



# Year 5 Curriculum Newsletter Spring 2 (2026)

## Welcome

Dear Parents and Carers,

We hope that you and your children enjoy a much-deserved half-term break and return well-rested to embark upon the second half of the Spring term.

Thank you to those who supported their children with their homework, daily reading, and their topic 'projects', whatever shape, size, or medium they took. Support from home is vital to the children's continued progress and achievements in school.

A good relationship between home and school is important. Please feel free to speak to us about your child's progress or any concerns you may have. We are available to talk after school on most days.

We look forward to working with you and your child.

Best wishes,

The Year 5 Team



## Dates for your diary

Key dates including class assemblies, enrichment days / events and coffee mornings can be found on our school website calendar or on our parent dates letter sent out at the beginning of every half term.

Trips take place each half term and are planned to support the half termly learning. A separate letter is sent to inform you of details for upcoming class trips. These are also added to the school's website calendar.

## PE

Please ensure your child has the correct PE kit in school on their timetabled PE days. It is advised that your child keeps their kit in school throughout the week in case of any timetable changes. Children must have a full PE kit (a white t-shirt, green or black shorts and plimsolls) to ensure personal hygiene and safety.

### PE Days:

- Holly Class - Monday
- Poplar Class - Monday
- Elder Class - Monday

## Homework

Children in Year 5 should spend a set time each day completing homework to ensure good routine. This should include:

- Completing the weekly literacy and numeracy tasks which will be set on Thursday and is to be returned the following Monday.
- Reading their home reading book for 15 minutes each evening (please sign the diary to show this has been completed).
- Learning their times tables to 12 x 12.
- Learning their weekly spellings which will be set on Thursday and tested on the following Wednesday.
- Accessing the home learning sites, Times Tables Rockstars and Mathletics.



## Literacy

As writers, we will be writing narratives, with a focus on time shifts within the story.

We will also be writing persuasively, linking our writing to our topic of Global Resourcing by encouraging people to help countries gain access to clean water.



## Maths

As mathematicians, we will be developing our knowledge of statistics and measure, with a particular focus on time.

We will become fluent in reading graphs, calculating area and perimeter and converting between measures of time.



## Science

As scientists, we be examining how plants and animals reproduce.

We will apply what we already know about life cycles to that of a frog. We will also have the opportunity to dissect a plant in order to identify its reproductive parts.



## Recommended Reads

Shadow Jumper by J M Forster.

The Thousand Year Old Boy by Ross Welford.



## Music

- Medieval Music.
- Listening, composing and performance.
- Keyboards.



## RE & PSHCE

RE: Why is Holy Week important to Christians?

PSHCE: Relationships.



## Computing

Espresso: Website building.



## Art and Design Technology

In design, we will be focusing on making photo frames. We will design our frame and carefully plan how to make it using a step by step process.

We will then use skills such as sawing, constructing and gluing to make our final product.



## Geography

As geographers, we will be focusing on Global Resourcing, with a focus on access to freshwater around the world. We will look at where the major fresh water stores are, what challenges can face countries with limited access and efforts being made to support these countries gain access to more clean water.



## Physical Education (PE)

As dancers, we will be choreographing routines around the theme of rivers. We will be exploring rhythm and sequencing movements on different levels moving over bodies with control.

