



Monday 1<sup>st</sup> June 2026

Dear Parents and Carers,

Welcome back to Summer Term 2! We hope you had a wonderful and restful May half term, filled with fun, sunshine, and special moments. We're excited to dive into a new term full of learning, laughter, and exciting adventures together.

### Curriculum

This half term, our learning will continue to be rich and engaging across all subjects. In Geography, we'll be exploring the theme of Journeys, focusing on where everyday items come from. In Science, we'll investigate Forces and how they influence movement. Our Religious Education lessons will encourage thoughtful reflection as we consider the question, "What is the best way for a Christian to show commitment to God?" In Computing, children will develop their programming skills, while in PSHE, we'll be exploring the topic Changing Me, supporting pupils through personal growth. In Design and Technology, we'll be working on Mechanical Systems by designing and creating pop-up books. In Maths, our focus will be on decimals, converting units, negative numbers, and volume. In English, we'll begin by writing an online news article inspired by Flotsam by David Wiesner and we'll conclude the term by writing a letter to our new teacher. Our Reading lessons will continue to explore a variety of fiction and non-fiction texts to build comprehension and critical thinking skills.

You can access the Long-Term Plan for Year Five and Unit Six Curriculum Overview on the school website, under the 'Curriculum' tab. The Unit Six 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 Six 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 decimals, converting units, negative numbers, and volume.

**Vocabulary:** decimal point, tenths, hundredths, rounding, convert, equivalent, negative, temperature, number line, ascending, volume, capacity, millilitre, litre, estimate, compare, order, centimetre, metre, kilogram, gram, minus, descending, measure.

### Writing

We will be learning to structure and write an online news article inspired by Flotsam by David Wiesner, a poem based on Rhythm and Poetry by Karl Nova, and we'll be writing a letter to our new teacher. 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.

### 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.

### Science Forces

We will be learning how different forces such as air resistance, water resistance, friction, and gravity affect movement. We will also explore how mechanisms like gears, pulleys, and levers help us apply forces to make tasks easier.

**Vocabulary:** air resistance, water resistance, friction, gravity, Newton, gears, pulleys, force, push, pull, opposing, streamline, brake, mechanism, lever, cog, machine, pulley.

### Geography

#### Journeys - Where does all our stuff come from?

We will be learning how our food and clothing come from around the world and how climate, seasons, and sustainability affect their production and transport. We'll also explore local and imported products, consider the impact of our choices on others, and understand different perspectives on global and geographical issues.

**Vocabulary:** globalisation, climate, sustainability, transport, production, consumption, recycling, local, import, impact.

### Art & DT

#### Mechanical Systems - Pop-Up Book

We will be learning how to plan and structure each page of our interactive book. Then, we'll use different mechanisms and materials to bring the story to life. Finally, we'll hide the moving parts and add captions to make the book fun and engaging.

**Vocabulary:** mechanism, structure, slider, lever, wheel, pop-up, spacer, caption, layer, fastener, design, assemble, material, interactive, storyboard.

### RE

#### What is the best way for a Christian to show commitment to God?

We will be learning how and why people show commitment to their beliefs. We will explore how Christians express their commitment to God through practices like following the Ten Commandments, loving others, prayer, and worship, and reflect on which of these might be most meaningful to individuals.

**Vocabulary:** commitment, belief, worship, prayer, commandments.

### PSHE

#### Changing Me

In this unit, we will be learning about how our bodies and emotions change during puberty, including the physical differences between boys and girls and the importance of self-care. We will also explore how babies are made, including conception and IVF, and reflect on the responsibilities that come with growing up and becoming a teenager.

**Vocabulary:** puberty, self-image, body changes, emotions, hygiene, conception, responsibility, teenager, consent.

### Music

#### Yustudio - Grime

This unit is focused on the creative use of sound and working with rap vocals in order to create a piece of grime music. We will work collaboratively to write a rap and then choose instruments to accompany our rap in order to create grime music.

**Vocabulary:** grime, instruments, rap, sound, pitch, volume, intonation, rhyme, rhythm.

### PE

#### Tennis & Swimming

In Tennis, we will develop our understanding of net and wall games, which will include using forehand and backhand strokes. In Swimming, we will be learning to swim fluently and with increased confidence and control.

**Vocabulary:** forehand, backhand, volley, serve, underhand, backstroke, breaststroke.

### Computing

#### Programming - Selection in Quizzes

We will be learning how to create interactive quizzes using programming, where the program can make decisions based on the user's answers. We will explore how selection allows the program to respond differently depending on input, such as giving feedback for correct or incorrect answers.

**Vocabulary:** program, selection, condition, if, else, input, output, question, response, algorithm.



# NEWHALL JUNIOR SCHOOL

Lionheart Educational Trust

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Executive Principal Robert Prior  
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.

