



Tuesday 6<sup>th</sup> January 2026

Dear Parents and Carers,

Happy New Year and welcome to Spring Term 1 in Year 5. We hope that you have had a wonderful Christmas break and that you enjoyed a peaceful holiday together. The children showed incredible focus and determination in the Autumn Term, and we are very proud of their achievements so far. We look forward to working with the children to build on their exceptional start to Year 5.

### **Curriculum**

This half term, we will be studying The Vikings (History), Separating Mixtures (Science) and contemplating 'How are sacred teachings and stories interpreted by Sikhs today?' (RE). The children will be focusing on programming in Computing, whilst we will be considering our 'Dreams and Goals' in PSHE. In Art, we will be focusing on drawing by creating artwork using various drawing processes. In Maths lessons, we will be working on multiplication and division and fractions, decimals and percentages. We will be writing a balanced argument and persuasive letter based on the book Hidden Figures by Margot Lee Shetterly and Laura Freeman. In Reading lessons, we will be continuing to study both fiction and non-fiction texts.

You can access the Long-Term Plan for Year Five and Unit Three Curriculum Overview on the school website, under the 'Curriculum' tab. The Unit Three Curriculum Overview can also be found attached.

### **PE**

PE this term will be on a Monday and Wednesday. Children should be wearing their school PE kit - please refer to the uniform section on the school website. Children also need to have hair tied back and have removed their earrings or be able to take them out themselves. It is important that all children attend school wearing the correct PE kit on their designated PE days. If a child is not in the appropriate kit, we will contact home to discuss the matter further and offer support where needed.

This year, each class will swim for one term. The aim is to teach the children to be safe around water and be able to self-rescue if they were to find themselves in difficulty. School swimming lessons will take place on a Wednesday afternoon.

Autumn Term - 5E - Week commencing 15th September for 5 weeks and the week commencing 3rd November for 5 weeks.

Spring Term - 5R - Week commencing 12th January for 5 weeks and the week commencing 23rd February for 5 weeks.

Summer Term - 5S - Week commencing 13th April for 5 weeks and the week commencing 1st June for 5 weeks.



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## Communication

At Newhall Junior School, we believe that strong communication between home and school is essential to supporting every child's success. To help ensure that information is shared clearly and concerns are addressed promptly, we follow a structured communication plan.

This plan outlines the key channels through which parents and carers can connect with the school. Your child's class teacher is always your first point of contact. They know your child best and are well-placed to support their learning and wellbeing. We're committed to working in partnership with you to create the best possible experience for your child. The Communication Plan can be found attached.

## Lost Property

To cut down on the amount of lost property each term, please could you ensure all items of your children's clothing is clearly labelled. This includes uniform, coats, lunch boxes and water bottles.

## Homework and Weekly Tests

Homework this year will be to access Spelling Shed (<https://play.edshed.com/en-gb>) to practise spellings and Times Table Rockstars (<https://play.ttrockstars.com/>) to aid them in developing a rapid recall of multiplication facts. We ask that they complete these activities 4 times per week. This will be monitored by class teachers to ensure participation. Spelling tests will be on a Monday afternoon.

## Reading

Your child is encouraged to bring their reading book home each day, along with their reading diary. Please set aside time at home for your child to read quietly or to an adult. Reading at home, when it is a regular habit, has a remarkable impact on reading progress. We ask that children read at least 4 times per week at home and that this is evidenced in their reading diary by an adult.

Yours faithfully,

The Year 5 Team



## Year 5 Unit Three Curriculum Map



### Maths

We will continue to become fluent and efficient in all four operations, including mental methods and formal written methods. We will also be learning about multiplication and division, as well as decimals and percentages.

**Vocabulary:** multiply, common factor, square numbers, divisor, remainder, product, factor, quotient, prime numbers, dividend, whole, tenths, decimal place, hundredths, thousandths, sequence, decimal.

### Science

#### Separating Mixtures

We will learn about the separation techniques of filtering, sieving and evaporation. We will consolidate our knowledge of the properties of solids, liquids and gases by separating different mixtures.

**Vocabulary:** solid, liquid, gas, particles, state, materials, properties, matter, melt, freeze, temperature, process, condensation, energy, precipitation, sieving, evaporation, substance, mixture, suspension, variables.

### RE

**How are sacred teachings and stories interpreted by Sikhs today?**

We will understand what a Sikh might learn from a Sikh story and start to explain why stories can be important. We will consider how the teachings and example of one of the Gurus changed women's rights in Sikhi.

**Vocabulary:** Guru, Guru Granth Sahib, Guru Gobind Singh, Bhai Kanaya, care, compassion, share, kindness, equality.

### Writing

We will be learning to structure and write a balanced argument and persuasive letter. Our writing will be based around Hidden Figures by Margot Lee Shetterly and Laura Freeman. We will continue to focus on the accuracy and precision of our writing but will also focus on writing for the reader and purpose.

**Vocabulary:** expanded noun phrase, parenthesis, conjunctions, clauses, fronted adverbials, relative clause, determiner, pronoun, dialogue, apostrophe, suffix, prefix.

### History

#### The Vikings

We will learn about the Vikings and consider the reasons why they raided and then settled in Britain. We will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. We will examine King Alfred's struggle and victory over the Vikings.

**Vocabulary:** raid, raider, monk, monastery, Viking, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, monarch, longhouses, saga.

### PSHE

#### Dream and Goals

We will describe the dreams and goals of young people in a culture different to ours. We will also understand that communicating with someone in a different culture means we can learn from each other and we can identify a range of ways that we could support each other.

**Vocabulary:** dream, goal, aspiration, career, motivation, communication.

### Reading

We will be learning to develop our reading skills across different text types, including fiction, non-fiction and poetry. We will develop our oracy skills through classroom-based discussion and debate. We will build on and develop our inference, retrieval, prediction, language understanding and summarising skills.

**Vocabulary:** retrieval, inference, predict, summarise, decoding, fluency, language, structure, root word, prefix, suffix, fiction, non-fiction, poetry.

### Art & DT

#### Drawing - I Need Space

We will be learning retrofuturism, developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. We will work with a range of media with control in different ways to achieve different effects.

**Vocabulary:** collagraph, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda.

### French

#### Pronunciation & Core Vocabulary

We will be looking at the 26 different phonemes that are used in spoken French but are not used in English. By focusing on these sounds, we will be able to improve the quality of our pronunciation, and we will also become more confident in reading unknown words. We will also be learning key vocabulary, including colours, conversational language, feelings and ages. We will also be recapping numbers up to 20 and days of the week, as well as months of the year.

### Computing

#### Programming - Selection in Physical Computing

We will understand the use of physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.

**Vocabulary:** controller, LED, motion, selection, design, condition, sequence.

### PE

#### Football & Swimming

In Football, we will develop our understanding of the attacking and defending principles of invasion games. In Swimming, we will be learning to swim fluently and with increased confidence and control.

**Vocabulary:** run, dribble, pass, receive, communication, backstroke, breaststroke.



# NEWHALL JUNIOR SCHOOL

Lionheart Educational Trust

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Head of School Clare Weaver



## Communication at Newhall Junior School



The following plan outlines the communication channels at Newhall Junior School.

### Stage 1 – Child's Class Teacher

Please speak to your child's class teacher regarding your concern or question. The class teacher is the best person to speak to first as they know your child so well. They will always endeavour to come back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



### Stage 2 – Phase Leaders: Mr Lander (Year 3 & Year 4) or Mr Wibberley (Year 5 and Year 6)

Yourself or the class teacher may decide to move to stage 2. The Phase Leaders are all on the Leadership Team. An appointment or phone call will be arranged either via the school office or through direct contact with the Phase Leader themselves. Please note that our Phase Leaders are also full-time class teachers, but they will endeavour to get back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



### Stage 3 – Assistant Head of School: Mrs Smith (Inclusion Lead)

If you have spoken to the Phase Leader but would like further support from school, you will be directed to speak to the Assistant Head of School. Alternatively, if your concern is regarding SEND or Inclusion then you may contact the Assistant Head of School directly. An appointment or phone call will be arranged either via the school office or through direct contact with the Assistant Head of School. There may be several meetings or conversations that take place at this stage.



### Stage 4 – Head of School: Mrs Weaver

If you have spoken to the Assistant Head of School and your concern or question continues then you will be directed to speak to the Head of School. Please request an appointment with the Head of School by contacting the school office. There may be several meetings or conversations that take place at this stage.

