

Friday 24th October 2025

Dear Year 5 parents/carers,

Year 5 Curriculum Letter - Autumn (2nd half)

Message from the teachers

Welcome back! We are very much looking forward to a busy run up to Christmas and we hope the children are well rested and looking forward to lots of new learning opportunities. This letter will give you an idea of some of the lessons your child can look forward to during the second half 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: Mrs Lindsey

Walnut class teacher: Mrs Culham

Year 5 learning support assistants: Mrs Skull & Mrs Hennelly

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

walnutclass@harefieldjunior.com

Homework and Reading at home

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

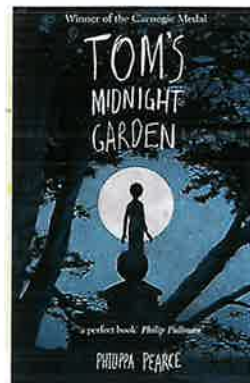
We will be sending new books home every Monday. Please remember to send these books back in to school each Monday. A new book will not be issued until the previous one has been returned.

Autumn Term Learning

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

English

Year 5 will be using Tom's Midnight Garden by Philippa Pearce as a focus shared reading text this half term. We will create "A Warning story" where the main character ignores a warning and stumbles upon a secret place. In addition to this, we will be writing an explanation text about a magical setting e.g. a magical garden.



Mathematics

In Maths this half term, Year 5 will be continuing to develop their knowledge of multiplication and division, using links of multiples and factors. They will also be comparing, ordering, adding and subtracting fractions and mixed numbers.

PE – both classes are on Tuesdays

This WWII Dance unit will teach your class about different dance styles that were popular before and during the wartime period and give them the opportunity to choreograph their own interpretive dances based on an event from the time. The children will learn steps from the Charleston, Lambeth Walk and Lindy Hop, while developing their technique and performance skills. Children will have the opportunity to showcase their learning in a WWII style tea dance at the end of the unit.

Forest School

Forest School will be taking place each **Tuesday afternoon for Walnut 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.

French

This half term we will be learning 'All About Ourselves' where children will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French.

Music

We are very fortunate to have a specialist music teacher in school every Monday and Wednesday to teach Year 5 music.

Science

In Science this term we will be learning about 'Space'. This unit will explore the Solar System, the movement of the Earth and the other planets in the Solar System and their features - attached is a knowledge organiser with more information about what the children will be learning this unit.



Address: Park Lane, Harefield, Middlesex, UB9 6BJ

Tel: 01895 824447

Email: office@harefieldjunior.com

Web: www.harefieldjunior.com

Executive Head Teacher: Mr A.Sunner

Head of School: Mr J.Downs

History

In History this term we will be learning about 'Shang Dynasty'. In this Unit, we learn who the Ancient Shang people were, where and when they lived, the role of the king, the religious beliefs and rituals of the Shang people and how oracle bones were used in divination ceremonies - attached is a knowledge organiser with more information about what the children will be learning this unit.

Computing

In Computing this term we will continue learning about 'Strategic Online Searching' where children will learn to use search engines with increasing efficiency. Children will also learn to look for clues to decide if a website can be trusted and whether the information presented is reliable.

RE

In RE this term we will be learning about 'The True Meaning of Christmas'. The children will discuss and question the meaning of Christmas to them and learn about the Christian meaning of Christmas. They will question if the true meaning of Christmas is still present today and if the meaning has changed for some.- attached is a knowledge organiser with more information about what the children will be learning this unit.

Personal, Social, Health and Economic Education

In PSHE we explore 'Celebrating Differences'. The children will look at different cultures, racism, different forms of bullying and celebrating these differences.

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

Yours faithfully,

Mrs Culham and Mrs Lindsey
Year 5 teachers

Key Vocabulary	
Sun	A huge star that Earth and the other planets in our solar system orbit around.
star	A giant ball of gas held together by its own gravity.
moon	A natural satellite which orbits Earth or other planets .
planet	A large object, round or nearly round, that orbits a star .
sphere	A round 3D shape in the shape of a ball.
spherical bodies	Astronomical objects shapes like spheres .

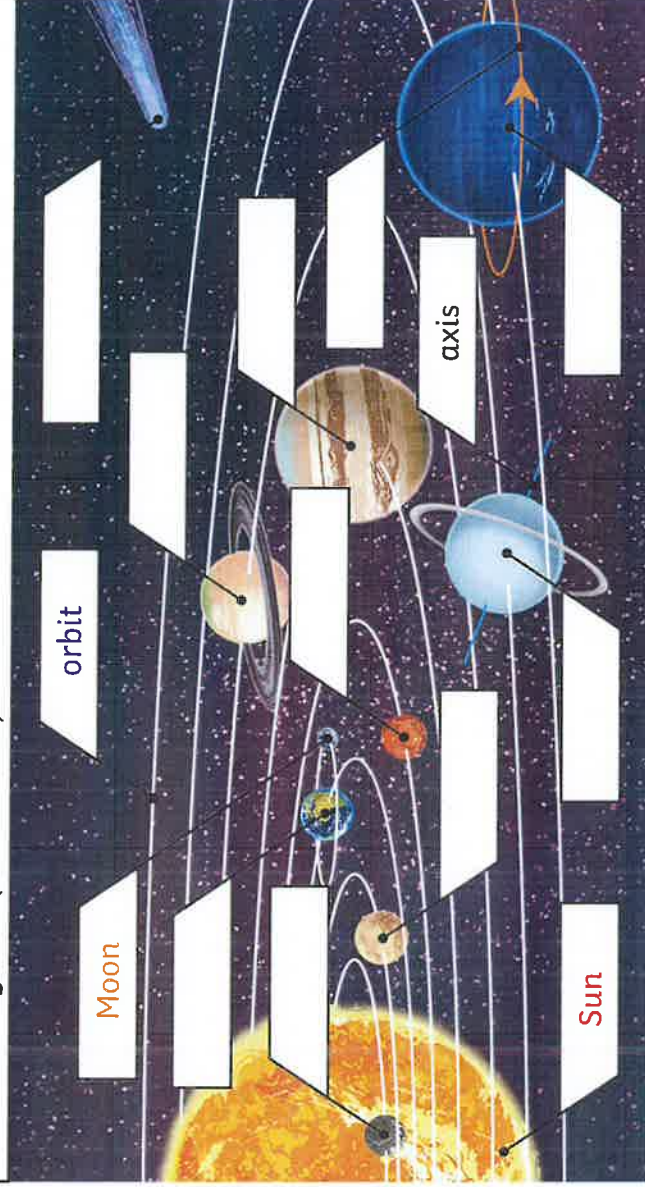
Pluto used to be considered a **planet** but was reclassified as a dwarf **planet** in 2006.



Key Knowledge

Mercury, Venus, Earth and Mars are rocky **planets**. They are mostly made up of metal and rock. Jupiter, Saturn, Uranus and Neptune are mostly made up of gases (helium and hydrogen) although they do have cores made up of rock and metal.

Our Solar System (not to scale)



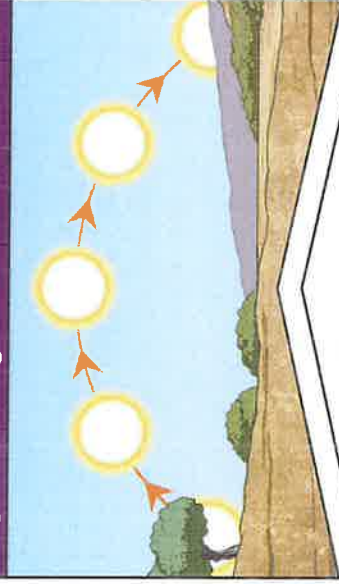
The **Moon** orbits Earth in an oval-shaped path while spinning on its axis. At various times in a month, the **Moon** appears to be different shapes. This is because as the **Moon rotates** round Earth, the **Sun** lights up different parts of it.



Key Vocabulary

orbit	To move in a regular, repeating curved path around another object.
rotate	To spin. E.g. Earth rotates on its own axis.
axis	An imaginary line that a body rotates around. E.g. Earth's axis (imaginary line) runs from the North Pole to the South Pole.
geocentric model	A belief people used to have that other planets and the Sun orbited around Earth.
heliocentric model	The structure of the Solar System where the planets orbit around the Sun .

Key Knowledge

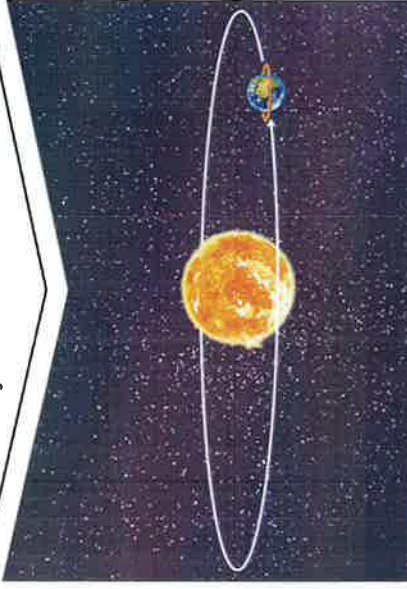


It appears

to us that the **Sun** moves across the sky during the day but the **Sun** does not move at all. It seems to us that the **Sun** moves because of the



Earth **rotates** (spins) on its axis. It does a full **rotation** once in every 24 hours. At the same time that Earth is **rotating**, it is also **orbiting** (revolving) around the **Sun**. It takes a little more than 365 days to **orbit** the **Sun**. Daytime occurs when the side of Earth is facing towards the **Sun**. Night occurs when the side of Earth is facing away from the **Sun**.



Geocentric model
Years ago people believed that **planets** moved around the Earth.



The work and ideas of many **astronomers** (such as Copernicus and Kepler) combined over many years before the idea of the **heliocentric model** was developed. Galileo's work on gravity allowed **astronomers** to understand how **planets** stayed in **orbit**.

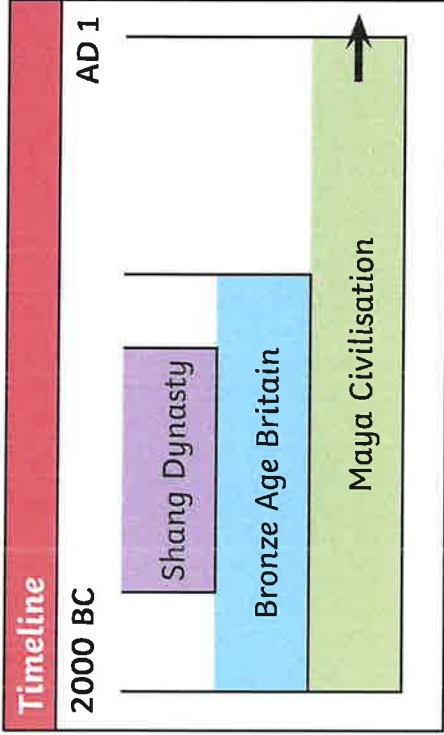


Nicolaus



Key Events	
1600 BC	The Shang dynasty is founded when Cheng Tang overthrows the Xia dynasty. He has the support of 40 other kingdoms.
1400-1200 BC	The earliest found examples of Chinese writing are dated to this period.
1250 BC	King Wu Ding begins his reign.
1200 BC	Fu Hao , one of the wives of King Wu Ding, dies. Her tomb is the only intact Shang tomb that has been found to date.
1075 BC	The last Shang king, Di Xin, begins his reign.
1046 BC	Slaves revolt in protest against cruel treatment and increasing taxes. The Shang dynasty is overthrown and replaced by the Zhou dynasty.

Crafts
Shang craftsmen used a variety of materials, including bronze , jade , clay, wood, stone and bone. Many of the artefacts that have been found were buried with their owners when they died.



area of Shang culture

Fu Hao's Tomb

In 1976, archaeologists discovered the tomb of **Fu Hao** at the site of the ancient Shang capital, Yinxu. Because the tomb and its contents were **intact**, the discovery had a significant impact on our knowledge of the Shang dynasty and some of its people. The tomb consisted of a large pit with a wooden chamber inside containing the coffin. Evidence was found above ground of a building where memorial ceremonies and rituals were probably held in honour of **Fu Hao**.

Thousands of items were found in **Fu Hao's** tomb, demonstrating how wealthy and powerful she was. Many artefacts were from an earlier period in history, suggesting **Fu Hao** collected antiques.

The skeletons of six dogs and 16 humans were also found in the tomb. These were probably **Fu Hao's** pets and advisers, sacrificed to accompany her into the afterlife.



Jade figure found in the tomb of **Fu Hao**

Key Vocabulary

Usually the shoulder bones of animals or the belly shells of turtles. Dug up centuries later by farmers, they were thought to be dragon bones and were ground up to be used in traditional Chinese medicine. In 1889, Wang Yirong and his friend Liu E worked out that the 'dragon bones' had been used in ancient ceremonies.

oracle bones

Not only the first known female military leader, but also the most influential military leader of her time, either male or female, responsible for leading 13,000 soldiers into battle. She was also a high priestess, which was very unusual for a woman at the time.

Fu Hao

Complete, not robbed by looters.

intact

A hard mineral stone, usually green.

jade

A metal made from a mixture of copper and tin.

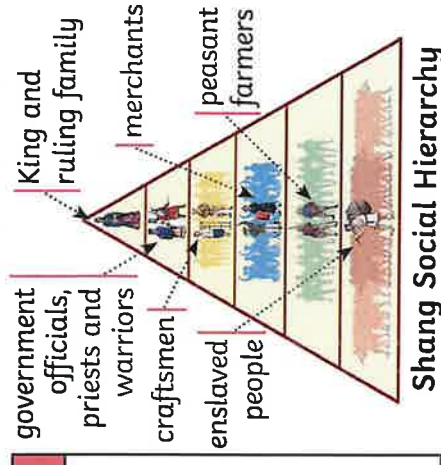
bronze

Small, flat, yellowish seashells, used like coins in trading.

cowrie shells

Religion and Oracle Bones

Family was very important to the Shang people and they worshipped their ancestors after they had died. Their supreme god was called Shang Di, whom they believed communicated only with the king through his royal ancestors. Priests, or the king himself, would write questions for the ancestors on **oracle bones**, which were then heated until they cracked. The king would interpret the cracks to work out the answers.



Shang Society

The King and Ruling Family

- lived in palaces in the capital city
- fine clothes and best food
- made all important decisions; owned all the land

Priests and Government Officials

- comfortable lifestyle within city walls
- carved the **oracle bones**
- kept important records for the king

Noble Warriors

- lived in palaces outside city walls
- skilled fighters
- rented land from the king and collected tax from farmers

Craftsmen and Merchants

- lived in mud huts outside city walls
- used **cowrie shells** for currency
- paid in foods like grain and vegetables

Peasant Farmers

- largest group
- lived in poor conditions - holes in the ground
- grew millet, wheat, barley and rice
- allowed only a small share of crops

Slaves

- prisoners of war or convicted criminals
- treated harshly; forced into hard work, like building tombs
- sometimes sacrificed or buried alive

Key Vocabulary	
Christmas	A Christian festival that celebrates the birth of Jesus Christ.
gratitude	The quality of being thankful or showing appreciation.
love	There is more than one type of love. There is philia which is brotherly love and romantic love known as eros. Christians also believe there is familial love (storge) and unconditional love (agape).
sacrifice	An act of offering or giving up something. Jesus sacrificed himself when he was crucified.
secular	Not connected to religion.
tradition	Passing on different ways of thinking, acting or believing.

Jesus' arrival on Earth reminds Christians of the importance of God. It is a reminder that God took human form through Jesus to save humans from their sins.



Love

Christians celebrate **Christmas** every year and believe that it is a time to show **gratitude**. For Christians, Christmas is an important festival because it celebrates the arrival of their Saviour, Jesus Christ. Christians believe that Jesus died for their sins by sacrificing his life on the cross. On Christmas Day, Christians remember the **sacrifice** that Jesus made and use this time to pray and reflect. This time of year is focused on **love** and practising **traditions** such as giving one another gifts that demonstrate love.



Christmas Traditions

There are many different words, acts and ideas that are associated with Christmas. These might be acts such as gifting and wrapping presents, decorating Christmas trees or attending church services.



Christians believe that all acts of God associated with Christmas are connected to love.

There are both religious and **secular** Christmas traditions including:

- giving Christmas cards;
- singing carols;
- decorating a tree;
- watching Christmas films;
- eating Christmas dinner.



Key Vocabulary	
commercialisation	This is when something becomes about financial gain. Some people believe that Christmas has become commercialised as there is a greater emphasis on presents rather than remembering the life of Jesus.
the Holy Trinity	The word 'trinity' comes from 'tri' which means three. Christians believe in one God. God also took human form on Earth as Jesus and He exists in the form of the Holy Spirit. All three parts of the Holy Trinity are equal and God is all three parts at the same time.
incarnation	
	This means 'to come to flesh.' God came to Earth in human form as Jesus.
vulnerability	
	The state of needing additional support, care or protection because of age or a disability, or due to a risk of harm.

Power and Vulnerability
Christians believe that God came to Earth in human form (incarnation) as Jesus and suffered as all humans do. Jesus shared the experiences of the people that he met and had the opportunity to help them in special ways. In Christianity, God is all-powerful but when he came to earth, he expressed vulnerability .



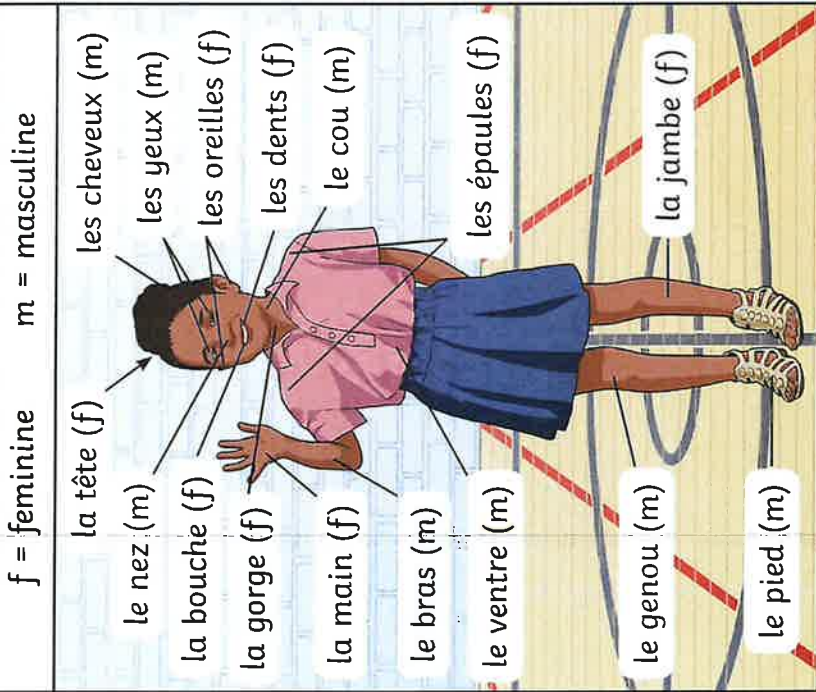
Every year, Christians celebrate Christmas. However, some people argue that the true meaning of Christmas has now been lost because of **commercialisation** and the increase in secular traditions. Whereas, other people disagree and think the true message of Christmas is still being remembered.

For Christians, the **Holy Trinity** is important because it demonstrates how God can exist in different forms and that He us always with us.

The True Meaning of Christmas	
For the Christians who do believe in the true meaning of Christmas, their Christmas Day involves showing gratitude to God and remembering the sacrifice of Jesus. On this day, Christians will volunteer, give to charity and help the less fortunate.	Some of the Christmas traditions we have today are secular. For example, secular Christmas cards which have non-religious images and greetings. Religious Christmas cards may have illustrations of the Nativity and other Christian messages and symbols.
	Christmas carols are often a part of Christmas. Some carols help remember the life of Jesus, others are more focused on the general Christmas festival.



Key Vocabulary – The Body



Key Vocabulary – What Do I Look Like?

les cheveux raides	les cheveux ondulés	les cheveux bouclés	les cheveux blonds
les cheveux courts	les cheveux mi-longs	les cheveux longs	les cheveux roux
les cheveux bruns	les cheveux gris	les cheveux blancs	les cheveux châtains
les yeux bleus	les yeux verts	les yeux marron	les yeux gris

J'ai les cheveux mi-longs, bouclés et bruns
et les yeux marron.

I have mid-length, dark, curly hair and brown eyes.

J'ai les cheveux longs, raides
et blonds et les yeux verts.

I have long, straight, blonde
hair and green eyes.



Qu'est-ce qui ne va pas ? What's the matter?

To say what's wrong, use **J'ai mal...** (I've got a sore...) followed by **à la** for feminine nouns, **au** for masculine nouns, **à l'** for nouns beginning with a vowel or h, and **aux** for plural nouns (both masculine and feminine).

J'ai mal à la gorge. I've got a sore throat.	J'ai mal au genou. I've got a sore knee.	J'ai mal à l'oreille. I've got a sore ear.	J'ai mal aux dents. I've got sore teeth.
--	--	--	--

Key Language in Context

Comment te sens-tu aujourd'hui ? How are you (feeling) today?

Je suis... I am...

content/contente 	triste 	énervé/énervée 	surpris/surprise 
fatigué/fatiguée 	fier/fière 	désolé/désolée 	fâché/fâchée 

Key Knowledge and Grammar

- When a masculine adjective ends in **e** or a consonant, the feminine adjective has an extra **e** at the end.
- When a masculine adjective ends in **e**, the feminine adjective stays the same.
- The adjective **fier** also has an accent when it is feminine.

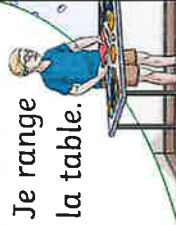


Key Vocabulary – Fashion

une jupe (f) skirt	un pull (m) jumper	un tee-shirt (m) t-shirt	une robe (f) dress
un pantalon (m) trousers	des chaussures (f) shoes	une chemise (f) shirt	des chaussettes (f) socks

Key Vocabulary – What Are You Doing?

Qu'est-ce que tu fais ? What are you doing?

Je lève la main. 	Je croise les bras. 	J'ouvre la fenêtre. 	Je ferme la porte. 
Je range la table. 	Je lis un livre. 	J'écris une phrase. 	J'aide mon ami(e). 

Key Knowledge and Grammar

French verbs must be conjugated according to every subject. In this unit, you learn three forms of the verb **porter** [to wear]:

- Je porte une robe rouge.** [I wear a red dress.];
- Qu'est-ce que tu portes ?** [What do you wear?];
- Il/elle porte un tee-shirt blanc.** [He/she wears a white t-shirt.].

- Any colour adjectives used to describe clothes have to 'agree' grammatically.
- If the noun is masculine, the colour adjective doesn't change.
- If the noun is feminine, add an **e** to the end of the colour adjective (unless it already ends in **e** like **jaune**), e.g. **une jupe bleue** [a blue skirt].
- If the noun is plural, add an **s** to the end of the colour adjective, e.g. **des pulls bleus** [some blue jumpers] (masculine plural) and **des jupes bleues** [some blue skirts] (feminine plural).
- Marron** [brown] does not change and is an exception to the rule.