

# Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 5

Autumn 1.2

# Writing

## Keywords

Expanded noun phrase  
Fronted adverbial  
Perspective  
Technical vocabulary  
Modal verbs

Point of view  
Non-chronological report  
persuasive  
Emotive Language  
Non-fiction

emotion  
formal

## In school we will be learning

During this half term the children will be developing their skills across a range of text types, all linked to our class text on biomes to support the geography topic.

They will begin by learning how to write **non-chronological reports**, focusing on clear organisation, subheadings, technical vocabulary, and factual detail to explain different biomes. Next, they will explore **formal letter writing**, practising features such as appropriate tone, layout, persuasive language, and varied sentence structures to communicate ideas effectively.

Later in the term, pupils will write another **narrative**, building on their storytelling skills by using descriptive language, dialogue, and cohesive paragraphs to engage the reader.

Across all pieces, children will be encouraged to use ambitious vocabulary, and a range of sentence types.



## At home you can

- **Fact File Creation:** Choose a biome (rainforest, desert, tundra) and create a fact file with headings, subheadings, and labelled diagrams.
- **Compare & Contrast Chart:** Make a table comparing two biomes, then turn it into a short report.
- **Story Starter Challenge:** Write the opening paragraph of a story set in a biome, focusing on description and atmosphere.
- **Creative Twist:** Rewrite a scene from the class text but change the setting to a different biome.
- **Persuasive Letter:** Write to a local council or imaginary organisation about protecting a biome or endangered species.
- **Thank You Letter:** Compose a formal letter thanking a scientist or explorer for their work in studying biomes.

## Useful websites



[Picture prompts for story writing.](#)



[Year 5 and 6 spelling words](#)



[How to write a formal letter - BBC Bitesize](#)

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# Reading

## Keywords

Biome  
Explorer  
Contents page  
index  
glossary

Non-Fiction  
Dictionary  
Comprehension  
Vocabulary  
Retrieval

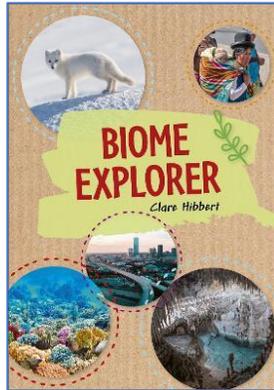
summarising  
infer

## In school we will be learning

During this term, the children will continue to read Biome Explorer. Alongside it, they will be reading a fiction enrichment book.

Within our reading lessons, children will develop their understanding of unfamiliar vocabulary, respond to retrieval questions about the text and review their prior knowledge of vocabulary learnt in previous lessons. This will be done daily.

The children will then be looking at finding the meaning of unfamiliar vocabulary which will then lead to summarising. In our guided reading groups, we will be focusing on the use of punctuation when reading as well as fluency, intonation and pace.



## 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.
- Explain to your adult what you have read - summarise/ predict and make simple inferences.
- Read enrichment book at home - with an adult.
- Look at the BBC comprehension page that explains terminology and ways to improve reading.
- Heathfield book reviews - read a book and write a review - Padlet.

## Useful websites



<https://www.bbc.co.uk/bitesize/articles/zqmyw6f>



<https://youtube.com/CdyCQ5qyr7k>

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# Maths

## Keywords

Place value  
Column method  
Regrouping  
Carrying  
Borrowing  
Sum

Difference  
Times Tables  
Product  
Quotient  
Dividend  
Remainder

Inverse operation  
Prime Number  
Composite Number  
Factor  
Multiple  
Square Number

## In school we will be learning

This term children will learn to use the formal method of addition and subtraction. This will focus on using our place value knowledge to set out the formal method. We will also focus on multi-step problems. Then we will be moving onto multiplication and division. This will require children to be fluent in times tables and having quick recall of these. Within multiplication, we will look at prime numbers, factors and multiples. Over the course of lessons, we will look at context of measurements.

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 1647 - 549 = \\ \begin{array}{r} 1\overset{5}{\cancel{6}}\overset{13}{\cancel{4}}\overset{17}{\cancel{7}} \\ - \quad 549 \\ \hline 1098 \end{array} \end{array}$$

## At home you can

Practice column addition and subtraction with real-life examples (e.g., adding prices from a shopping list).

Play mental math games: "What is  $125 + 37$ ?" or "What is  $200 - 85$ ?"

Use place value charts to help children line up digits correctly.

Daily times tables practice (quick-fire questions or apps like Times Tables Rock Stars).

Skip counting games (count in 2s, 5s, 10s while walking or driving).

Division in real life: Share snacks equally among family members.

## Useful websites



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# Science

## Keywords

earth  
moon  
horizon  
lunar

space  
orbit  
phases  
eclipse

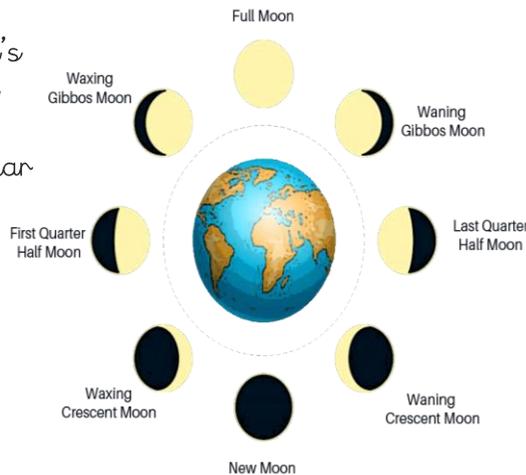
planets  
rotation  
solar

## In school we will be learning

In the Earth and Space project, your child will learn the names of the planets in the Solar System. They will know that the Earth's rotation creates a range of phenomena, including day and night. They will learn the appearance of the Sun rising above the horizon in the east at sunrise, moving across the sky and the setting below the horizon in the west at sunset and use equipment to model these phenomena.



They will learn about the Moon's orbit and name and explain the eight phases of the Moon. They will research how solar and lunar eclipses occur and create labelled diagrams to show their findings.



## At home you can

### Create a fact file:

Research about a famous astronaut and create a fact file, this could be on Neil Armstrong or Tim Peake if you need some inspiration!

### Keep a moon diary:

Each night, have a look out of your window, can you see the moon? Draw a picture of it, what does it look like? Can you link this to the 8 phases of the moon?

## Useful websites

[BBC](#)  
[bitesize](#)  
[what is](#)  
[Earth?](#)



[BBC](#)  
[bitesize](#)  
[The Moon](#)



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# Humanities Geography

## Keywords

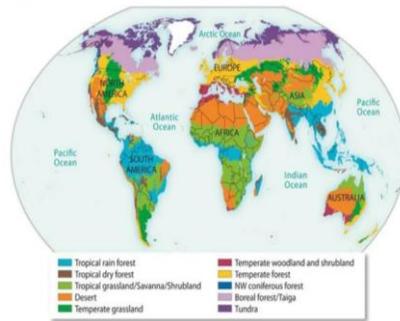
Biome	Rainforest	Conservation
Climate	Desert	Endangered species
Ecosystem	Tundra	
Adaptation	Grassland	

## In school we will be learning

This half term the children will be focusing on the geography topic called Biomes from around the World. Biomes are large regions of the Earth that share similar climate, plants, and animals, and they are an exciting part of our geography studies. In this topic, children will explore the diversity of biomes such as rainforests, deserts, tundra, grasslands, and oceans. They will learn how temperature, rainfall, and location influence the types of plants and animals that can survive in each biome. Students will also discover how humans interact with these environments, including the challenges of conservation and protecting endangered species. By comparing biomes, children will see how life adapts in unique ways to extreme conditions, from the icy Arctic to the hot Sahara Desert.

The topic will encourage curiosity about the natural world and highlight the importance of caring for our planet.

Pupils will investigate maps, climate graphs, and case studies to understand global patterns. They will also learn about food chains, ecosystems, and how living things depend on each other. This unit will build knowledge of geography while inspiring respect for nature. By the end, children will appreciate the incredible variety of life across Earth's biomes and the role we play in protecting them.



## At home you can

- Biome Research Project:** Pick a biome (e.g., rainforest, desert, tundra) and create a fact sheet with climate, animals, and plants.
- Mini Poster or Collage:** Use drawings, magazine cut-outs, or printed pictures to make a visual display of a chosen biome.
- Climate Graphs:** Plot simple graphs showing rainfall and temperature for different biomes to compare climates.
- Creative Writing:** Write a short diary entry or story from the perspective of an animal living in a biome.
- Home Experiments:** Create a mini terrarium or desert jar to observe how plants adapt to different conditions.
- Conservation Poster:** Design a poster encouraging people to protect endangered species in a chosen biome.
- Compare & Contrast:** Write a short piece comparing two biomes, such as rainforest vs desert, focusing on differences in climate and wildlife.

## Useful websites



Explore Biomes



Biomes of the world (Youtube)

[Biomes - BBC Bitesize](#)

<https://youtube.com/Ofb8143ndo8>

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# Computing

## Keywords

iMovie	Transition	Angle	Close-up
Ipad	Export	Frame	Medium shot
App	Storyboard	Sequence	Long shot
Interface	Script	Editing	Pan
Timeline	Scene	Trimming	Zoom
Clip	Shot	Overlay	Focus

## In school we will be learning

This term, children will use their iPads to explore iMovie and develop their digital media skills. They will learn about the key techniques involved in creating a short film, including planning a storyboard, choosing appropriate camera shots and angles, and understanding how these choices affect the mood and message of their movie.

The unit will guide them through the full creative process:

**Designing** their film concept and planning scenes

**Creating** and filming using different shot types

**Editing** their footage by adding transitions, sound effects, and music

**Evaluating** their finished product to reflect on what worked well and what could be improved

By the end of the term, children will have produced their own short film, showcasing creativity, teamwork, and technical skills.



## At home you can

**Create a short story together:** Ask your child to write a simple script or storyboard for a 1-minute video (e.g., a family day, a pet's adventure).

**Discuss camera angles:** Look at photos or videos and talk about how different angles change the mood.

**Record everyday moments:** Let your child practice filming short clips around the house using different shots (close-up, wide shot, panning).

**Interview family members:** Encourage them to ask questions and record responses like a mini-documentary.

## Useful websites



Scan me!

[How to make a movie \(for kids!\)](#)

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# Art

## Keywords

symmetry, geometric, arabesque, calligraphy, balance and pattern, coil technique, pinch technique, geometric, form, structure, balance and relief, calligraphy, surface decoration, texture, motif, relief and engraving, repeated pattern, tile, mosaic, tessellation, motif, rhythm and repetition, complex form, architecture, dome, minaret, slab, structure and combination

## In school we will be learning

This term, children will explore the rich artistic traditions of Early Islamic art and apply these ideas to clay work. They will begin by studying key features such as symmetry, arabesque patterns, and Islamic calligraphy, using these to inspire their own designs. Children will learn and practice a range of clay techniques, including coil, pinch, and slab, to create both simple and complex sculptures. They will experiment with repeated patterns and surface decoration, combining multiple techniques to produce unique pieces. The unit will culminate in designing, creating, and evaluating a final clay sculpture, encouraging creativity, cultural appreciation, and hands-on craftsmanship.



## At home you can

**Pattern Hunt:** Look for Islamic-inspired patterns in books, online, or in local architecture. Discuss symmetry and repeated designs.

**Design Challenge:** Draw a simple arabesque or geometric pattern together using pencil and ruler.

**Calligraphy Fun**

**Letter Art:** Try writing your child's name in a decorative style inspired by Islamic calligraphy. Use markers or paint for bold designs.

**Mirror Drawing:** Fold paper in half and draw half a design, then complete the other side to make it symmetrical.

**Cultural Connection**

**Research Together:** Look up facts about Islamic art and discuss why patterns and calligraphy are important in this tradition.

## Useful websites

[How to draw 5-circle Islamic pattern | Primary school art | Kids art with markers - YouTube](#)



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# Music

## Keywords

Semibreve, cross head crotchets, minims, rests, beat, bar, crotchets, dotted crotchets, treble clef, stave, middle C, notes, notation, rhythm, tune,

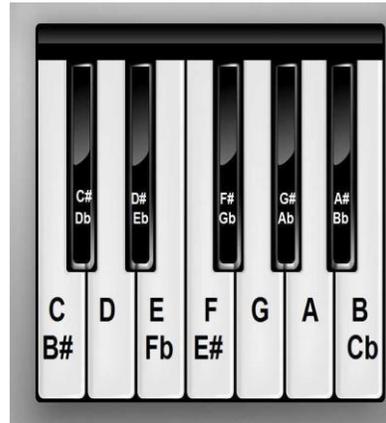
## In school we will be learning

Pupils will continue to 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 their 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

- Use the virtual piano - online piano link below - to help learn how to play and practice playing the piano/ keyboard keys.
- 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 an online quiz to test this notation.

## Useful websites



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



[Virtual Piano - Online Piano Keyboard | OnlinePianist](#)



[4 Beginner Songs](#)

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# RE

## Keywords

Loyal  
Steadfast  
Commitment  
Faithfulness  
Trust  
Dependable

Hopeful  
Visionary  
Optimism Faith  
Aspiration  
Future goals  
Inspiration

Values  
Virtues  
Beliefs  
Community  
Responsibility  
Choices

## In school we will be learning

In Religious Education this term, children will focus on values from the Birmingham Agreed Syllabus that help shape positive character and community life. They will begin by exploring what it means to be loyal and steadfast—looking at examples from religious stories and everyday life where commitment and reliability are important. Children will discuss why these qualities matter in friendships, families, and wider society. Later in the term, they will learn about being hopeful and visionary, considering how hope can inspire people to overcome challenges and how having a vision for the future can lead to positive change. Through stories, group discussions, and creative activities, children will reflect on how these values can guide their own choices and actions.



## At home you can

- Family Discussion: Talk about what loyalty means in friendships and family. Ask: "How can we show loyalty to people we care about?"
- Story Sharing: Read or watch a story together (e.g., a fable or historical tale) and discuss how characters showed loyalty or commitment.
- Commitment Challenge: Encourage your child to stick to a small goal for a week (e.g., tidying their room daily) and reflect on how it feels to be steadfast.
- Vision Board: Create a simple vision board with pictures or drawings of things your child hopes to achieve in the future.
- Positive Thinking Jar: Write hopeful messages or goals on slips of paper and keep them in a jar to read when feeling discouraged.

## Useful websites



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[Set and Achieve Goals - YouTube](#)

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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=zyV_6FEWWQY)

[https://youtube.com/watch?v=zyV\\_6FEWWQY](https://youtube.com/watch?v=zyV_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**.  
**5M will swim on Thursdays and 5R on Fridays.**

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.

Children will be assessed at the end of all the sessions and parents will be informed about swimming skills progress.



## 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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