

# Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 5

Summer 1

# writing

## Keywords

narrative  
newspaper report  
noun phrases  
adjective  
paragraph

layout  
subheading  
inverted comma  
quote  
comma

formal  
informal  
suspense  
personification  
metaphors

## In school we will be learning

This term in writing, the children will start by writing a newspaper report, this will be based on the learning we have done across our topics as well as linking to our book. Children will be using effective noun phrases to engage the reader as well as focusing on knowing when to link paragraphs and when they need to change them. Children will be learning how to layout a newspaper report so it is effective and engaging for the reader. In this write, the children will be working on speech ad punctuating it correctly in order to use them as quotes.

Following on from this the children will be writing a formal letter, this will allow them to retrieve and extend skills they have from writing formal texts in the past. They will also be working on the layout of their letters to ensure precision. Within this write, children will be working on varying sentence lengths and structure for effect as well as choosing and using effective language for clarity and precision in order to create mood and tone to engage the reader in the text.

Finally, children will be writing a narrative, this will be in the form of a suspense story. Children will be using there learning from topic as well as ideas from their reading book. They will be working on building long and short sentences and understanding when to use them for effect. We will also be focusing on using different strategies for description including precise noun phrases, personification and metaphors.

## At home you can

- Practice spelling sent home on Friday – tested on Tuesday
- Support children with atom prime learning and Collins books homework given on Fridays and handed in the following Friday.
- Practice using noun phrases.
- Practice sentence types.
- When reading or looking at different text types talk about what the author has done to have an effect on the reader.

## Useful websites



[Sentence types](#)



[Expanded noun phrases](#)



[Atom Learning](#)

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# reading

## Keywords

retrieval  
inference  
summarise  
vocabulary  
strategy

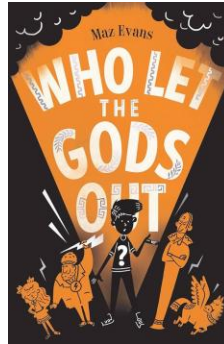
themes  
context  
index  
clues  
expression

pace  
intonation

## In school we will be learning

This half term we will be starting our new book 'Who Let the Gods Out'. We will be reading this in every reading lesson and using this as inspiration and context for lots of our reading activities .

Because it is a new book to year 5, we will be thinking about the new vocabulary and why the author has used these words, considering the impact to the reader. We will also be comparing the themes of this new book to previous stories we have read.



We will revisit retrieval skills, making sure pupils can read a text and pick out or remember important details about the text. Even if the question is asking in a way that uses different vocabulary.

Because of the range of heartwarming emotions used by the author of our book it lends itself to inference questions. We will be asking a lot of inference questions about the book and with these students will not be able to find the answers in the text but must use clues to answer questions.

We have seen great progress in reading fluency last term so we are continuing to work hard on reading out loud continuing to ask pupils to read fluently, read words without sounding them out and read with expression.

## At home you can

- We are continuing to encourage as much reading at home as we can. To help with this I have included a reading list of a range of books that pupils could find in the library, online or in book shops if able. A little bit of reading does make a big difference.
- As we are starting a new book of Who Let The Gods Out, I have included a video book review. This can be used to learn and excite year 5 about our new book. Can pupils write and record their own book review videos about a story they have read? This could be shown to family.
- We can complete some work on inferences and the build on this I have included a link to a website in which free inference worksheets can be found, a little digging and other reading skill worksheets can be found nearby.

## Useful websites



[Recommended reading list](#)



[Who Let the Gods Out?](#)



[Making inferences](#)

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# maths

## Keywords

addition  
subtraction  
angles  
right angle  
acute

obtuse  
degrees  
polygons  
2D, 3D  
cube

fractions  
decimals  
percentages  
denominator  
numerator

## In school we will be learning

We will continue our work in fractions for that start of the half term, we have compared and ordered fractions well and will build on this by adding and subtracting fractions with the same denominator. Once secure, we will use fractions with different denominators but have multiples of the same number.

Once completed, we will move on to identifying, comparing, estimating and measuring angles up to 180 degrees. We will draw and calculate angles, including those on a straight line, around a point and half turns. Answering a range of questions around these.

After we know all about angles, we will learn about regular and irregular polygons and distinguish between these. Moving on from this we will learn about identifying 3D shapes from 2D representations.

When ready we will revisit fractions and multiply proper fractions and mixed numbers by whole numbers, to help with this we will have access to materials and diagrams

To finish the half terms math's, hopefully we will have time to read and write decimal numbers as fractions.

For example  $0.71 = \frac{71}{100}$

We want pupils to recognise percentage symbol as well as write percentages as a fraction with denominator 100, and as a decimal fraction.



## At home you can

- We have found that times table knowledge is so important to all aspects of math's. Please support your children in being secure with times table knowledge up to  $12 \times 12$  – TT Rock Stars is a great resource for this (link provided below). Your child's login is in their planner, if they do not have one, please ask them to tell their teachers.
- I have included a link to game that will help pupils learn the connection between fractions, decimals and percentages.
- I have included a link to a website that builds on what we have done in class, estimating angles in a circle.

## Useful websites



[Times Tables Rock Stars](#)



[Fruit Splat](#)



[Estimating Angles](#)

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# science

## Keywords

contact  
non-contact  
force  
gravity  
mass

weight  
force meter  
plan  
comparative  
air resistance

water resistance

## In school we will be learning

### Forces and Mechanisms

In this science project, children revisit learning about contact and non-contact forces. They learn that gravity is a non-contact force of attraction and follow instructions to observe gravity firsthand. They 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 force meter.

Children recap their knowledge of friction from lower KS2, identifying situations where it can be helpful or where we need to minimise its effects and then plan and carry out comparative tests to investigate friction on different surfaces. They learn about the new frictional forces, including air and water resistance, conducting investigations to observe these frictional forces first hand. When investigating air resistance, they make and launch parachutes, observing their descent before making notes and drawing labelled diagrams to record what they have observed. They conduct a comparative test to identify how to reduce water resistance to speed up plasticine shapes falling through water.



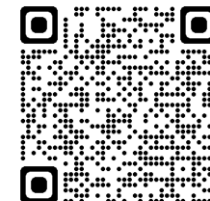
## At home you can

- Learn about [friction and air / water resistance](#).
- Learn about [mechanisms](#).
- Experiment and make a parachute of your [own](#).

## Useful websites



friction and air / water resistance



mechanisms



parachute

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# Humanities History

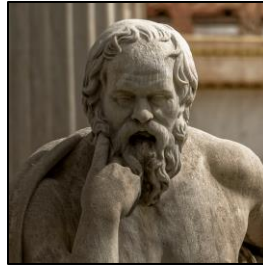
## Keywords

ancient	monarchy	Olympiads	Democracy
Athens	rulers	Olympus	state
hierarchy	Emperors	gods	senate
Acropolis	bust	goddess	Mycenaean
philosophers	pottery	Parthenon	

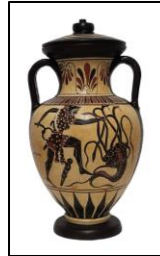
## In school we will be learning

Year 5 will be learning all about the ancient Greeks through the topic called 'Groundbreaking Greeks'.

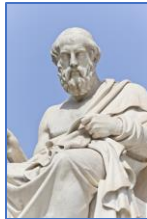
The children will learn about developments and changes over 4 periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting-legacy of ancient Greece.



Historical skills that will be used and revised will include; chronological understanding, making comparisons between the ages, identifying the significance of key leaders and exploring this time period through studying artefacts and other secondary sources.



The children will learn about the differences in roles of men and women and study the social hierarchy of this time. They will learn about some of the great philosophers, leaders and significant people who left their mark on Greece and the world.



## At home you can

- Create a bust of a famous ruler from Ancient Greece.
- Write a newspaper article about a significant event from one of the periods of ancient Greek civilisations.
- Create a timeline to reflect the different key events from this period.
- Make a model of the Parthenon and write a description about how it was used during the Greek times.

## Useful websites



[Ancient Greece - KS2 History - BBC Bitesize](#)



[Facts about Ancient Greece for kids | National Geographic Kids \(natgeokids.com\)](#)

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# computing

## Keywords

USB	component	LED	input
components	motor	connect	output
connection,	repetition	battery box	selection
infinite loop	loop	program	action
output	switch	condition	debug

## In school we will be learning

### Selection in physical computing – Micro:Bit

In this unit, children will be Introduced to Micro:Bit and how to connect them to iPads, experimenting with different output on the LED screen and how to send programs over from iPads. The children will be introduced to conditions, and how they can be used in programs to control their flow. They will identify conditions in statements, stating if they are true or false.

The children will explore the different sensors on the Micro:Bit and how they can be used practically. They will be able to talk about how each sensor can be used in the real world and what they would need to make it work. Accelerometer, thermometer, light sensor, compass. The children will begin to design a model to use with their Micro:Bit, where they are using the sensors within the Micro:Bit. The children will design something that will work with their Micro:Bit to display an output, using a sensor, loop function, true/false altogether to create a model, along with code. They will test and debug their code, peer reviewing each other's work and giving feedback.



## At home you can

### Exploring Micro:Bit Projects Online:

- Explore online resources and tutorials together to discover the possibilities of Micro:Bit projects. You can watch videos of other children coding and building projects with Micro:Bit to get inspired and excited about what they can create.

### Creative Design Activities:

- Encourage your child to engage in creative design activities that involve planning and building with materials like LEGO bricks, cardboard, or craft supplies. This will help them develop their spatial reasoning and design thinking skills, which are important for working with Micro:Bit.

## Useful websites



[microbit.org](https://microbit.org)



[What is it?](#)

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# art

## Keywords

Expression  
Edvard Munich  
Erich Heckel  
Gabriele Munter  
Huma Bhabha

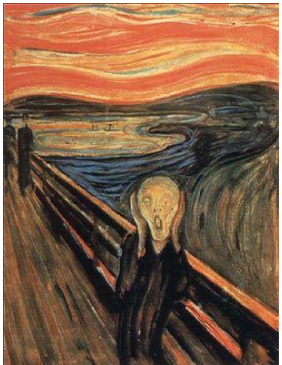
colour  
emotions  
mood  
atmosphere  
Non-naturalistic

art movement  
iconic

## In school we will be learning

In this art and design project, children revisit the theme of portraiture. They learn about the characteristics of the Expressionist art movement and explore the work of the 'Father of Expressionism', Edvard Munich, to find out about the techniques, features and significance of his work. We will also look at other famous Expressionist artists of the time: Erich Heckel and Gabriele Munter. As well as looking at modern expressionism through Huma Bhabha's work.

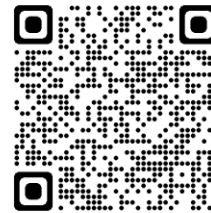
Children explore different ways to portray feelings and emotions in art, including sketching self-portraits, portrait photography and colour theory. They apply their learning to create an imaginative self-portrait that expresses an emotion or feeling.



## At home you can

- Learn about [Expressionism](#).
- Learn about emotions in [self-portraits](#).
- Find out how [Huma Bhabha](#) creates her work and her reasons behind them.

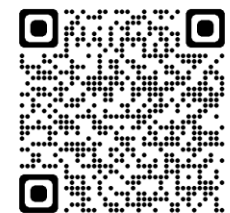
## Useful websites



Expressionism



self-portraits



Huma Bhabha

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# music

## Keywords

Luther Vandross  
Lionel Ritchie  
Bob Dylan  
Tony Bennett  
Bruno Mars

Gladys Knight  
Stevie Wonder  
Dionne Warwick  
Elton John  
Randy Newman

Stevie Wonder  
pop  
ballad  
Pete Readman

## In school we will be learning

During this half term we will be asking year 5 to listen to the song "Make You Feel My Love". We will be identifying the dynamics, tempo, and texture of the song and looking at the structure.

Hopefully pupils will sing in unison to the song.

With the keyboards we will be asking pupils to play instrumental parts with the song by ear or from notation using the 3 notes – C, D + E.



We will do some improvising with claps and voice using notes C, D and E  
Once we can play along with the song and know it well year 5 will compose a simple melody using simple rhythms choosing from the notes C, D, E, F & G

Throughout the half term we will be asking students to describe what the style of music "pop ballad" is. With this we want pupils to name a larger range of bands and singers of the pop ballad genre. As well as this pupils should be able to identify style indicators of pop ballads. Including being able to identify the difference between pop ballads and pop songs.



## At home you can

- I have included a link to an online lesson that includes information on basic notation that builds on what we have been doing in music lessons.
- As year 5 will singing and playing along with Adele's song Make you feel my love, I have included a link to the song so pupils can either pre-learn the song or demonstrate how they have played along with this.
- I have included a great video which demonstrates how anyone can compose music, it goes through techniques.

## Useful websites



[Basic notation](#)



[Adele - Make You Feel My Love](#)



[Composing a piece of music using unpitched percussion](#)

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# RE

## Keywords

temperate  
self-disciplined  
contentment  
Humanism  
Baha'l

Jains  
Buddhist  
actions  
responsibility  
Jewish

accountable  
integrity  
belief

## In school we will be learning

This half term we will be looking at the dispositions of 'Being Temperate, Self-Disciplined and Seeking Contentment' as well as 'Being Accountable and Living with Integrity'.

### **Being Temperate, Self-Disciplined and Seeking Contentment**

We talk about who we allow to shape our behaviour and find out about Humanism and how that shapes their behaviour. Then, we look at the teachings Christians and Baha'ls follow in order to be more self-disciplined. These teaching are 'turning the other cheek' and 'Jesus' reaction to injustice'. Finally, we discuss the practices and teachings of Jains and Buddhists use to become more content such as the practice of meditation. In addition, we talk about behaviour which helps us accept personal responsibility for our actions and how to restrain from criticism of others.

### **Being Accountable and Living with Integrity**

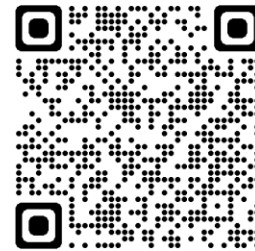
In class, we will discuss who can depend on them and How that links to Humanist teachings. Then, we look at Jewish teachings in regard to living out beliefs and Being responsible for their actions. Then, we learn about how Christians teach about living out beliefs. The following will be looked at in this disposition: story of Jesus and the woman, Robert Ingersoll – making others happy, treating cows as sacred and the story of Qarun.



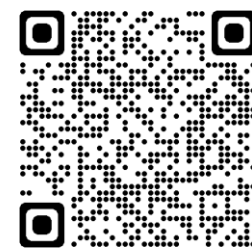
## At home you can

- Talk to your child about how the religion you follow shapes your behaviour and how it creates self-discipline and your approach to justice.
- Talk to your child about how your religion teaches being responsible for your own actions.
- Learn about [Humanism](#).
- Learn about [Christianity](#).
- Learn about [Baha'l](#) religion.

## Useful websites



Humanism



Christianity



Baha'l

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# PSHE

## Keywords

drug  
medicine  
smoking  
vaping  
caffeine

addictive  
habit  
Peer pressure  
harmful  
wellbeing

## In school we will be learning

**This half term in PSHE, Year 5 will be answering the question: How can drugs common to everyday life affect health?**

The children will be learning about legal drugs( including smoking/vaping, caffeine, alcohol and medicines) that are common in our everyday lives. They will be considering how these can affect a person's health and wellbeing.

They will be looking at some of the laws that exist to protect people from incorrect use of these drugs.

They will be considering why these drugs can be dangerous and habit forming and why we need to be aware of these dangers.

They will be looking at scenarios about peer pressure and situations relating to drugs and discussing what they can do and who they can go to if they are concerned or need help.



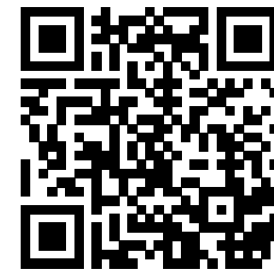
## At home you can

- Talk to your child about medicines and why it is important to stay away from them unless supervised by an adult.
- Talk about certain ingredients, like caffeine that are safe to consume but only at a certain age and in moderation. How can having too much negatively impact a person's health?
- Watch the videos, through the QR code links and encourage your child to talk openly and ask questions. If you are unsure of some of the answers, encourage your child to ask their teacher.

## Useful websites



[What are medicines and drugs - BBC](#)



[Peer pressure](#)

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# PE

## Keywords

pace  
sprint  
relay changeover  
jump for distance  
push throw

pull throw  
deep catch  
close catch  
underarm throw  
overarm throw

overarm bowl  
long barrier  
short barrier  
batting

## In school we will be learning

### 5R and 5B: Cricket

The children will be learning about the sport Tennis.

The children will recap on their knowledge and skills of how to outwit an opponent.

They will continue to develop racket technique, exploring a new shot, the volley.

They will consider where we hit the ball and why we are hitting it there.

They will look at how players can control the game from the beginning (serve) by thinking about how and where to serve.

Another aspect they will consider will be how a game changes when we play in pairs (doubles).

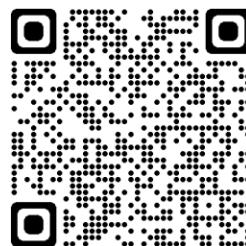
The pupils will learn about how to win a point whilst playing with a partner and finally consider bring together the suggested sequence of learning into a level 1 tournament.



## At home you can

- [Beginners guide](#) to cricket if you are unfamiliar with the rules.
- Take part in a [local cricket course](#) taking place during May and June.
- Practice at home your [long jump](#).

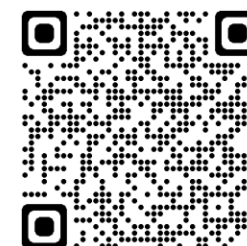
## Useful websites



beginners' guide cricket



local cricket course



long jump techniques

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