



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 2

Welcome back to our children and families!

We are so pleased to see everyone back at school ready for a new half term of learning. This half term, the children will be continuing to work hard in all core areas - they will be reading the second half of "The Boy at the Back of the Class" by Onjali Q Rauf and their first writing outcome will be a biography about the author. In Maths, as well as covering new learning, the children will be consolidating and deepening their arithmetic skills to ensure a solid foundation for further and more complex work.

This half term's broader curriculum entails an exploration into Birmingham after 1300s in History; orienteering and dance in PE; and looping and mixing in Music. Please review the Year 5 Spring 2 Curriculum Map for more detail about this half term's curriculum coverage.

In terms of Catholic Life, during Lent, the children will be participating in fundraising including the CAFOD Big Lent Walk, where we will be asking for you to donate as the children walk for charity. We will conclude the half-term with the children will re-enacting the arrest of Jesus as part of the Stations of the Cross.

We look forward to a very busy half-term of learning and events in school and thank you for your continued support as we support your children to be ready for Year 6.

With best wishes,

**Year 5 staff**

### PE

#### PE days - Spring 2

Year 5	Tuesday - Orienteering Wednesday - Dance CAFOD lent walk - every day Daily Mile
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*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.*



## Our RE learning for Spring 2 is: -

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

### Lent

This unit involves the children in thinking about the concept of 'temptation' as they study the temptations of Jesus. Children will be given the opportunity to reflect on what nurtures and damages human relationships they will study some important texts from the New Testament about Christian living and will learn about the Sacrament of Reconciliation as a Sacrament of Healing and God's forgiveness.

### Holy Week

In this unit children will gain a greater knowledge and understanding of the last week of Jesus' life and how the Church celebrates this week through liturgy and prayer.

## Curriculum Map - Spring 2

These are the topics that your child will be studying in Spring 2 -

<p><b>Marvelous Middle</b> 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.</p>	<p><b>P.E. UNCR Article 31</b> <b>Orienteering</b> - understanding the concept of a map and be able to use a key to help them navigate. <b>Dance</b> - sequencing and movement in dance</p>	<p><b>DT - Doodlers UNCR Article 24</b> Making a functional series circuit incorporating a motor, breaking down a construction process in to steps so that others can make the product. Building and assembling their own moving product.</p>	<p><b>Year 5</b> <b>R.E. UNCR 14</b> <b>Lent (Unit G)</b> This unit explores the concept of temptation through Jesus' temptations. Children will reflect on what nurtures or harms relationships, study key New Testament texts on Christian living, and learn about the Sacrament of Reconciliation as a Sacrament of Healing and God's forgiveness. <b>Holy Week (Unit H)</b> In this unit children will gain a greater knowledge and understanding of the last week of Jesus' life and how the Church celebrates this week through liturgy and prayer. <b>PSHE: UNCR 5, 18</b> <b>Careers Week</b> <b>My Happy Mind - Celebrate</b> This module introduces Character Strengths, helping children identify them in themselves and others. <b>RSE: Module 1: Created and Loved by God. Unit 3: Emotional Well-Being</b></p>	<p><b>Art - The Colour Wheel UNCR Article 29</b> Children will explore colour theory learning about primary, secondary, and tertiary colours. They will experiment with mixing colours, shading and creating tints and tones. They will study how artists use colour expressively and explore its impact on mood and meaning.</p>	<p><b>Maths UNCR Article 29</b> <b>Decimals and Percentages</b> - Children will be working out the value of each digit in the number and will explore partitioning decimal numbers in a variety of ways. <b>Perimeter and Area</b> - Children will explore different methods of finding the perimeter before deciding which they find most efficient. Children will then use their understanding of perimeter to calculate missing lengths. <b>Statistics</b> - Children will read graphs at specific points to retrieve information. They will also find the difference between two points and make inferences based on information presented to them.</p>
<p><b>Science - Forces UNCR Article</b> Children will learn that unsupported objects fall towards the Earth because of the force of gravity. They will be able to identify the effects of air resistance, water resistance and friction. Children will then be able to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p><b>MFL - The Town UNCR 27</b> Children will learn to describe their town using French vocabulary related to buildings and directions (à droite, à gauche, tout droit). They will also learn vocabulary related to shops and practice asking and answering questions about locations. They will engage with French songs related to daily activities like going to school and verbs like "être" (to be) and "avoir" (to have).</p>	<p><b>Dignity of Work</b> <b>Work increases the common good.</b> <b>Virtues: Attentive and Discerning</b> <b>Scripture Focus:</b> <i>"So that the Lord your God may bless you in all the work of your hands" Deuteronomy 14:29</i> <b>Prayer Focus:</b> The Diocesan prayer for Vocations <b>Big Question -</b> <b>How do we use our skills to serve others?</b></p>	<p><b>Music - Looping and Mixing UNCR Article 31</b> 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 <b>Ukulele</b> - Children will engage in various musical activities whilst learning the Ukulele - reading music, tuning instruments and joining in with group music.</p>	<p><b>History - Birmingham Post 1300s UNCR Article 31</b> <b>Substantive Knowledge:</b> The Industrial Revolution turned Birmingham into an industrial hub, led by Watt, Boulton, and Cadbury. Factory work caused poor conditions and child labour, while canals and railways supported industry. Global trade raised ethical concerns over sourcing cocoa and sugar. <b>Disciplinary Knowledge:</b> Students will sequence events, analyse sources, explore perspectives on industrialisation, and assess the impact of Cadbury's social reforms. <b>Procedural Knowledge:</b> Students will examine sources, compare industrial changes, debate perspectives, and research ethical trade, presenting findings through reports and discussions.</p>
<p><b>English</b> <b>Terrific Text</b> The Boy at the Back of the Class by Onjali Q Rauf</p>					
<p><b>Writing Opportunities</b> A biography of Onjali Q Rauf evidencing a variety of presentational features A newspaper report about Ahmet's plight to be reunited with his family A narrative - the next chapter. Where next for Ahmet? <b>Oracy</b> Practising Oracy actions and sentence stems e.g.: starting a discussion, building on a point of view and disagreeing with a perspective.</p>	<p><b>Other Reading Opportunities</b> Non-fiction reading linked to Birmingham. <b>Refugee reading -</b> 'Who are refugees and migrants' by Michael Rosen and Annemarie Young 'Welcome to Nowhere' by Elizabeth Laird</p>			<p><b>Computing - Programming Music - UNCR 17</b> To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.</p>	<p><b>Other Opportunities</b> British Science Week UNCR 29 World Book Day UNCR 17&amp;31 One Life Retreat UNCR 14 Lent UNCR 14 Holy Week UNCR 14</p> <p><b>Fabulous Finish</b> Mothers' Day Inspire - children compose a poem that celebrates the God-given gifts and talents and service of their mother / parent. This will then be used in a special card.</p>




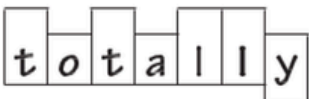
# Homework - spelling

Spellings will be tested every Friday



Week 1 w/c 24.02.25	Week 2 w/c 03.03.25	Week 3 w/c 10.03.25	Week 4 w/c 17.03.25	Week 5 w/c 24.03.25
Focus: Y5/6 Words	Focus: Homophones	Focus: Homophones	Focus: 'ei' words	Focus: 'ei' and 'ie' words
1. Attached 2. Average 3. Criticise 4. Equip 5. Existence 6. Leisure 7. Muscle 8. System 9. Variety 10. Sincere	1. Coarse 2. Course 3. Threw 4. Through 5. Weather 6. Whether 7. Board 8. Bored 9. Lead 10. Led	1. Weak 2. Week 3. Peak 4. Peek 5. Stair 6. Stare 7. Break 8. Brake 9. Plane 10. Plain	1. Weird 2. Vein 3. Protein 4. Their 5. Rein 6. Either 7. Neither 8. Weigh 9. Height 10. Freight	1. Chief 2. Priest 3. Deceit 4. Perceive 5. Fiery 6. Neighbour 7. Reign 8. Peace 9. Relief 10. Ancient

## Strategies to help teach spellings

<b>Look, say, cover, write, check</b>	<p>This is probably the most common strategy used to learn spellings. <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. <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. <b>Cover:</b> cover the word. <b>Write:</b> write the word from memory, saying the word as you do so. <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>	<b>Drawing an image around the word</b>	<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>
<b>Trace, copy and replicate (and then check)</b>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. 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. 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>	<b>Words without vowels</b>	<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>
<b>Segmentation strategy</b>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>	<b>Pyramid words</b>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">           p            py            pyr            pyra            pyram            pyrami            pyramid         </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<b>Quickwrite</b>	<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. 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. This can be turned into a variety of competitive games, including working in teams and developing relay race approaches.</p>	<b>Other strategies</b>	<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>
<b>Drawing around the word to show the shape</b>	<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> 		

# Homework - Power Project - RE - Y5

**Lent** - Our power projects this half term have an RE theme.

We would like children to embrace their Lent journey with learning and prayer time in school and within their homes too...

**Complete the task and bring your project in for our Lent displays and prayer areas**



## Gratitude

### Lent Reflection

During Lent, we focus on penance, prayer, fasting and almsgiving. In Laetare Sunday - the Fourth Sunday of Lent - Rose vestments lift some of the gloom of the season by reminding us that Christmas and Easter will soon be here. We can grow in gratitude and thanks - for all that we have been given— our life, our family, and our free will to love God and our neighbour. Mothers' Day also follows this week of gratitude and thinking about our Heavenly Mother, Mary.

### scripture

"Oh give thanks to the LORD, for he is good, for his steadfast love endures forever!" - Psalm 107: 1-3

### reflection

There are lots of things to be thankful for. It is important to give thanks to God and each other and appreciate what we have. This Lent, we can show gratitude to God for his love and mercy, by turning out hearts outwards to our neighbours and the whole of creation, living out our school mission 'loving all people' and 'loving life itself.'

### open question

What are you thankful for? How can you show and give thanks and be generous, this Lent?

### Task

**A Creative Reflection** Express your thoughts and ideas in whatever way you wish. You may create a picture, a prayer, a poem or gift to show somebody that you are grateful for them or grateful for a piece of nature. Include scripture and religious art work as part of your creative reflections.



# Dates for this half term – Year 2

*Spring theme -*

*Spring 11 Virtues*

*24th February 2025 - 8:45am*

*26th February 2025 - 9:15am*

*26th February 2025 - evening*

*28th February 2025 - all day*

*WB 3.3.25*

*5th March 2025 - 10:00am*

*6th March 2025 - all day*

*WB 10.3.25*

*17th March 2025 - all day*

*20th March 2025 - all day*

*21st March 2025 - all day*

*26th March 2025 - 9:15am*

*27th March 2025 - all day*

*1st April 2025 - pm*

*3rd April 2025 - pm*

*9th April 2025 - 9:30am*

*WB 14.4.25*

*17th April 2025 - 11:00am*

*17th April 2025*

*Dignity of Work*

*Attentive and Discerning*

*Children return to school at normal time*

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

*Young Voices Concert - will leave school after lunch (separate letter)*

*Pet Day - animal theme dress up - see separate letter*

*Careers Week / Vocations week*

*Whole school Mass in Church for Ash Wednesday - parents welcome*

*World book day - wear pyjamas*

*British Science Week*

*INSET day - school closed for all pupils*

*One life Pilgrims of Hope Retreat for whole school*

*Down Syndrome Awareness Day*

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

*Mothers' Day Inspire Event in school*

*Parent Consultation Evening*

*Parent Consultation Evening*

*Whole School Mass - parents welcome*

*Holy Week*

*Year 6 Stations of the Cross in Church for KS2 and parents*

*Break up for Easter Holidays*

*1:40 finish time - Reception classes*

*1:45 finish time - KS1 classes*

*1:50 finish time - sibling group*

*2:00 finish time - KS2 classes*