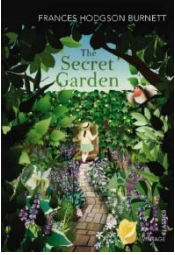




Birchfield
PRIMARY SCHOOL

Year 5 Curriculum Overview
Term 2.1

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Enquiry Question	What was the British Empire?
Significant People	Stephen Hawking (Linked to the value of curiosity)
Class Texts	<p>The Secret Garden by Frances Hodgson Burnett</p> <p>Themes: Friendship, happiness and health.</p> 
Reading	<p>Reading Domains</p> <p>2b – Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2e – Predict what might happen from details stated and implied.</p> <p>2h – Make comparisons within a text.</p> <p>In Reading, children will begin the term by exploring the new class text and making predictions about the story's direction, drawing on clues from the title, cover, and initial paragraphs. They will then focus on retrieval skills, honing their ability to locate and extract key information from the text to deepen their understanding. As we explore the book's themes, students will examine the author's use of language and its intended effect on the reader, analysing how word choices shape meaning and tone.</p> <p>Next, children will engage in comparative analysis, focusing on the behaviours, actions, and motivations of different characters. They will also compare the text to other books they have read, drawing connections between themes, character development, and plot structures. This will encourage critical thinking and deepen their appreciation of both the text at hand and their broader reading experiences.</p>
Writing	<p>In Writing, children will begin by crafting adventure narratives, focusing on developing rich characterisations through the use of vivid descriptive language. They will enhance their writing by incorporating a variety of techniques, such as similes, metaphors, fronted adverbials, and conjunctions, to engage the reader and bring their stories to life.</p> <p>Next, students will shift to writing with the purpose of informing, specifically within the context of newspaper reports. They will</p>

	<p>explore the key organizational and language features of effective reports, learning how to structure their writing with the essential 5Ws (Who, What, When, Where, Why), clear paragraphs, attention-grabbing headlines, bylines, and supporting images with captions. They will then apply these skills to write their own newspaper reports, practicing both informative writing and journalistic conventions.</p>
Maths	<p>This term, Year 5 will focus on deepening their understanding of multiplication and division. They will revisit key concepts such as adding 2-, 3- and 4-digit numbers using a formal column method as well as dividing using a formal written method. Students will then move on to multiplying fractions, using their knowledge from Autumn term to support their learning.</p> <p>In addition to this, children will develop their knowledge of their times tables as they will use this to help with calculations. Throughout the term, students will also engage in more complex reasoning and problem-solving questions, developing their ability to explain and justify their mathematical thinking as well as applying their knowledge within real-life contexts.</p>
Geography	<p>During this half term, children will embark on a journey to explore the British Empire. They will begin by identifying and locating key countries that were part of the Empire, understanding their historical significance within a geographical context. Students will investigate how the British Empire evolved over time, using atlases to accurately mark and label former colonies, while also examining the geographical spread of the Empire.</p> <p>They will explore the economic activities and resources that were central to the Empire, identifying key raw materials extracted from colonies, and analysing their role in the British economy and global trade. Students will gain insight into the key trade routes and transportation networks that supported the expansion of the British Empire, recognizing the vital role of transportation in connecting distant territories.</p> <p>In addition, students will study the human and physical features of various British colonies, understanding how these shaped human activities, settlements, and population patterns. They will also reflect on the lasting legacy of the British Empire, examining the current status of former colonies and discussing the enduring influence of the Empire on modern human geography.</p>
Science	<p>This half term children will be learning about the forces of gravity, air resistance, water resistance, and friction, with children exploring their effects. They will learn about mechanisms, their uses, and how they allow a smaller effort to have a greater effect. They will also be learning about materials and conducting a variety of investigations to test/sort materials. The half-term will conclude with a Lab Session linked to our previous topic (from Autumn 2).</p>
Art	<p>At the start of the term, children will explore the visual qualities of line, light, and shadow. They will investigate the works of renowned</p>

	<p>artists like Pablo Picasso and Rembrandt, focusing on how these masters used light and shading to enhance their art. Students will then be introduced to various shading techniques, learning how to create depth and contrast in their own drawings.</p> <p>As part of their project, they will take black-and-white photographs and reinterpret them through their artwork, using pencil, pen, and ink wash to create detailed, shaded drawings that reflect the nuances of light and shadow.</p>
Music	For our music lessons this term, the children will be learning how to play the Glockenspiel.
Computing	In Computing, children will begin creating vector drawings. They will explore various drawing tools to help them design images. Learners will understand that vector drawings are composed of shapes and lines, with each element in the drawing referred to as an object. They will layer objects, and start grouping and duplicating them, which will allow them to create more complex and detailed compositions.
PSHE	Our unit this half term is called health and wellbeing. During this half term, children will be learning about changes that take place during puberty. Some of these sessions will be split into boys and girls. They will learn how to take care of themselves regarding personal hygiene. They will also learn how ask for advice and support about growing and change in puberty.
RE	<p>This half term, we will explore two key topics: the importance of being open, honest, and truthful, and cultivating attentiveness to the sacred and transcendent.</p> <p>In the first unit, students will discover why truth matters, engaging in thoughtful class discussions where they can share their views and opinions. We will also explore how different religions approach the concept of truth and how non-religious individuals determine what is right and just.</p> <p>In the second unit, we will focus on the practice of reflection, examining its significance in personal growth and spirituality. Students will explore various religious perspectives on reflection, considering how it can deepen their understanding of themselves and the world around them.</p>
PE	This half term the children will be taking part in health-related exercises and badminton. They will learn the functions of the cardiovascular system and how aerobic fitness affects our bodies. They will also learn the meaning of flexibility and how flexibility affects our bodies. The children will be taught the meaning of strength and how strength affects our bodies. Throughout this half term the children will also be taught how to develop their understanding of winning a game of badminton. they will be taught a range of badminton skills such as the forehand and backhand shot.

Teaching Team:
Miss Rehman, Miss Levy, Miss Nur, Mrs Patel and Mrs Sayed
SLT: Mr Mazhar

PE Day: Tuesday

Homework: Homework is set on Friday and returned by
Wednesday.

Homework Books

At the end of each week, your child will return home with their homework books in both English and Maths. They will be given two pages to complete based on the learning they have completed that week or the learning they will be doing the following week.

Please encourage your child to complete these to the best of their ability and return to school by Wednesday for them to be marked and any issues to be addressed.

Spellings

These are words your child will be using daily and will need to be familiar with. We will also be sending home words with your children that are key in Year 5 and 6. Please encourage your child to practise their spellings at the weekend and across the course of the week, as they will be tested on these at the end of each week.

Reading:

At the end of each week, your child will also come home with a reading book.

Please encourage your child to read this book regularly and listen to them read when you can.

Within their reading diary, we ask that you please make a comment on how your child has read, whether they are enjoying their book or even any questions you may have asked them and discussed about their story.

Both the reading book and reading diary need to be returned to school by Wednesday.

The Secret Garden

A spoilt, 10-year-old girl called Mary Lennox is orphaned by an outbreak of cholera and sent to live with her reclusive uncle, Archibald Craven, at Misselthwaite Manor in Yorkshire. Liking no one and no one liking her, Mary is left to her own devices. One day, she hears about a secret garden somewhere on the property that nobody is allowed to enter. When Mary finds the key to the garden, it's like entering a secret world.

Author

Frances Hodgson Burnett was born in Manchester, in 1849, into a wealthy family. When her father died, the family ran into financial difficulties. At the age of 15, Burnett and her family moved to New Market, a town in Tennessee, United States of America. Burnett was a keen reader and writer from an early age. Her first book was published when she was 17. Some of her most popular novels include *Little Lord Fauntleroy* (1885), *A Little Princess* (1905) and *The Secret Garden* (1911).



Frances Hodgson Burnett

Historical context

The Secret Garden was written during the Edwardian era (the time when King Edward VII ruled England). The beginning of the book is set in India, which was part of the British Empire at the time. In the 19th century, cholera caused more deaths than any other disease. Hundreds of thousands of people across the world died during the cholera pandemic between 1881 and 1896.

Characters

Mary Lennox

At the start of the novel, Mary is spoilt, demanding and unwanted. In India, her parents spent little time with her and she always got her own way. When Mary is first sent to England, she thinks she is going to hate the place and the people. Slowly, Mary is transformed by the people she meets and the secret garden. By the end of the novel, she is a very different character.

Dickon Sowerby

Dickon seems to be liked and trusted by the other characters in the book. A friend to animals and children alike, Dickon is always on the moors and is very connected to nature. Dickon has a strong influence on Mary.

Colin Craven

Colin is the child of Archibald Craven and he had a similar start in life to Mary. At the beginning of the book, he is sickly and spoilt. He hardly leaves his bedroom and never breathes fresh air. Colin is another character who goes through a dramatic change during the course of the book.

Archibald Craven

Archibald Craven is the owner of Misselthwaite Manor. He is Colin's father and Mary's uncle. Like Mary's parents, he doesn't see much of his son at the beginning of the novel. Instead, he spends most of his time travelling to distract himself from a tragic event that happened to him.

Themes

- change
- grief
- loneliness
- recovery
- self-belief
- trust

Settings

India

India is a stiflingly hot place where Mary lives at the beginning of the novel. The lifestyle and customs that she experiences in India are very different from Misselthwaite Manor. In India, she treated servants very poorly, beating and kicking them without being punished.



Misselthwaite Manor

Described using language that emphasises its size, the manor is filled with objects, furniture, pictures and tapestries that highlight Archibald Craven's wealth. Despite its amount of possessions, Misselthwaite Manor lacks warmth.



The Secret Garden

The garden is a mysterious place that Archibald Craven has forbidden everyone at the manor from visiting. When Mary finds the garden, it gradually changes her character, health and outlook on life. It also has an impact on other characters.



Story timeline

These are some of the key chapters in the novel. When you read the chapters, use the questions as starting points for discussion.

Chapter 2

Several characters are introduced at the start of the book. What are your first impressions of Mary?

Chapter 6

Mary explores the manor and finds that it is a quiet, lonely place. What mystery does Mary want to solve?

Chapter 8–9

Mary makes an exciting discovery. How is the new location described?

Chapter 13

Mary meets a mysterious character. How is he presented?

Chapter 17

Mary confronts a character. What do you think of her behaviour?

Chapter 22

Mary and Colin have changed since we first met them. How have they changed?

Chapter 27

The master of the house returns. What do you think about the events in this chapter?

Structure

The novel takes place over a year, following the seasons to show how the development of the children and the garden are entwined. The beginning of the story focuses on Mary but it ends with Colin. The third-person narrative allows the story to visit different characters and locations.

Language

The author describes the house in terms of size. It is a *'huge rambling house'* with a *'massive door'*. Mary is contrasted as being *'very small'*. The author's vocabulary choices are reflective of the characters. Dickon is described in terms associated with nature, such as *'his eyes like a bit of the sky'*. Colin is described using language associated with gloom and illness, such as being *'ill and having to lie down'*. As Mary begins to enjoy life at the manor, lively verbs are used to capture her movements, such as *'scrambled'* and *'flew'*.

Symbolism

The robin is presented as a gatekeeper to the garden. It helps Mary make a very important discovery. It reminds us that humans and animals are all part of nature.

The robins' eggs represent the importance of life, suggesting all living things are precious in nature.

Described in vivid detail, the secret garden is a symbol of life, rebirth and love.



Literary terms

alliteration

Starting more than one word with the same letter to draw the reader's attention to the text and make it flow, such as *'Between the blossoming branches of the canopy bits of blue sky looked down like wonderful eyes.'*

metaphor

Describing something by comparing it to something that has similar characteristics but would usually be considered unrelated. For example, the roses *'had crept from one tree to another and made lovely bridges of themselves'*.

pastoral

A pastoral novel is about the benefits of living in the countryside.

personification

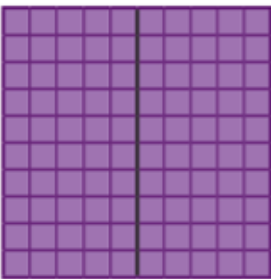
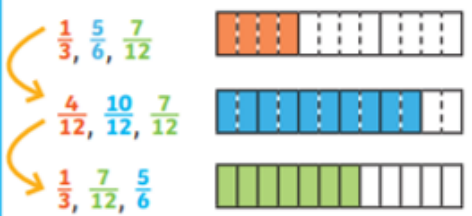
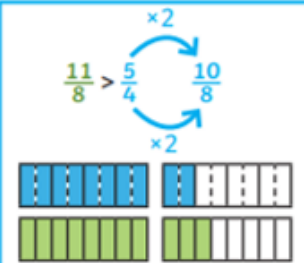
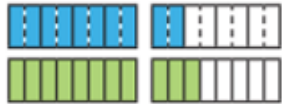
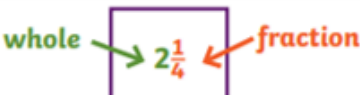
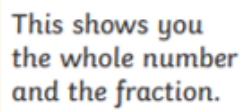
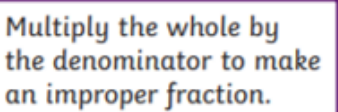
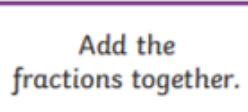
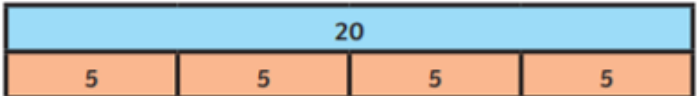
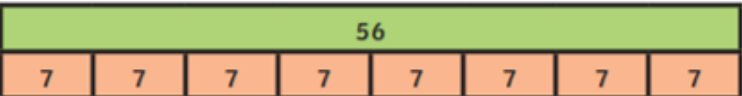
Giving human qualities to something non-human. For example, the wind *'rushed at [Mary's] face and roared and held her back as if it were some giant'*.

simile

Comparing one thing to another, often using like or as. For example, *'the sun fell warm upon his face like a hand with a lovely touch'*.

symbolism





Using a character, action, animal or object in a novel to represent qualities or ideas.

Fractions		Knowledge Organiser
Key Vocabulary	Equivalent Fractions	Compare and Order Fractions
numerator	To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.	We can compare and order fractions by using common denominators.
denominator		
unit fraction	$\frac{1}{2} \xrightarrow{\times 5} \frac{5}{10} \xrightarrow{\times 10} \frac{50}{100}$	
non-unit fraction		
whole		
equivalent	Mixed Numbers	Improper Fractions
mixed number	Mixed numbers contain a whole number and a fraction. 	An improper fraction has a numerator which is greater than or equal to the denominator. $\frac{5}{3}$
improper fraction	Convert an Improper Fraction to a Mixed Number	Convert a Mixed Number to an Improper Fraction
simplest form	$\frac{9}{4}$ $9 \div 4 = 2r1$ $\frac{2}{4}$ 	
multiple	Divide the numerator by the denominator.	$2\frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$ 
common denominator	Fractions of Quantities	
common numerator	To find a fraction of a number, divide by the denominator and multiply by numerator.	
	To find quarters of 20:	To find eighths of 56:
		
	$\frac{1}{4}$ of 20 = 5 $\frac{2}{4}$ of 20 = 10 $\frac{3}{4}$ of 20 = 15 $\frac{4}{4}$ of 20 = 20	$\frac{1}{8}$ of 56 = 7 $\frac{2}{8}$ of 56 = 14 $\frac{3}{8}$ of 56 = 21 $\frac{4}{8}$ of 56 = 28 $\frac{5}{8}$ of 56 = 35 $\frac{6}{8}$ of 56 = 42 $\frac{7}{8}$ of 56 = 49 $\frac{8}{8}$ of 56 = 56

Fractions

Knowledge Organiser

Adding and Subtracting Fractions

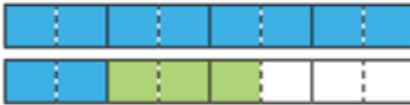
$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

 $\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$

 $\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

 $\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$


To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.

Add Fractions When the Total is Greater Than 1

$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$








Add Mixed Numbers

$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$



$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$

Subtract From a Mixed Number

$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$



starting number	find the equivalent fraction	subtract
		
		

Subtract from a Mixed Number - Breaking the Whole

$2\frac{1}{4} - \frac{3}{8} = 2\frac{2}{8} - \frac{3}{8} = 1\frac{10}{8} - \frac{3}{8} = 1\frac{7}{8}$


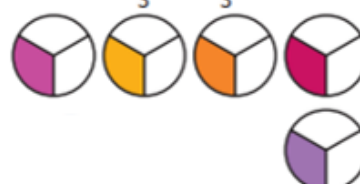
Subtract Two Mixed Numbers

$2\frac{3}{4} - 1\frac{5}{8} = 1\frac{1}{8}$

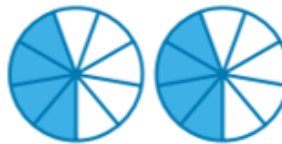



$2 - 1 = 1$
 $\frac{3}{4} - \frac{5}{8} = \frac{1}{8}$

Multiply Unit Fractions by an Integer

$\frac{1}{3} \times 5 = \frac{5}{3}$


Multiply Non-Unit Fractions by an Integer

$2 \times \frac{4}{9} = \frac{8}{9}$


Multiply Mixed Numbers by Integers

Convert to an improper fraction and multiply the numerator by the integer.

$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Use repeated addition.

$2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Sow, Grow and Farm

Farming in the UK

Farming is the business of growing crops and rearing livestock. Up to 70% of the land in the UK is used for farming. There are three main types of farming in the UK. These are arable, pastoral and mixed.



Arable farming is growing crops, such as cereals and vegetables.



Pastoral farming is rearing animals, such as cows and sheep.



Mixed farming is both growing crops and rearing animals.

The type of farming depends on the climate, the quality of the soil and the topography of the area. For example, the flat, nutrient-rich land in the east of England is perfect for arable farming, whereas the wet and windy hills of central Wales are most suited to pastoral sheep farming.

Allotments

Allotments are small pieces of land that individuals can rent to use for growing fruit, vegetables and flowers. The location of allotments in the local environment depends on many factors, including soil quality, drainage, transport links, availability of water and local facilities.



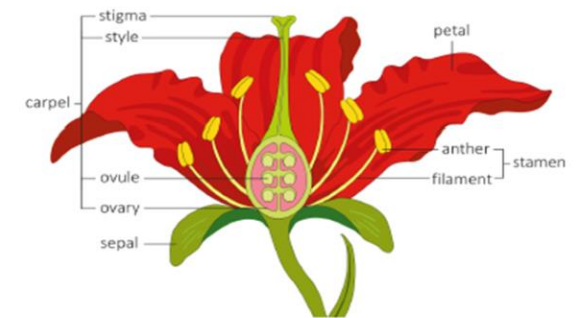
During the Second World War there were food shortages and rationing. The Dig for Victory campaign encouraged people to grow fruit and vegetables on open land, increasing the number of allotments by over 70%.



Plant life cycles

Plants can reproduce in one of two ways. Firstly, by sexual reproduction where two parent plants are needed, and the offspring are genetically different to either parent. Secondly, by asexual reproduction where only one parent plant is needed, and the new plants are genetically identical to that parent. Some plants can reproduce in either way.

Flowers are needed for sexual reproduction. Flowers have both male and female parts. Pollen from the male stamen gets transferred to the female carpel in a process called pollination. Following pollination, the ovules are fertilised and seeds are produced.



Modern farming techniques

Some farmers use modern farming practices, including new machinery, technology and scientific discoveries, to produce more food. Whilst this has increased food production there have also been some negative effects on the environment.

Modern farming techniques include chemical pesticides, synthetic fertilisers and irrigation technologies.

Forces and Mechanisms

Forces

A force is a push or a pull that makes something move, change speed or change shape. Forces act in pairs that oppose each other. A force can be either a contact force or a non-contact force.



Contact forces

A contact force is a force that acts between two objects that touch. Contact forces include:

- friction** A force between two surfaces as they move across each other that always slows an object down.
- air resistance** A frictional force that acts to slow an object's movement when it moves through air.
- water resistance** A frictional force that acts to slow an object's movement when it moves through water.

Non-contact forces

A non-contact force acts between two objects that do not touch. Non-contact forces include:

- magnetism** The attraction and repulsion between two magnets or between a magnet and magnetic materials.
- gravitational force** A pulling force between objects that have mass.

Gravitational force or gravity

All objects have gravity because all objects have mass. Usually, the gravitational force between two objects is very weak because the objects are small. Gravitational force becomes larger as an object's mass increases. Gravity gives an object weight.

Earth's gravity pulls objects towards its centre. Earth's gravitational force is strong because Earth has a large mass. Gravity keeps objects on the surface of the Earth and pulls all unsupported objects to the ground.



The force of gravity is weaker on the Moon than on the Earth because the Moon has less mass. Gravity on the Moon is about one-sixth of that on Earth.



The Sun has a strong gravitational force because its mass is so large. This force keeps the planets in our solar system travelling in a curved path, called an orbit, around the Sun.



Mass and weight

Many people commonly mix up and misuse the words mass and weight, even though they have different meanings and units of measurement.

Mass is the amount of matter that an object or substance contains. It can never be zero and is the same wherever it is, even in space.

Mass is measured in grams (g) or kilograms (kg) using a scale or the kg scale on a force meter.



Weight is a measure of gravitational force. The weight of an object can vary depending on where it is. For example, gravitational force on the Moon is less than that on Earth, so an object weighs less on the Moon.

Weight is measured in newtons (N) using a force meter.



Frictional forces

Friction is in all places where two surfaces meet. It acts in the opposite direction to movement and always slows an object down. The amount of friction depends on the materials from which the surfaces are made. Friction can be increased by adding tread patterns to tyres and the soles of shoes. Friction can be decreased by smoothing surfaces or using a lubricant, such as oil.



Exploring the British Empire

Key Vocabulary

1. **British Empire:** A group of territories under the jurisdiction of the United Kingdom that were ruled or administered as colonies, protectorates, or territories.
 2. **Colonies:** Territories controlled by a more powerful nation, typically distant from the controlling country.
 3. **Raw Materials:** Basic materials used in the manufacturing of goods or products, such as tea, cotton, and spices.
 4. **Global Trade:** The exchange of goods and services between countries worldwide.
 5. **Trade Routes:** Paths followed by traders carrying goods from one place to another, such as the Silk Road or the Transatlantic Slave Trade routes.
 6. **Transportation Networks:** Systems of roads, railways, airways, and waterways used to move people and goods from one place to another, crucial for connecting distant territories in the British Empire.
-

Timeline of Important Events

1. **16th Century:** The beginning of the British Empire with territories in North America and the Caribbean.
2. **18th Century:** Expansion into India and Africa during the height of the Empire.
3. **19th Century:** Industrial Revolution increases demand for raw materials from colonies, leading to economic growth.
4. **20th Century:** Decolonisation process begins, granting independence to many British colonies.
5. **Modern Day:** Legacy seen in former colonies' cultural, political, and economic structures, shaping modern human geography.



Useful Websites

1. [BBC Bitesize - The British Empire](#)
2. [National Geographic Kids - British Empire Facts](#)
3. [The British Library - The British Empire](#)

Interesting Facts

- The British Empire was the largest empire in history, covering approximately a quarter of the world's land area.
- The steam engine revolutionised transportation, facilitating faster trade between distant colonies.
- Key raw materials imported from British colonies included tea, cotton, and spices, driving economic growth.

Home Learning and Useful Links:

Reading:

[Oxford Owl for School and Home](#)

<https://www.bbc.co.uk/bitesize/topics/zs44jxs/year/zhgppg8>

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>

Phonics:

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

[PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

Writing:

<https://www.bbc.co.uk/bitesize/subjects/zv48a6f/year/zhgppg8>

<https://home.oxfordowl.co.uk/english/primary-writing/writing-year-5-age-9-10/>

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Maths:

[Key Stage 2 Maths - Topmarks Search](#)

<https://www.timestables.co.uk/multiplication-tables-check/>

Science:

<https://www.bbc.co.uk/bitesize/subjects/z2pfb9q/year/zhgppg8>

[Home | WowScience - Science games and activities for kids](#)

<https://www.bbc.co.uk/bitesize/topics/z6wwxnb/articles/zdvhxbk>

Geography:

<https://www.bbc.co.uk/bitesize/articles/zywx6g8#zcd8wnb>

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

Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS Foundation Trust \(wmas.nhs.uk\)](#)

PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)