



January 2025

Dear Parents and Carers,

Welcome back to the new year We hope you had a restful and enjoyable break, filled with moments of relaxation and quality time with loved ones. As we step into the new term, we are excited to reconnect with our Year 5 families and look forward to a busy, enriching, and inspiring time ahead.

This term, we remain focused on helping our children thrive academically, socially, and emotionally. Our goal is to address any learning gaps, reinforce key concepts, and build on the foundations already established.

At Trent, we understand that a child’s success is a partnership between school and home. We deeply appreciate the tremendous commitment and effort from the whole family team, which plays such a vital role in enabling your child to reach their full potential. Thank you, as always, for your ongoing support and collaboration—it truly makes a difference.

Throughout the Spring term, we will be covering the following:

Spring 1st Half Term Topic – Stargazers

Spring 2nd Half Term Topic – Scream Machine

Subject	Learning taking place at school	Links to previous learning to use as discussion points at home	Additional ideas to support your child at home
English	We will continue to connect our English curriculum with high-quality reading texts. To support engagement with our Stargazers project, we will be	Year 5 students should already have some experience with these elements to support their learning in English	Discuss the current topic with your child, ask them about their targets, and how they can improve their writing. Please encourage the use of a dictionary and thesaurus at home, and remind them to take extra care with presentation when completing homework activities. Children are encouraged to

	<p>reading <i>Cosmic</i> by Frank Cottrell Boyce. Additionally, we will delve into <i>The Viewer</i> by Shaun Tan, which will serve as an inspiration for our writing activities in English.</p> <p>Through these texts, the children will have opportunities to showcase their understanding of English by engaging in various creative writing tasks. These include:</p> <ul style="list-style-type: none"> • Writing a description of objects discovered • Crafting a character journal recounting the experience of finding objects and opening a box • Describing one of the viewer discs • Composing a sequel story from the perspective of the main character 	<p>this term. We will continue to build on the strong foundations they have developed in previous years.</p> <p>The children have had significant experience with decoding and comprehension, which will aid them in engaging with the texts we are exploring this term. Additionally, we will further develop their skills in inference and deduction through our reading activities.</p> <p>In terms of writing, Year 5 students should already be familiar with constructing a variety of sentence types and using a range of punctuation. This knowledge will be reinforced and expanded to enhance</p>	<p>read every day and should be able to answer questions about what they have read, as well as express their opinions about the text. Please ask your child a range of questions about what they have read to help develop their understanding.</p> <p>Please engage with the home learning wherever possible, as it is designed to link closely to the learning that has taken place during the week. This is a valuable opportunity to reinforce and consolidate the concepts covered in class. Children would also benefit from reading for 20 minutes a day at home. This will make a significant difference to their ideas for writing, vocabulary and comprehension in class.</p>
--	--	---	---

	<p>We will also read the poem <i>The Tyger</i> by William Blake, which we hope will inspire the children to write their own descriptive poetry.</p> <p>After half-term, we will continue reading high-quality texts, including <i>A Series of Unfortunate Events</i> by Lemony Snicket. This book will help the children write a police report documenting the villainous actions of Count Olaf.</p> <p>Spellings will remain a key focus throughout the year. We will be using <i>The Spelling Book</i> by Jane Considine, which explores various strategies and patterns in spelling. The children are already familiar with this resource, as we have used it over the past two years at Trent. To complement this, we will also practise common exception words weekly to reinforce their spelling skills.</p> <p>Punctuation and grammar will be integrated into each genre of</p>	<p>cohesion and fluency in their own writing.</p>	
--	---	---	--

	<p>writing. The children will revisit and expand their understanding of expanded noun phrases and apply these effectively in their writing. They will also explore a range of punctuation and presentational devices to enhance their work.</p> <p>Furthermore, we will focus on developing their understanding and use of time conjunctions, time adverbials, fronted adverbials, and modal verbs throughout the term.</p> <p>Lastly, we will continue to prioritise handwriting, aiming to improve both the legibility and speed of their joined writing style.</p>		
Maths	<p>In the first half of the term, we will cover place value, statistics, multiplication and division, fractions, problem-solving, and geometry.</p> <p>After half term, our focus will shift to addition and subtraction, decimals and</p>	<p>The children will have substantial prior experience with the four operations from their time at Trent. They will also have learned about fractions and decimals in Year 3 and Year 4, as well as fraction equivalence.</p>	<p>There is plenty of supporting material on Atom Learning for the different topics we cover throughout the year.</p> <p>BBC Bitesize has excellent resources to help consolidate your child's learning: https://www.bbc.co.uk/bitesize/subjects/z826n39</p> <p>To reinforce multiplication facts, you could play "Hit the Button" on Top Marks: https://www.topmarks.co.uk/maths-games/hit-the-button</p>

	percentages, multiplication and division, and further exploration of geometry.	<p>As part of our spiral curriculum in Maths, some of these areas have already been visited in Year 5.</p> <p>Additionally, the children will have covered shape in their previous years at Trent.</p>	<p>Another good multiplication game is "Super Maths Bowling": https://mathsframe.co.uk/en/resources/resource/504/Super-Maths-Bowling-Multiplication</p> <p>You can also continue using Times Tables Rock Stars, which goes up to 20 x 20 and includes the equivalent division facts.</p> <p>A great website for maths visuals, including 3D shapes and their nets, as well as equivalent fractions, is Polypad: https://polypad.amplify.com/p#fraction-bars</p>
Science	<p>During the first half of the term, Year 5 will learn about <i>Earth and Space</i>. The children will explore:</p> <ul style="list-style-type: none"> • The movement of the Earth, Moon, and planets within the solar system. • How the Earth's rotation affects day and night. • The phases of the Moon and how they occur. 	<p>While Earth and Space is introduced as a formal topic in Year 5, children may already have foundational knowledge from earlier topics, such as:</p> <p>Seasonal Changes (Year 1): Understanding the changes across the seasons and how daylight varies.</p> <p>The Sun as a Source of Light (Year 3): Awareness of how the</p>	<p>Parents can play a vital role in supporting their children's learning at home, particularly with the Year 5 topics of Earth and Space and Forces. Here are some practical ways parents can help:</p> <p>Earth and Space</p> <ul style="list-style-type: none"> • Talk about the solar system, stars, and planets. Encourage your child to ask questions and discuss what they are learning in class. • Spend an evening observing the night sky. Use a star map or an astronomy app like SkyView to identify constellations, planets, and the Moon. • Borrow books about space from the library, such as <i>The Usborne Book of Astronomy and Space</i>.

	<ul style="list-style-type: none"> • The relative sizes and distances of celestial bodies. <p>After half term, the children will move on to learn about <i>Forces</i>. This topic will focus on:</p> <ul style="list-style-type: none"> • Understanding the effects of gravity, air resistance, water resistance, and friction. • Investigating how mechanisms such as levers, pulleys, and gears work to make tasks easier. • Conducting experiments to explore how different forces act on objects. 	<p>Sun provides light and how shadows are formed.</p> <p>Light (Year 3): Understanding how light travels and the basics of reflection and refraction, which can help contextualize the concept of celestial movements.</p> <p>Before Year 5, children will have developed an understanding of basic forces through these earlier topics:</p> <p>Pushes and Pulls (Year 1): Recognizing forces as pushes and pulls that can change the motion of an object.</p> <p>Magnets and Magnetism (Year 3): Exploring magnetic forces and their effects, as well as</p>	<ul style="list-style-type: none"> • Encourage your child to research space facts online, using safe and age-appropriate websites like NASA's Kids' Club. <p>Forces</p> <ul style="list-style-type: none"> • Conduct simple experiments at home to demonstrate forces in action. For example: Use different surfaces (carpet, wood, tile) to roll a toy car and discuss friction. Build a small ramp and observe how changing the angle affects speed and distance. Make a homemade parachute to explore air resistance using string, a plastic bag, and a small toy. • Talk about how forces work in daily life. For example: Point out gravity when objects fall. Discuss how brakes on a car rely on friction or how gears and pulleys are used in bikes or elevators. Explore magnets by using fridge magnets to pick up paperclips and other small objects. • Use <i>BBC Bitesize</i> on forces.
--	---	--	--

		<p>comparing the strength of magnets.</p> <p>Motion and Interaction (Year 3): Experiments with forces such as friction and understanding how surfaces can affect movement.</p>	
Religious Education (RE)	<p>This term, we will be learning about Sikhism.</p> <p>In the first half of the term, the children will learn about the beliefs of Sikhs through the following questions:</p> <ul style="list-style-type: none"> • Why did Guru Har Gobind wear two kirpans? • Why do Sikhs look to Guru Har Rai about care for the creation? • How did Guru Har Krishan cared for those who were dying? What 	<p>Year 5 pupils will have learnt about the first five Gurus in Year 5. We will be building on this learning. Later in the term we will visit a local Gurdwara.</p> <p>They will have a good foundation in learning about Easter through our collective worship and their prior RE lessons.</p>	<p>If you have a Bible at home, you could explore different stories featuring the Easter story. You could also use BBC Bitesize to refresh your memory of Sikhism.</p>

	<p>do Sikhs believe about death?</p> <ul style="list-style-type: none">• In what ways was Guru Tegh Bahadur brave?• How and why was the Sikh Khalsa formed? <p>After half term, we will focus on Easter through the following questions:</p> <ul style="list-style-type: none">• What happens in churches during Ash Wednesday?• What happens in churches on Palm Sunday?• What happens in churches on Maundy Thursday?• What happens in churches on Good Friday?		
--	---	--	--

	<ul style="list-style-type: none"> • What happens in churches on Holy Saturday and Easter Sunday? • Why are rituals important to a believer's life? 		
Personal Social and Health Education	<p>During this term, we will be covering the following topics:</p> <ul style="list-style-type: none"> • Working together and aspirations • Drug Education – Legal drugs: alcohol, tobacco, vaping and energy drinks Illegal drugs: Nitrous oxides and glues/solvent/aerosols • Personal Safety • Being Left Out • Stereotypes and Diversity 	<p>Year 5 pupils should have discussed various emotions and strategies for managing them in previous years, as well as ways to set personal targets.</p>	<p>Talking with your child about their day, their goals, and their feelings will support their emotional literacy at home.</p> <p>Discussing your child's achievements, as well as those of others, will help them build respect for themselves and for others.</p>
History	<p>During the our project Scream Machine, Year 5 will be learning about the Tudors.</p>	<p>Year 5's prior learning about the monarchy in England through their prior learning of Queen</p>	<p>BBC Bitesize has some useful resources about the Tudors on their websites.</p>

	<p>Year 5 will learn about Henry VIII, focusing on his six marriages and their impact on English history. They will learn about the English Reformation, a pivotal event triggered by Henry's split from the Catholic Church in order to marry Anne Boleyn, and how it led to the establishment of the Church of England. A key aspect of this topic will be the story of Anne Boleyn's punishment, examining her trial, execution, and the political and personal motivations behind her downfall. Additionally, students will delve into crime and punishment in Tudor England. Through these key events, children will gain a deeper understanding of the significant historical changes of the Tudor period and how they shaped the future of England.</p>	<p>Elizabeth in Year 1 and Queen Victoria in Year 4.</p>	<p>You may also want to read non-fiction age appropriate texts on the Tudors.</p>
<p>Geography</p>	<p>This half term, we will be learning about major cities around the world. The children will explore both the human and physical features of various</p>	<p>Year 5 will have learnt about human and physical geography throughout their time at Trent. We will build</p>	<p>You might want to talk about different places in the world and how their geography compares. You could also look at BBC Bitesize to find out more about different locations in the world.</p>

	<p>megacities. They will compare and contrast the cities of Beijing and London, as well as the countries of Russia and Canada, focusing on their human and physical geography. Finally, they will learn to identify the location and explain the function of the Prime Meridian (or Greenwich Meridian) and how different time zones work, including an understanding of day and night across the globe.</p>	<p>on this understanding to complete a comparative study of two contrasting locations.</p>	
<p>Art and Designs</p>	<p>During the first half of the term, Year 5 will learn about the artist Vincent Van Gogh – in particular his Starry Night artwork. The children will look at colour mixing and materials to create movement and texture within their artwork.</p>	<p>Year 5 have learnt about colour mixing throughout their time at Trent. In Year 4, they learnt about creating texture in Art through their work on portraits of Barack Obama.</p>	<p>You could find out about the painting Starry Night and discuss the different movement created in this art work. You may also want to discuss movement and texture in other pieces of Van Gogh's artwork.</p>
<p>Design and Technology</p>	<p>After half term, Year 5 will combine their learning in Computing and DT to create their own fair ground model with moving parts. They will learn about the different components needed to create</p>	<p>Year 5 have previously learnt about programming in computing which will help them to build their own. They have also done lots of junk modelling so should</p>	<p>If you wanted to use Scratch to consolidate your understanding of programming that would be helpful.</p> <p>You could also look at different mechanisms and movements which exist in toys that you have in home. You might want to work out how they work too.</p>

	<p>their prototype of a fairground ride.</p>	<p>have a good understanding of joining modelling materials.</p>	
<p>Computing</p>	<p>During the first half of the term, Year 5 will learn about creating a video. We will also be visited by the Discovery Hub to help us with this.</p> <p>After half term, Year 5 will learn to control a simple circuit connected to a computer. They will learn to create their own programs which have a range of loops and finally combine their program with a physical computing project.</p> <p>As part of online safety, Year 5 will learn:</p> <ul style="list-style-type: none"> -To discuss the dangers of spending too long online or playing a game. -To describe ways of identifying when online content has been 	<p>Year 5 will have experience of understanding systems and networks from their previous learning at school.</p>	<p>Looking at videos and using iMovie to make videos.</p>

	<p>commercially sponsored or boosted.</p> <p>-To explain what app permissions are and give some examples.</p> <p>- To assess and justify when it is acceptable to use the work of others.</p>		
<p>PE (Physical Education)</p> <p>Mondays and Wednesdays</p>	<p>PE will continue to be taught by Mrs Kakouris.</p> <p>In PE this term, Year 5 will be doing Gymnastics for their indoor lessons. The focus will be: <i>Can they perform a range of balanced with control?</i></p> <p>Pupils will be developing pair and group balances. They will be taught how to use counter balance and counter tension to create both patch and point balances. They will work collaboratively with peers to create sequences to perform.</p>	<p>Mrs Kakouris will develop on pupil's prior learning principles of dance in Year 3 and Year 4 and their learning of Hockey in Year 3.</p>	<p>On PE days, children should come to school dressed in their PE kit (yellow Trent t-shirt, green tracksuit bottoms or shorts, green jumper and plain black or white trainers). No change of uniform in school is needed.</p>

	<p>Their outdoor topic will be Netball. The pupils will be working on passing the ball using a variety of ways and catching it with control and accuracy. They will learn how to stop and perform a pivot when receiving a ball with accuracy. They will learn tactics on how to dodge into a space and mark a player to prevent them from getting the ball. Finally, they will learn how to consistently shoot a ball into a net with success.</p>		
Music	<p>Mrs Ordon will continue to teach Music this term.</p> <p>Composition toolbox-moods and emotive music Pupils will learn how to successfully select musical ideas to represent the scene/story of space. They will use percussion, tuned instruments, voice and technology.</p> <p>BEAT Music Festival and End of year show Pupils will focus on vocal</p>	<p>Year 5 will continue to build on their prior learning of percussion instruments and rhythm.</p>	<p>You might want to discuss the different instruments you can hear in music and how the music makes you feel. You could also talk about the pitch, rhythm, and pace of the piece of music you are listening to. You might even like to create your own music at home!</p>

	<p>technique while working on performances for the end of year show and Barnet Music Festival.</p> <p>They will work on developing good singing technique as well as learning songs in parts.</p>		
French	<p>Ms Kenealy will teach French lessons during the Spring term where children will learn a range of French vocabulary through song, games and role play.</p>	<p>Ms Kenealy will build on Year 5's prior learning of French.</p>	<p>You could talk to your child at home about the French they have learned. If you go to the shops, see if you can name the different shops in French based on what they've learned in their French lessons.</p> <p>If you want to further work on your French, you could explore BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/z39d7ty</p>

PE

Year 5 will have PE on **Mondays and Wednesdays**. Children need to wear full Trent PE kit to school on these days and no change of uniform is needed. We recommend that children wear their outdoor PE kits (green jogging bottoms, Trent PE top, green jumper). We ask that your child wears either black or white trainers.

Homework

Homework will be set on Google Classroom on Fridays and will usually consist of the following:

- **Atomlearning homework:** <https://app.atomlearning.com/>. We will generally set at least one piece of Maths, SPaG, and Science work. Where there isn't an appropriate piece of AtomLearning available an alternative will be provided on Google Classrooms.
- A topic-related piece of work linked to our current topic may also be included.

Homework is due by Wednesday. Please encourage your child to get into the routine of submitting their homework on time. If your child needs any help with their homework, they must come and see us before the Wednesday deadline so that we can provide support.

Even though homework is set on Atom Learning it is useful to sign up to Google Classrooms and for parents to have access too as we will put letters and information onto Google Classroom.

Reading

Please ensure your child reads for at least 20 minutes every night. Your child will have a reading record journal, which should be signed each day by an adult at home. These journals will be checked weekly and signed by a member of staff to acknowledge your child's commitment to their reading.

Equipment

Thank you for purchasing the school pencil case, which contains the equipment your child will need for this year. The items required for Year 5 are: a clear pencil case, a pencil, a rigid 30 cm ruler, a sharpener, a glue stick, a writing pen, a protractor, a whiteboard pen, a purple pen, a yellow highlighter, and a whiteboard eraser. These items can all be purchased from School Money. Throughout the school year, your child may need some items in their pencil case replaced. Please check with your child regularly to see if they need any new items, and we would be grateful for your support in this.

Please provide your child with a clearly labelled water bottle each day. We have water bottle holders at the back of the classroom for your child to store their bottle. You are also welcome to send your child in with fruit or vegetables for breaktime; please label these with your child's name and place them in their personal tray, ready for them to collect at breaktime. Please note that winders and crisps are not appropriate breaktime snacks.

Wet Play

If your child would like to bring in an activity book to keep in their tray for use during wet play and Golden Time, they are more than welcome to do so. **Please do not send your child in with additional squishies, fidgets or crafts. These are not allowed in school and they will be asked to take them home.**

Behaviour Policy

The Behaviour Policy has been clearly explained to all the children across the school. They understand the standard of behaviour expected of them and are responding positively. In Year 5, we will encourage and recognise positive behaviour by rewarding children who make a significant effort in various ways.

Home Time

If anyone else is collecting your child, please do either let us know in the morning or call the School Office. If we have not been told that anyone else is collecting your child, we will not let them go at the end of the day even if it is with a parent in the class. We will be unable to dismiss children to different people if we have not been informed by the parent of the child.

We look forward to working with you during the terms ahead and we know it will be a brilliant year. Please do not hesitate to contact us if you have any questions via an email or phone call to the School Office.

Best wishes

Miss Holmes and Ms Panayiotopoulos

Key Dates

- **6th January** – Start of Term
- **8th January** – Church
- **9th January** – Curriculum Information Meeting 9am
- **14th January** – NSPCC Workshop
- **21st January** -GeoBus Workshop

- **23rd January** – Discovery Hub Workshop
- **7th February** – Year 5 Class Assembly and Book Share
- **11th February** – Safer Internet Day
- **17th February** – Start of Half Term
- **24th February** -End of Half Term
- **25th February** – Trip to Gurdwara
- **10th March** – Start of Science Week
- **31st March** – Year 5 Residential Trip
- **7th April** – Easter Break
- **22nd April** – Children return to school