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**St Augustine’s CE Primary school**

**Year 5 Newsletter**

**Spring 1**

Welcome to 2025! We sincerely hope that each of you has enjoyed a restful and restorative break filled with special moments with your friends and family. The children have returned, raring to go! We hope you find the following information about our main areas of learning insightful, informative and helpful.

**Nourishing reminders for parents and pupils on healthy eating**

The school is committed to providing an environment that promotes healthy eating and enables children to make informed choices about the food they eat. We believe that what children eat affects how they learn, how they feel and how they behave.

Healthy packed lunches, fruit snacks and water are encouraged within the school day. Sweets and fizzy drinks are not permitted in school. The school does not allow sweets or other foods high in sugar or fat to be used as a reward for good behaviour or other achievements. Other methods of positive reinforcement are used in school, which may include cooking activities.

Please remember that we are a nut-free school. Kindly ensure that your child does not bring any nuts or nut-based products, such as Nutella.

**Reminder of routines**

Children should arrive to school in between 8.45 a.m. and 8.55 a.m. every day. Children need to be in their class at 8.55 a.m. so that they can start their lessons promptly. Children who arrive late are greatly disadvantaged because they miss starting the day with their peers and the beginning of lessons. This means that they are often unsettled and confused about tasks. Thus, it is essential that you ensure that your child arrives at school on time to prevent disruption to your child’s own learning and that of others.

Please ensure that your child only brings in a coat, book bag, water bottle and packed lunch (if you are not having a school dinner). It is a good idea to bring in a piece of fruit or vegetable to eat at breaktime. Children are not allowed to bring in toys, games or their own stationary.

**English: Writing**

During this half term in English, we will engage in a diverse array of literary and writing activities. We will delve into James Reeves' poem, "The Sea is a Hungry Dog," prompting pupils to craft their own extended metaphor poems about the sea. In the realm of non-fiction, our focus will be on persuasive texts, with the objective of constructing a balanced argument on the topic: 'Should sea creatures be kept in an aquarium?' Additionally, inspired by Thomas Taylor's "Malamander," pupils will be tasked with creating their own legends set either in a seaside village or on Hampstead Heath.

**English: Reading**

The children will maintain a regular reading routine at school, involving independent reading, guided group reading, and whole-class reading sessions. Additionally, they will have the opportunity to relish stories being read aloud to them. Throughout this term, their reading fluency will continue to advance, with a growing focus on understanding more complex texts at a deeper level. They will refine a range of skills, including inference, prediction, and summarisation, enabling them to explore the meaning and subtleties of the texts they encounter further.

**Maths**

Throughout this term, pupils will concentrate on two key mathematical areas: fractions and decimals, alongside angles and the concepts of perimeter and area. They'll explore various facets of fractions, understanding equivalence, linking fractions with decimals, and working with numbers up to three decimal places. Additionally, they'll delve into angles, mastering measurement techniques using a protractor and investigating angle properties and facts to deepen their geometric comprehension. Pupils will also apply their knowledge to calculate the perimeter and area of various shapes, enhancing their spatial reasoning and problem-solving skills.

**RE**

The Religious Education (RE) topic for this half-term is titled "The First Five Gurus: How do they shape Sikh beliefs?" This unit's focus will centre around the questions: “How did Nanak become Sikhi’s first Guru? Why is the Guru Granth Sahib important to Sikhs? How is equality shown in the langar? What does a Sikh wedding ceremony tell us about Sikh beliefs about marriage? What was Guru Arjun Dev’s greatest achievement?”

**Science**

In our science lessons, we will delve deeper into the intricacies of Earth and space. Pupils will examine detailed models of our solar system, gaining insights into the arrangement and characteristics of planets, asteroids, and other celestial bodies. Additionally, we will explore the phases and features of the moon, the mechanisms behind day and night cycles, the concept of time in the context of astronomical events, and the significance of satellites. Furthermore, we'll discuss the challenges posed by space debris and its implications for space exploration and communication systems.

**Geography**

In Geography, our focus is on understanding the significance of oceans. Pupils will delve into topics such as the utilisation of our oceans, the importance of the Great Barrier Reef, the challenges our oceans face, and proactive measures we can take to protect them. Additionally, pupils will investigate the extent of litter in our marine environment. They will engage in data collection exercises to determine the level of pollution in our oceans.

**PE**

Physical Education (PE) sessions will be held on Tuesday mornings and swimming on Tuesday afternoons. On these days, pupils should attend school dressed in their PE kit, which includes a white polo shirt, navy shorts or jogging trousers, and black trainers without any coloured trim. On non-PE days, pupils are required to wear the correct school uniform (i.e., white shirt and tie for KS2, NOT polo shirts). During these sessions, pupils will engage in a variety of activities, including gymnastics and dance, to enhance their physical fitness and coordination skills.

**Homework**

Pupils will receive weekly homework in English, usually focused on grammar, spelling, science or history/geography, and mathematics. This homework will be sent home every Friday and will include an optional task titled "Why Don't You?" The homework must be submitted by the following Wednesday. Please assist your child with the homework if you are able, but also encourage independence. If you have any questions regarding the homework, please let us know.

**Home-school Reading**

Each week, children will bring home a book that is appropriate for their current reading level. Please read with them and discuss what they have read for at least 20 minutes every day. Your child will continue to bring home their reading record, please use it to make note of what they have read and to add your own comments. The reading record should be returned to school daily to be checked, and we will provide a comment on Wednesdays when the homework is returned.

**Key Dates**

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| **Date** | **Event** |
| Monday 7th January 2025 | Children return to school  |
| Monday 13th January 2025 | Drumming Workshop |
| Wednesday 22nd January 2025 | Visit to the National Portrait Gallery |
| Monday 27th January 2025 | NHS: Conflict Management Session (11:45 am–12:30 pm) |
| Monday 10th February 2025 | NHS: Resilience and Decision-Making Session (Hall, 11:45 am–12:30 pm) |
| Wednesday 29th January 2025 | Mass |
| Friday 14th February 2024 | Last day of the half-term |
| Monday 24th February 2025 | Children return to school |

If you have any concerns you would like to discuss with us, please schedule an appointment with the school office.

Best wishes,

**Miss Adams**

**Miss Bala**

**Miss Ilyas**