



Year 5 Newsletter

Summer 2026

We hope you and your families all had a great Easter break and we are delighted to welcome the children back to Year 5 for the Summer Term.

To help ensure the smooth running of the school day and to support your child's learning and safety, please take note of the following reminders.

Start of the School Day

The school day begins promptly at 8:30am when the gates open.

- Registration closes at 8:35am.
- Morning work begins straight away at 8:30am, so please ensure your child arrives on time and is ready to start the day without delay.

Expectations

As your child progresses through the upper juniors, we are full of hope and ambition for each child to reach their full potential. To achieve this, it is essential that our classrooms remain calm, focused, and respectful learning spaces. Even seemingly minor disruptive behaviours — whether unkindness towards others, not following instructions, or ignoring school rules — can have a significant impact on both the learning and wellbeing of the whole class.

We are committed to delivering high-quality education every day. To do this effectively, we must work together to create an environment where every child feels safe, supported, and ready to learn. We thank you for your continued partnership in reinforcing these expectations at home, helping us ensure that Year 5 is successful and enjoyable for all.

We are asking for your support in emphasising the importance of:

- Treating everyone with kindness and respect
- Following classroom rules and routines
- Accepting consequences when behaviour does not meet expectations
- Understanding that teachers are here to help every child succeed

Please take a moment to speak with your child about the vital role they play in contributing to a positive and respectful classroom environment. As a school, we are fully committed to acting in your child's best interests and to providing a safe, calm space where all children can thrive. We also value your support in reinforcing the message that all adults in school must be listened to and supported, both in and out of the classroom. By working together, we can ensure every child can succeed and feel proud of their behaviour and achievements.

Please be aware that staff will not contact parents about every low-level behaviour incident, as these are addressed promptly and proportionately in school. Such minor incidents are a natural part of children learning boundaries and are managed in line with our behaviour expectations. However, if there are repeated incidents or if a child is involved in a more serious situation, parents and carers will be contacted. We are committed to working closely with you to support your child's behaviour and wellbeing, ensuring that all children can flourish in a positive learning environment.

Uniform

Children can wear school's summer uniform this term if they wish to.

Girls: blue and white checked dress, school cardigan or a white cardigan and black school shoes. Please note that sandals, pumps, jelly shoes are not permitted as they have led to injuries in the past.

Boys: blue polo t-shirt, maroon school jumper, grey shorts and black school shoes (trainers are not permitted).

The children are given responsibility for looking after and organising their own belongings so please remember to put their name in all school uniform.

PE and Swimming

PE takes place on Tuesday afternoons.

Please ensure your child brings:

- A full PE kit (maroon school shorts and white t-shirt, pumps, trainers)

We are return swimming the after the May half – term.

Mobile Phones

Children in Years 5 and 6 may bring a mobile phone only if:

- They are walking to/from school on their own, or
- They are going to be staying at a different home after school.

Phones must be:

- Switched off before entering school grounds
- Handed in and securely locked away during the school day
- Not brought to school unless necessary

Homework

The focus of home learning in Y5 is on reading, spellings and maths/grammar basics.

Reading – a minimum of 10 minutes a night, please sign and make comments in your child's reading record. Homework diaries are collected on a **Monday, Wednesday and Friday** – even if the book has not been completed. Children are able to change their reading book whenever it is completed. **Please remind your child to keep their reading book, graduate book and homework diary in their bag each day.** We are restarting the **Reading Graduate** scheme in school this September. This is an additional book for your child to read for pleasure. We are hopeful that all Year 5 children will be reading graduates by the end of this school year!

Spellings - these are sent home on a Monday night and tested on Friday.

Dates for Your Diary

Back to School
Bank Holiday Monday
Deaf Awareness Assembly
Non-uniform day (bottles)
Finish for Half-Term at 3pm
INSET DAYS
Back to school
Year 5 Play-In-A-Day (The ancient Maya)
Healthy and Active Week 1
Year 5 class assembly
Fun Run
Healthy and Active Week 2
Crucial Crew trip (keeping Safe)
Sport's Day
Liverpool City Trip
Non-uniform Day (toys)
Summer Fayre
Break-up 1:30pm

Monday 13th April
Monday 4th April
Friday 8th April
Friday 15th April
Tuesday 19th May
Wednesday 20th, Thursday 21st and Friday 22nd May
Monday 1st June
Wednesday 3rd June
Monday 15th June - Friday 19th June
Friday 19th June
Friday 19th June p.m.
Monday 22nd June to Friday 26th June
Wednesday 24th June
Friday 16th June (Juniors am)
Thursday 2nd July
Friday 3rd July
Friday 10th July
Friday 17th July



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Year 5: Summer Term

R.E.	Pentecost – Serving: Transformation Explore – transforming energy for example how do wind turbines transform wind into energy? Reveal – Pentecost, the celebration of the Spirit’s transforming power. Respond – acquire the skills of assimilation, celebration and application of the above.	Reconciliation – Inter-Relating: Freedom & Responsibility Explore - Freedom involves responsibility Reveal – God’s rules for living freely and responsibly – the Commandments Respond - Acquire the skills of assimilation, celebration and application of the above	Church – World: Stewardship Explore - Caring for the earth Reveal – The Church is called to stewardship of Creation Respond - Acquire the skills of assimilation, celebration and application of the above
R.E.	Other Faiths – Hinduism		
ENGLISH Reading	Narrative (Fiction) – ‘Room 13’ Text-based English topic — Pupils will read and analyse ‘Room 13. They will make inferences about characters’ thought and feelings and justify their opinions by selecting appropriate evidence from the text.		
ENGLISH Writing opportunities	‘Room 13’ Informal recount. Poetry. Narrative: Chapter 13. Character description. Poetry based on the descriptive writing in Room 13.		
ENGLISH SPaG	Grammar — Identify and used modal verbs. Review relative clauses and relative pronouns. Develop proof-reading and editing skills.	Punctuation — Review parenthesis to add additional information (dashes; commas and/or brackets).	Spelling – Retrieval Unit: ‘ay’ spelt ‘eigh/ei/ey’ Unit 9: suffixes ‘ant/ance/ancy’ Retrieval Unit: words ending in ‘ous’ Unit 10 Retrieval Unit: prefixes ‘dis’, ‘un’, ‘in’, ‘mis’, and ‘dis’. Unit 11: Retrieval unit: ‘s’ sounds spelt ‘sc’ Unit 12: Retrieval: Unit: ‘c’ and ‘sh’; spelt ‘ch’
Maths	Fractions. Shape. Decimals. See maths objectives below Recall multiplication and division facts for all multiplication tables up to 12 × 12.		
Science	Earth, Sun and Moon Describe the movement of the Earth, and other planets, relative to the Sun in the Solar System. Describe the movement of the Moon around the Earth. Explain how day and night occur. Explain why the sun appears to move across the sky. Know that the Earth, Sun and Moon are approximately spherical in shape. Use secondary sources to find out about the Earth, Sun and Moon. Living Things and Their Habitats Pupils will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Pupils will describe the life process of reproduction in some plants and animals. Animals Including Humans Pupils will describe the changes as humans develop to old age.		
History	Why were the Maya Significant? Children will use primary and secondary sources to find out about the Mayan civilisation and how they came to be so successful. They will compare the Maya social structure to the Egyptians previously studied. They will also learn about their use of obsidian and flint for tools and how this was in contrast to the other civilisations who were using bronze.		
Geography	Is Mexico all the same place? Use a range of atlases and maps to find out where Mexico is in the world and compare its position to the U.K. Use graphs to learn about its physical features. Use population and climate graphs to identify how climate dictates where people live. Why are the Rainforests Under Threat? Pupils will revise their understanding of the position of the equator and the tropics. They will develop their		

	understanding of how trade is driven by global demand for certain products and the impact of this demand on the exploitation of the rainforest.		
PSHE/RSE	PSHE Growing and changing. Physical and emotional changes in puberty and personal hygiene routines. Keeping Safe Keeping safe in a range of situations, including responding to emergencies. Work Identifying job interests and aspirations. Challenging workplace stereotypes.	All Are Welcome And Tango Makes Three To understand that people are different to us and we must show respect to everyone.	RSE Physical To show knowledge and understanding of physical changes in puberty.
Computing	Music creation To use software to compose music. App Design. Pupils will use digital software to design and create visual features of an app.		
Spanish	Spanish – Language Pupils will learn to describe the weather and clothing.		
Art	Printing Pupils will make their own printing blocks, based on Ancient Egyptians.		
P.E.	Athletics and Cricket Pupils will develop techniques in running, jumping and throwing. Pupils will play competitive games and apply basic principles suitable for attacking and defending Basketball and Swimming Pupils will play competitive games and apply basic principles suitable for attacking and defending Pupils will continue to learn to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively perform safe self-rescue in different water-based situations.		
Curriculum Enrichment	Crucial Crew Trip: meet various professionals, who teach us how to keep safe. Liverpool City trip Art and Culture in Liverpool. Healthy and Active Weeks. Sports' Day Fun Run Play – In – A – Day, The Ancient Maya. Careers Fayre.		

Maths Objectives

Perimeter and Area	Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
	Calculate and compare the areas of rectangles (including squares) and including using standard units, square cm and square m and estimate the area if irregular shapes.

Fractions	Compare and order fractions whose denominators are all multiples of the same number.
	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
	Recognise mixed numbers and improper fractions and convert from one form to another and write mathematical statements > 1 as a mixed number.
	Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
	Read and write decimal numbers as fractions (for example $0.71 = 71/100$).
	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Decimals	Read and write decimal numbers as fractions [for example, $0.71 = 71/100$].
	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
	Round decimals with two decimal places to the nearest whole number and to one decimal place.
	Read, write, order and compare numbers with up to 3 dp.
	Solve problems involving number up to three dp.

Shape	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex
	angles. Draw given angles and measure them in degrees ($^{\circ}$). Identify:
	angles at a point and one whole turn (total 360°)
	angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90°
	Use the properties of rectangles to deduce related facts and find missing lengths and angles.
	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.