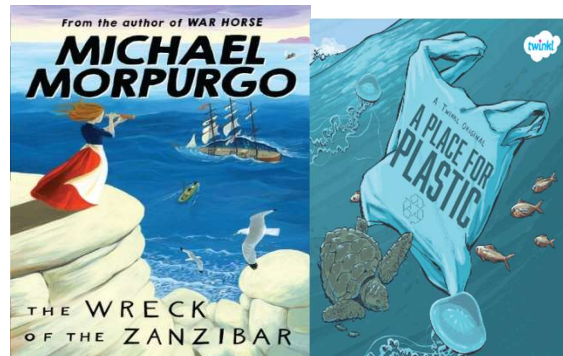
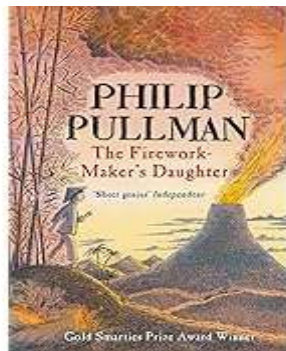
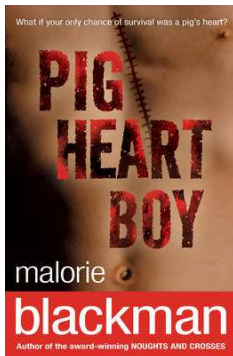


Year 5 Summer Newsletter 2025-6

ENGLISH

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

- A non – chronological report about the Vikings.
- Letters to their new Reception Buddies
- Alternative ending to Pig Heart Boy
- Diary entry
- Adventure narrative
- Persuasive writing
-
- We will be focusing on developing the skills of;
- Developing characters using different techniques
- 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, Alan Peat sentence types
- Using a range of punctuation, in particular; semi-colons, apostrophes for omission, ellipsis and dashes
- Creating cohesion between paragraphs
- Persuasive language



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;

- Shape
- Position and Direction
- Decimals
- Negative Numbers
- Converting Units
- Volume

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;

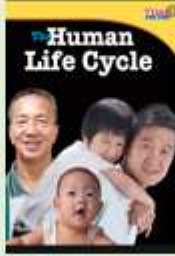



Year 5: Life Cycles Knowledge Mat (Biology) What is the Circle of life?

Subject Specific Vocabulary		Interesting Books	Interesting Facts about Life Cycles
gestation	Gestation is the time between conception and birth, during which the embryo is developing in the uterus.		<p>The life cycles of plants and animals have three basic stages including a fertilized egg or seed, immature juvenile, and adult.</p> <p>Many insects have four stages in their life cycle: egg (the unborn stage); larva (young stage); pupa (inactive -no feeding) and adult stage.</p> <p>The Mayfly has the shortest life-cycle of any living creature - lasting just 24hrs in total. Some variations live for just minutes!</p> <p>It takes 22 months for an elephant to grow in the womb before it is born.</p> <p>Rodents have a gestation period of only 2-3 weeks.</p>
pollination	The transfer of pollen to a stigma, ovule flower or plant to allow fertilisation.		
metamorphosis	The process of transformation from an immature form to an adult form in two or more distinct stages.	<p>Sticky knowledge</p> <ul style="list-style-type: none"> • I know the life cycle of different living things, e.g. mammal, amphibian, insect, bird. • I know the differences between different life cycles. • I know the process of reproduction in some plants. • I know the process of reproduction in some animals. 	
reproduction	The way different plants and animals make new plants and animals.		
sexual reproduction	Reproduction involving male and female cells. Most plants and animals reproduce in this way.		
asexual reproduction	Reproduction involving only one parent.		
fertilisation	Fertilisation happens when an egg cell (female) meets with a sperm cell (male) and joins with it.		
embryo	The fertilised egg divides to form a ball of cells called an embryo.		
			<p>Life Cycle of a Turtle</p>



Year 5: Life Cycles Knowledge Mat (Biology)- How will I change in 10 and 50 years?

Subject Specific Vocabulary		Interesting Books	Interesting Facts
foetus	An unborn animal or human being in the very early stages of development .	 <p>Sticky knowledge Describe the changes as humans develop to old age.</p>	<ul style="list-style-type: none"> The years between 6 and 14 - middle childhood and early adolescence - are a time of important developmental advances that establish children's sense of identity. The left side of the body is controlled by the right side of the brain. The right side of the body is controlled by the left side of the brain. A child's brain develops rapidly during the first five years of life, especially the first three years. It is a time of rapid cognitive, linguistic, social, emotional and motor development. The ears and nose of a human continue to grow throughout their life.
baby infant	A newborn baby is 0-2 months old. A baby is the stage before a toddler.		
toddler	Is the period that a young child starts to walk and become more independent between approximately 12 and 36 months.		
child	A person under the age of 18.		
puberty	The name for the time when your body begins to develop and change as you move from childhood to adult.		
teenager	The age between thirteen and nineteen. The "teen" element gives rise to the word teenager. It is a time that humans mature quite rapidly.		
adolescence	The change from being a child to an adult. It happens during the teenage years.		
adult	A person who is fully grown or developed.		

RE

Our RE topics this term are;

Why is the Torah so important for Jewish people?

Key Stage 2
Knowledge
Organiser

UNIT
33

Wonderful words

Torah: the Jewish Holy Book made of the five books of law

Sefer Torah: the scrolls containing the Torah which are kept in the ark in the synagogue

Orthodox: a worldview in Judaism following the traditional interpretation of Jewish law.

Pesach (Passover): the festival remembering the Israelites leaving slavery in Egypt

Synagogue: the Jewish place of worship sometimes called shul

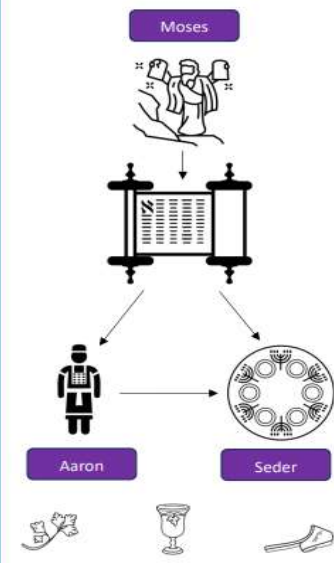
Kosher: something which follows Jewish laws

Progressive: worldview in Judaism which says that the laws of the Torah should be interpreted for modern day life

Kashrut: Jewish laws about the suitability of food

Secular: not connected with religious or spiritual matters

So how does it all work?



Important information

The Jewish people are a diverse group with different views about how the laws in the Torah are applied in everyday life. The Torah is important to all Jewish people and every synagogue will have a Sefer Torah contained in an ark to show how important and special it is. The Torah will tell Jewish people what God allows them to do and what God wants them to do. Anything that God allows Jewish people to do is known as kosher. When this is applied to what Jews can and cannot eat this is known as kashrut, for example a Jewish person cannot eat pork as God forbids it. Orthodox Jewish people will follow what God has told them exactly in the Torah as it is the word of God. Progressive Jewish people believe that the Torah was written by humans and reflects the place of God in the life of the author. They will interpret the Torah for modern day life as some of the laws cannot be followed today. Secular Jewish people identify as being Jewish but do not tend to identify with Jewish beliefs. Pesach is a very important Jewish festival which can be celebrated differently by the different Jewish groups. Some Jewish people may choose to remember Miriam at Pesach whilst other Jewish people may have a vegan meal to reflect what they believe.

Key Stage 2 – Knowledge Organiser

RE Torah Services

Wonderful words

Humanist: a person who seeks natural explanations to answer life's big questions and for events in the world around them

Belief: trust or confidence in something
Moral: acting in the correct way

Golden Rule: to treat other people as you want to be treated

Humanism: a non-religious worldview of life and the world

Worldview: a person's view of the world

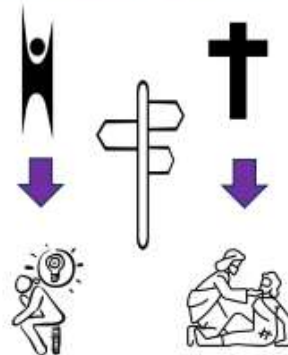
Christian: a person who follows Christianity and believes Jesus is the Saviour who healed the rift between humanity and God.

Values: something that is important in terms of what you believe or how you act

Authority: having power over something or someone

Non-religious: not believing in a religion

So how does it all work?



Important information

Everybody in the world has their own personal worldview and this can be religious or non-religious. There are similarities and differences between these different worldviews.

All worldviews have different moral ways of living and this affects how people treat other people and the world around them.

A Christian will have values which are based on the life of Jesus and the teachings of the Christian Church. For many Christians the Bible has authority because for many it is the Word of God.

People who hold Humanism as a world view will have the belief that they should be free to work out for themselves what makes us happy and that we should be kind to the planet and animals. A person who holds this worldview is known as a Humanist. Not all non-religious people are humanists.

Treating others as we want to be treated can be found in many worldviews and is called The Golden Rule.

GEOGRAPHY



What makes an island an island? (The United Kingdom and Coasts)

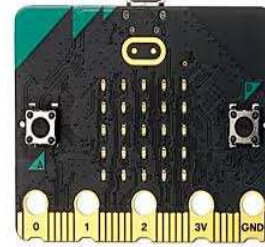
Subject Specific Vocabulary			Exciting Book
coast	The place where the land meets the sea.		Sticky Knowledge <ul style="list-style-type: none"> - To recall the regions of the UK (map above). - To recognize OS symbols including; road, railway, woodland, water, school, church, parking, types of water including rivers, lakes, campsite, bridges, viewpoint, boundaries, contours, industrial features, cliffs, trails - To conduct fieldwork; an investigation question, plan, gather data, present data, analyse, evaluate - To find topographical features of hills, mountains, and coasts, using contour lines for altitude. - To know the difference between a four-figure grid reference and a six-figure grid reference.
island	A piece of land surrounded by water.	Interesting Facts <ul style="list-style-type: none"> - The UK has around 6,000 miles of coastline (excluding all the islands). - The farthest distance to the coast from anywhere in the UK is 70 miles. - The population of the UK is around 66 million. - Bishop Rock, off the Scilly Isles, is the smallest UK island. 	
county	A division of the country which has its own local government.		
region	A large official area into which a country is divided.		
beach	An area of sand or pebbles along a coast.		
tourism	An industry that drives people to travel for recreation and leisure.		
erosion	The wearing away of the land by water, wind or ice.		
economy	The system of how money is made and used in a region or country.		
cliff	A vertical or steep natural wall of rock.		
OS symbols	Symbols on a map that represent a human or physical feature.		

We will also be going on two Geography based trips. A local area walk near the school grounds and a trip to Lytham St Anne's focused on the features of the coastline and answering the question "Why is land use in Lytham different to our local area?"

COMPUTING

We will be learning about:

- Coding
- Lego WeDo
- Microbits



ART

Year 5 - Painting and mixed media



Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Identity	Your qualities or beliefs that make you unique
Mixed media	Art made from a combination of different materials
Monoprint	A print that can only be made exactly the same way once
Multi-media	Artwork that includes audio or video elements
Photomontage	Collage made from photographs
Self-portrait	A portrait of the artist, by the artist

Artists	
Chila Kumari Singh Burman	Vincent van Gogh
Frida Kahlo	
Sonia Boyce	Njideka Akunyili Crosby



Self-portraits can communicate things about the artist depending on:

- The composition
- The materials used
- What is included in the background
- The artist's clothes
- Their facial expression



Mixed media artwork uses a combination of different materials

DESIGN AND TECHNOLOGY

We will be sampling, planning and making a range of sweet and savoury dishes from around the United Kingdom. We will link this to our prior work on healthy diets.








MFL - SPANISH


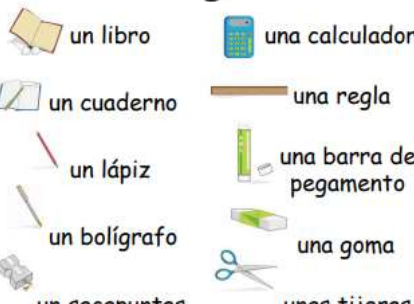
We are now using a new scheme in school called Language Angels.

This half term Y5 will be completing the units

Que tiempo hace?

<p>1 Introduce yourself.</p> <p>iHola!</p> <p>Me llamo...</p> 	<p>2 Welcome your viewers.</p> <p>Bienvenido al pronóstico del tiempo</p> <p>↓</p> <p>Welcome to the weather forecast</p>	<p>3 Which TV channel?</p> <p>de...</p> <p>La Cuatro</p> <p>TVE</p> <p>CanalSur</p> <p>Telecinco</p>	<p>4 At what time?</p> <p>a las seis a las siete</p> <p>a las ocho a las nueve</p> 
<p>5 Where?</p>  <p>en el norte de España</p> <p>en el sur de España</p> <p>en el este de España</p> <p>en el oeste de España</p> <p>en el centro de España</p>	<p>6 What is the weather like?</p> <p>Está lloviendo Está nevando Hay tormenta</p> <p>Hace buen tiempo Hace mal tiempo Hace mucho viento</p> <p>Hace sol Hace frío Hace calor</p> 	<p>7 Use a conjunction.</p> <p>también</p> <p>↓</p> <p>also...</p> <p>después</p> <p>↓</p> <p>after...</p> <p>finalmente</p> <p>↓</p> <p>finally...</p> 	

La clase

<p>Me llamo _____</p> <p>Tengo ___ años</p> <p>Vivo en _____</p>	<p>En mi estuche...</p> <p>↓</p> <p>In my pencil case...</p> <p>En mi mochila...</p> <p>↓</p> <p>In my rucksack...</p> 	<p>tengo...</p> <p>un libro una calculadora</p> <p>un cuaderno una regla</p> <p>un lápiz una barra de pegamento</p> <p>un bolígrafo una goma</p> <p>un sacapuntas unas tijeras</p> 
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<p>y</p> <p>↓</p> <p>and</p> <p>pero</p> <p>↓</p> <p>but</p>	<p>no tengo...</p> <p>libro calculadora</p> <p>cuaderno regla</p> <p>lápiz barra de pegamento</p> <p>bolígrafo goma</p> <p>sacapuntas tijeras</p> 	<p>Mi</p> <p>↓</p> <p>mi libro</p> <p>mi calculadora</p> <p>mi cuaderno</p> <p>mi regla</p> <p>mi lápiz</p> <p>mi barra de pegamento</p> <p>mi bolígrafo</p> <p>mi goma</p> <p>mi sacapuntas</p> <p>Mis</p> <p>↓</p> <p>mis tijeras</p> 
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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 LIFECYCLES and KEEPING HEALTHY.

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

PE (MONDAY AND FRIDAY)

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/

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.’