

Wednesday 23<sup>rd</sup> April 2025

Dear Year 5 parents/carers,

### **Year 5 Curriculum Letter – Summer (1<sup>st</sup> half)**

#### **Message from the teachers**

Welcome back! We hope you have had an enjoyable Easter break. What a fantastic term we have to look forward to, starting with our trip to the Science Museum, where children will experience gaming through the last century at the PowerUp Exhibit. We hope everybody is refreshed and ready for an exciting 1<sup>st</sup> half of the Summer Term.

#### **Our Core Values**

Happiness: we spread joy to those around us.

Compassion: we care and are kind to all.

Respect: we treat others as we like to be treated.

Teamwork: we work well with everyone.

#### **Year 5 Staffing**

Sycamore class teacher: Miss Mayling & Mrs Pankhania (Mondays)

Walnut class teacher: Mrs Culham

Year 5 learning support assistants: Mrs Skull and Mrs Thomas

#### **Communication**

Please feel free to arrange a meeting should you wish to speak to one of the teachers in person. Alternatively, you can email class teachers directly on the class email accounts and we will do our best to get back to you within a couple of working days.

[sycamoreclass@harefieldjunior.com](mailto:sycamoreclass@harefieldjunior.com)

[walnutclass@harefieldjunior.com](mailto:walnutclass@harefieldjunior.com)

#### **Homework**

Homework is sent out on Fridays, please return the homework to your class teacher on the Thursday of the following week.

#### **Reading at home**

We regularly assess the children's reading ages and home reading books, at the appropriate reading level, are sent home every Monday. Please remember to send these books back to school each Monday.

We will also visit the school library each Wednesday on a fortnightly basis, from where the children can select a book to borrow and read at home. Please return these books to school once your child has finished reading it. New home reading books and library books will not be issued until the previous ones have been returned.

#### **Summer Term Learning**

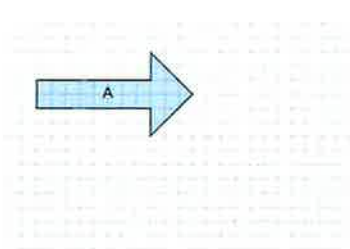
This half term we will be learning the following in each subject area.

## English

Year 5 will be using the book 'Wolf Brother' by Michelle Paver. The story takes place 6000 years ago, it tells the story of 12 year old Torak, who is a boy who can talk to wolves. He swears an oath to his dying father to journey to the mountain of the world spirit to kill the bear that took his life. Inspired by this story, we will create a 'Journey Tale' in which a character will embark on a journey. Later this half term the children will write a letter which will link with informing the recipient about the journey that they embarked on.

## Mathematics

In Maths this half term, Year 5 will continue developing their knowledge of Shape. Later in the term, they will be extending their knowledge of coordinates and translation, through the unit on Position and Direction, they will explore lines of symmetry using mirrors, looking at how they can reflect shapes on a coordinate grid.

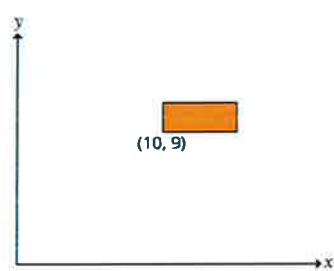


Dani wants to translate shape A as far to the right and as far down as possible so that it still fits on the grid.

Complete the sentence.

Shape A can translate \_\_\_\_\_ squares to the right and \_\_\_\_\_ squares down and still fit on the grid.

The perimeter of the rectangle is 14 units.



What could the coordinates of the other vertices be?

How many possible answers can you find?

## Physical Education

Striking and Fielding unit- children will develop key tactics and techniques essential for success in striking and fielding games. The unit will introduce a variety of fielding skills, such as catching, throwing, and positioning, along with strategies to effectively defend against opponents.

**Both Year 5 classes will have a PE session on a Tuesday. Please ensure children come into school wearing weather-appropriate clothing in line with the school uniform.**

## Forest School

Forest School will be taking place each **Thursday afternoon for Sycamore Class** this half term. The children will be given opportunities to learn in nature, building a range of skills and making observations of the changing seasons.



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**Executive Head Teacher:** Mr A.Sunner

**Head of School:** Mr J.Downs

### **Computing**

Year 5 study the unit 'Coding with Scratch: Developing Games', children will learn how to design their own backdrop with increasing complexity. They will also learn how to code a sprite to move when certain keys on a keyboard are pressed. Children will also become familiar with statements to create conditions with a game.

### **Personal, Social, Health and Economic Education**

'Relationships' is Year 5 next PSHE unit, where the children will be looking at their relationship with technology – awareness of screen time. They will look at building their own self-esteem and recognising being part of an online community where there can be positive/negative repercussions. They will understand how to identify ways to reduce screen time so health is not affected. They will recognise and reduce pressures to use technology in ways that may be risky or may cause harm to self or others.

### **Science**

The Year 5 Science unit this term is titled 'Reproduction' and 'Reversible/Irreversible changes' – attached is a knowledge organiser with more information about what the children will be learning this unit.

### **History**

The unit in History this term is 'Ancient Maya Civilisation' – attached is a knowledge organiser with more information about what the children will be learning this unit.

### **Design and technology**

Global Food- this unit will give your children the chance to discover the exciting and diverse choice of food available around the world.

### **Religious Education**

Year 5 will be exploring the topic 'Peace' – attached is a knowledge organiser with more information about what the children will be learning this unit.

### **French**

The Year 5 French unit this half term is 'School Life' – attached is a knowledge organiser with more information about what the children will be learning this unit.

Please feel free to contact us via the class email accounts should you have any questions over the term ahead.

Yours faithfully,

Miss Mayling and Mrs Culham  
Year 5 teachers

## Key Vocabulary

**asexual reproduction** – a process of making identical offspring which requires one parent



**cutting** – part of a plant that has been cut off a parent plant



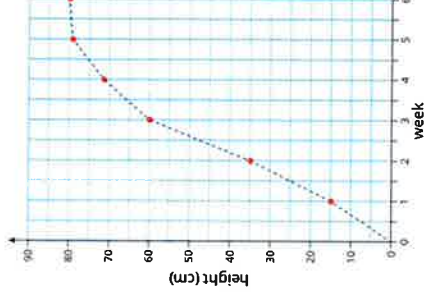
**parent plant** – the original plant that is used to create a new plant



**data** – information collected such as facts, observations or numbers

**prediction** – using what you know to suggest what might happen

**line graph** – a representation of data that uses a line to show change



## Knowledge

- Asexual reproduction involves only one parent.
- Offspring produced by asexual reproduction are identical to the parent.
- A parent plant is a plant that can be used to create a new plant.
- Cuttings are parts of parent plants that can grow into a new plant.
- Some plants can reproduce both sexually and asexually.
- Asexual reproduction involves only one parent.
- Some plants can reproduce both sexually and asexually.
- Offspring produced by asexual reproduction are identical to the parent.
- Data can be used to make conclusions and predictions for further investigations.



Key Vocabulary

<b>civilisation</b>	A human society with well-developed rules and government, often where technology and the arts are considered important.
<b>drought</b>	A long period of time with little or no rain.
<b>jaguar</b>	A big cat, heavier than a leopard, with yellowish fur and black spots.
<b>scribes</b>	People trained to write things down, either as an official record or for someone else unable to write.
<b>codices</b>	Ancient handwritten texts. Maya <b>codices</b> could be unfolded like a concertina. One text is called a <b>codex</b> .
<b>maize</b>	Another word for sweetcorn or corn on the cob. It can be made into a dough and baked into tortillas.
<b>cacao beans</b>	<b>Cacao</b> trees sprout pods directly from their trunks. When they are ripe, the pods can be broken open to reveal the beans, which can then be dried, roasted and ground.

Maya Numbers

The Maya developed an advanced number system for their time.

They were one of only two cultures in the world to develop the concept of zero as a placeholder.



=0



=1



=5

The number system used three symbols in different combinations.



The Maya built cities, pyramids and ornate sculptures in the rainforest.

Food

The Maya people mainly ate **maize** (corn). **Maize** was very important to them as they believed that the first humans were made from **maize** dough by the gods.



The Maya made a bitter chocolatey drink from **cacao** beans that was enjoyed by the rich. It was used for medicines and in ceremonies. The **cacao** beans were highly valued and even used as a form of money.

Writing

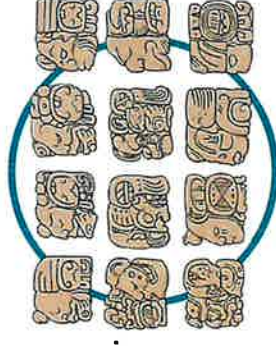
The Maya writing system was used to write several different Maya languages. It was made up of many symbols called glyphs.

Logograms are glyphs representing whole words.

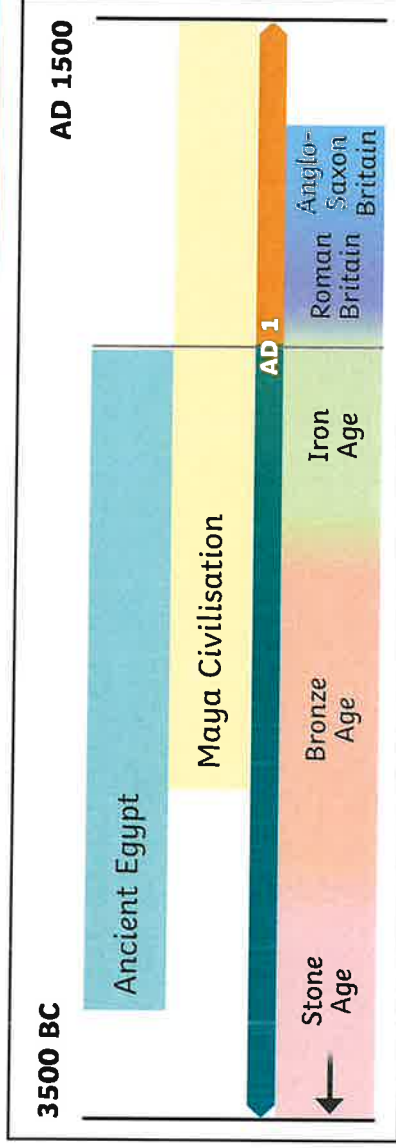
Syllabograms are glyphs representing units of sound (syllables).

The glyphs were carved on stone buildings and monuments and painted on pottery.

Maya **scribes** also wrote books called **codices**.



Key Dates (c. stands for circa, which means approximately)	
c. 2000 BC	The Maya <b>civilisation</b> comes into being in Central America.
c. 300 BC	Cities, such as El Mirador, become large and powerful.
AD 900	Cities in the rainforest are abandoned due to a <b>drought</b> . People move north to the highlands of Guatemala and the Yucatán.
AD 1000	Cities like Chichén Itzá (which has two temple pyramids) are still thriving.
AD 1500s (16 <sup>th</sup> century)	The Spanish arrive in South America and set out to destroy the remaining elements of Maya <b>civilisation</b> as part of their conquest.
AD 1839	American explorer and writer, John Lloyd Stephens, and British artist, Frederick Catherwood, explore Copán and other cities including Chichén Itzá, reigniting interest in the Maya <b>civilisation</b> .
AD 2014	The cities of Lagunita and Tamchén are rediscovered.



**Religion**

The Maya believed in many gods and goddesses. They thought that the gods/goddesses had a good side and a bad side and that they could help or hurt them. The Maya people would dance, sing and make offerings to the gods/goddesses.

Maya priests were believed to be able to communicate directly with the gods/goddesses. As a result, they were very important in society.



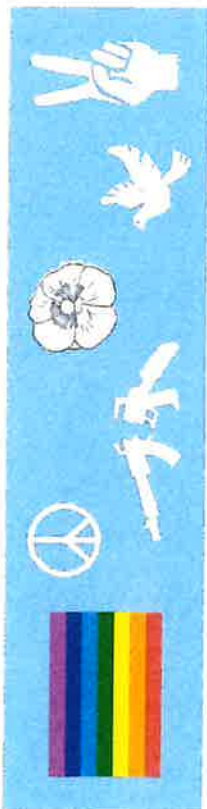
**The Afterlife**

**The Middleworld** – The Maya people believed that the Earth, which they called the Middleworld, was large and flat and resting on the back of a creature, such as a turtle or crocodile.

**The Upperworld** – The Maya believed this was in the sky or heavens and was connected to the Middleworld by the branches of a tree.

**The Underworld** – A tree connecting its branches to the Upperworld was also believed to grow its roots down to the Underworld.

Key Vocabulary	
<b>inner peace</b>	Being able to feel <b>peace</b> in yourself. Being in a state of <b>inner peace</b> is healthy and relaxing.
<b>mindfulness</b>	Used to help mental wellbeing and focuses on being present in the moment.
<b>symbols of peace</b>	Images that are linked to <b>peace</b> .
<b>community cohesion</b>	A group of people (for example a school, town or country) where everyone has a sense of belonging and positive relationships are encouraged between everyone, regardless of their background.
<b>fair trade</b>	A system that focuses on people being paid fairly for their work. It is often linked to food like chocolate and bananas.




### Community Cohesion

Lots of western religions work alongside charities within the community to promote cohesion (a sense of togetherness). One way that this is done is through promoting **fair trade**. **Symbols of peace** are used worldwide to promote **peace**. Some are linked with religions and others aren't but they share a powerful message of **community cohesion** for **peace**.

Western religions (Christianity, Judaism and Islam) focus on **peace** within their community. Eastern religions (Sikhism, Buddhism and Hinduism) all have a focus on **inner peace**.

### Inner Peace Techniques

<b>Mindfulness</b> is similar to Buddhist meditation. It involves being aware of the present moment and clearing your mind of distractions. It can be used to help mental health and find <b>inner peace</b> .	Meditation involves focusing your mind for a period of time. It can be done in silence or with chanting and can be for religious or spiritual reasons or as a method of relaxation.	Prayer is often used to say sorry, thank you or please. It helps people focus and gain <b>inner peace</b> .
Tai Chi is a Chinese martial art. It concentrates on controlled body movements and breathing which helps bring <b>inner peace</b> .	Yoga is a Hindu practice and involves controlled breathing, specific body positions and meditation.	



Key Vocabulary	
<b>peace</b>	A state or period in which there is no war or war has ended. Freedom from disturbance; tranquillity.
<b>acts of peace</b>	Actions that bring people closer to creating <b>peace</b> . These can be big actions that involve lots of people and organisations or small ones that a single person can do.
<b>conflict</b>	Fights or wars.
<b>non-violence</b>	A commitment to resolving things peacefully.
<b>pacifist</b>	A person who does not believe in war or violence.



**Peace** can mean two different things. It could be a time period without any **conflict** or it could mean an amount of time where you are in a state of calm or quiet with no disturbances. **Peace** is something that all governments and organisations aim for. **Acts of peace** are ways that this can be done – both as communities or as individuals.



**Peace** is a central theme in all religions and while there has been **conflict** in the name of religion, they are all committed to teaching **peace** as an important message.



Religious Views About Peace		
One of the important messages of Christianity is ' <b>Peace</b> on earth'. This was the message from the angels to the Shepherds when Jesus was born.	<b>Peace</b> in Judaism also focuses on ideas like prosperity (for all, not just the rich), fertility of crops, harmony and general well-being.	The word Islam means submission to God. This has been important in creating <b>peace</b> between individuals and nations. While most Muslims are not <b>pacifists</b> , Muslims do not believe in starting wars.
<b>Peace</b> is central to Hinduism. A key teaching in Hinduism is <b>non-violence</b> (ahimsa). This has been used to protest against oppression in India.	Buddhism teaches that through meditation, you can let go of being self-centred and live peacefully and generously with each other.	The founder of Sikhism was committed to <b>non-violence</b> . Sikhs promote human rights and harmony and have been involved in charitable work for the poor and needy.



**Key Vocabulary – Classroom Objects**

f = feminine		m = masculine	
la porte (f)	l'armoire (f)	l'évier (m)	la table (f)
la chaise (f)	l'ordinateur (m)	la bibliothèque (f)	la fenêtre (f)
la colle (f)	le crayon (m)	la règle (f)	la gomme (f)
le taille-crayon (m)	les ciseaux (m)	le stylo (m)	le crayon de couleur (m)
<b>à côté de</b> next to	<b>au-dessus de</b> above	<b>sous</b> under	<b>à gauche de</b> to the left of
			<b>à droite de</b> to the right of

**Key Vocabulary – Shapes**

un triangle (m)	un carré (m)	un rectangle (m)	un pentagone (m)
un hexagone (m)	un octogone (m)	un losange (m)	un cerf-volant (m)

**Combien de côtés a le carré ?**  
How many sides does the square have?

**Il a quatre côtés.**  
It has four sides.

**Key Language in Context**

<b>Où est la fenêtre ?</b> Where is the window?	<b>La fenêtre est à côté de la porte.</b> The window is next to the door.	
<b>Où sont les ciseaux ?</b> Where are the scissors?	<b>Les ciseaux sont à gauche du taille-crayon.</b> The scissors are to the left of the pencil sharpener.	
<b>Où sont les crayons ?</b> Where are the pencils?	<b>Les crayons sont sous la table.</b> The pencils are under the table.	

Key Vocabulary – My Favourite Subject

<b>le dessin (m)</b> art	<b>la géographie (f)</b> geography	<b>les sciences (f)</b> science	<b>l'anglais (m)</b> English
<b>la musique (f)</b> music	<b>les mathématiques (les maths) (f)</b> maths	<b>l'éducation physique (f)</b> PE	<b>le français (m)</b> French
<b>l'informatique (f)</b> ICT	<b>l'histoire (f)</b> history	In French, the subject names don't begin with capital letter. In English, subjects which are languages do.	

Key Language in Context

**Quelle matière préfères-tu ?**  
Which subject do you prefer?

**Quelle est ta matière préférée ?**  
Which is your favourite subject?

**J'aime mieux les sciences.**  
I like science best.

**Ma matière préférée est l'histoire.**  
My favourite subject is history.

**Dans cinq minutes.**  
In five minutes.

5 mins

**Excusez-moi, est-ce que je peux boire de l'eau s'il vous plaît ?**  
Excuse me, can I drink water, please?

Key Vocabulary – Can I...?

<b>Excusez-moi, est-ce que je peux..., s'il vous plaît ?</b> Excuse me, can I..., please?			
<b>aller aux toilettes</b> (to) go to the toilet	<b>lire un livre</b> (to) read a book	<b>boire de l'eau</b> (to) drink water	<b>faire un dessin</b> (to) do a drawing
<b>oui/non</b> yes/no	<b>plus tard</b> later	<b>pas</b> <b>pour le moment</b> not at the moment	<b>dans cinq minutes</b> in five minutes

Key Knowledge and Grammar

Phrases that express position like **à côté de** [next to] or **au-dessous de** [above] often use the preposition **de** [of]. Remember that **de** changes depending on the word that follows:

masculine (**le**) → **du** in front of a vowel (**l'**) → **de l'**  
feminine (**la**) → **de la** plural (**les**) → **des**

Verbs

- **Est [Is]. Sont [Are].**
- **J'aime...** [I like...]. **J'aime mieux...** [I like... best/prefer...].

Adjectives

- Remember that the adjective **préférée/préférée** [favourite] has to agree in gender with the preceding noun.