



Archdiocese of Birmingham

## ST. MARY'S CATHOLIC PRIMARY SCHOOL

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St. Mary's mission: To love God above all things by: learning together, loving ourselves, loving each other, loving all people, loving life itself and constantly striving for excellence worthy of our God-given gifts.

### Year 5 newsletter - Spring 1

Happy New Year to our Year 5 families!

We are so pleased to see everyone back at school ready for a new term of learning.

This term, the children will be working hard deepening their learning in core curriculum areas such as Maths and English as well as broadening their knowledge and skills in wider curriculum subjects such as Geography, Computing, Music and Art. The children are also very excited to be 'Pilgrims of Hope' in this special Jubilee

Year - the official school launch is eagerly awaited! Please review the Year 5 Curriculum Map for more detail about this term's curriculum coverage. The children will also enjoy some fantastic enrichment opportunities this term including a visit from a famous author later this month. The identify of the author has not yet been disclosed but we are certain that the children will be very excited to meet her.

With best wishes,

**Year 5 Team**

### PE

PE days - Spring 1	
Year 5	Monday - Gymnastics Tuesday - Badminton



*On PE days - the children come in wearing their PE uniform.*

*This is the gold t-shirt, royal blue shorts, dark navy or black tracksuit bottoms and plain trainers. Please ensure that any jewellery is taken off for PE days for your child's (and others) safety. All long hair must be tied back in a ponytail.*



*Merry Christmas  
&  
Happy New Year*



## Our RE learning for Spring 1 is: -

We will be studying the following units in our RE lessons: -

### Christmas

In this unit the children will hear about the story of Christmas from St. Matthew's Gospel. They will explore the difficulties faced by Mary and Joseph and the tensions that arose in King Herod.

### Parables and Sayings of Jesus

In this unit children gain a greater knowledge and understanding of the Parables of Jesus. They explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church.

# Curriculum Map - Spring 1

These are the topics that your child will be studying in Spring 1 -

#### Stunning Start

**Identifying God-given gifts/talents** we have and how we can use them.

**Positive affirmations** – friends include the God-given gifts that they see in each other "I am" "You are."

#### Science – Changing States of Matter – UNCR 29 NPP

- Compare and group materials by properties like hardness, solubility, transparency, conductivity, and magnetism.
- Understand dissolving and how to recover substances from solutions.
- Use knowledge of states of matter to separate mixtures by filtering, sieving, and evaporating.
- Explain material uses based on evidence from tests.
- Demonstrate reversible changes (e.g., dissolving, mixing, state changes).
- Recognise irreversible changes (e.g., burning, acid reactions).

#### English

##### Terrific Text

'Boy at the back of the class' by Onjali Q Rauf

##### Writing Opportunities

- A first-person account – Ahmed describing his first day of school
- Welcome letter (school of sanctuary)
- Multi-perspective narrative

**Oracy UNCR Article 12**  
Agree, Build, Challenge, Question

#### Maths Multiplication and Division – UNCR 29

at a more complex level, using more than 1-digit numbers to complete operations. We look at long multiplication and short division steps and how to use these effectively.

- Exploring long multiplication using 2-digit numbers
- Exploring efficient division techniques and understanding remainders
- Fractions (B)** -
- Multiply fractions by integers
- Finding fractions of amounts

#### Music - Looping and Mixing – UNCR Articles 17 & 31

Children will start with a body percussion rhythm, advance to creating music with loops, and learn to play a section of 'Somewhere Over the Rainbow.' They'll practice playing music fragments to the beat and eventually perform a structured piece with two loops, demonstrating musical skills and creativity

**Ukulele**- Children will engage in various musical activities whilst learning the Ukulele.

#### Other Reading Opportunities

Non-fiction reading linked to Geography (mountains) and RE (pilgrimages)

#### Refugee reading –

'Who are refugees and migrants' by Michael Rosen and Annemarie Young  
'Welcome to nowhere' by Elizabeth Laird

**Spoken Language opportunities**  
Positive affirmations

## Year 5

### R.E. – UNCR 14

#### Christmas (Unit D)

Children will explore the Christmas story from St. Matthew's Gospel, focusing on Mary and Joseph's challenges and King Herod's tensions.

#### Parables and Sayings of Jesus (Unit F)

Children will deepen their understanding of Jesus' parables, explore the Kingdom of God, and learn how Christians respond through Church life today.

#### PSHE: UNCR 5, 18

#### My Happy Mind – Meet your Brain -

The difference between their brain and mind. Details about each part of the brain and why they work the way they do. How they can train their brains in times of dysregulation.

**RSE: Module 1: Created and Loved by God Me, My Body, My Health**  
**Caritas Lesson: Using our gifts and talents**

### Dignity of Work

Work increases the common good.

#### Virtues:

**Grateful & Generous**

**Scripture Focus:**

"Practise integrity in your work".

**Luke 3:10-14**

#### Prayer Focus:

The Examen – St. Ignatius  
God's direction for us

**Big Question –**  
How do we use our skills to serve others?

#### MFL – Colours UNCR 27

Children will learn: Les couleurs: Un arc-en-ciel learning a broad spectrum of colours in French. Grammatically, they will learn the gender and plural forms of adjectives and complete exercises involving the verbs "être" (to be) and "avoir" (to have).

#### Art – Matisse UNCR Article 29

Children will explore Matisse and his contributions to visual arts through collage. They will focus on developing skills such as creating collages, selecting contrasting colours, cutting precise shapes, and mastering both straight and curved lines. These skills will enable them to express their artistic ideas and create visually appealing and well-crafted artworks.

#### Geography- Mountains and Volcanoes-- UNCR Article 6

**Substantive Knowledge:** understanding the importance of mountains and volcanoes, describing key aspects of these geographical features, and locating them globally and within the UK and the impact of mountains and volcanoes on landscapes and human lives (make links to current affairs).

**Disciplinary Knowledge:** children develop locational knowledge, by locating mountains in the UK, major mountain ranges worldwide, and major volcanoes globally. This involves applying specific geographical skills to identify and place these features accurately on maps.

**Procedural Knowledge:** Children identify and recognize various mountain and volcano features, understand how they change over time, and appreciate the ways in which these geographical elements impact human societies. Practical application of skills in recognising the dynamic nature of mountains and volcanoes.

**CST links – Pilgrims of Hope – the effects felt by the poorest of our communities**

#### Computing Programming Music - UNCR 17

To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.

#### Other Opportunities

- Epiphany UNCR 14
- School of Sanctuary – letter of welcome UNCR 22
- Jubilee launch day UNCR 14
- Author visit UNCR 12
- Online Safety Week - UNCR 17
- Candlemas UNCR 14

#### Marvelous Middle

Pride of St. Mary's awards - Children will celebrate how they and others have used their God-given gifts in service to their community. They will reflect on the importance of sharing talents to support and uplift others, connecting to their learning about dignity and work.

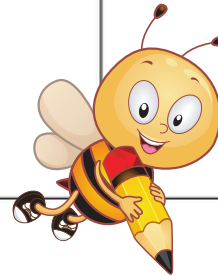


# Homework - spelling

## Year 5 Spellings - Spring 1

Spellings will be tested every Friday (starting 10.01.25). Here are some strategies to help with learning your spellings.

Week 1 w/c 06.01.25	Week 2 w/c 13.01.25	Week 3 w/c 20.01.25	Week 4 w/c 27.01.25	Week 5 w/c 03.02.25	Week 6 w/c 10.02.25
Focus: Apostrophes for possession	Focus: Y5/6 Spellings	Focus: Rare GPCs	Focus: Words ending in '-ably' and '-ibly'	Focus: Homophones	Focus: Y5/6 Spellings
1. Neighbour's 2. Dog's 3. Dogs' 4. Princess's 5. James's 6. Friend's 7. Friends' 8. Boys' 9. Bee's 10. Bees'	1. Community 2. Controversy 3. Foreign 4. Identity 5. Individual 6. Language 7. Neighbour 8. Parliament 9. Pronunciation 10. Sacrifice	1. Yacht 2. Bruise 3. Guarantee 4. Immediately 5. Vehicle 6. Shoulder 7. Marvellous 8. Queue + 2 surprise spellings	1. Comfortably 2. Sensibly 3. Enjoyably 4. Possibly 5. Dependably 6. Horribly 7. Noticeably 8. Incredibly 9. Remarkably 10. Reliably	1. Steel 2. Steal 3. Alter 4. Altar 5. Isle 6. Aisle 7. Assent 8. Ascent 9. Bridal 10. Bridle	1. Appreciate 2. Awkward 3. Conscience 4. Existence 5. Hindrance 6. Interfere 7. Leisure 8. Necessary 9. Prejudice 10. Recognise
<p><i>NB – you will need to identify whether or not the possession is singular or plural</i></p>					



Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games, including working in teams and developing relay race approaches.</p>
Drawing around the word to show the shape	<p>Draw around the words, making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>

Drawing an image around the word	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
Words without vowels	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _ _ ld</p>
Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <p>You can then reverse the process so that you end up with a diamond.</p>
Other strategies	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>



## Homework - reading

Read with your child/ren at home every day.

Ask questions about the book to see how well your child has understood what they have read. Sign the reading diary so that the teachers know how reading is going at home.

## Homework - maths

Research shows that quick recall of multiplication and division facts is essential for helping children do well in their maths learning. Encourage your child to be on x-table rockstars every night and support them to improve their x-table knowledge and quick arithmetic skills.

## Homework - Power Project - Science

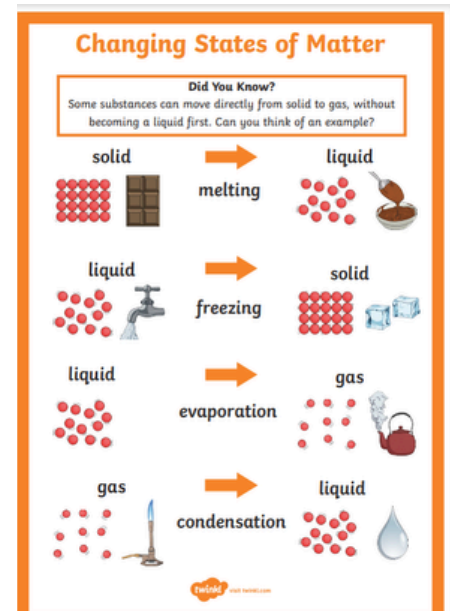
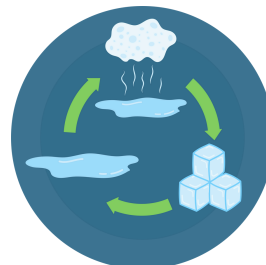
Our power projects this half term have a Science theme.

Year 5 are learning: - Changing States of Matter

We will be learning how to separate mixtures; what is meant by reversible changes and irreversible changes. To enhance this learning, children can complete a project at home to bring in for our class display.

**We have given some activity ideas below...**

- 1. Cloud in a jar:** demonstrate the formation of a cloud to find out more about states of matter and the water cycle. Pour warm water (not boiling) into the jar and swirl it around to warm the inside of the whole jar. Turn the lid upside down and place several ice cubes on top of it. Place the lid onto the jar. Quickly remove the lid and give a quick spray of aerosol hairspray. Replace the lid. Remove the lid and watch the cloud escape!
- 2. Create a water cycle:** Through 3D modelling or art work.
- 3. Reversible vs irreversible.** Create an information pamphlet that gives a definition of reversible and irreversible changes and examples of these. i.e. boiling an egg for an irreversible change.
- 4. Poster** - Create a poster that explains changes of state.



# Dates for this half term - Year 5

*Spring theme -*

*Spring 1 Virtues*

*6th January - all day*

*22nd January 2025 - 9:15am*

*24th January 2025- all day*

*31st January 2025 - am*

*6th February 2025 - 4:00pm*

*WB 10.2.25*

*11th February 2025 - all day*

*14th February 2025 - end of day*

*Dignity of Work*

*Grateful and Generous*

*Children return to school at normal time*

*Year 5 Mass in Church (and Year 6 classes attend) - parents welcome*

*Jubilee Launch Day*

*Author visit for Year 4 and Year 5*

*PTA meeting*

*Online Safety Week*

*Safer Internet Day*

*Break up for half-term break - normal time*