



Monday 10th November 2025

Dear Parents and Carers,

Welcome to the Autumn term 2 at Newhall Junior School. We must commend the children for how well they have settled into the challenges of Year 5, and we look forward to settling into our temporary new building over the next few months.

Curriculum

This term we will be learning about Changes in our Local Environment in Geography; Earth and Space in Science; Video Production Computing; Electronic Doodlers in DY; Celebrating Difference in PSHE and Is the Christmas story true? in RE. In our PE sessions, the pupils will be swimming and taking part in Dance. During Maths we will be covering Multiplication and Division and Fractions. In Writing, we will be learning to structure and write a poem, balanced argument and persuasive letter linked to This Rock That Rock by Dom Conlon and Hidden Figures by Margot Lee Shetterly and Laura Freeman. We will also develop our reading skills across different text types, including fiction, non-fiction and poetry.

You can access the Long-Term Plan for Year Five and Unit Two Curriculum Overview on the school website, under the 'Curriculum' tab. The Unit Two 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 Two 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 equivalent fractions, how to compare and order fractions and linking the four operations to fractions.

Vocabulary: rounding, accuracy, ascending, descending, negative, integer, addend, subtrahend, minuend, divisor, square number, cubed number, composite numbers, proper fraction, improper fraction, mixed number.

Writing

We will be learning to structure and write a balanced argument, a persuasive letter and a poem. Our writing will be based on 'This Rock That Rock' by Dom Conlon and '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.

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

Earth and Space

We will be learning to describe the movement of the Earth, and other planets, relative to the Sun in our Solar System. We will use the idea of Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. We will discover how ideas about the solar system have developed and changed over time.

Vocabulary: Earth, Sun, Moon, axis, phases of the Moon, constellation, waxing, waning, crescent, solar system, orbit.

Geography

Changes in our Local Environment - How is our country changing?

We will be learning about the regions of the UK, discovering how some of these areas have changed over time. We will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity in our area.

Vocabulary: continent, country, region, city, county, borough, British Isles, Great Britain, UK, sustainability, legacy, regeneration, development.

Art & DT

Electronic Systems - Doodlers

We will investigate an existing motorised product and problem-solve to understand its construction before developing our own. We will identify simple circuit components and create a functional doodler that creates scribbles on paper with or without a switch.

Vocabulary: circuit, component, configuration, current, develop, motor, product analysis, series circuit, stable, target user.

RE

Incarnation - Is the Christmas story true?

We will be learning to investigate whether a sacred text has to be 'true' to help a believer understand their religion.

Throughout the unit, we will retell a version of the Christmas story from the Bible, compare versions of the Christmas story from the Bible and explain what a Christian might believe is true from the Christmas Story.

Vocabulary: account, scholar, source, eye-witness, media, belief, communion.

PSHE

Celebrating Difference

We will be learning how cultural differences can sometimes cause conflict, understand what racism is and explain the difference between direct and indirect types of bullying.

Vocabulary: culture, conflict, racism, discrimination, bullying, cyber-bullying, difference.

Music

Bon Jovi - Living on a Prayer

We will be learning to perform 'Living on a Prayer' by Bon Jovi, focusing on the vocals and performing the instrumental parts using glockenspiels.

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, hook, riff, solo.

PE

Dance & Swimming

In Dance, we will be learning to sequence actions, use variations in level and direction and how to combine and link actions. In Swimming, we will be learning to swim fluently and with increased confidence and control.

Vocabulary: communication, reflection, roll, balance, safety, backstroke, breaststroke.

Computing

Video Production

We will learn how to create short videos by working in pairs or groups. We will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.

Vocabulary: film, technique, editing, capture, manipulate, digital, analyse, camera angles, scene, script, content.



NEWHALL JUNIOR SCHOOL

Lionheart Educational Trust

Newhall Junior School
Chesterfield Avenue, Swadlincote, Derbyshire DE11 0TR
01283 217472

info@newhalljunior.org.uk
www.newhalljunior.org.uk

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.

