

# YEAR 5 & 6

# NEWSLETTER

Spring 2025



## HAPPY NEW YEAR

Welcome back Team West Park! We hope you have all had a wonderful Christmas and New Year. We are looking forward to 2025 and would like to kick start the year by sharing the learning your child will be enjoying over the next term (please see the next page for a curriculum overview).

We will be updating our class dojo every week so please keep a look out for updates on what we have been up to and what is happening the following week.

## Upcoming Events

### Parent Teacher Conferences:

Parent-Teacher Conferences are scheduled for **Tuesday 18th and Wednesday 19th February**. This is a wonderful opportunity for us to discuss your child's progress and goals. We will let you know when and how to book your time slot in the near future.

### Trip/Visitor information

We are very excited to tell you that we will be having a visit from Paul Hogg as part of our DT learning which requires us to build shelters. More details to follow! We also have our swimming lessons to look forward to!

### Natural Disasters Showcase Day

At the end of our current topic, we will be showcasing some of the amazing work we have produced about Natural Disasters. We would love to invite parents and carers into school to celebrate the Geography work we have completed. We will send more information closer to the event. Please save the **afternoon of Thursday 3rd April** in your diaries - we look forward to having you in school!

### Easter

You are invited to come into school at the beginning of the day **(9.00am - 10.30am) on 10th April** to see the children's Easter egg entries for our Easter Egg competition. We will also be hosting an Easter disco that afternoon/evening. More details to follow.

### Reading Cafe

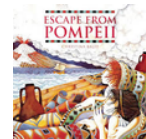
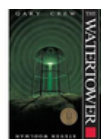
Reading is such an important part of learning, we'd love you to be part of it! We will be hosting our very own Key Stage 2 reading cafe on **Wednesday 5th February from 9.15am - 9.45am**. You/or a member of your family can enjoy reading with your child while enjoying some lovely refreshments.

### Year 6 SATs information evening

**On Thursday 13th February at 6pm** we will be hosting a virtual teams meeting for year 6 parents to share information about this year's SATs tests. A link will be sent to you before the event.



## This term we will be reading...



## Reminders

**School timings:** School gates open at 8.40am, school starts at 8.50am and finishes at 3.15pm. Please inform the school office if your child is absent or late by 9.00am.

### **PE days:**

**Year 5- Wednesday**

**Year 5/6- Thursday**

**Year 6- Friday**

**Homework:** On a Monday, your child will be set Reading and Maths homework on Learning by Questions. Your child has already been given their username and password. This homework will need to be completed by the following Monday.

## [Geography – Escape from Pompeii – Christina Balit](#)

### Earthquakes and Volcanoes:

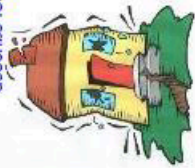
Describe and understand key aspects of physical geography including volcanoes and earthquakes.

### Locational knowledge

Locate the world's countries using maps to concentrate on key physical characteristics.

### Geographical Skills and Fieldwork:

Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. (Volcanic areas, fault lines and plates)



Term 2:

## What a Disaster!

### PSHE

Mental Well-Being  
First Aid



### Design Technology

Focus: Make- Practical skills & techniques

→ I can select and use a wider range of tools and equipment to perform practical tasks accurately.

I select and use a wider range of materials, including construction materials according to their functional and aesthetic qualities.

Technical Aspect: Structures – Framework

→ I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.

### Computing

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

## Science

Properties and changes of materials – Making Volcanoes

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that: dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

**Scientific Enquiry**  
Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.  
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.  
Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.  
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  
Identify scientific evidence that has been used to support or refute a claim or argument.  
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

### French

Unit 15

En route pour l'école

Describing a journey to school

Simple directions

Landmarks in Paris

Read carefully and show understanding of words phrases and simple writing.

Music – Zone of Relevance (T)

Listen with attention to detail and recall sounds with increasing aural memory. (Vocabulary)

Art – Gaudi Mosaics

Learn about great architects in history.

## PE

- Swimming intervention
- Basketball
- Dance
- Mini Tennis
- Outdoor and Adventurous Activity (Residential)

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, basketball and tennis), and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-

## TERM 2:

## Non Theme



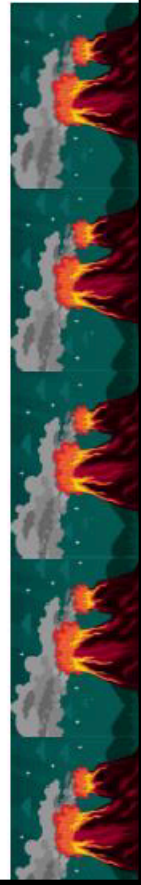
### Religious Education

**What do Christians believe about God?**

**Why are Good Friday and Easter Day the most important days for Christians?**

**Authority, Impact of Belief**

Demonstrating an understanding of crucifixion and resurrection as a basis for Christianity and significance for Christians today.  
**Belief, Authority, Expressions of Faith**



# YEAR 5 & 6

# NEWSLETTER

Spring 2024



## HAPPY NEW YEAR

Welcome back Team West Park! We hope you have all had a wonderful Christmas and New Year. We are looking forward to 2025 and would like to kick start the year by sharing the learning your child will be enjoying over the next term (please see the next page for a curriculum overview).

We will be updating our class dojo every week so please keep a look out for updates on what we have been up to and what is happening the following week.

## Upcoming Events

### Parent Teacher Conferences:

Parent-Teacher Conferences are scheduled for \_\_\_\_\_ February. This is a wonderful opportunity for us to discuss your child's progress and goals. We will let you know when and how to book your time slot in the near future.

### Trip/Visitor information

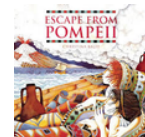
We are very excited to tell you that we will be having a visit from Paul Hogg as part of our DT learning which requires us to build shelters. More details to follow! We also have our swimming lessons to look forward to!

### Natural Disasters Showcase Day

At the end of our current topic, we will be showcasing some of the amazing work we have produced about Natural Disasters. We would love to invite parents and carers into school to celebrate the Geography work we have completed. We will send more information closer to the event. Please save the afternoon of Thursday 3rd April in your diaries!



## This term we will be reading...



## Reminders

**School timings:** School gates open at 8.40am, school starts at 8.50am and finishes at 3.15pm. Please inform the school office if your child is absent or late by 9.00am.

### PE days:

Year 5- Wednesday

Year 5/6- Thursday

Year 6- Friday

**Homework:** On a Monday, your child will be set Reading and Maths homework. They will need to complete their homework and bring it to school the following Monday.



Please see our class timetable and curriculum overview for Spring term below

(please note this is subject to change)

	8:50-9:00	9:00-9:15	9:15-10:15	10.15-10.30	10.35-11.00	11:00-12:00	12.00-1.00	1-1:30	1.30-2:00	2:00-2:45	2:45-3:00	3:00-3:15
Mon	SPAG Revision	Spelling/Hand writing	English	B	Arithmetic	Maths	L	Reading	Computing		French	
Tues	SPAG Revision	Spelling/Hand writing	English	R	Arithmetic	Maths	U	Reading	Swimming Art			Story time
Wed	SPAG Revision		PE	E		PE	N		English	Maths		Story time
Thurs	SPAG Revision	Spelling/Hand writing	English	A	Arithmetic	Maths	C	Reading	Science			Assembly
Friday	SPAG Revision	Spelling/Hand writing	English	K	Arithmetic	Maths	H		PSHE / RE			Celebration Assembly

**Geography – Escape from Pompeii – Christina Balit**

**Earthquakes and Volcanoes:**

Describe and understand key aspects of physical geography including volcanoes and earthquakes.

**Locational knowledge**

Locate the world's countries using maps to concentrate on key physical characteristics.

**Geographical Skills and Fieldwork:**

Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. (Volcanic areas, fault lines and plates)



Term 2:  
What a Disaster!

PSHE  
Mental Well-Being  
First Aid



**Computing**

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

**Design Technology**  
Focus: Make: Practical skills & techniques  
-I can select and use a wider range of tools and equipment to perform practical tasks accurately.  
I select and use a wider range of materials, including construction materials according to their functional and aesthetic qualities.  
Technical Aspect: Structures - Framework  
-I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.



**Science**

Properties and changes of materials – Making Volcanoes

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

**Scientific Enquiry**  
Plus different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.  
Plus different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  
Identify scientific evidence that has been used to support or refute ideas or arguments.  
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

**French**

Unit 15  
En route pour l'école  
Describing a journey to school  
Simple directions  
Landmarks in Paris  
Read carefully and show understanding of words phrases and simple writing.

**Music – Zone of Relevance (T)**

Listen with attention to detail and recall sounds with increasing aural memory. (Vocabulary)

**Art – Gaudi Mosaics**  
Learn about great architects in history.

**PE**

- Swimming intervention
- Basketball
- Dance
- Mini Tennis
- Outdoor and Adventurous Activity (Residential)

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, basketball and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

TERM 2:  
Non Theme



**Religious Education**  
What do Christians believe about God?

Why are Good Friday and Easter Day the most important days for Christians?  
Authority, Impact of Belief

Demonstrating an understanding of crucifixion and resurrection as a basis for Christianity and significance for Christians today.  
Belief, Authority, Expressions of Belief.

# Please see our class timetable and curriculum overview for Spring term below

(please note this is subject to change)

	8:50-9:00	9:00-9:15	9:15-10:15	10.15-10.30	10.35-11.00	11:00-12:00	12:00-1:00	1-1:30	1:30-2:00	2:00-2:45	2:30-3:00	3:00-3:15
Mon	SPAG Revision	60 Second Reads	English	B	Arithmetic /Times Tables	Maths	L	Reading	Art (H. Tootill) ( D. McLean)			
Tues	SPAG Revision	60 Second Reads	English	R	Arithmetic/ Times Tables	Maths	U	Science		French		
Wed	SPAG Revision	Spelling/Hand writing	English	E	Arithmetic/ Times Tables	Maths	N	Reading	Computing (H.Tootill)			
Thurs	SPAG Revision	60 Second Reads	English	A	Arithmetic/ Times Tables	Maths	C	P.E. (L.Robinson) Assembly				
Friday	SPAG Revision	Spelling/Hand writing	English	K	Arithmetic/ Times Tables	Maths	H	Reading	PSHE / RE (H. Tootill)		Celebration Assembly	

## Geography – Escape from Pompeii – Christina Balit

### Earthquakes and Volcanoes:

Describe and understand key aspects of physical geography including volcanoes and earthquakes.

### Locational knowledge

Locate the world's countries using maps to concentrate on key physical characteristics.

### Geographical Skills and Fieldwork:

Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. (Volcanic areas, fault lines and plates)



PSHE

Mental Well-Being  
First Aid

### Computing

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

**Design Technology**  
Focus: Make- Practical skills & techniques  
-I can select and use a wider range of tools and equipment to perform practical tasks accurately.  
I select and use a wider range of materials, including construction materials according to their functional and aesthetic qualities.  
Technical Aspect: Structures - Framework  
-I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.



## Science

Properties and changes of materials – Making Volcanoes

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on carbonate of soda.

**Scientific Enquiry**  
Plus different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.  
Plus different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  
Identify scientific evidence that has been used to support or refute ideas or arguments.  
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

## French

Unit 15

En route pour l'école  
Describing a journey to school

Simple directions

Landmarks in Paris

Read carefully and show understanding of words phrases and simple writing.

## Music – Zone of Relevance (T)

Listen with attention to detail and recall sounds with increasing aural memory. (Vocabulary)

## Art – Gaudi Mosaics

Learn about great architects in history.

## PE

- Swimming intervention
- Basketball
- Dance
- Mini Tennis
- Outdoor and Adventurous Activity (Residential)

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, basketball and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

## TERM 2: Non Theme



## Religious Education What do Christians believe about God?

Why are Good Friday and Easter Day the most important days for Christians?  
Authority, Impact of Belief

Demonstrating an understanding of crucifixion and resurrection as a basis for Christianity and significance for Christians today.  
Belief, Authority, Expressions of Belief.

	8:50-9:00	9:00-9:15	9:15 – 10:15	10.15 – 10.30	10.35 – 11.00	11:00 – 12:00	12.00 – 1.00	1-1:30	1.30-2:00	2:00 – 2:45	2:45 – 3:00	3:00 – 3:15
Registration	Mon	Morning starter	Spelling	English	B	Reading/ 30 second read	Maths	L	Arithmetic/ Times Tables	Art		
	Tues	Morning starter	Spelling	English	R	Reading/ 30 second read	Maths	U	Arithmetic/ Times Tables	Maths/Learning by Questions	PSHE/RE	Story time
	Wed	Morning starter	Spelling	English	E	Reading/ 30 second read	Maths	N	Arithmetic/ Times Tables	Swimming English/Learning by Questions French		Story time
	Thurs	Morning starter	Handwriting	English	A	Reading/ 30 second read	Maths	C	Arithmetic/ Times Tables	Science	Assembly	
	Friday	Times Table Test/Practice	PE		K	PE		H	Story time	Music/Dt	Celebration Assembly	