

ST. MARY'S CATHOLIC PRIMARY SCHOOL

Termly Newsletter Spring 2025

Year 5



Welcome back and Happy New Year

It has been lovely to welcome the children back to the new term in Y5.

Below, you will find an overview of our curriculum and what we will be learning in each subject this term. If you have any questions, please contact us at the gate or via the school office.

Thank you for your ongoing support.

Year 5 Team

English-Writing

In English this term we will be focusing on two class texts: a dystopian novel (Floodland) and myths and legends (Odysseus). We will also look at the audience and purpose of writing, prediction, selecting appropriate form, proofing and editing skills. Children will draw on their reading and research to develop their own ideas and improve their writing.



English-Spelling

Spelling continues to be an important part of your child's learning. We will particularly focus on spelling rules and patterns. Weekly spellings will be set as homework and tested on Fridays.



English-Reading







Reading remains a vital aspect of your child's education. It becomes very evident in children's writing when they read regularly. Thus, to best support your child, please ensure they read at home each day and record this in their reading journals. This should be a levelled reader from our class selection.

Maths



This term Year 5 will be covering the following maths topics.

- Multiplication and Division
- Fractions
- Decimals and Percentages
- Area and Perimeter
- Statistics

 <p>Science In Science this term we will cover the following topics: Living Things and their Habitats</p> <ul style="list-style-type: none"> • Observing changes over time • Life cycles • Sexual and asexual reproduction in animals and plants. <p>Forces</p> <ul style="list-style-type: none"> • Gravity • Air resistance • Forces acting on Objects 	 <p>History (Spring 2) Year 5 will explore the following topic. The Battle of Hastings -Including</p> <ol style="list-style-type: none"> 1. Understand the events that led to the Battle of Hastings. 2. Investigate the contenders for the English Thrones. 3. Understand what happened at the Battle of Hastings 4. Investigate the Bayeux Tapestry and use sources to deduce its significance 5. Produce a replica scene from the Bayeux Tapestry 	 <p>Geography (Spring 1) The class will be starting their Geography topic this term. Investigating Rivers</p> <ol style="list-style-type: none"> 1. Understand and explain the water cycle. 2. Find out about rivers and how they erode, transport and deposit materials. 3. Find out why rivers are important. 4. Find out about the causes of river pollution and the effect it has on the environment. 5. Investigate a river in detail including the effects on the environment and landscape. 6. Geographical enquiry about rivers.
<p>RE This term we will be covering the following topics: Galilee to Jerusalem- The children will look at the Beatitudes, Jesus' New Law and the Gospel of Luke. Desert to Garden- We will explore Lent's themes of forgiveness and reconciliation and the idea that devotion to God leads a person to do good works. They will also look at Holy Week in St. Matthew's gospel and see that St. Matthew shows Jesus as the servant-Messiah.</p>	 <p>PHSE/RSE Our PHSE Topic this term is HEALTHY</p> <p>LIFESTYLES:</p> <ul style="list-style-type: none"> • Mental Wellbeing • Physical Health and Fitness • Healthy Eating • Health and Prevention <p>In RSE we will be following Ten Ten Module 2: Created to love others.</p>	 <p>Computing In computing Year 5 will be exploring the following topics.</p> <p>Creating media</p> <ul style="list-style-type: none"> • Stop-motion animation <p>Programming</p> <ul style="list-style-type: none"> • Programming Music
<p>PE-Gymnastics & Dance Create longer and more complex sequences. Start to take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and strengths and areas for improvement. Use dance transitions to link motifs smoothly together. Improvise with confidence, demonstrating fluency across the sequence.</p>	<p>Music</p> <p>Pop Music 1: Arrangements and improvisation (ukulele, tuned percussion)</p> <p>Creating music for Film and TV: Character, Atmosphere and Environment</p>	<p>Home Learning Your child will be set their homework on Mondays. Children will receive Spellings to learn each Monday, which they will be tested on the following Friday.</p>
 <p>Important dates</p> <p>10th and 11th February Parent Meetings from 3:45pm</p>		
<p align="center">Our School Behaviour Policy</p> <p>St. Mary's is committed to fostering calm, constructive, and positive learning environments across the school. Below is a reminder of our school-wide behaviour policy.</p>		

St. Mary's Values- these are the values that underpin all areas of our school community:

Kindness
Respect
Tolerance

Honesty
Responsibility
Cooperation

The School Values are based on the Gospel of Matthew 7:12

'Treat others like you want them to treat you'

Expected Behaviour (Green)	Rewards (Green)
Respectful	Verbal Praise Dojo Point House Points Golden Tickets Star of the week Star of the Term
Tolerant	
Kind	
Cooperating	
Responsible	
Honest	

Repetition of minor incidents Disobedience/disrespect Hurting Others Swearing / insults Dangerous behaviour Damaging school property Physical contact with another child (low level- pushing, barging past) Disregard of school rules	Restorative Justice- make amends Recorded on CPOMs Parents notified by Class Teacher/SLT Lunchtime Reflection Time
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Repetition of minor incidents Racist behaviour Inappropriate spoken, written, or digital forms of communicating Threatening or abusive Behaviour or Language Physical violence resulting in injury Bullying	Parents notified by Behaviour Lead /Senior Leadership Team Recorded on CPOMs Internal Exclusion determined by a member of the Senior Leadership Team - number of days reflects the severity of the incident. Two Internal Exclusions in a period of half a term will result in a third being held at our partner school St. Charles.
Exiting school without permission Stealing Serious damage to school property Continuation of behaviour on return from an exclusion	Fixed Term Exclusion – dependent on severity of incident Permanent Exclusion - dependent on severity of incident. (This decision is at the discretion of the Executive HeadTeacher).