



Monday 23rd February 2026

Dear Parents and Carers,

Welcome back after the half-term break as we begin Spring Term 2 in Year 5. We hope you enjoyed a restful and enjoyable holiday together. The children showed incredible focus and determination throughout the Autumn Term and Spring Term 1, and we are very proud of all they have achieved so far. We look forward to continuing to work with them and building on their exceptional progress in Year 5.

Curriculum

This half term, we will be studying Europe – A Study of the Alpine Region (Geography), Types of Change (Science) and contemplating 'How significant is it for Christians to believe God intended Jesus to die?' (RE). The children will be focusing on Flat-File Databases in Computing, whilst we will be considering 'Healthy Me' in PSHE. In DT, we will be focusing on Cooking and Nutrition. In Maths lessons, we will be working on decimals and percentages, statistics and perimeter and area. We will be writing a narrative and character description based around The Sleeper and the Spindle by Neil Gaiman. 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 Four Curriculum Overview on the school website, under the 'Curriculum' tab. The Unit Four 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.



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 Four 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 and percentages, statistics and perimeter and area.

Vocabulary: length, width, height, area, perimeter, rectangular, parallel, perpendicular, compound shapes, irregular shapes, data, survey, timetable, scale, axis, label, pattern, continuous data, tally chart, interpret.

Writing

We will be learning to structure and write a narrative and character description. Our writing will be based around The Sleeper and the Spindle by Neil Gaiman. 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 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

Types of Change

We will design a recipe and identify the types of change used throughout the menu. We will explore dissolving and evaporating. We will recognise that changes of state are reversible changes and we will understand irreversible changes, such as burning candles.

Vocabulary: solubility, transparency, filter, evaporation, mixing, dissolve, irreversible, reversible, separate, mixture, soluble, changes of state, solid, liquid, gas, filter, sieve.

Geography

Europe - A Study of the Alpine Region

We will learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. We will create a storyboard or digital book on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary.

Vocabulary: climate, mountain, region, alpine, longitude, latitude, Tropic of Cancer, Tropic of Capricorn, fold mountain, climate, avalanche, border.

Art & DT

Cooking and Nutrition - Developing a Recipe.

We will research a traditional recipe and make changes to it, add nutritional value to a recipe by selecting ingredients and prepare and cook a version of bolognese sauce.

Vocabulary: adaptation, balanced, brand, cook, cross-contamination, cut, design, enhance, equipment, evaluate, hygiene, measure, nutrition, grate, ingredients, recipe.

RE

How significant is it for Christians to believe God intended Jesus to die?

We will understand how some people believe in destiny and consider whether the crucifixion was a consequence of the events of Holy Week. We will also start to look at the evidence that God intended Jesus to be crucified and rise again.

Vocabulary: destiny, free will, intention, crucifixion, forgiveness, incarnation, Pharisee, resurrection, salvation, conscience, saviour, Pilate, life after death.

PSHE

Healthy Me

We will explore how to live a healthy lifestyle. We will explore the impact of tobacco and alcohol on the body. We will practise basic emergency aid procedures, including the recovery position. We will then look at how social media and celebrities impact body image.

Vocabulary: choices, behaviour, pressure, media, influence, emergency, recovery position, calm, body image, social media, debate, fact, opinion, healthy lifestyle.

Music

Motown - Dancing in the Streets

This unit is focused around one song: Dancing in the Street by Martha and The Vandellas - a Motown song from the 1960s. We will learn to sing the song and play the glockenspiel alongside our singing.

Vocabulary: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation

PE

Netball & Swimming

In Netball, we will develop our understanding of the attacking and defending principles of invasion games, including finding space, marking, and effective passing. In Swimming, we will be learning to swim fluently and with increased confidence and control.

Vocabulary: run, dodge, pass, receive, communication, backstroke, breaststroke.

Computing

Data and Information - Flat-File Databases

We will learn how to use a flat-file database to organise and search information. We will create records, add fields, and use filters and queries to find specific data. We will also learn how to sort information to spot patterns and answer questions.

Vocabulary: database, record, field, flat-file, filter, query, search, sort, data, information, table.



NEWHALL JUNIOR SCHOOL

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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.

