



Year 5 Curriculum Newsletter

Spring Term 2025

Dear Parents & Carers,

This is the second curriculum newsletter where you will find details of the learning your children will be undertaking during the spring term of the year, along with some other key information.

We have been focusing on oracy throughout this term and learning how to have valuable discussions.

Doors will open at 8:35 and close at 8:45. We will start teaching promptly at 8:50, to avoid missing any learning we would appreciate you help in ensuring the children are in school on time.

PE & Games

Tuesday AM- Outdoor PE with Mr Sands
Friday PM -indoor PE

Please ensure you child has their correct PE kit. We had a number of children last term who either did not have the correct kit or did not bring it at all.

PE kit needs to be worn on a Tuesday and your child will stay in this until the end of the day. Please can your child bring your PE kit with them on a Friday to get changed into at school. Please can all items have your child's name in it.

Indoor kit - black plimsolls, plain black shorts and house coloured t shirt/white t-shirt
Outdoor kit - plain black sweatshirt, plain black tracksuit bottoms/leggings (shorts can be worn in the warmer weather) and trainers

We will be going outside for P.E all year. As we are in winter, please ensure your child has the correct clothing as they will be still going outside unless there are adverse weather conditions.

Year 5 Curriculum

| Subject | First spring topic | Second spring topic |
|-----------|---|--|
| Science | Properties of materials | Changes in materials |
| History | How did mining change Hugglescote? | - |
| Geography | - | How is Eastern Europe different to where I live? |
| Art | What is the expressionist art movement? | - |
| DT | - | Design, make and evaluate a bag |
| RE | Why do Christians believe that Jesus was the Messiah? | Why is the Torah so important to Jews? |
| PE | Cognitive | Creative |
| Computing | We are Architects | We are web developers |
| Music | Rhythm | Pitch |
| French | Weather | Do you have a pet? |
| PHSE | Diverse Britain | Be yourself |

Maths

This term we are focusing on fractions, statistics and decimals & percentages. Where needed, we will be revising skills learnt last year.

We will be spending up to 7 weeks working on fractions - where we will look at adding and subtracting unit and non-unit fractions, multiplying fractions and finding fractions of amounts. We will look more into equivalence between fractions, decimals and percentages as we move further into the spring term. Every Tuesday we will focus on statistics and this will incorporate work that the children have previously completed on time.

The expectation for homework is that children complete 20 minutes every week on Times Tables Rockstars.

English

This term we are focusing on four different genres of writing - narrative, balanced argument, film unit and non-chronological report.

We are going to be beginning the term with a novel 'The Nowhere Emporium' by Ross MacKenzie, this will then continue as our class story. Then followed by a non-chronological report on emperor penguins. After half term, we will be covering a film unit - 'The Present', then moving onto a balanced argument about screen use.

Throughout this year, we will be working towards our year 5 writing targets. This will include using writing techniques such as relative clauses, modal verbs, onomatopoeia, fronted adverbials, dialogue as well as using coordinating and subordinating conjunctions effectively.

In addition to our writing topics, we will be studying a variety of texts through using VIPERS in our reading lessons. VIPERS stands for 'Vocabulary, Infer, Predict, Explain, Retrieve and Summarise'. These will be based on The Jungle Book and William Shakespeare's Hamlet.

Science

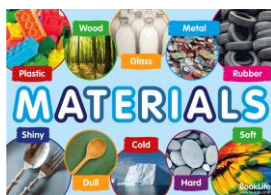
Properties of materials

In this topic we will compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; know that some materials will dissolve in liquid to form a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; and finally, they learn how to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.



Changes of materials

We will describe how to recover a substance from a solution; demonstrate that dissolving, mixing and changes of state are reversible changes; and finally, they learn how to explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.



History – How did mining change Hugglescote?

This term we will be learning about the legacy of coal mining in our local area, throughout the late 19th century to today.

We will be focusing on the four parishes which eventually formed Coalville: Whitwick, Snibston, Hugglescote and Swannington.

What were the events of the Whitwick Colliery disaster?

Who were these men? William Stenson, George and Robert Stephenson.

What was the impact of their vision?

This topic will consist of a tour of Snibston Colliery later on in Spring 1.

Geography – How is Eastern Europe different to where I live?

In this unit, we will be using maps to locate world countries particularly in Eastern Europe concentrating on their environmental regions, key physical and human characteristics and major cities.



We will be understanding the difference between physical and human geography -
We will be specifically comparing Turkey and the UK.

Art - What is the expressionist art movement?

Who was Edvard Munch?

We will be discovering his work and life within the expressionist art movement.



Studying the expressionist movement will give us an understanding of the feelings and emotions that come through the art.

Techniques used within this topic are: line, tone and shading along with colour mixing to express mood and emotion.

The topic will end with, children creating their own modern expressionist portrait.

DT

Within DT we will be using our sewing skills we started to develop in Year 4, to now create a bag using a variety of textiles.

In groups the children will generate innovative ideas through research including surveys, interviews and questionnaires then develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes of their bags.

Practical skills will include: experience of stitching, joining and finishing techniques in textiles as well as experience of making and using textiles pattern pieces.



Home Learning

- Reading - We expect that the children read at least 4 times a week at home, this can include a Lexia session. A mix of books and Lexia is best. The more your child reads the better.
- Ed Shed Spellings - 5 games per week. (Spelling test will be on a Wednesday).
- Maths - 20 minutes per week on Times Tables Rockstars.

Independence

Now the children have moved into upper key stage 2 we will be actively encouraging them to develop their independence, as they are now some of the oldest in the school and becoming role models for the younger children.

In preparation for Year 6 and secondary school we advise that you encourage your children to take more personal responsibility for their own home learning. What we ask as a year group is the minimum and as children move through school this expectation will increase.

Our relationship with you

Should you have any queries relating to your child, homework or school, please do not hesitate to contact us via the home contact book, school office or Weduc. We will take every opportunity to speak with you as soon as possible - Please note though that we will be unable to reply to any messages sent at the weekend until the Monday. Messages sent in the evening may not get seen until the next day. If it is important and you need to speak to us, please contact the office. Thank you for your continued support with your child's learning.

Mrs Raynor and Miss Reynolds