



SPINFIELD SCHOOL

Year 5 Summer Term 2026

Dear Parents/Carers,

Welcome to the Summer Term of Year Five.

Class email: 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 - 8.45 and 3.45 - 6.00. The class email address is not guaranteed to 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.

Our topics for the summer term are: first half of term: Crack the Code and second half of term: Magical Mystery Tour. Please find the details of the learning that the children will embark on.

| Subject | 1 st half term | 2 nd half term |
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| English | <p>The children will be studying the text "Tuesday" by David Wiesner, an enchanting yet unique book in that it has very few words! They will be exploring the following, based on the text:</p> <ul style="list-style-type: none"> • Comprehension questions • Descriptive writing • Writing a narrative • Using speech punctuation correctly • Writing a newspaper report <p>In shared reading sessions the children will begin reading "The Nowhere Emporium" by Ross MacKenzie, discussing the structure and content of the text, as well as analysing the actions and reactions of the characters each week.</p> | <p>The children will continue to read "The Nowhere Emporium" by Ross MacKenzie, using the text as a basis for their own independent writing. They will complete the following over the course of the unit:</p> <ul style="list-style-type: none"> • Write a discussion text • Write a 'wonder' for a class book • Create a fact file • Explore how writers create mystery • Use speech punctuation correctly • Write using figurative language <p>In shared reading sessions the children will continue to read "The Nowhere Emporium" by Ross MacKenzie.</p> |
| Maths | <p>Topic focus:</p> <p>Statistics</p> <p>Draw line graphs</p> <p>Read and interpret line graphs</p> <p>Read and interpret tables</p> <p>Two-way tables</p> <p>Read and interpret timetables</p> <p>Shape</p> <p>Understand and use degrees</p> <p>Classify angles</p> <p>Estimate angles</p> <p>Measure angles up to 180°</p> <p>Draw lines and angles accurately</p> <p>Calculate angles around a point</p> <p>Calculate angles on a straight line</p> <p>Lengths and angles in shapes</p> <p>Regular and irregular polygons</p> | <p>Topic focus:</p> <p>Decimals cont'd</p> <p>Add decimals with different numbers of decimal places</p> <p>Subtract decimals with different numbers of decimal places</p> <p>Efficient strategies for adding and subtracting decimals</p> <p>Decimal sequences</p> <p>Multiply by 10, 100 and 1,000</p> <p>Divide by 10, 100 and 1,000</p> <p>Multiply and divide decimals – missing values</p> <p>Negative numbers</p> <p>Understand negative numbers</p> <p>Count through zero in 1s</p> <p>Count through zero in multiples</p> |

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| | <p>3-D shapes</p> <p>Position and direction</p> <p>Read and plot coordinates</p> <p>Problem solving with coordinates</p> <p>Translation</p> <p>Translation with coordinates</p> <p>Lines of symmetry</p> <p>Reflection in horizontal and vertical lines</p> <p>Decimals</p> <p>Use known facts to add and subtract decimals within 1</p> <p>Complements to 1</p> <p>Add and subtract decimals across 1</p> <p>Add decimals with the same number of decimal places</p> <p>Subtract decimals with the same number of decimal places</p> | <p>Compare and order negative numbers</p> <p>Step 5 Find the difference</p> <p>Converting units of measure</p> <p>Kilograms and kilometres</p> <p>Millimetres and millilitres</p> <p>Convert units of length</p> <p>Convert between metric and imperial units</p> <p>Convert units of time</p> <p>Calculate with timetables</p> <p>Volume</p> <p>Cubic centimetres</p> <p>Compare volume</p> <p>Estimate volume</p> <p>Estimate capacity</p> |
| <p>Science</p> | <p>Living things and their habitats</p> <p>Children will explore life cycles of different animals and be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>By the end of the topic, children will be able to describe the life process of reproduction in some plants & animals. A separate email detailing the content of some of these lessons has already been sent out this week.</p> | |
| <p>Computing</p> | <p>Purple Mash Game Creator</p> <p>Throughout this topic, children will plan, design and create a game environment. Once completed, they will design and create the game quest. They will then share the game and self and peer evaluate.</p> | <p>Purple Mash Concept Maps</p> <p>Children will be able to make connections through thoughts and ideas. They will see the importance of recording concept maps visually and use 2Connect to do this. They will explore the key vocabulary linked to concept maps. Once they are confident, they will use 2Connect collaboratively to create a concept map.</p> |
| <p>Humanities</p> | <p>Geography</p> <p>Develop fieldwork skills including maps, compasses and grid references.</p> <p>Children will begin this topic by recapping symbols on OS maps and 4 point compass directions. Using this knowledge they will develop their understanding to include 8-point compass directions and have hands-on, practical experiences.</p> <p>Children will be introduced to 4 digit grid references to help locate things on a map and will be challenged to 6 digit grid references. Using all of their knowledge, they will use OS map symbols, compass directions and grid references in a variety of situations.</p> | <p>History</p> <p>Carry out an in-depth study of the local area, with a particular focus on buildings.</p> <p>Children will draw on their own experiences of the local area and develop their understanding by going on a walking tour. They will explore a range of buildings and compile a list of historically-valid questions about the locality.</p> <p>Children will use a range of sources to build their knowledge and understanding by using a range of sources e.g. archives, photographs, first-person accounts, digital sources, newspaper articles etc. They will finally examine how the buildings and landmarks of the local area reflect changes in different aspects of life eg social, cultural, religious.</p> |

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| <p>Art / DT</p> | <p>Art Create a sculpture using visual and tactile qualities, relating their choices to the class text, "Tuesday". Children will investigate how the environment affects how we feel about a place and how art can be used to improve a place. They will collect visual information and explore ideas for a site-specific sculpture. The children will then go on to design a site specific sculpture and then use 'found' materials to create it. They will then develop their finishing techniques and complete their sculpture. Finally, children will evaluate their finished piece of artwork.</p> <p>Design and Technology Children will develop a range of food technology skills during their day at Great Marlow School, preparing and cooking a variety of dishes linked to their Mayan topic during the Spring term.</p> | <p>Art Develop their personal style in drawing and painting, using watercolours to suggest mood. Children will explore how illustrations convey mood and atmosphere. They will select images to critique and capture this in their sketchbooks using artistic language. Using images for inspiration, they will select from a range of artists and emulate using a range of pencils and paints. This topic focuses on improving mastery of techniques.</p> <p>Design and Technology Use electrical and mechanical systems to design and make a souvenir. Children will design, make and evaluate a souvenir that represents their local area. They will develop their understanding of electrical and mechanical systems and incorporate these into their final product.</p> |
| <p>PE</p> | <p>Athletics Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Develop ability to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy. Gymnastics (taught by an outside provider) Create longer and more complex sequences and adapt performances Take the lead in a group when preparing a sequence Develop symmetry individually, as a pair and in a small group Compare performances and judge strengths and areas for improvement. Select a component for improvement.</p> | <p>Rounders Link together a range of skills and use in combination Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders e.g. power and cardiovascular endurance. Gymnastics (taught by an outside provider) Create longer and more complex sequences and adapt performances Take the lead in a group when preparing a sequence Develop symmetry individually, as a pair and in a small group Compare performances and judge strengths and areas for improvement. Select a component for improvement.</p> |
| <p>Music</p> | <p>What is Military Music? Children will begin by investigating why military music exists. They will learn that this music has been used throughout history to motivate and unify troops, signal commands on the battlefield and mark ceremonies and parades. They will discover how military music plays a key role in tradition, communication, and national identity.</p> <p>Keeping in Time A key focus of the unit will be understanding time signatures, particularly the 4/4 march rhythm, and how it helps soldiers march in unison. Pupils will take part in clapping, stepping, and performing to a strong beat, learning how rhythm brings order and discipline to a marching band.</p> <p>Instruments in Military Bands Pupils will explore the key instruments used in military music, including Brass, Woodwind and Percussion. They will listen carefully to how each instrument contributes to the overall sound.</p> | |

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| <p>RE/PSHE</p> | <p>RE: Islam: places of worship Questions to consider: What are the places of worship in the religions called and how are they used? What features are found in the different places of worship and what are they used for? What is the significance of the 5 pillars of Islam and what impact do they have on the lives of muslims? What is the significance of prayer mats? Why is the sacred book, The Quran so important?</p> <p>PSHE Growing Up This topic builds on children’s knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. They will also learn about positive body images and stereotypes. Think Positive Explore the link between thoughts, feelings and behaviours. Understand the concept and impact of positive thinking. Learn how to recognise and manage uncomfortable feelings. Understand the importance of making good choices. Practice and use mindfulness techniques in our everyday life. Explore how we can apply a growth mindset in our everyday life.</p> | <p>RE: Islamic festivals What things do we celebrate? Why? How do we celebrate? How do celebrations show what is important in our lives? Why do we usually celebrate with other people and not just on our own? What are some of the main festivals in the religions? How do festivals express important beliefs and events in each religion? What value do religious festivals have in the lives of individuals and communities? What are the similarities and differences between secular and religious celebrations?</p> <p>PSHE Think Positive Understand the importance of making good choices. Practise and use mindfulness techniques in our everyday life. Explore how we can apply a growth mindset in our everyday life. Safety First describe what a dare is and identify situations involving peer pressure; know when to seek help in risky or dangerous situations; identify and discuss some school rules for staying safe and healthy; recall the number to dial in an emergency; list some of the hazards they might find at home; understand some substances at home can be dangerous; list some of the dangers we face when we are around roads, railways or water; know the key points of the firework code.</p> |
| <p>French</p> | <p>Clothes. By the end of the unit, the children will learn how to: Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. Describe items of clothing using colours as adjectives in French. Use ‘Je porte’ (I wear/I’m wearing) and the conjunction ‘et’ (and) in full sentences. Express what we wear in 4 different scenarios in French.</p> | <p>Habitats By the end of the unit, children will learn how to: Tell somebody in French the key elements that animals and plants need to survive in their habitat. Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. Tell somebody in French which animals live in these different habitats. Tell somebody in French which plants live in these different habitats.</p> |

General Organisation:

Please ring school on the first day of absence if your child is away. Should you not contact the school by 9:20am, we will contact you. You are not required to supply a note if you have contacted the school.

Please ensure that all letters or slips that are returned to school go directly to the class teacher via the book bag; please do not return them through the school office.

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). In addition, it is recommended that children have sun cream applied at home and that they bring a hat with them to wear at break times.

Timetable Information:

PE lessons will be taught every Tuesday morning and Wednesday afternoon. A reminder that when your child has a PE session s/he needs to come to school dressed in a PE kit. Children can wear shorts or tracksuit bottoms (both need to be in the correct PE kit colour). If for any reason your child is unable to take part in a PE or games lesson, please send an email to your child's class teacher.

Library visits will take place every Monday.

Shared reading sessions will take place every Wednesday morning between the times of 9:00 and 9:30am. I would appreciate the help of volunteers to support this. Please remember that if you do want to volunteer, you must have a DBS check and have attended safeguarding training. Please let our class rep know if you are able to help out.

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.

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 at Spinfield 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.

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 Google Classroom on a Wednesday and will need to be handed in by Monday morning. Additional homework tasks include spellings, daily reading and Doodle Maths.

If you wish to discuss the content of this letter or have any other concerns, please contact me via year5@spinfieldschool.co.uk

Thank you for your continued support,

Mrs Clarke and the year five team.