

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 the use of modal verbs and how to use technical vocabulary 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](#) [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

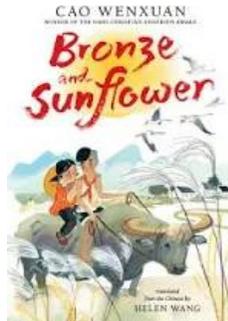
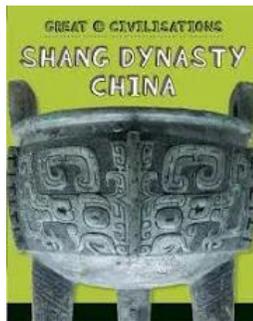
Retrieval

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

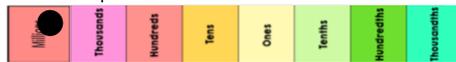
Within maths, we will start the year off by covering number and place value. The children will begin by learning to read and write numbers up to 1,000,000. they will do this in numbers, words and roman numerals.

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 Experiments

- 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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H

Humanities History

Keywords

Ancient
Shang dynasty
Legacy
Civilisation
Hierarchy

Significance
Impact
Support
Explore
Rulers

Royal family
Enquiry
Dynasty
Invasion
Compare

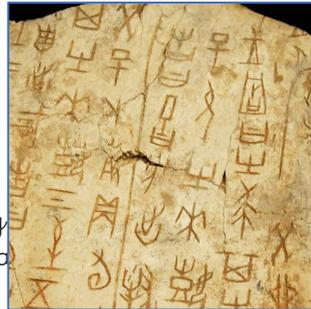
Chronology
timelines
reign

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://youtube.com/tpy5BMhMYYw>



The Shang Empire

<https://www.bing.com/videos/riverview/relatedvideo?&q=shang+dynasty+for+kids&&mid=COE4D3B6CFE0A2A2656CCOE4D3B6CFE0A2A2656C&&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/topics/zs7s4wsc/articles/z7wckty#z9cybqt)



<https://www.bbc.co.uk/bitesize/topics/zs7s4wsc/articles/z7wckty#z9cybqt>



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D&T

Keywords

Culture
Seasonality
Evaluate
Nutrition
Adaptations

Packaging
Storage
Laminating
Corrugating
Encapsulating

Specification
Utensils
Techniques
Ingredients
Savoury

Food hygiene
Combination
Techniques
Savoury food

Evaluate
Design
Specification

In school we will be learning

This term, pupils will explore the relationship between food, culture, and seasonal produce, with a particular focus on Greek cuisine. They will begin by researching different types of Greek food and understanding how seasonal ingredients influence what people eat. Pupils will taste a variety of ingredients, both raw and cooked, and use this experience to adapt an existing recipe to create their own version of a Greek filled bread.

As part of the design process, pupils will also learn how to create packaging for their food product. They will apply knowledge of shell structures to design packaging that is strong, functional, and suitable for storing and presenting food. Once their designs are complete, pupils will prepare and cook their bread, following food hygiene and safety rules, and using a range of cooking techniques.

To conclude the unit, pupils will evaluate their finished product by reflecting on flavour, texture, presentation, and how well it fits within their packaging. They will identify what went well and suggest improvements for future designs.



At home you can

- Talk about different types of food from around the world, especially Greek cuisine.
- Explore seasonal ingredients together and discuss how they affect what we eat.
- Cook a simple Greek-inspired dish together, such as filled pita bread or a Greek salad.
- Encourage your child to notice food packaging at home and discuss its design and purpose.
- Support your child in sketching packaging ideas or thinking about how food presentation affects appeal.
- Ask your child to reflect on their cooking experience at school—what they liked, what they might change, and what they learned.

Useful websites



[Kid-Friendly Greek Recipes](#)



[What is seasonal food? - BBC Bitesize](#)

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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

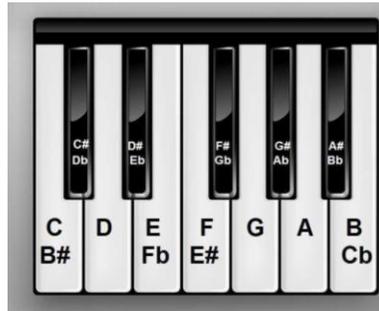
In year 5, pupils are very lucky to be offered the chance to play the keyboard. As a school we provide a large number of the instruments.

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 you 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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PSHE

Keywords

Money decisions influences pounds pence expenditure money wise
spend managing bank savings risks value balance coins
money confidence accounts budgets choices investments notes

In school we will be learning

During this term in PSHE, children will be learning about what decisions can people make with money?

We will be learning: How people make decisions about spending and saving money and what influences them. How to keep track of money so people know how much they have to spend or save. How people make choices about ways of paying for things they want and need. How to recognise what makes something 'value for money' and what this means to them. That there are risks associated with money and how money can affect people's feelings and emotions.



At home you can

- Talk about money and how we use it our daily lives.
- Ask children to explore all the different ways in which money is available for us to use (cards, cash etc.)
- Find examples of where money is budgeted and explain to your child about how money can be set up into direct debits.
- Discuss with your child about how money can impact physical and emotional well being in people.

Useful websites

[Learn UK notes and coins and money use.](https://www.youtube.com/watch?v=6FEWWQY)

<https://youtube.com/watch?v=6FEWWQY>



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PE

Keywords

- stroke
- technique
- buoyancy
- treading water
- self-rescue
- breath control
- glide
- kick
- streamline
- safety

In school we will be learning

This half term, Year 5 pupils will be attending swimming lessons to build on the skills they developed in Year 4. The focus will be on increasing confidence in the water, improving stroke technique, and working towards swimming 25 metres unaided. Pupils will practise a range of strokes including front crawl, backstroke, and breaststroke, and will also learn important water safety skills such as floating, treading water, and safe self-rescue techniques.

Swimming will take place at **Handsworth Leisure Centre**. **5R will swim on Fridays and 5M on Thursdays**. These sessions are designed to help pupils become more competent and confident swimmers, while also understanding how to stay safe in and around water. Swimming is a vital life skill and part of the national curriculum, and these lessons provide a valuable opportunity for pupils to progress towards the expected outcomes by the end of Key Stage 2.



At home you can

- Talk about water safety and how to stay safe near pools, lakes, or the sea.
- Visit a local swimming pool for extra practice outside of school lessons.
- Encourage your child to practise floating, kicking, or arm movements in shallow water.
- Play water-based games that build confidence, such as retrieving objects or racing across the pool.
- Watch videos or read books about swimming techniques and water safety.
- Celebrate progress and effort, even small achievements like putting their face in the water or swimming a short distance.

Useful websites

[Water Safety for Kids!](#) | [Water Safety Rules](#) | [Water Safety Tips](#)



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