



St Clement and St James CE Primary School

Termly Overview

Year Y5

Spring 2026

Class teacher: Mrs Dunkley

We hope you all had a wonderful holiday and enjoyed time with family and friends. We'd like to wish you all a warm welcome back to school. It has been lovely seeing all our families and the children again.

As always we have much planned for the term ahead, and in line with our LifeFull vision and ethos, this includes academic, emotional and social development. As we seek to develop pupil's sense of character and understanding of the world around them, we will focus on the concepts of 'resilience' and 'self-regulation'. Both of these skills are so important in supporting children to succeed in school and in their wider lives - both now and in their futures. We are also looking forward to the start of sharing assemblies, which are a fantastic opportunity for parents to see what their child has been learning, but also for children to practise public speaking and performance skills. In addition, as part of our courageous advocacy work, we have 'Random Acts of Kindness' planned for February. Finally, 2026 is the National Year of Reading so keep an eye out for initiatives and activities that we will take part in to promote a love of reading.

The following information in the overview will outline what your child is learning about in class, as well as some important dates to note. More detailed curriculum information will also be shared by class teachers through our knowledge organisers so keep an eye out for these over the next few weeks.

Please also remind yourself of our Home School Agreement, available on our [school website](#). This outlines what you can expect from us, and what we expect from the parents/carers and pupils at our schools. Please speak to us if you would like to discuss any part of this.

Important dates for your diary

Spring 1: Monday 5th January - Friday 13th February

- **Art Workshop** - Monday 26th January
- **North Kensington Library visits** - Tuesday 27th January
- **Into University** - Friday 29th January
- **Random Acts of Kindness Week** - beginning 2nd February
- **Engineering showcase** - Friday 13th February for 9:15 - 9:45

We break up for half term on Friday 13th February at 3:30pm and we return on Monday 23rd February.

Spring 2: Monday 23rd February - Friday 27th March at 2pm

Please note that on Friday 20th March there is a staff training day so pupils will not be in school on that date.

- **North Kensington Library visits** - Tuesday 24th March
- **Visit To Apsley House** - Date to be confirmed
- **INSET Staff Training Day** - Friday 20th March
- **Easter Service** - St James' church on Thursday 26th March at 2:30pm

As always we will be '**living our Christian values**': **friendship, forgiveness, compassion, thankfulness**. These values are visited during worship, prayer circles, in the playground, RSHE lessons, our approach to managing behaviour and through stories and conversations.

Inclusive Schools

At LifeFull Schools, we remain committed to our work to become anti-racist organisations. Our anti-racist statement is available on our website: <https://www.stfed.rbkc.sch.uk/anti-racist-schools/> We encourage you to take a look at this statement. In addition, we aim to foster good relationships across all characteristics between people who share a protected characteristic and people who do not share it. One of our chosen equality objectives this year aims to tackle prejudice, and promote understanding between people. We will also be working on an equality objective, which focuses on gender, ensuring that both boys and girls have positive role models. These objectives have been chosen due to national pictures and the challenges our pupils face in society at this time - both on and offline. We look forward to continuing our work at all schools to further embed inclusive practices so foster a sense of belonging for all members of our school communities. Please speak to a member of the school's leadership team if you have ideas or issues you would like to share with regards to this area.

Learning in our class this term

Our curriculum is designed to develop children's character, intellect and curiosity. We have high aspirations for our children and aim to offer them a broad, challenging, engaging and diverse curriculum.

By the time children leave our school they will:

- Be kind, confident, well-mannered, thoughtful members of society who embody our Christian values.
- Speak confidently and in Standard English, with a broad range of vocabulary, in formal situations, for example children should be able to argue a point and greet a visitor .
- Have knowledge of a core set of books and poetry that they can make links to and draw upon.
- Have a broad general knowledge and understanding of the world for example of historical facts, geographical sense of place and religions.
- Understand the cultural and historical influences that have shaped this area of London.
- Be ambitious for their futures, expecting that he or she can follow career paths that take them onto higher education such as university or an apprenticeship.
- Enjoy and appreciate the arts and be able to participate in performances, for example music, poetry, dance and drama.
- Understand their body, how to keep it healthy and enjoy participating in sporting activities.
- Have healthy relationships with an age-appropriate understanding of sex education.
- Be able to keep themselves safe (both online and on the streets) and know how to avoid confrontation and resolve disputes peacefully through restorative approaches.
- Have a love of learning and self-efficacy around studying.
- Be passionate about looking after our world and take active responsibility for making a difference in our world.

- Understand and value the concepts of Global Human Values and contribute positively to our community.
- Respect each other regardless of race, religion, ethnicity, culture, gender, disability and wealth.
- Be courageous advocates for the causes they believe in.
- Be anti-racist and call out injustice.

Below is more information about the subjects we will be covering this term (please also refer to our knowledge organisers on the class page on the school website).

- **History:** Local History
- **Religious Education:** Sikhism
- **Science:** Earth in space
- **Relationships, sex and health education:** Keeping Myself Safe
- **Texts we will be reading as a whole class are:** *How to Train your Dragon* by Cressida Cowell, *Daedalus and Icarus* (Greek myth) - from Orchard Book of Greek Myths

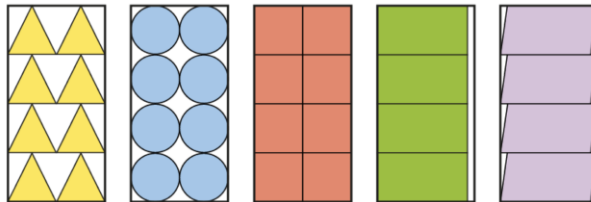
Learning objectives

This half term children in Year Y5 will be working on the following objectives in the core subjects:

Mathematics

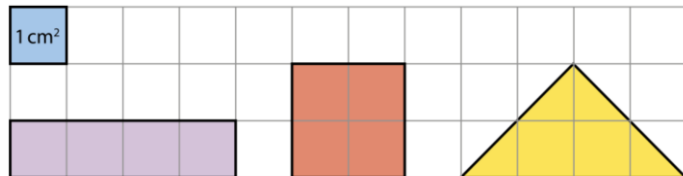
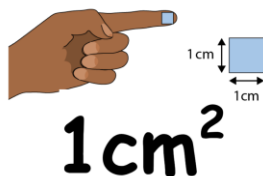
I can:

- Explain what **area** is and use counting units as strategy, for example:



- To measure the area of flat shapes using **square centimetres**, for example:

1 square centimetre



- To multiply and divide by 10, 100 and 1,000 to three decimal places, for example:

$$0.8 \times 10 = \underline{\quad\quad} \quad \underline{\quad\quad} = 0.6 \div 100$$

$$8 \times 100 = \underline{\quad\quad} \quad \underline{\quad\quad} = 600 \div 10$$

$$8 \times 1,000 = \underline{\quad\quad} \quad \underline{\quad\quad} = 60 \div 100$$

Reading

I can:

- Read fluently at an appropriate speed and volume.
- Understand, describe, select or retrieve information, events or ideas from texts.
- Give opinions on what I have read, drawing on my own experiences.

Writing

I can:

- Write in third person perspective, for example:

*Everywhere Hiccup looked, jagged rocks jutted skyward like the spines of sleeping monsters. The climb up Wild Dragon Cliff was perilous, but **he** had no choice. **He** had to reach the baby dragons' den. Step by step, **he** hauled himself higher. The wind tugged at his cloak as if trying to push **him** back.*

- Use precise, descriptive language (verbs, adverbs, expanded noun phrases) for example:

*After a few minutes of **muttered** arguments, Snotlout **shoved** Hiccup ahead. The son of the Viking chief had no choice. He entered a **long, twisting tunnel** that seemed to coil **endlessly** into darkness. Despite the fear knotting his stomach, Hiccup walked **briskly**. The tunnel **forced** him to crawl at times, pressing him low against the **cold, damp floor**.*

- Vary sentence length for effect for example:

*The narrow tunnel finally opened into a vast cavern. **Hiccup froze. He swallowed hard.** Thousands of dragons lay before him, their scales glinting like scattered gemstones under the faint light. Even though Snotlout, Dogsbreath and the others soon joined him, not a single Viking moved or spoke.*

Home-learning and how parents can help

Children work very hard at school during the day so we want to keep home-learning simple and easy to manage. Parents can be a great help if they talk to their children about their learning and set up a routine every night. Little and often is best. All home learning and knowledge organisers will be sent home as paper copies this year.

Reading

It is vital that children practise their reading at home by being heard by an adult or older sibling. This is just as important for older children who are decoding texts fluently – they may be able to read the words, but they also need opportunities to discuss the meaning of the texts they are reading as often as possible.

Key Stage Two (Years 3-6)

Children take home a book of their choice and a reading diary. Teachers and teaching assistants ensure that the level of the book the child takes home is appropriate and carefully monitor the amount children are reading at home.

Children in KS2 should read for half an hour every day. They can record their reading comments in their reading journal and you should sign and add any more comments to show your child has read to you or another adult/older sibling. **Reading books should be brought into school each morning along with the reading journal.** We encourage children to read a wide range of authors and text types which they find in everyday life, as well as books.

Mathematics

Rapid Recall Facts

We aim to continue to help children improve their mental skills; essential skills they need in order to be confident mathematicians. **Rapid Recall Facts** are a way to support the development of the mental skills that underpin much of the maths work in schools.

Each half term children will be given one or two sets of Rapid Recall Facts to practise and learn at home as well as in school. It is important that they know these thoroughly and can recall specific facts instantly. Whilst children have a wide range of abilities in mathematics, the rapid recall facts are designed to be a set of facts that need to be learnt thoroughly as they build on each other year on year.

Again, we stress that the children must aim to know their rapid recall facts inside out, back to front and with instant recall. **Children should practise these facts every night for about 10 minutes.** Little and often is the key. Each child will be quizzed on the facts during the week to help children retain the information and so teachers monitor their progress.

Spellings

Your child will receive lists of useful words most weeks. These words are linked to the spelling pattern or family taught during that week in school. Children will need to practise these for 5 to 10 minutes each night. Little and often is most effective. In KS2, children will also receive personalised spelling lists to learn, on top of the class lists sent home. Please help your child to learn these words too and ensure their spelling dictionary is in school each day.

Class timings for home-learning

Thursdays are the days when you should hand in reading books, reading journals. This is also the day when completed homework should be returned to the class teacher.

Weekly events

Music is on Monday afternoon with Mr Tang.

PE is on **Tuesdays** and **Fridays** this term. Children can wear PE uniforms to school on Friday.

Best wishes,

Mrs Dunkley