1 Draw a simple design and transfer the design onto the lino with tracing paper or pencil.

2 Use lino cutters to carve away at the parts to stay white.

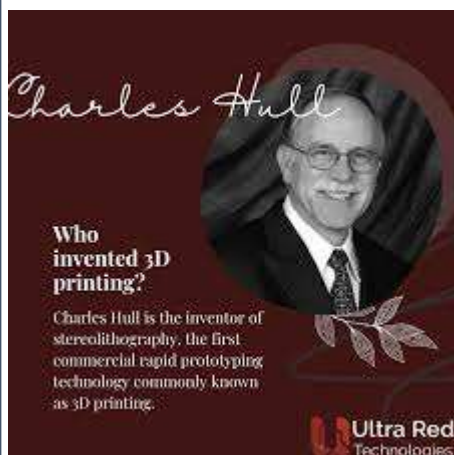
3 Roll the ink out evenly using a brayer and apply it to the lino block.

4 Press a paper onto the lino and rub the back evenly, then carefully peel off the paper and let the print dry completely.

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## DESIGN AND TECHNOLOGY

We will be learning about CAD (Computer Aided Design) first introduced by Charles Hull.









## MFL - SPANISH




























We are now using a new scheme in school called Language Angels.

This half term Y5 will be completing the units

### - Do you have a pet?

<p>1 Introduce yourself.</p> <p>Me llamo _____</p> <p>Tengo ____ años</p> <p>Vivo en _____</p>	<p>2 Do you have a pet?</p> <p>Tengo... → I have...</p> <div style="display: flex; justify-content: space-around;"> <div>  un perro         </div> <div>  un conejo         </div> <div>  una cotorra         </div> <div>  un pez         </div> </div> <div style="display: flex; justify-content: space-around;"> <div>  un gato         </div> <div>  un ratón         </div> <div>  una tortuga         </div> <div>  un hámster         </div> </div>
<p>3 What are they called?</p> <p>que se llama... ↓ that is called...</p>	<p>4 Use a conjunction.</p> <p>pero ↓ but... y ↓ and...</p> <p>5 Which animals don't you have?</p> <p>No tengo...</p> <div style="display: grid; grid-template-columns: repeat(4, 1fr); gap: 10px;"> <div> perro</div> <div> conejo</div> <div> pez</div> <div> hámster</div> <div> gato</div> <div> cotorra</div> <div> ratón</div> <div> tortuga</div> </div>

### - My House

<p>1 Introduce yourself.</p> <p>¡Hola!</p> <p>Me llamo...</p> <p>Tengo ____ años</p>	<p>2 Where do you live?</p> <p>Vivo en...</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">una casa</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">un piso</div> </div>	<p>3 Can you give some more detail?</p> <p>en...</p> <div style="display: grid; grid-template-columns: repeat(2, 1fr); gap: 10px;"> <div>  <div style="margin-left: 10px;">la ciudad</div> </div> <div>  <div style="margin-left: 10px;">el campo</div> </div> <div>  <div style="margin-left: 10px;">la costa</div> </div> <div>  <div style="margin-left: 10px;">un pueblo</div> </div> <div>  <div style="margin-left: 10px;">la montaña</div> </div> </div>
<p>4 Can you describe your house?</p> <p>En mi casa hay...</p> <div style="display: grid; grid-template-columns: repeat(5, 1fr); gap: 10px;"> <div> un salón</div> <div> un despacho</div> <div> un sótano</div> <div> un jardín</div> <div> un garaje</div> </div> <div style="display: grid; grid-template-columns: repeat(5, 1fr); gap: 10px;"> <div> un cuarto de baño</div> <div> un dormitorio</div> <div> un comedor</div> <div> un lavadero</div> <div> una cocina</div> </div> <p>Don't forget to use this conjunction before the last room! <span style="background-color: #00aaff; color: white; padding: 2px 5px;">y</span> → and</p>		<p>5 Which rooms cannot be found in your house?</p> <p>Pero, en mi casa no hay...</p> <div style="display: grid; grid-template-columns: repeat(5, 1fr); gap: 10px;"> <div> salón</div> <div> despacho</div> <div> sótano</div> <div> jardín</div> <div> garaje</div> </div> <div style="display: grid; grid-template-columns: repeat(5, 1fr); gap: 10px;"> <div> cuarto de baño</div> <div> dormitorio</div> <div> comedor</div> <div> lavadero</div> <div> cocina</div> </div>

## **MUSIC**

At St Mary's CE we are Musicians! We want the children at our school to love music. We will continue to build on a prior learning in music through a unit linked to SPACE.

Key subject specific vocabulary: dynamics, texture, notation, duration, pulse, rhythm

## **PE (MONDAY AND THURSDAY)**

PE is a part of the national curriculum and it is essential that children have the right kit for these lessons in order to participate. An indoor and outdoor kit (in a small, string kit bag) should be in school at all times.

KIT REQUIREMENTS – PLAIN WHITE T-SHIRT/POLO SHIRT, DARK BLUE OR BLACK SHORTS / DARK BLUE SKIRT / BLACK PUMPS / TRAINERS / WARM OUTDOOR (hoodless) TOP

We will tell your child when they should take their kits home to be washed.

## **Homework**

Homework tasks (Spelling, English and Maths) will be given on a Thursday and should be completed by the following Monday. It is expected that tasks are completed to the same high standard that tasks in school are completed.

**PARENTS PLEASE NOTE:** Please check the school websites and tweets regularly [www.stmaryscecrompton.oldham.sch.uk/](http://www.stmaryscecrompton.oldham.sch.uk/)

Look for the learning pages / class pages / Year 5 for updates on homework, messages for the children and other reminders.

If you have any questions, please come and speak to me before or after school or contact the office for an appointment.

Thank you for taking the time to read this newsletter.

Mrs Bell and Mrs Larder

*‘Love one another as Jesus loves us.’*