

# Heathfield PRIMARY SCHOOL



**CURRICULUM BOOKLET**

**YEAR 5**

**SUMMER 2**

# WRITING

## KEYWORDS

Persuade  
argument  
one-sided argument  
viewpoint  
opinion

Formal language  
Technical language  
Topic sentence  
organise  
research

Biography  
Chronological  
Achievement  
Significant  
influence

## IN SCHOOL WE WILL BE LEARNING

In Year 5 writing this term, children will be developing their skills through a range of engaging text types including persuasive letters, non chronological reports and biographies. Across all units, pupils will continue to build their confidence in planning, drafting, editing and improving their work while focusing on writing for different audiences and purposes. There will also be a strong emphasis on using ambitious vocabulary, accurate punctuation and a range of sentence structures to create effective pieces of writing.

During the persuasive letter unit, children will learn how to present strong arguments and convince the reader of their viewpoint. They will explore how writers use persuasive language, rhetorical questions, emotive vocabulary and formal tone to influence others. Pupils will also focus on organising their ideas into clear paragraphs and supporting their opinions with reasons and evidence.

In the non chronological report unit, children will write informative pieces linked to curriculum topics. They will learn how to organise information clearly using headings, subheadings and well-structured paragraphs. Pupils will focus on writing factually and formally, while using precise vocabulary to explain ideas clearly and effectively.

When studying biographies, children will learn how to recount the life and achievements of a significant person. They will explore how biographies are organised chronologically and how important events can be explained in detail. Pupils will practise writing in the past tense, using cohesive devices to link ideas and selecting interesting vocabulary to engage the reader. Throughout all writing units, children will continue to develop their spelling, grammar and punctuation skills alongside improving their handwriting and presentation. They will regularly edit and proofread their work to help strengthen the overall quality and accuracy of their writing.



## AT HOME YOU CAN

- Talk about different opinions at home and explain reasons clearly. Encourage your child to write a short persuasive letter about a topic they care about.
- Help your child create a poster using persuasive words and phrases.
- Encourage your child to research a favourite topic at home.
- Help your child create a fact file using headings and subheadings.
- Read biographies about famous or inspirational people together.
- Help your child create a timeline of important events in someone's life.
- Support your child in checking punctuation and spelling carefully.
- Encourage the use of ambitious vocabulary in speaking and writing.

## USEFUL WEBSITES



<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zr8sf82>



<https://www.bbc.co.uk/bitesize/articles/z4gmkmn>



<https://www.bbc.co.uk/bitesize/articles/zxq4cxc>

HAPPY HARDWORKING COURAGEOUS KIND

H

# READING

## KEYWORDS

Context clues  
vocabulary  
retrieval  
Summary  
Evidence

Prediction  
Inference  
Author's choice  
clues  
expression

pace  
intonation  
author  
comparison

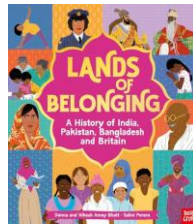
## IN SCHOOL WE WILL BE LEARNING

In Year 5 reading this term, children will be studying the texts *Hear Our Voices* and *Land of Roar*. Through these texts, pupils will continue to develop their comprehension, fluency and discussion skills while exploring a range of themes, characters and vocabulary.

There will be a strong focus on word meaning, retrieval and summarising. Children will learn how to use contextual clues to work out the meaning of unfamiliar vocabulary and discuss why authors choose particular words and phrases. Pupils will also practise retrieval skills by finding and selecting evidence from the text to answer questions accurately.

Children will develop their summarising skills by identifying the main points from a paragraph or section of text and explaining key events concisely. They will also complete SATs style comprehension questions to help build confidence with reading assessment skills and improve their understanding of different question types.

Throughout the term, pupils will be encouraged to justify their answers using evidence from the text and explain their thinking clearly during discussions and written responses.



## AT HOME YOU CAN

- Encourage your child to read for at least 15-20 minutes each day.
- Ask your child to summarise what they have read in a few sentences.
- Discuss unfamiliar words and encourage your child to use contextual clues to work out meanings.
- Ask retrieval questions such as "Find and copy..." or "What happened after...?"
- Encourage your child to explain answers using evidence from the text.
- Read aloud together to develop fluency, pace and expression.
- Discuss characters' thoughts, feelings and actions.
- Ask prediction questions about what might happen next in the story.
- Explore ambitious vocabulary and encourage your child to use new words in conversation.
- Complete short SATs style comprehension questions together.
- Visit the library and choose a range of fiction and non-fiction texts.
- Encourage your child to reread sections of a text to improve understanding.

## USEFUL WEBSITES



<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z6jrdx>



<https://www.bbc.co.uk/bitesize/articles/z7mcmfr>



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

S

HAPPY HARDWORKING COURAGEOUS KIND

H

# 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

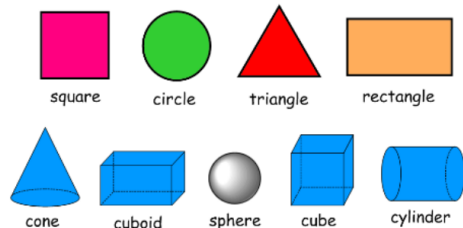
During this last half term of Year 5, we will be revisiting fractions and revising adding, subtracting, multiplying and dividing them. We will also be looking into the relationship between fractions, decimals and percentages and building on what we have already done to solve problems in this field.

The children will be looking at numbers with up to three decimal points and ordering, comparing and solving problems around these.

If we have time, we will be looking at tables and charts and interpreting these. Following from this we will be investigating a range of shapes, including 2D and 3D shapes.

Because it will be the end of the school year, we will be solving a range of problems and revisit a range of problems, making sure the pupils are ready for Year 6.

Times tables and quick maths fact will be used in all our topics and lessons and it is really important pupils have a quick recall of facts and times tables.



## AT HOME YOU CAN

As mentioned, all pupils need a good grasp of facts and times tables. For this, hit the button and times table rock stars can be very useful.

In order for pupils to have a better knowledge of 2D and 3D shapes, We have included a link to a website that teaches this well. Can you find any of these shapes in other contexts? Discuss and use the correct language.

As it is the end of year and we will be revisiting the year's past learning I have included a Year 5 maths quiz from the Beano.

To help revise angles, there is a BBC website to help the teaching of this.

## USEFUL WEBSITES



[2D And 3D Shapes](#)



[Year 5 Maths Quiz!](#)



[Different types of angles](#)

# HAPPY HARDWORKING COURAGEOUS KIND

H

# SCIENCE

## KEYWORDS

burning  
chemical change  
chemical reaction  
condensation  
condense  
cooking

evaporation  
filter  
filtering  
filtration  
freeze  
freezing

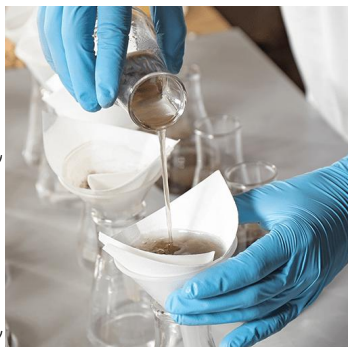
decaying  
dissolve  
dissolving  
evaporate

## IN SCHOOL WE WILL BE LEARNING

### Properties and Changes of Materials

In the Properties and Changes of Materials project, your child will revisit prior learning about the properties of materials. They will plan and carry out tests to determine the properties of a range of materials. They will use their results to suggest suitable materials for different purposes. They will learn about the property of thermal conductivity and identify materials that are thermal conductors and insulators. They will also learn about the property of solubility and test various materials to discover which are soluble and insoluble. They will find out about heterogeneous and homogeneous mixtures and will separate heterogeneous mixtures using sieving and filtration.

They will also separate homogeneous mixtures, investigating how to reverse dissolving by evaporation. They will ask scientific questions about separating unusual mixtures and research to find out the answers. They will learn the difference between reversible and irreversible changes and follow instructions to observe the signs of an irreversible change firsthand. They will complete their learning by finding out about materials, scientists and their innovative materials.



## AT HOME YOU CAN

### Material Hunt:

Go on a scavenger hunt around the house to find objects made from different materials e.g. metal, plastic, wood, glass. Discuss the properties of each material, such as hardness, flexibility, transparency and strength.

### Solubility Tests:

Test the solubility of different substances (e.g., salt, sugar, flour, sand) in water. Have your child predict which substances will dissolve and then test their predictions by stirring each substance in a glass of water.

## USEFUL WEBSITES



BBC bitesize

SCAN ME



Properties and changes of materials

SCAN ME

HAPPY HARDWORKING COURAGEOUS KIND

H

# HUMANITIES GEOGRAPHY

## KEYWORDS

Territories  
British Raaj  
Colonies  
Trade  
Routes

Legacy  
Modern  
Human  
Physical  
Economic

Expansion  
Locate  
Spread  
Geographical  
world

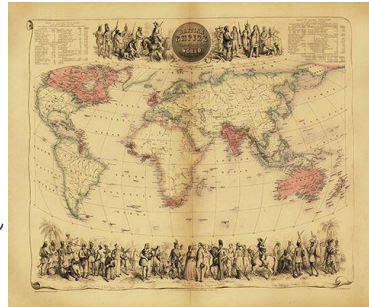
Empire  
Transportation  
Network  
advancements

## IN SCHOOL WE WILL BE LEARNING

Year 5 will learn about the geographical impact of the British Empire across the Britain and the world.

The children will learn about the impact of the British Empire on specific countries - including India and Jamaica.

They will use their geographical skills to locate countries in maps and identify borders and territories as well as colonies that were developed during this time.



Within lessons they will explore the trade routes that existed at the time and how they influenced the development and success of the British Empire.



The children will also consider the and con's of these routes and how impacted the people at the time.

Furthermore, the children will learn

research about the relationships between Britain and her colonies.

## AT HOME YOU CAN

- To draw and label a map of the world to show where the British empire ruled during the reign of Queen Victoria and on another map to compare where it reigns today during the reign of King Charles III.
- To make a fact file about some of the largest ruled countries during the British Raaj.
- To make a fact file about some of the countries that were ruled by the British Empire and how they have been affected - in relation to the land and environment - even today.

## USEFUL WEBSITES



[The British Empire - trade and merchant shipping - Industrial Britain, 1750-1900 overview - OCR B - GCSE History Revision - OCR B - BBC Bitesize](#)



[Economy of the British Empire Facts for Kids](#)



[British Empire facts! - National Geographic Kids](#)

HAPPY HARDWORKING COURAGEOUS KIND



# COMPUTING

## KEYWORDS

selection,  
condition,  
true,  
false,  
count-controlled loop,  
outcomes,

conditional statement,  
algorithm,  
program,  
debug,  
question,  
answer,

task,  
design,  
input,  
implement,  
test, run, setup,  
operator

## IN SCHOOL WE WILL BE LEARNING

### Selection in quizzes

The children will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms and then by constructing programs in the Scratch programming environment. The children will learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it and further ways it could be improved.

At the beginning of the unit, the children will revisit the need to use repetition in selection to ensure that conditions are repeatedly checked. They will identify the two outcomes in given programs and how the condition informs which outcome will be selected. The children will use this knowledge to write their own programs that use selection with two outcomes.

**QUIZ TIME**

## AT HOME YOU CAN

### Daily Decision Making:

Discuss everyday scenarios where decisions depend on conditions. For example, if it's raining, then use an umbrella; else, go without. Relate these scenarios to the 'if... then... else...' structure.

### Design the Quiz:

Help your child design a quiz by brainstorming questions and possible answers. Discuss what happens if a condition is true (correct answer) or false (incorrect answer).

## USEFUL WEBSITES



SCAN ME

scratchJr



SCAN ME

ScratchJr  
Tutorials -  
click on  
'Tutorials' ta  
b at the top  
of the  
webpage

**HAPPY HARDWORKING COURAGEOUS KIND**

**H**

# ART

## KEYWORDS

texture  
Brush techniques  
scumbling  
smudging  
Cross hatching

Cross hatching  
Dry brushing  
Paint mixing  
tints  
tones

shades  
sketch  
observation  
refine  
Composition

## IN SCHOOL WE WILL BE LEARNING

In Year 5 Art this term, children will be exploring painting through the work of the artist Vincent van Gogh. Pupils will learn about Van Gogh's life, inspirations and artistic style while studying some of his most famous paintings. They will analyse how he used colour, texture and brush strokes to create mood, movement and expression within his artwork.



Throughout the unit, children will experiment with a range of painting techniques to create texture and different visual effects. They will explore brush techniques such as dry brushing, cross hatching, scumbling and smudging, alongside experimenting with paint mixing using a variety of materials. Pupils will also develop their understanding of tints, tones and shades and learn how colour can be used to reflect mood and purpose within a piece of artwork.



Children will build their sketching and observation skills by planning ideas carefully before creating their final piece. They will use sketchbooks to practise techniques, record observations

and develop their own artistic ideas. Throughout the unit, pupils will be encouraged to reflect on their work, discuss artistic choices and adapt and refine their artwork in response to feedback.



By the end of the unit, pupils will create a final painting inspired by Van Gogh that combines the knowledge and skills they have developed across the topic. They will be able to explain the techniques they have used and justify the artistic decisions made within their final piece.

## AT HOME YOU CAN

- Research the artist Vincent van Gogh and discuss his famous paintings together.
- Practise sketching objects lightly before adding detail.
- Experiment with different brush strokes using paint or colouring pencils.
- Explore how texture can be created using different materials and techniques.
- Mix paints to create different tints, tones and shades.
- Create artwork inspired by nature, landscapes or night skies.
- Discuss how colours can create different moods and feelings in artwork.
- Keep a small sketchbook to practise drawing and recording ideas.
- Visit an art gallery, museum or explore artwork online together.
- Encourage your child to talk about and evaluate their artwork using artistic vocabulary.

## USEFUL WEBSITES



<https://www.w.tate.org.uk/kids/exlore/who-is/who-vincent-van-gogh>



<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4>

HAPPY HARDWORKING COURAGEOUS KIND

H

# MUSIC

## KEYWORDS

Turntables,  
Pulse,  
Rhythm,  
Rap,  
Pitch,

improvise,  
compose,  
melody,  
Bass,  
Guitar,

Drums,  
Decks,  
Will Smith,  
MC Hammer,  
RUN DMC

## IN SCHOOL WE WILL BE LEARNING

This half term, Year 5 will be learning about Hip Hop. To do this we will be using the Fresh Prince of Bel Air song by Will Smith.



We want pupils to be able to describe what the style of music "Hip Hop" is and to name bands and singers of the Hip Hop genre. Hopefully, Year 5 pupils will be able to identify a style indicator of Hip Hop and understand the history of hip hop. Pupils will learn how important turntables are in Hip Hop. Typically 2 are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats Rapping: A vocal technique in which the performer speaks rhythmically against a steady beat.

In lessons, we want pupils to identify the dynamics, tempo, and texture of the song and to identify the instruments they can hear in the song.

We will also sing the song "Fresh Prince of Bel Air". We will ask pupils to sing or rap in unison. After this, we will play keyboards to instrumental parts with the song by ear or from notation using the 3 notes - C D G and A. When we have developed at this we will compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

## AT HOME YOU CAN

To prepare or to remind pupils of our song at school I have included a link that you can play at home. Pupils can sing along or just identify the instruments.

To help pupils learn more about Hip Hop we have a quick video that explains the history of hip hop and how it started in 1970s New York.

To remind pupils and learn a bit more about classical music, we have included a rap battle that from Horrible Histories that give lots of good information about two famous classical music composers. Have pupils ever heard these songs before?

## USEFUL WEBSITES



[The Fresh Prince Of Bel Air Theme Song](#)



[The History of Hip Hop](#)



[Mozart vs Beethoven rap battle](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

# RE

## KEYWORDS

Temperate  
Self-Disciplined  
Bahai  
Contentment

Buddhism  
Christianity  
Judaism  
Humanism

Contentment  
Faith  
Responsibility

## IN SCHOOL WE WILL BE LEARNING

During the start of this half term, pupils will be learning about the disposition or topic of Being Temperate, Self-Disciplined and Seeking Contentment. To do this, we will be thinking and using the example of Humanism as well as the examples set by Christians and Bahais. Learning about how these groups show self-discipline and contentment.

Another aim of these lessons is so pupils have a varied mix of religious understandings so that we can improve our knowledge of other ways of life, beliefs and views.

The last unit of Year 5, we will be learning about being accountable and living with integrity.

Again, to do this we will be using other religious beliefs and views, including: Buddhism, Christianity and Judaism. We will learn how all the people of these views and religions take responsibility.

We are hoping that all of these topics will make the pupils ask questions about their own faith and belief system. Including - how does my religion promote me to be self-disciplined and how do my beliefs make me take responsibility?

## AT HOME YOU CAN

To better understand the Baha'I faith, I have included a video that gives information about the Baha'I religion, the Newest of the major religions and a religion lots of people are unfamiliar with.

As we are learning about Humanism in lessons, I have included a webpage that includes information about Humanism and humanists, so pupils can better understand their views.

As we know, Islam is a very charitable religion, to celebrate this, I have included a new page for a charity created by an Australian Muslim who created a charity to make the world a better place. It would be great for pupils to read and learn about this example.

## USEFUL WEBSITES



[WHAT IS BAHAI?](#)



[What is humanism?](#)



[Matw Project](#)

# HAPPY HARDWORKING COURAGEOUS KIND

# PSHE

## KEYWORDS

Jobs  
Careers  
Pay  
Wage  
Salary

Skills  
Attributes  
Qualifications  
Training  
College

Apprenticeships  
University  
Influenced  
Stereotypes  
Voluntary

## IN SCHOOL WE WILL BE LEARNING

This term in PSHE, the children will be learning about the wide range of jobs that are available to them. We will be looking into the broad range of jobs and exploring the reasons why people often have more than one job throughout their lifetime, as well as understanding what is needed for a career.

Children will be learning about the difference between paid jobs and voluntary work as well as the difference in a wage and a salary and how pay is linked to working life.

Following this, the children will be looking at the different skills, attributes, qualifications and training you need to pursue a range of careers and how these differ depending on what the job entails. This will lead onto the different routes into jobs and careers including college, apprenticeships and university.

We will then talk about what influences people to choose a certain job or career and the reasons why they make their decisions and what it is that makes them want to do that certain job or career.

Throughout this topic, we will also revisit our topic on diversity for both male and female.



## AT HOME YOU CAN

Talk with your children about your careers and jobs or the careers and jobs of people within your family and how they have changed over the year.

Talk with children about what skills, qualities, attributes and qualification you need for your job.

Discuss what children would like to do in the future and research what is needed for these jobs.

## USEFUL WEBSITES



[Jobs information](#)



[Careers information](#)



[Who am I? quiz](#)

HAPPY HARDWORKING COURAGEOUS KIND



# PE

## KEYWORDS

Shotput  
Discus  
Javelin  
Distance  
Throw

Catch  
Force  
Position  
Teamwork

deep catching  
close catching

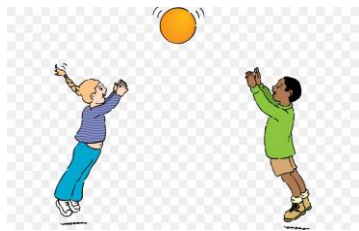
## IN SCHOOL WE WILL BE LEARNING

This half term, Year 5 will be learning about catching and throwing.

In this unit, the focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.

- Pupils will learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.
- Pupils will learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance.
- Pupils will learn how to throw a primary school discus and how they can use their bodies to throw with greater distance.

Another main focus of the learning is to explore how we can use our bodies to jump as far as possible in one jump.



## AT HOME YOU CAN

- Watch videos about catching and throwing effectively.
- Play games to develop catching and throwing skills with family and friends.
- Practise throwing the ball at length in the garden/ park.
- Create games of your own to catch and throw.

## USEFUL WEBSITES



Learn how to  
throw

<https://youtu.be/vi8NGXOqZlg>



Games for catching  
and throwing

<https://youtu.be/QB3YPguZ0zA>

HAPPY HARDWORKING COURAGEOUS KIND

