

# SPINFIELD SCHOOL

## Year 5 Spring Term 2026

Dear Parents/Carers,

Welcome to the Spring Term and a Happy New Year to you all!

Important information

The email address for Year 5 is: [year5@spinfieldschool.co.uk](mailto:year5@spinfieldschool.co.uk).

Emails via the class email will be replied to within two working days. The times that teachers are able to respond are between 8.15 - 8.45am and 3.45 - 6.00pm. The class email address will not be monitored during the school day as teachers are teaching. If you have an urgent message that needs to be passed on to your child's class teacher, which will, in the main, be a change in pick up arrangements please email the school office by 3.00pm. If we have not received confirmation of changes to pick up, your child will remain in school until we are able to contact you.

Please use the email address for the following:

- ✓ Arranging an appointment with your child's class teacher. Appointments will be conducted at a mutually convenient time.
- ✓ Creative Corner presentations
- ✓ Queries regarding homework or spellings

Our theme for the first half term is Globetrotters. Children will develop their understanding of the world and other planets in the solar system. In addition to this, they will understand how location in the world dictates time zones. They will apply their understanding to an explanation text based on space.

For the second half term, our theme is Beyond Britain. Children will carry out an in-depth study of the Mayan civilisation, exploring different aspects of social and religious history. In English, they will write their own narrative, interweaving character, setting and plot.

Subject	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
English	<p><u>Plan, draft and edit a recount of a journey across the world.</u> Share the text <i>The Boy at the Back of the Class</i> with the children, linking the context to that of journeys. Gather and mind map key words and phrases, using expanded noun phrases etc. Use dictionaries and thesauruses to upskill language for best effect. Read effective recounts, using a wide range of conjunctions and adverbials to reflect sequence and time. Plan their own recount, perhaps selecting one of two destinations or assigning a specific destination to each group. Draft, edit and upskill writing and present in imaginative ways eg huge class timeline with extracts pinned along in order. Plan, draft and edit an explanation of how the solar system works. Encourage children to use conjunctions and adverbials to add information and explain processes. Explain that they are going to write an explanation relating to the solar system eg day and night, seasons. Use science knowledge to write a clear, concise, scientific explanation which incorporates relative</p>	<p><u>Plan, draft and edit a narrative interweaving character, setting and plot</u> Share a narrative text, <i>Journey to the River Sea</i>, with the children Character study of main characters, applying expanded noun phrases to describe appearance. Use Show Not Tell – how can we convey character by how they move/talk? What kinds of things might they say? Act out using charades. Rehearse relative clauses to add more information about preceding nouns. Rehearse and embed conventions of direct speech, encouraging children to use more effective synonyms of said and adding adverbials for precision. Children will plan, draft and edit a new scene missing from the text. Plan scene considering how to convey characters (including through dialogue). Plan, draft and edit a non-chronological report on an aspect of Mayan civilisation. Children explore covers, blurbs and titles of books about Mayans. Examine features of information books and discuss how these can be used to locate information quickly and efficiently. Use historical questions about Mayans to decide which aspect to research for their own report. Research and plan content for non-chronological reports and jot ideas/notes. Rehearse orally with peers. Draft, edit and upskill writing to produce the</p>

	clauses and a wide range of conjunctions and adverbials for cohesion.	final piece. Check for cohesion within and across paragraphs.
Maths	<p>Multiplication and Division</p> <ul style="list-style-type: none"> <li>• Multiply up to 4 digits by 2 digit numbers using a formal written method</li> <li>• Understand the relationship between divisions and multiplication</li> <li>• Use the short division formal method to calculate the division of up to 4 digit numbers by 1 digit</li> <li>• Solve problems involving multiplication and division</li> </ul> <p>Fractions</p> <ul style="list-style-type: none"> <li>• Multiplying a unit fraction and a non unit fraction by an integer</li> <li>• Multiplying a mixed number by an integer</li> <li>• Finding a fraction of an amount and/or quantity</li> </ul> <p>Decimals and Percentages (tbc in Spring 2)</p> <ul style="list-style-type: none"> <li>• Recognise numbers with up to 2 decimal places</li> <li>• Equivalent fractions and decimals and fractions (10ths, 100ths and 1000ths)</li> <li>• Compare and order numbers with up to 3 decimal places</li> <li>• Round to the nearest whole number</li> <li>• Round to one decimal place</li> <li>• Understand percentages and relate these to fractions and decimals</li> <li>• Find equivalent fractions, decimals and percentages</li> </ul>	<p>Decimals and Percentages (continued)</p> <ul style="list-style-type: none"> <li>• Recognise numbers with up to 2 decimal places</li> <li>• Equivalent fractions and decimals and fractions (10ths, 100ths and 1000ths)</li> <li>• Compare and order numbers with up to 3 decimal places</li> <li>• Round to the nearest whole number</li> <li>• Round to one decimal place</li> <li>• Understand percentages and relate these to fractions and decimals</li> <li>• Find equivalent fractions, decimals and percentages</li> </ul> <p>Geometry: Perimeter and Area</p> <ul style="list-style-type: none"> <li>• Find perimeter of rectangles, rectilinear shapes and polygons</li> <li>• Calculate the area of rectangles and compound shapes</li> <li>• Estimate area</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Draw line graphs</li> <li>• Read and interpret line graphs</li> <li>• Read and interpret tables</li> <li>• Understand and interpret two-way tables</li> <li>• Read and interpret timetables</li> </ul>
Science	<p>Earth and Space</p> <p>Describe the movement of the Earth and other planets relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p>Animals, including humans (changes as humans develop to old age)</p> <p>Discuss and explore the process of birth, growing up and ageing in humans. Describe the changes as humans develop from birth to old age.</p>
Computing	<p>Purple Mash: Databases</p> <p>Learn how to search for information in a database. Contribute to a class database. Create a database around a chosen topic.</p>	<p>Purple Mash: 3D Modelling</p> <p>Introduction to the 2Design and make tool. Explore the effect of moving points when designing. Design a 3D model to fit certain criteria. Refine and print a model.</p>
Humanities	<p>Geography - Understand about time zones and how these are dictated by location in the world.</p> <p>Locate the majority of the world's countries and cities using maps and identify environmental regions, key physical/human features. Identify position of latitude/longitude and N/S hemispheres</p> <p>Identify positions of tropics of Cancer/Capricorn, Arctic and Antarctic. Identify the position of Prime / Greenwich Meridian time zones.</p> <p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world.</p> <p>Observe, record and present physical features of the local area, using maps, sketches, plans, graphs and digital technology.</p> <p>Use 8-point compass, grid references and Ordnance survey maps.</p> <p>Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically.</p> <p>Explain key aspects of physical geography (climate zones, vegetation belts, mountains, earthquakes, volcanoes, biomes)</p>	<p>History - Conduct an in-depth study of the Mayan Civilisation, exploring different aspects of religious and social history.</p> <p>Select and organise relevant information, explaining contrasting arguments. Understand how knowledge of the past is constructed from a range of sources. Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Explore trends, looking at continuity/change and similarity/difference/significance. Examine different aspects of history e.g. social, cultural, political and religious. Gain historical perspective by making connections between local, national and international history. Use and apply a range of historical vocabulary.</p>

Art/DT	<p>Art: Children will explore how artists have tried to portray the unknown of space. Children will also use music as a stimulus for their art work.</p> <p>Design and Technology Children will research and design products that solve the problems of long-distance travel (sleep masks).</p>	<p>Art: Children will develop printing skills to create a representation of Mayan civilisation.</p> <p>Design and Technology: Food technology. Children will prepare and cook a variety of dishes, drawing on the Mayan culture. They will be developing a range of cooking techniques. This activity will take place at Great Marlow School on 13th March, details will be shared closer to the time.</p>
PE	<p>Hockey These sessions will be led by coaches from SWBGS, with the class teacher shadowing/joining in and supervising the children. Skills that will be built in include: dribbling, shooting, defending and reverse stickwork. Swimming sessions will be led by the coaches at Court Garden with the class teacher leading one group. The children will develop skills in: self rescue; push and glide action; Water confidence; front crawl, breaststroke, butterfly, backstroke; Underwater confidence. They will also learn all about water safety both in the pool and also in rivers, lakes and in the sea</p>	<p>Dance The focus of the learning is to create movements linked to Street Artists 'Tags'. Pupils will work individually and with a partner, exploring speed and dynamic vocabulary to create a dance motif that represents the process of creating street art. Swimming sessions will be led by the coaches at Court Garden with the class teacher leading one group. The children will develop skills in: self rescue; push and glide action; Water confidence; front crawl, breaststroke, butterfly, backstroke; Underwater confidence. They will also learn all about water safety both in the pool and also in rivers, lakes and in the sea</p>
Music	<p>Listen and appreciate how a song is created by layering - listening to some boom whacker orchestras. They will understand how chords and tunes are different. They will develop vocabulary such as tone, tempo, beat, rhythm, volume. They will play in a group to create a melody using a number of notes on the boomwhackers. They will perform as a whole class a number of songs.</p>	<p>Listen and appreciate how a song is created by layering - listening to some boom whacker orchestras. They will understand how chords and tunes are different. They will develop vocabulary such as tone, tempo, beat, rhythm, volume. They will play in a group to create a melody using a number of notes on the boomwhackers. They will perform as a whole class a number of songs.</p>
RE/PSHE	<p>Religious Education: Sacred Texts Children will understand what sacred texts are, and why they are important to different religions. They will explore the features and purposes of sacred texts and will understand how they were written and preserved.</p> <p>PSHE: One World Talk about and understand how we can be responsible global citizens. Describe what global warming is and what we can do to help prevent it from getting worse. Explain how our energy use can harm the environment and describe what we can do to help. Describe how we can use water responsibly and understand the importance of doing this. Understand what biodiversity is and explain the importance of doing all we can to encourage it. Make choices which make the world a better place and that help people across the world.</p>	<p>Religious Education: Christianity - explore and understand the meaning of Easter for Christians. Children can respond sensitively to the story of Easter. To describe why Easter is one of the most important Christian festivals. Children can explain how the story of Easter might help Christians to understand forgiveness. To apply ideas about forgiveness, struggle, suffering and hope for myself, referring to the story of Easter.</p> <p>PSHE: Living in the wider world - aiming high Understand how to use the knowledge of their learning style to further their learning Discuss the impact a growth mindset can have on achieving our goals. Understand that our goals can change and explain why this might happen. Appreciate the importance of seizing opportunities. Explain the impact of stereotypes and why they need to be challenged. Consider ways in which their interests and skills match a future job interest and how to develop these further. Apply core skills when working within a team. Identify limitations to achieving goals and discuss how challenges can be overcome.</p>
French	<p>Children will develop knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>	<p>Children will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing the Olympians</p>

## General Organisation:

### Absence:

Please ring school every day if your child is absent, unless you have previously notified us of a return date. If you have not contacted school by 9.20am a member of staff will contact you. You are not required to supply a note if you have contacted the school.

### Homework:

We value the support of parents in providing the time, encouragement and suitable environment for the children in which to complete their homework. In setting homework for children, we aim to provide a relevant activity for them to do in which parents may be involved, and which can aid their general educational progress. Homework will be set on a Wednesday and will need to be returned to school on a Monday morning.

Year 5 will be asked to complete their homework and submit it via Google Classroom. This will include:

- Reading comprehension
- English grammar
- Maths

### Additional homework tasks include:

- Daily reading
- Spellings: tested on Friday
- Daily DoodleMaths

### Parent volunteers:

Group reading will continue to take place each Tuesday morning at 11:45am for approximately 30 mins. Please let our class rep know if you can support the children during these sessions.

### DBS checks

Please note that the school requires all volunteers to hold a current DBS certificate and you will need to sign our confidentiality agreement. Volunteers are also required to attend safeguarding training (which will need to be refreshed every 3 years). Training dates will be published in our monthly newsletter. If you have not yet filled out the DBS form and the confidentiality agreement, please collect them from the office. There will be a voluntary contribution of £15.00 to cover costs incurred to process the DBS application.

### Daily organisation:

Please ensure that your child has a water bottle in school every day, as well as a snack of fruit or vegetables for the mid-morning break (KS2 only). KS1 children are provided with a fruit or vegetable snack; however, they may bring one in from home if this is their preference.

Your child will wear their PE kit on the days that they have PE. Please ensure your child has black tracksuit bottoms, either a school PE hoody or school sweatshirt, their PE t-shirt and trainers. For hockey your child will also need shin pads/long socks and a mouthguard in order to fully participate in the lessons. For swimming, your child will need a one piece swimming costume/swimming shorts, a towel, a swimming hat and a pair of goggles.

### Timetable Information:

PE lessons are on Tuesday mornings and Friday afternoons. If for any reason your child is unable to take part in a PE or games lesson, please provide a note or send a message via the class email.

Library books will be changed each Monday. All library books will be collected during the penultimate week of term.

### Forgotten Items:

Please be aware that if your child forgets something for school, you will only be contacted if it is absolutely necessary, as we are trying to encourage the children's independence. As we discussed at the beginning of the academic year, making mistakes is an excellent way to learn. There are always water bottles, stationary and books in school

for them to borrow. If they forget it is a PE day, please allow them to learn from it and take responsibility to remember the following week.

Medicines:

Children must not bring medicines of any kind into school without prior agreement with Miss Spreadbury. A health care form must be completed for any required administration of medication.

Holidays:

The staff and governing body appreciate the decision made by parents not to take children out of school during term time. Where exceptional circumstances occur, a leave of absence form can be collected from Miss Spreadbury who will submit your application to the Governing Body for consideration.

If you wish to discuss the content of this letter or have any other concerns, please do not hesitate to contact me using the class email address.

Thank you, as always, for your continued support,

Mrs Clarke and the Year 5 team