

Tuesday 6th January 2026

Dear Year 5 parents/carers,

Year 5 Curriculum Letter - Spring (1st half)

Message from the teachers

Welcome back! We hope you have had an enjoyable Christmas break. What a fantastic term we had before Christmas with many fun activities that the children got to enjoy. We hope everybody is refreshed and ready for an exciting Spring 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 Lindsay

Walnut class teacher: Mrs Culham

Year 5 learning support assistants: Mrs Skull

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.

Spring Term Learning

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

English

This half term our core text is Betsy Byars' *'The Midnight Fox'*. This is a story about a young boy called Tom, who is a town boy, he is horrified when his parents tell him he has to stay on Aunt Millie's farm while they are away. But soon, he discovers a rare black fox with green eyes, living with her cubs in the forest. This will inspire the children to write their own 'Finding Tale' and lead onto writing a persuasive one-sided argument about banning certain things.



Mathematics

In Maths this half term, Year 5 will continue developing their knowledge of multiplication, division and fractions, we will also be introducing decimals and percentages.

PE – both classes are on Thursdays

The P.E. unit in year 5 this half term is 'Circuit Training'. We will focus on a range of different types of exercise and sporting values. We will learn about the effects of different types of exercise on the body. Both Year 5 classes will



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Head of School: Mr J. Downs

have a PE session on a Thursday. 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 **Tuesday 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.

French

The Year 5 French unit this half term is 'That's Tasty'. We will learn key vocabulary related to food and drink, how to say what drinks they like, what they eat for breakfast, sandwich fillings, pizza toppings and also the opening and closing ties of shops – attached is a knowledge organiser with more information about what the children will be learning this unit.

Music

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

Science

The Year 5 Science unit this term is titled 'Properties of Materials'. This unit will explore everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. – attached is a knowledge organiser with more information about what the children will be learning this unit.

Geography

The unit in Geography this term is 'Enough for Everyone'. In this unit we look at the needs of the planet as a whole. We will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved – attached is a knowledge organiser with more information about what the children will be learning this unit.

Computing

In this unit, children will learn about email safety with a focus on preventing and dealing with spam. They will consider the importance of strong passwords and learn how to create them. Children will build on their knowledge of plagiarism and fair use of people's work by learning how to write citations and references for websites they may use.

Religious Education

Year 5 will be exploring the topic 'Jesus The Healer'. In this unit we will explore the healing miracles performed by Jesus, we will look in depth at a series of healing miracles and compare and contrast the miracles and their meanings – attached is a knowledge organiser with more information about what the children will be learning this unit.

Personal, Social, Health and Economic Education

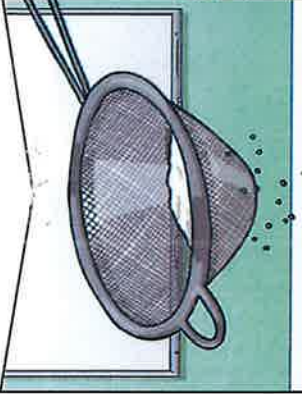
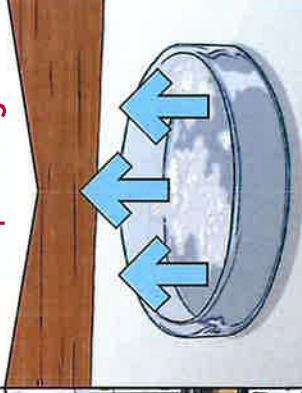
'Dreams and goals' is this half term's PSHE unit, where the children will be looking in to their own hopes and dreams for the future, including their ideal job and strategies how to achieve this, and learn how to be resilient and pursue their goals.

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

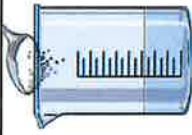
Yours faithfully,

Mrs Culham and Mrs Lindsay
Year 5 teachers

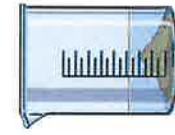
Key Vocabulary	
conductor	A conductor is a material that heat or electricity can easily travel through. Most metals are both thermal conductors (they conduct heat) and electrical conductors (they conduct electricity).
insulator	An insulator is a material that does not let heat or electricity travel through them. Wood and plastic are both thermal and electrical insulators .
transparency	A transparent object lets light through so the object can be looked through, for example glass or some plastics.

Key Knowledge			
Reversible changes, such as mixing and dissolving solids and liquids together, can be reversed by:			
Sieving	Filtering	Evaporating	
			
Smaller materials are able to fall through the holes in the sieve, separating them from larger particles.	The solid particles will get caught in the filter paper but the liquid will be able to get through.	The liquid changes into a gas , leaving the solid particles behind.	

Dissolving
A solution is made when **solid** particles are mixed with **liquid** particles. **Materials** that will dissolve are known as soluble. **Materials** that won't dissolve are known as insoluble. A suspension is when the particles don't dissolve.



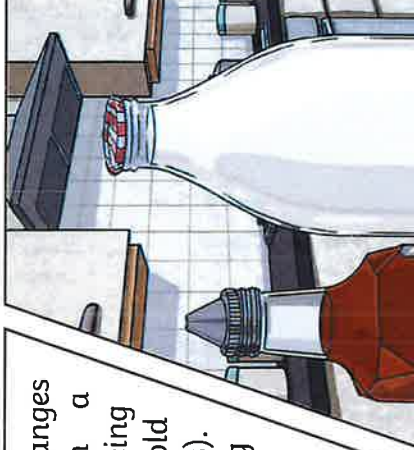
Sugar is a soluble **material**.



Sand is an insoluble **material**.



Irreversible changes often result in a new product being made from the old **materials** (reactants).
For example, burning wood produces ash.
Mixing vinegar and milk produces casein plastic.



To look at all the planning resources linked to the Properties and Changes of Materials unit, [click here](#).

Key Vocabulary

materials
The substance that something is made out of, e.g. wood, plastic, metal.

solids
One of the three states of matter. **Solid** particles are very close together, meaning **solids**, such as wood and glass, hold their shape.

liquids
This state of matter can flow and take the shape of the container because the particles are more loosely packed than solids and can move around each other. Examples of **liquids** include water and milk.

gases
One of the three states of matter. **Gas** particles are further apart than **solid** or **liquid** particles and they are free to move around. A gas fills its container, taking both the shape and the volume of the container. Examples of **gases** are oxygen and helium.

melting
The process of heating a **solid** until it changes into a **liquid**.

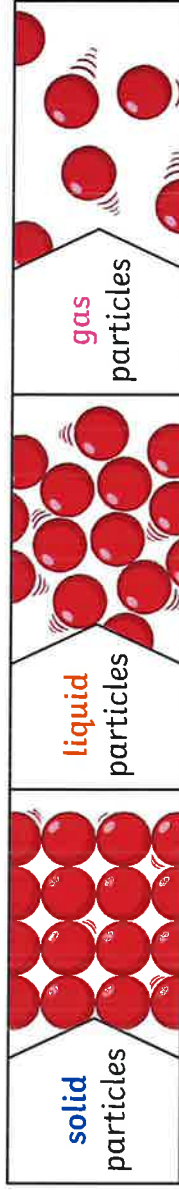
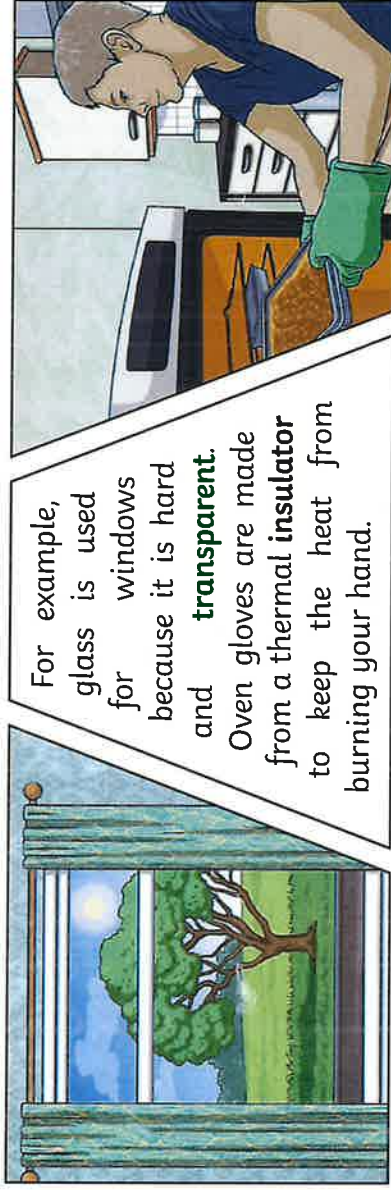
freezing
When a **liquid** cools and turns into a **solid**.

evaporating
When a **liquid** turns into a **gas** or vapour.

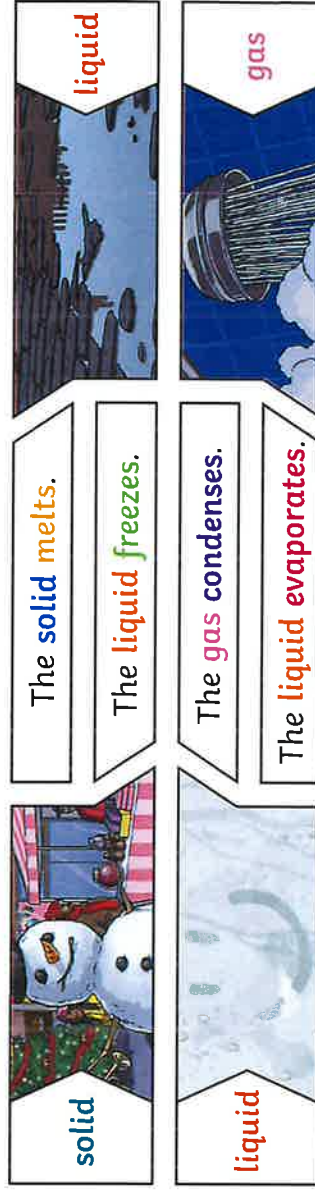
condensing
When a **gas**, such as water vapour, cools and turns into a **liquid**.

Key Knowledge

Different **materials** are used for particular jobs based on their properties: electrical **conductivity**, flexibility, hardness, **insulators**, magnetism, solubility, thermal conductivity, **transparency**.



Changes of State



Key Vocabulary	
conserve	Use as few resources as possible.
consume	To use, eat or drink something.
fertile land	Land that is rich in nutrients and very good for growing crops.
food miles	The distance an item has travelled from where it was produced to where it was consumed .
import	Buying products and goods from abroad.
non-renewable energy	A source of energy that will eventually run out as it cannot be made as quickly as it is consumed , such as coal.
produced	Where something was made.
renewable energy	Renewable energy is created by resources that nature can replace, such as wind, water and sunlight.
solar energy	Energy that comes from the sun, using solar panels to generate electricity.
turbine	An engine that can turn movement into energy.

What Do We Need?

When people are looking to find a new home or new places are being built for people to live, there are many different needs to consider:

- basic needs - food, water and shelter
- additional needs - electricity, internet access, healthcare, entertainment, friends, transport links, information and news

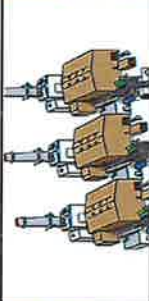
For the very first settlers, finding the right place to settle was essential for survival, their four main areas of need were:

- site - flat ground, easy to defend
- aspect - sheltered from weather
- resources - food and water supply, woods nearby for food and materials, **fertile land**
- links - transport links



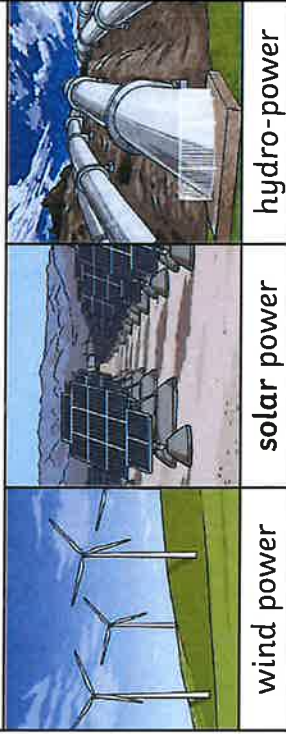
Types of Power Station

Electricity is made in power stations, transferred via pylons, through wires and into our homes.

Coal	Combined Cycle Gas Turbine (CCGT)	Nuclear	Pumped Storage
- burning coal.	- burning gas.	- uranium atoms split in a process called nuclear fission.	- water in dams used to turn turbines .
			
non-renewable	non-renewable	non-renewable	renewable

Renewable Energy

Renewable energy is made from resources which nature can replace, it is more environmentally friendly as it does not pollute the air or water.



Where Our Food Comes From

Our food comes from all over the world.

How far our food has travelled is called **food miles**. The further our food travels from where it is **produced**, the more CO₂ is likely to be released, contributing to climate change.

However, there are many benefits of **importing** food:

- more variety which supports a healthy diet
- boosts foreign economies by providing a market for foreign farmers
- protects against possible poor harvests
- supermarkets can negotiate lower prices
- foods that only grow seasonally in the UK are available all year round



Conserving Resources

It is important to **conserve** food, water and energy supplies because it is good for the planet and for future generations.

We can do this by:

- using resources as wisely/efficiently as possible
- **conserving** resources by using as little/few as possible

Increased pollution is causing global warming. As our planet heats up, extreme weather, floods and droughts are more likely to occur. These in turn affect farming, food **production** and access to drinking water. These events can have a knock on effect around the whole world.



Ways of Saving Resources

- Turn the tap off when brushing teeth.
- Turn the heating down and wear a jumper at home.
- Holiday in the UK rather than flying abroad.
- Switch things off when not in use e.g. TV, lights.
- Air dry clothes rather than tumble dry.
- Walk to school rather than using the car.
- Drink tap water not bottled water.
- Have a shower instead of a bath.
- Recycle household waste.



"Never doubt that a small group of thoughtful, committed citizens can change the world. In deed, it is the only thing that ever has."

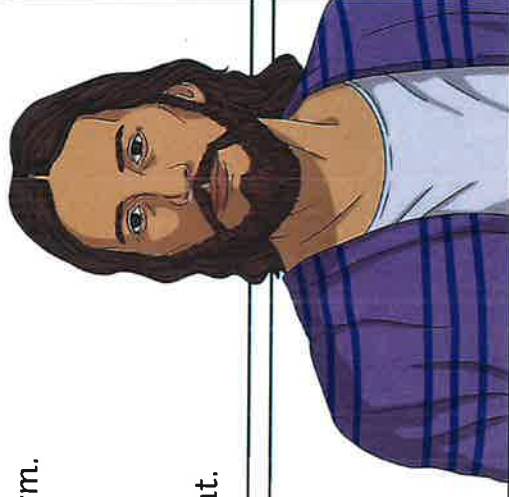
- Margaret Mead

Key Vocabulary	
divine	When something is divine , it is connected with or related to a god.
extraordinary	Something very unusual, unexpected or strange.
healer	Somebody who heals injuries or makes people better if they are suffering in some way.
miracle	An event that cannot be explained by the laws of nature or science.
blasphemy	Something that is said or done that greatly disrespects or insults God.
Sabbath	The Jewish day of rest on the seventh day of the week.

Miracles

Jesus performed many different types of miracles:

- Miracles of nature e.g. the Calming of the Storm.
- Miracles of life and death e.g. the Raising of Lazarus and his own resurrection.
- Miracles of healing e.g. the Centurion's Servant.



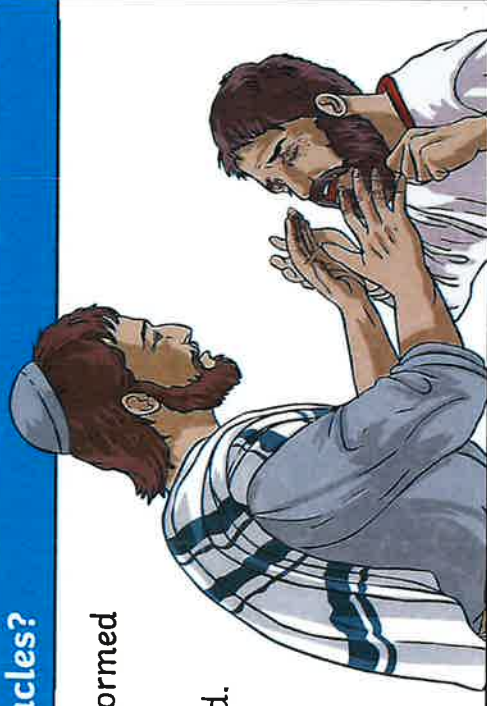
Did You Know...?

There are lots of stories in the Bible about Jesus performing miracles. The Gospels list 37 miracles.

Why Did Jesus Perform Miracles?

Christians believe that Jesus performed miracles in order to:

- Prove that he was the Son of God.
- Show his immense compassion and love.
- Spread the message of God's love and forgiveness.

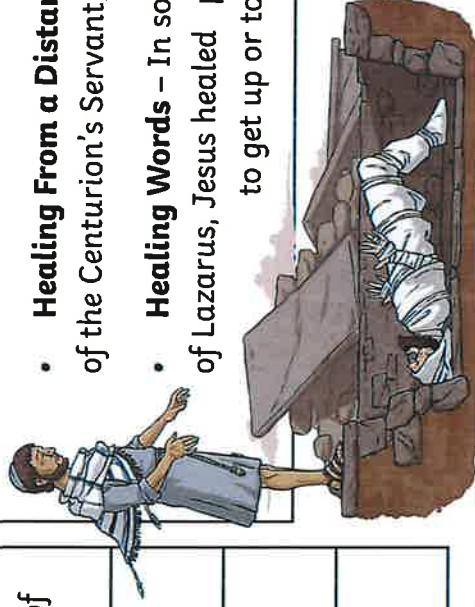


Key Vocabulary	
Centurion	A Roman military officer in charge of 100 men.
empathy	The ability to share and understand the feelings of someone else.
resurrect	To bring a something or someone back to life.
Messiah	The saviour promised to the Jewish people.
faith	In Christianity, a belief and trust in God.

How Did Jesus Heal?

Jesus performed many different types of miracles:

- **The Healing Touch** – In many stories, Jesus heals people by laying his hands upon them such as in the miracle of the man blind from birth.
- **Healing From a Distance** – On some occasions, such as the miracle of the Centurion's Servant, Jesus didn't even meet the person he healed.
- **Healing Words** – In some stories, such as the Raising of Lazarus, Jesus healed people by commanding them to get up or to carry their things and walk.



Miracle of Miracles

The miracle of the Raising of Lazarus is significant for Christians, as it shows that Jesus can not only heal people but he can also raise them from the dead. It also showed people at the time that Jesus really was the Messiah that had been promised. Through this miracle, Jesus also promises that if Christians believe in him, they will have life even when they die.

Finding Meaning

Christians may find meaning today in the miracles of Jesus in a number of ways:

- They show that Jesus is fully God and has divine power.
- They show the nature of God as a compassionate and forgiving father, ready to help the poorest and sickest in society. This gives many Christians a good example to follow.
- They show Christians that the way to God is through Jesus and through having faith in him.

Key Vocabulary – Drinks

f = feminine m = masculine	
Une bouteille de... A bottle of...	Un verre de... A glass of...
(le) thé (m) 	(le) café (m) 
(la) limonade (f) 	(le) jus d'orange (m) 
	(le) café au lait (m) 
	(le) coca (m) 
	(le) chocolat chaud (m) 

Key Vocabulary – Breakfast

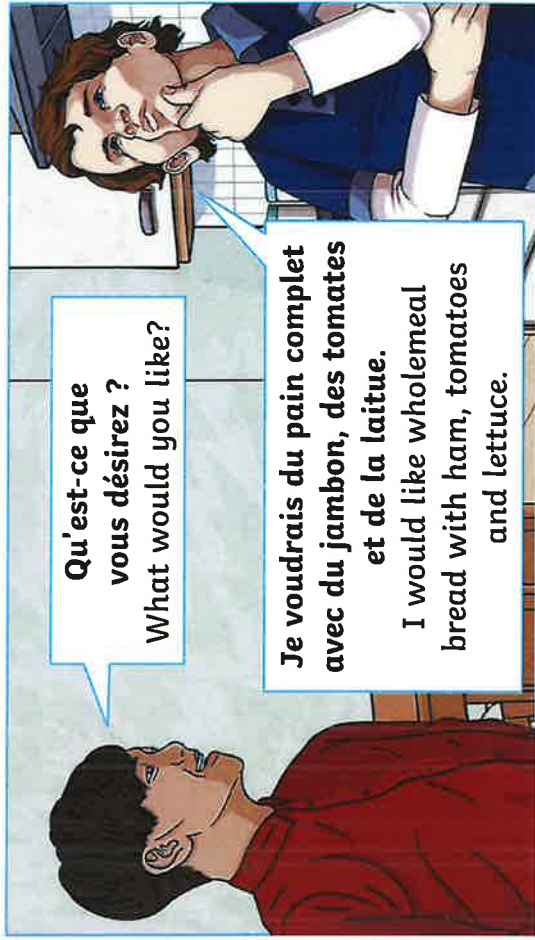
Pour mon petit déjeuner, je voudrais...

For my breakfast I would like...

une baguette (f) 	un croissant (m) 	un yaourt (m) 	des céréales (m) 
un pain au chocolat (m) 	de la confiture (f) 	du lait (m) 	

Key Vocabulary – Sandwiches

le sandwich (m) 	le pain aux herbes (m) 	le rosbif (m) 	la laitue (f) 
la baguette normale (m) 	le jambon (m) 	le poulet (m) 	le concombre (m) 
le pain complet (m) 	le saucisson sec (m) 	l'oignon (f) 	les tomates (f) 



Key Vocabulary – Pizza Ingredients

Je voudrais du/de la/de l'/des... sur ma pizza.

I would like some... on my pizza.

(la) purée de tomates (f)	(le) fromage (m)	(l') ananas (m)	(le) bacon (m)	(les) champignons (m)
				

Key Language in Context

À quelle heure est-ce que le restaurant ouvre/ferme ?

At what time does the restaurant open/close?

À deux heures et demie.

At half past two.

Qu'est-ce que vous désirez sur votre pizza ?

What would you like on your pizza?

Je voudrais de la purée de tomates, du fromage et des champignons sur ma pizza.

I would like some tomato puree, some cheese and some mushrooms on my pizza.

Qu'est-ce que vous désirez boire ?

What would you like to drink?

Je voudrais un verre de limonade.

I would like a glass of lemonade.

J'aime la glace parce qu'elle est crémeuse.

I like ice cream because it's creamy.

Je n'aime pas le café parce qu'il est amer.

I don't like coffee because it's bitter.

Key Knowledge and Grammar

There are special rules to follow when saying **some**:

- If the word is masculine (**le**), doesn't start with a vowel and is singular, such as **le jambon**, then the French for **some** is **du**, e.g. **du jambon** [**some** ham].
- If the word is feminine (**la**), doesn't start with a vowel and is singular, such as **la purée de tomates**, then the French for **some** is **de la**, e.g. **de la purée de tomates** [**some** tomato puree].
- If the word starts with a vowel (masculine or feminine) and is singular, such as **l'ananas**, then the French for **some** is **de l'**, e.g. **de l'ananas** [**some** pineapple].
- If the word is plural (masculine or feminine), such as **les tomates**, then the French for **some** is **des**, e.g. **des tomates** [**some** tomatoes].

J'aime...		délicieux amer sucré salé chaud froid croquant mou savoureux collant crémeux	délicieuse amère sucrée salée chaude froide croquante molle savoureuse collante crémeuse	delicious bitter sugary salty hot cold crunchy soft tasty sticky creamy
Je n'aime pas...				
parce qu'il/elle est...				
because it is...				