

# Flamingo (Year 5) Summer Term Newsletter 2026



## English



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### **Reading**

*Flamingos are continuing to explore a range of texts this term, covering a variety of genres. Class texts include: the fantasy adventure: Who Let the Gods Out? by Max Evans and then the Science Fiction story of SCRAP by Guy Bass.*

### **Writing**

*Our class texts will provide inspiration for our writing. This term we will be looking at:*

- *Story writing, rewriting a chapter from another character's perspective.*

*In our story writing we will be looking at settings, characters and plot and techniques to build atmosphere, tension and suspense.*

*This half term the Flamingos will be enjoying a writing adventure with a narrative focus. The pupils will be immersing themselves in Who Let the Gods Out? They will be exploring model texts, drama, art and collaborating with each other to share and write. Following this individuals will then be planning, drafting, editing and finally publishing their own narratives.*

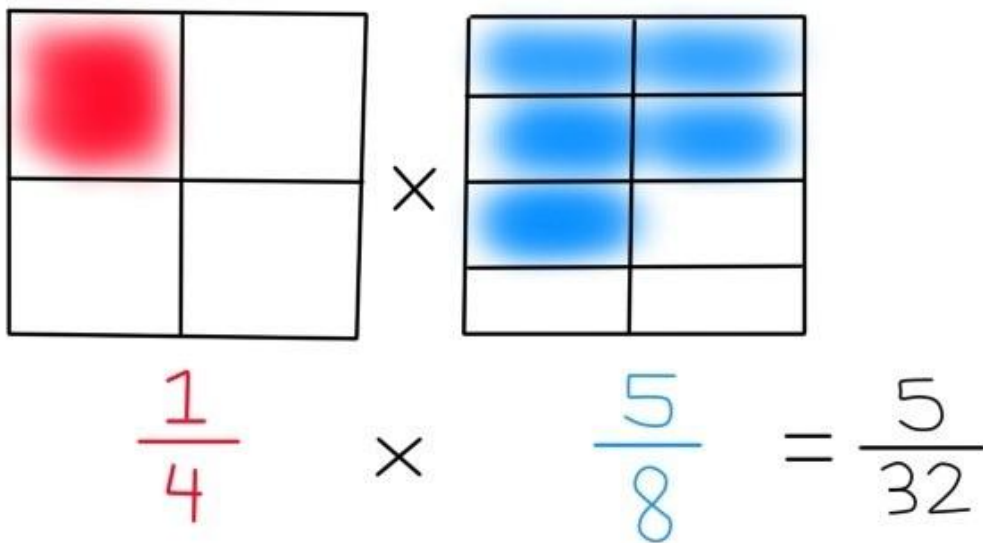
*We will continue to focus on handwriting, developing the correct formation, sizing and joining of letters not only in English lessons but across all subjects.*

### **Spelling, punctuation and grammar**

Children continue to build on their prior knowledge to learn to understand, use and apply spelling punctuation and grammar rules through investigations and practice. Spellings are set each week with a quiz taking place each Friday. Games on **Spelling Shed** can be used to practise weekly spellings.

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## Maths



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Topics investigated this term include:

**Shape:** understanding and using degrees, classifying angles, measuring angles up to 180 degrees, calculate angles around a point and a straight line, regular and irregular polygons and 3-D shapes

**Position and direction:** read, plot and problem solve with co-ordinates, translation, lines of symmetry and reflection

**Decimals:** read and write decimal numbers as fractions [for example,  $0.71 = 71/100$ ], recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents, round decimals with 2 decimal places to the nearest whole number and to 1 decimal place and finally, read, write, order and compare decimal numbers.

**Negative numbers:** count through zero in 1s and in multiples, find the difference, compare and order numbers (including negative numbers)

**Converting units:** kilograms and kilometres, millimetres and millilitres, convert units of length, convert between metric and imperial, convert units of time, calculate with timetables

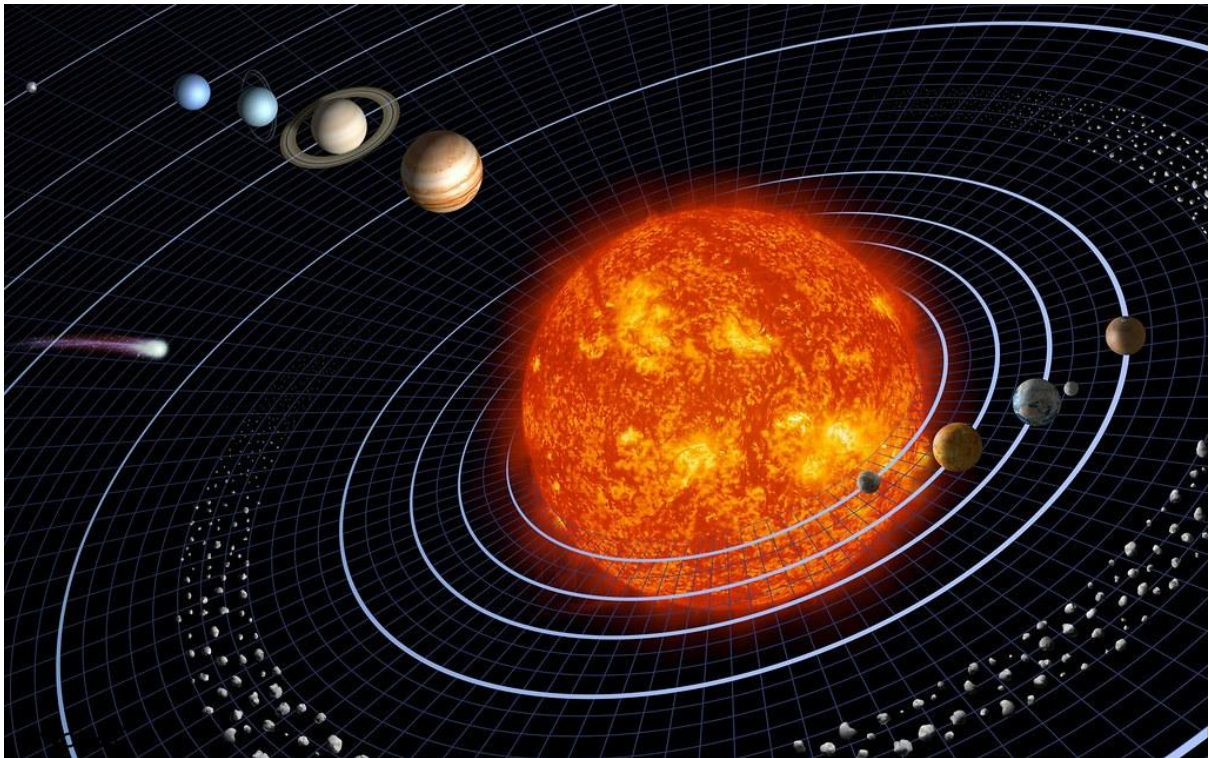
**Volume:** cubic centimetres, compare volume, estimate volume, estimate capacity

Children will be using a variety of approaches and strategies in their learning including: mental arithmetic, formal written strategies, pictorial representations and concrete resources.

Times tables need to be continued to be practised at least three times a week online at **TTRockstars**.

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## Science



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### **Properties and Changes of Materials**

*This project teaches children about the wider properties of materials and their uses.*

*They will investigate materials that are: hard or soft • stretchy or not stretchy • rough or smooth • bendy or not bendy • opaque or transparent • waterproof or not waterproof • absorbent or not absorbent • strong or not strong • magnetic or not magnetic • reflective or non-reflective • electrically conductive or electrically non-conductive • thermally conductive or thermally non-conductive • soluble or insoluble*

*They learn about homogeneous and heterogeneous mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes.*

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## Foundation subjects



### **Art**

#### **Mixed Media**

This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage.

#### **Design and Technology**

##### **Architecture**

This project links into our study of the ancient Greeks and teaches children about how architectural style and technology has developed over time. They then use this knowledge to design a building with specific features. This project will include the use of Computer Aided Design CAD systems for them to explore and visualise architectural ideas.

### **French**

The two topics studied this term, along with French phonics, will be: clothes and habitats.

## History

### Groundbreaking Greeks

This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece. Children will explore ancient civilisations, city states, family and social class, significant people including: Socrates, Hippocrates and Alexander the Great. They will also explore the lasting legacies of ancient Greece including democracy, the Olympic Games, art and culture, philosophy and mathematics.

We will also be basing our class assembly on our ancient Greece history learning - save the date to catch the performance: **Thursday 25th June at 2:40pm.**

## RE and PSHE



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### RE

Children will be studying **Christianity** by answering the enquiry question - Does belief in the Trinity make better sense of God as a whole? This enquiry focuses on knowing; The Trinity is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as one. This is called a

*“mystery” as well as a belief because it is not easily understood by humans that three “persons” can be one person. Christians believe that although there are three persons within the Trinity, there is only one God - who is all three persons.*

*Children will be studying **Islam** by answering the inquiry question - **How is the Qur’an vital to Muslims today?** This inquiry ensures children know that the Qur’an is the holy book for Muslims, but it is also believed to be the actual words of Allah spoken in Arabic, the language chosen by Allah. It is treated with great respect and many Muslims will learn Arabic specially to understand the Qur’an in the language it was written in. Many Muslims take lessons in how to speak Arabic, including schoolchildren. These classes are often carried out in the Mosque, the Muslim place of worship.*

## **PSHE**

### **Relationships**

*Children will explore: staying safe online, being in online communities, online gaming, screen time and staying safe and happy online.*

### **Changing Me**

*Children will explore: self image and body image. We will learn about puberty for girls and boys. Boys and girls will be taught separately for this. We will also look ahead to next year and also beyond into teenage years and the increased responsibilities that go hand in hand with this.*

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## Homework



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*Each Friday, children will continue to be set homework to complete for the following Thursday:*

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- *a **spelling** worksheet (supported by Spell Shed), a **GaPS** worksheet and a **maths fluency** worksheet.*
  - ***Times table practise** - sessions will be set weekly on TTRockstars. These need to be completed before other games can be played.*
  - ***Reading to an adult at home** - Children should be reading out loud to an adult at home frequently. Sharing and discussing the text progresses the child's reading fluency and comprehension and builds confidence. Dojo points are earned each time a child reads at home to an adult. Up to four Dojo points can be earned in one week. An adult needs to sign the planner each time they read with the child.*
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***Topic homework** - two pieces of topic homework will be set in the Summer term. The first piece will be a **task based on our history work about the ancient Greeks**. Children will be able to choose from a range of activities related to our learning in class. Please see further details below.*

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### Summer 1 project: Ancient Greece

This half term, complete one task from the grid below. If you choose to construct or make a piece for your project the process must be recorded showing your research into the topic. Projects are due in by no later than **Wednesday 21st May**.

<p>Find out about the Gods, Goddesses, monsters and legends in Greek Mythology—</p> <p>Write your own Greek myth finding inspiration from the settings, characters, and plots.</p> 	<p>Research some of the architecture and buildings from Ancient Greece, choose one and write a non-chronological report about it</p>  <p>and/or</p> <p>create a 3D model of a piece of Greek architecture.</p>	<p>Research five pieces of Ancient Greek artefacts. What are they? What were they used for? Who may have owned them? Where were they found? Which Ancient Greek civilisation made them? Your discoveries can be presented in any way you would like.</p> 
<p>Find out about the Ancient Olympic Games, when, why, where they started and what they involved. Think about how they have influenced the modern Olympics today.</p>	<p>Re-create a piece of art work from Ancient Greece, detailing what it tells us about everyday life.</p> 	<p>Write a diary entry as an Ancient Greek God or philosopher. Think about your audience and purpose for writing.</p>
<p>Research and design your own Ancient Greek mask. Find out what were these used for.</p> 	<p>Research the ways in which Ancient Greece has influenced the Western World and create a fact file or presentation on your findings. <b>eg</b> find out about the Olympic Games, democracy, medicine...</p>	<p>An idea of your own linked to our learning and of the same level of learning and detail as the tasks listed.</p> 

1 - Children have already brought their first piece of topic homework home. They can choose from the grid shown here, a task to complete on the ancient Greeks. The project needs to be handed in by **Wednesday 20th May** when we will share them with the class.

## Recommended reading



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*It is important that children 'read around the subject,' as this supports them with their understanding of learning and development of technical language which enables them to incorporate ideas in their work. A good website to look at is:*

### [Books for Topics](#)

#### *Ancient Greece:*

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- *Ancient Greece (DK Eyewitness) DK9781409343653The Usborne Internet-Linked*
- *Encyclopedia of Ancient Greece Jane Chisholm, Lisa Miles and Struan Reid9781409549451*
- *Ancient Greece (The History Detective Investigates) Rachel Minay9780750294171*
- *Ancient Greece (Facts and Artefacts)Tim Cooke9781445161662*

- *Ancient Greece in 30 Seconds* Cath Senker9781782405863
  - *Daily Life in Ancient Greece* Don Nardo9781406288087
  - *A Visitor's Guide to Ancient Greece (Usborne)* Lesley Sims9781409566168
  - *See Inside Ancient Greece (An Usborne Flap Book)* Rob Lloyd Jones9781474943048
  - *The Ancient Greeks: Clever Ideas and Inventions from Past Civilisations (The Genius of)* Izzie Howell9781445161228
  - *Great Leaders and Thinkers of Ancient Greece* Megan C Peterson9781474717519
    - *The Ancient Olympic Games* Jhonny Núñez9781526310101
  - *Greek Gods & Heroes: 40 Inspiring Icons* Sylvie Baussier9781786031471
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### ***Properties and Changes of Materials***

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- *Properties and Changes of Materials (Foxton Primary Science)* Nichola Tyrrell9781839250170
  - *Materials and Properties (Straight Forward with Science)* Peter Riley9781445135465
    - *Materials (Science in Action)* Joanna Brundle9781786372109
    - *Materials (Adventures in STEAM)* Claudia Martin9781526304766
  - *Awesome Matter and Materials (Extreme Science)* Jon Richards and Rob Colson9781526307811
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## Websites to support learning

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[BBC Bitesize KS2](#)

[National Geographic Kids](#)

[British Museum](#)

Ashmolean Museum

BBC Bitesize Materials Year 5

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PE

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*In PE this term, the children will be focussing on:*

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- *Tennis*
  - *Cricket*
  - *Athletics*
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*Pupils are expected to wear full PE kit on **Tuesdays** and **Thursdays** including:*

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- *T-shirt in the colour of their house"*
  - *Red or black shorts (No Bermuda style or lycra shorts please)"*
    - *Plain dark jogging bottoms*
  - *A sweatshirt may be worn over PE kit in colder weather*
  - *Trainers for outdoor games"*
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*Please mark all items of clothing with the child's name because school cannot accept responsibility for lost jumpers, trainers, etc*

*Long hair should be tied back and jewellery—including earrings—should be removed or taped over.*

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## Equipment

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*All pupils are required to have a fully-stocked, named pencil case (with spares) including:*

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- *Pencils*
  - *Handwriting pens – blue ink*
    - *Ruler*
    - *Eraser*
    - *Glue stick*
  - *Whiteboard pens*
    - *Scissors*
  - *Coloured pencils*
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*We expect the children to take responsibility for their own possessions. Additional stationery items can be purchased from school at a reduced cost. Please see the website (Parents: Stationery) for prices.*

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## Contacting school



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*If you have any questions please do not hesitate to contact a member of the Year 5 team. You can put a note in your child's planner, you can call or send an email to the office.*

*You can also contact Year 5 staff by using the class email:*

[year5@cheddington.bucks.sch.uk](mailto:year5@cheddington.bucks.sch.uk)

***If it is urgent or time sensitive, please contact the school office and they will get a message through to the teaching staff.***

*Mrs Cherry teaches the class every day (Mon-Fri) with the support of Mrs Hazelden, Mrs Dwight and Mrs Gammel.*

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