

# Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 5

Autumn 1.1

# writing

## Keywords

Expanded noun phrase  
Fronted adverbial  
Character description  
Setting description  
Narrative

Non-chronological report  
Diary  
Emotion  
Technical vocabulary  
Language

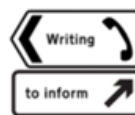
Modal verbs  
Non-fiction

## In school we will be learning

During this term, we will be looking at the skills the children already know and using this to expand their knowledge to begin to understand these at a year 5 level. The children will begin by writing a character and setting description that they could use when they move to writing a full narrative. The children have already covered this in previous year and is a good starter point for them in the new academic year. They will explore language choices and the use of expanded noun phrases and fronted adverbials for description as well as how to use long sentences for description.

Moving on, the children will be writing a diary entry from a different character's perspective. This will link to the book used in reading, Bronze and Sunflower. Within this writing, the children will be looking at the features of a diary and how to use these accurately within their writing. They will also be practicing adding emotion to their work to show how the character is feeling whilst writing their diary.

The term will be finished off with a non-chronological report. In this write, children will work on writing a non-fiction text, they will be research facts and information about the topic and scanning these to use the best facts and then ensuring they write it in their own words and that they understand what is happening in the report. Children will also look at use of modal verbs and technical vocabulary to link to the topic.



## At home you can

- Practise spelling
- Support with English homework
- Use pictures from online to write setting and character descriptions.
- Prompt children to write a diary about their holiday/weekend

## Useful websites



[Picture prompts for story writing.](#)



[Year 5 and 6 spelling words writing.](#)

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# reading

## Keywords

Ancient China  
Shang Dynasty  
Family  
Coming of age  
Fiction

Non-fiction  
Meaning of words  
Dictionary  
Comprehension  
Vocabulary

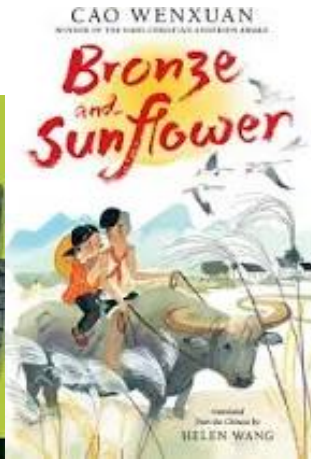
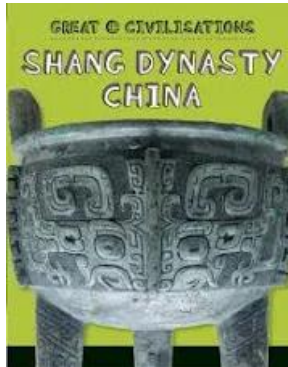
Retrieval

## In school we will be learning

During this term, children will read *Bronze and Sunflower* by Cao Wenxuan. This book links closely to the topic they will study in history about the Shang Dynasty and Ancient China as the story itself is set in a small village in China in the past. The story looks into the themes of family and coming of age. It is about a girl who lives with her father, and they move to the village. Following a disaster, the girl is taken in by a family from the village who have a son who is mute. The story looks into their family life and how the family chose to survive and raise the two children.

Alongside *Bronze and Sunflower*, children will be reading a non-fiction book about Shang Dynasty and Ancient China. This will be used especially when they write their non-chronological report.

Within our reading lessons, children will be looking into the meaning of different and new words. They will also be looking at different ways to find the meaning of the words they are unsure of, using the text, dictionaries and their iPads to support this.



## At home you can

- Listen to your child read at home 5 times per week and record in the reading record – please ensure this is signed by an adult.
- Ask your child to explain to you what they have read.
- Read their home enrichment book with them.
- BBC comprehension page that explains terminology and ways to improve reading.
- Heathfield book reviews - read a book and write a review – Padlet.

## Useful websites



[HF Book Reviews](#)



[BBC Comprehension](#)



[Meaning of words](#)

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# Maths

## Keywords

Place value  
Number  
Roman numerals  
Million  
Rounding

Ordering  
Comparing  
Decimal place  
Tenths  
Hundredths

Thousandths  
Negative numbers  
Positive numbers  
Partitioning  
Place value chart

## In school we will be learning

Within maths, we will start the year off by covering number and place value. The children will begin by learning to read and write numbers up to 1,000,000. They will do this in numbers, words and roman numerals. Following on closely with this is partitioning, compare and ordering numbers up to 1,000,000. The children will be using the place value chart in order to recognise the number and then use this to compare 2 or 3 numbers and then order them in both ascending and descending order.

After looking into the larger numbers up to 1,000,000 children will then use prior knowledge of round and extend that to round numbers the nearest 10, 100, 1000, 10,000 and 100,000.

Next, children will be investigating and interpreting negative numbers in context. This will be done using temperature scales and number lines to support the children with this visually. They will then practice counting forwards and backwards through zero with both positive and negative numbers.

Moving forward, children will begin to look into decimals and read, written order and compare decimal numbers up to 3 decimal places (1.345). Children will then look at round these numbers to whole number and 1 decimal place.

Each lesson will begin with a retrieval starter, these will cover: counting forwards and backward in steps of 10, adding and subtracting 4-digit numbers that are multiples of 10, round and shape.



## At home you can

For those of us that are unfamiliar with the year 5 curriculum, I have included a useful link to a video that explains everything pupils need to know. This is the basis of many strategies pupils will use throughout year 5.

Following on from learning about place value of numbers, I have included a useful website that includes a quiz about using the symbols  $<$ ,  $>$  and  $=$  to compare numbers. This knowledge can help pupils in the future.

The 10 simple place value games websites gives lots of ideas and links for ways to improve year 5's place value knowledge.

## Useful websites



[Year 5 Place Value - everything you need to know!](#)



[Greater than and less than.](#)



[10 Simple Place Value Games](#)

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# science

## Keywords

contact force  
force  
gravitational force  
gravity  
magnetism

non-contact force  
force meter  
grams  
kilograms  
mass

measurement  
newton  
weight

## In school we will be learning

### Forces and Mechanisms

In the Forces and Mechanisms project, your child will revisit prior learning about forces, identifying what a force is and discussing the two types, including contact and non-contact forces. They will learn that gravity is a force of attraction and follow instructions to observe gravity in action. They will learn the meanings of the terms 'mass' and 'weight' and their units of measurement, following instructions to record the mass and weight of various everyday objects using a piece of equipment called a force meter. They will revisit learning about friction, discussing situations where it can be helpful or where we need to minimise its effects. They will learn about the frictional forces called air and water resistance in detail and conduct investigations to observe these frictional forces in action. They will learn about mechanisms, including gears, pulleys and levers and follow instructions to investigate how these simple machines use forces to make tasks easier. They will generate scientific questions they wish to study further on the theme of forces and mechanisms and research to find the answers. They will complete their learning by examining the forces involved in riding a bicycle and the parts that are gears, pulleys and levers.



## At home you can

### **Gravity Drop Experiment:**

- Gather different objects (e.g., a ball, a feather, a paperclip, a book).
- Drop them from the same height and observe which falls fastest.
- Discuss how gravity acts on all objects but air resistance affects their speed.

### **Mass vs. Weight Activity:**

- Use a kitchen scale to measure the mass of various objects.
- Use a force meter (or a spring scale) to measure their weight.
- Discuss the difference between mass (amount of matter) and weight (force of gravity on an object).

## Useful websites

[Friction - BBC Bitesize](#)



SCAN ME

[Air and water resistance - BBC Bitesize](#)



SCAN ME

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# Humanities History

## Keywords

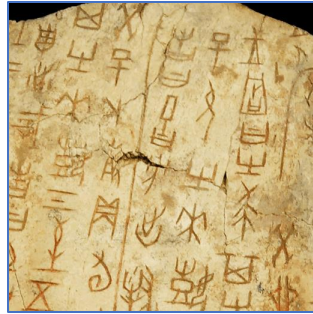
Ancient	Significance	Royal family	Chronology
Shang dynasty	Impact	Enquiry	timelines
Legacy	Support	Dynasty	reign
Civilisation	Explore	Invasion	
Hierarchy	Rulers	Compare	

## In school we will be learning

### Dynamic Dynasties -

The children will explore what life was like during this period. How the hierarchy was impacted by the various rulers and what the impact of invasion and settlement meant for these people.

The children will explore artefacts and make comparisons between different civilisations from a similar time. This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.



They will also develop their understanding of timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after the Shang Dynasty; and what is meant by the term legacy.



## At home you can

- To create an information poster all about the Shang Dynasty.
- To write a description about what ancient China was like, during the reign of one of the emperors.
- To create a timeline of key events from this Chinese civilisation.
- To design a crown or throne fit for a Chinese emperor.

## Useful websites



All about ancient China for kids  
<https://youtu.be/tpy5BMhMYw>



The Shang Empire  
<https://www.bing.com/videos/riverview/relatedvideo?&q=shang+dynasty+for+kids&&mid=C0E4D3B6CFE0A2A2656CC0E4D3B6CFE0A2A2656C&&FORM=VRDGAR>

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# computing

## Keywords

system,  
connection,  
digital,  
input,  
process,  
storage,

output,  
search,  
search  
engine,  
refine,  
index,

## In school we will be learning

### Systems and searching

The children will develop their understanding of computer systems and how information is transferred between systems and devices. Children consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

At the beginning, children are introduced to the concept of a system. They begin to understand that components can work together to perform a task. Finally, learners explore how digital systems can work and learn about physical and electronic connections.



## At home you can

### **Home System Exploration:**

- Choose a household system (e.g., heating system, refrigerator, washing machine).
- Discuss and identify the input, process, and output for each system.
- Draw diagrams to represent how these systems work

### **Coding Games:**

- Use coding games and apps like Scratch or Code.org to create simple programs.
- Discuss how these programs are examples of digital systems where input (commands) leads to output (actions).

## Useful websites

[Search technologies - BBC Bitesize](https://www.bbc.co.uk/bitesize/technologies-bbc-bitesize)



<https://www.bbc.co.uk/bitesize/topics/zs7s4wx/article/s/z7wckty#z9cybqt>



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# art

## Keywords

Colour palette  
horizon  
hue  
impressionist  
landscape

perspective  
scale  
shade  
tint  
tone

## In school we will be learning

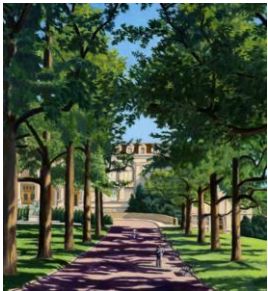
In this art and design project, children revisit and extend their understanding of colour theory previously studied in year 3 and Year 4.

They will be introduced to the terms: tints, tones and shade and will learn how to mix tints, tones and shades of colour with systematic accuracy.



They will look at and analyse how artists use tints, tones and shades in landscape painting, building on the knowledge of the genre gained in Year 4

They will further look at how tints, tones and shades can be used in painting to represent light, shadow and perspective.



## At home you can

1. Give children a colour (e.g., blue). Ask them to find objects around the house that match the tints, tones, and shades of that colour. Arrange the objects from lightest (tint) to darkest (shade) and discuss the differences.
2. Take a walk outside and observe the colours in nature. Have children draw what they see, paying attention to the different tints, tones, and shades. Discuss how natural light affects the colours.
3. Use a drawing app to explore digital painting. Show children how to use the colour picker to change hues and add white, black, or gray to create tints, tones, and shades. Create digital artworks that explore these variations.

## Useful websites



Hues, tints and shades



Landscapes with tints and shades





# Music

## Keywords

Semibreve,  
minim,  
crotchet,  
treble clef,  
stave,  
middle C,

notes,  
notation,  
cross head crotchets,  
minims,  
rests,  
beat,

bar,  
crotchets,  
dotted crotchets,  
semibreve

## In school we will be learning

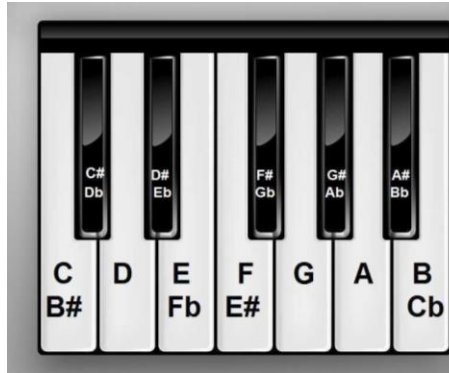
In year 5, pupils are very lucky to be offered the chance to play the keyboard. As a school we provide a large number of the instruments.

Pupils will take part in the beginning key board course. We want to start with pupils being able to understand the importance of hand position when playing the keyboard and for them to know how to position their hands correctly on the piano.

Pupils will hopefully use all their fingers on my right hand to play keys C-G. To do this pupils need to know how to find A, B, C, D, E, F & G on a keyboard and to know that Middle C is the musical note C that is in the middle of the piano keyboard.

Of course pupils will play the notes A, B, C, D, E, F, G, F# and E flat to a range of tunes and songs that will build up over the course of the year.

We will relate these notes to the notes on a stave and use this to link the notes to the start of reading music. A large part of playing the keyboard will be keeping a pulse when playing and the note duration.



## At home you can

Many types of tables have free keyboard apps that can be used to practice the skills we learn in school.

As year 5 will be introduced to the keyboards this half term it is important the pupils have a solid understanding of where the notes are on the keyboard. For that reason pupils have access to the link below and can see how to label the notes.

There is also a link to online quiz to test this notation.

There is a useful website to a link that can teach pupils about playing different songs. Lots of the notation and theory is really useful to watch and listen to.

## Useful websites



[How To Label Keys On A Piano/Keyboard](#)



[Music theory quiz](#)



[4 Beginner Songs](#)

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re

## Keywords

Caring  
Environment  
Sharing  
Generosity  
Loyal

Steadfast  
Wedding  
Marriage  
Humanist  
Relationship

Religious  
Non-religious  
Commitment  
Faith

## In school we will be learning

During the first term in year 5, we will cover a range of topics in Re. these include: caring for others, animals and the environment, sharing and being generous and then finally touching on being loyal and steadfast.

Throughout caring for others, animals and the environment, we will be learning about the difference between weddings and marriage and the effects marriage has on a couple's relationship while looking at humanist weddings. Following on from this we will look into how marriage creates an environment for caring and how Muslim weddings and Christian weddings encourage couple to take care of each other.

Throughout the topic of sharing and being generous, we will look into giving and receiving, what is given that does not have monetary value and what Christians teach about sharing with others. The children will learn about generosity and how the followers of Islam share and show generosity which will lead to looking at how both religious and non-religious people show generosity.

At the start of the being loyal and steadfast children will learn about how Christians show commitment to their faith.



## At home you can

At home it would be brilliant if can talk about your faith. These are often conversations that might not happen. If you could steer the conversations towards why you are your chosen religion and how you find this as an adult compared to a child in year 5. What changes as you get older in your religion? If you are aware of your family history that would be fantastic to include.

We have included great links to websites that could be used to pre-tutor pupils for lessons in RE.

## Useful websites



[Generosity video](#) .



[Humanists](#)



[Weddings and marriage](#)

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## Keywords

Stereotype  
Similarities  
Differences  
Qualities  
Unique

Challenge  
Factors  
Identity  
Assumptions  
Individuality

## In school we will be learning

During this term in PSHE, children will be learning about stereotypes and what makes a stereotype. They will also be learning about how to challenge stereotypes and the best, safest and most polite way to do this. Children will learn how to recognise and respect the similarities and difference between people and understand what they have in common with other people. We will look at all of the different factors that contribute to a person's identity and how they are different from person to person. Children will also be talking about how everyone is unique. They will explore how qualities that person have will be similar in some people but will differ in others. Following on from this, we will be looking at individuality and how there are many factors that make up the identity of a person and talking about how we should respect all people around us. We will then talk about stereotypes and how they are not always accurate. Children will be shown a range of common stereotypes and asked for their opinions on them. Following this, we will be looking into the respect way to challenge stereotypes and assumptions.



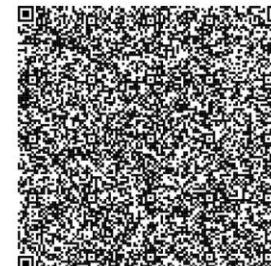
## At home you can

- Talk about past experiences with stereotypes.
- Ask children if they have experiences this before.
- Read through the scenarios and ask their opinion – link below.
- Watch the videos attached to learn more.

## Useful websites



[Stereotype scenarios](#)



[what is a stereotype?](#)

pE

## Keywords

attack  
defence  
stamina  
speed  
pace

agility  
coordination  
balance  
tracking  
opponent

support

## In school we will be learning

This term in PE, Year 5 will be focussing on fitness and tag rugby.

**Fitness:** In this unit, pupils will take part in a range of activities that explore and develop their strength, stamina, speed, co-ordination, balance, and agility. They will learn how each component of fitness will help them in other games. They will be given opportunities to apply these components of fitness in small games and practice each one through targeted exercises. Pupils will be given opportunities to assess their progress using the skills and knowledge acquired.

**Tag Rugby:** Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.



## At home you can

- Set up an obstacle course using household items. Include activities like jumping over pillows, weaving through chairs, crawling under tables, and hopping on one foot.
- Create simple relay races in the backyard or at a park. Include running, skipping, and hopping sections to keep it interesting.
- Use a piece of tape or a board on the ground to create a balance beam. Have your child walk forward, backward, and sideways along the beam.
- Practice passing the rugby ball(or any ball) back and forth. Focus on accurate, quick passes. Start with short distances and gradually increase the distance.

## Useful websites



Fitness exercises



How to play tag rugby

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