



Tuesday 9th September 2025

Dear Parents and Carers,

Welcome to Autumn Term 1 in Year 5 at Newhall Junior School. We are excited to be welcoming back the children and are looking forward to hearing about their summer break.

Curriculum

This term we will be learning about Anglo-Saxons in History; Life Cycles in Science; Systems and Searching in Computing; Portraits in Art; Being Me in My World in PSHE and How far would a Sikh go for their religion? in RE. In our PE sessions, the pupils will be swimming and taking part in Outdoor and Adventurous Activity (OAA). During Maths we will be covering Place Value, Addition and Subtraction, Multiplication and Division and Fractions. In Writing, we will recap and review our GPS knowledge linked to The Fantastic Flying Books of Mr Morris Lessmore by W. E. Joyce. We will also be learning to structure and write a diary entry, setting description and informal letter based around Harry Potter and the Philosopher's Stone by J K Rowling. 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 One Curriculum Overview on the school website, under the 'Curriculum' tab. The Unit One 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.

You will shortly receive more information and consent forms that will need to be completed. We would appreciate it if you could complete the form and return it to school by Monday 15th September.



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 One – Curriculum Overview



Maths

We will be learning and consolidating our place value knowledge.

We will learn to become fluent and efficient in all four operations, including mental methods and formal written methods. We will also be learning about equivalent fractions and how to compare and order fractions.

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

Writing

We will recap and review our GPS knowledge linked to The Fantastic Flying Books of Mr Morris Lessmore by W. E. Joyce

We will also be learning to structure and write a diary entry, setting description and informal letter. Our writing will be based around Harry Potter and the Philosopher's Stone by J K Rowling. We will focus on the accuracy and precision of our writing and writing for the reader and purpose.

Vocabulary: expanded noun phrase, parenthesis, clauses, fronted adverbials, relative clause, determiner, dialogue.

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

Life Cycles

We will be learning that plants and animals have life cycles and that reproduction is a part of this cycle. We will recognise that each life cycle has distinct stages but that these can vary between species. We will understand the importance of reproduction for the survival of a species.

Vocabulary: pupa, larva, nymph, embryo, development, metamorphosis, amphibians, insects, gestation, mammals, vertebrate, invertebrate.

History

The Anglo-Saxons - Was the Anglo-Saxon period really a Dark Age?

We will be learning about the world of the Anglo-Saxons. We will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. We will also learn about the importance of archaeological evidence.

Vocabulary: dark age, pagan, byzantine, garnets, hoard, reconstruction, settle, excavation, archaeologist, metal detecting, Sutton Hoo.

Art & DT

Painting & Mixed Media: Portraits

We will be learning how to create expressive self-portraits that go beyond how we look. We'll experiment with words, materials, and techniques to show something meaningful about who we are. Each portrait will be a personal reflection that tells a story about our identity.

Vocabulary: identity, expression, creativity, self-portrait, materials, techniques, individuality, reflection, words, experimentation.

RE

How far would a Sikh go for his/her religion?

We will be learning some key beliefs in Sikhi and begin to explore different ways Sikhs have put their beliefs into practice.

Vocabulary: belief, commitment, Guru, Khalsa, sacrifice, courage, Sewa, Sikhs, Vand Ke Chakna, pilgrimage, Harmandir Sahib.

PSHE

Being Me in my World.

We will be learning about our rights and responsibilities as a citizen in our country and as a member of our school community.

Vocabulary: goals, opportunities, motivation, leadership, rights, responsibilities, citizen, consequences, wealth, learning charter, prejudice, poverty, privilege, deprivation.

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.

PE

Outdoor Adventurous Activities & Swimming

In OAA, we will be learning to solve problems. We will create strategies to produce the best solution to a challenge and develop our skills to create, plan and follow routes around a course. In Swimming, we will be learning to swim fluently and with increased confidence and control.

Vocabulary: balance, co-ordination, communication, resilience, backstroke, breaststroke.

Computing

Systems and Searching

We will be learning how to recognise different IT systems in the world around us and understand their roles in everyday life. Children will also explore how some of these systems enable searching on the internet, helping them find and use information safely and effectively.

Vocabulary: data, internet, transfer, collaboration, online, communication, safety, networks.



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.

