



# Masefield Primary School

Masefield Road, Little Lever, BL3 1NG



Executive Headteacher  
Mrs. L. Whittaker

Head of School  
Mr. A. Done

7 June 2024

RE: Year Five Summer 2 Curriculum

Dear Parents and Carers,

At Masefield, our curriculum design is focused on the knowledge and understanding of our pupils and their needs in order that all children achieve their full potential. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society. The curriculum in its widest sense is used to enhance pupil experiences and give opportunities that pupils may not have access to outside of school.

Attached is an overview of the content studied in the Summer 2 term of Year Five as well as the knowledge organisers which link to each unit. To understand fully what your child will be learning this term and be able to support your child at home, please take the time to read over these knowledge organisers.

Your child will also bring home this term's 'Home Learning Menu' today. This clearly explains the expectations for homework, as well as additional project-based learning you may wish to complete with your child to deepen their understanding of the learning taking place in class. Teachers at Masefield encourage all children to complete these projects and return them to school before the final Wednesday of the half term, when their home-learning projects will be showcased to their peers.

I would like to take this opportunity for your continued support in reinforcing the learning that takes place at Masefield.

A. Done

Mr A. Done

Head of School



01204 333714



office@masefield.bolton.sch.uk



www.masefield.bolton.sch.uk





# Year Five Summer 2 Curriculum



These are the units studied in the Summer 2 term of Year Five:

## English

This half term, Year 5 will explore poetry, balanced arguments and recounts. We will be reading 'On The Move' by Michael Rosen and 'War Horse' by Michael Morpurgo.

## Science

This half term, Year Five will continue learning about animals including humans. This falls under the strand of Biology.

## Computing

This half term, Year Five will be learning about Digital Literacy. Through this unit, we will explore creating digital content.

## Religious Education

This half term, Year Five will be following our Whole School Theme.

## Mathematics

This half term, Year Five will explore negative numbers, converting units and volume.

## Geography

This half term, Year Five will explore London. We will visit our capital city to learn more about it and compare it to Manchester.

## Design Technology

This half term, Year Five will explore Mechanisms. We will build a model fairground ride and learn about the engineer Margaret E. Knight.

## PSHCE

This half term, Year Five will explore the unit 'It's My Body'. We will think about how to keep our bodies safe.

## Physical Education

This half term, Year Five will be learning about Athletics and Outdoor Adventurous Activities.

## Music

This half term, Year Five will be performing 'Wish'. We will continue to learn about the musician Stephen Schwartz.

## Spanish

This half term, Year Five will be exploring the unit 'Sports'. We will learn to talk about the sports we enjoy.

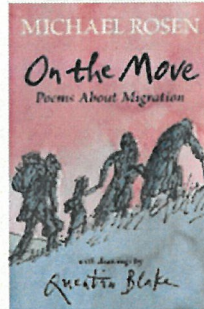


# Year Five: English

Knowledge Organiser



We will be reading...



On the Move

Author: Michael Rosen  
Illustrator: Quentin Blake

We will be writing poetry...

## Poetry – Cinquains

- Cinquains are a form of syllabic poetry characterised by a distinctive 5 line structure: 1st line: 2 syllables. 2nd line: 4 syllables. 3rd line: 6 syllables. 4th line: 8 syllables.

Listen.

With faint dry sound,

Like steps of passing ghosts,

The leaves, frost-crisp'd, break from the trees

And fall.

2 syllables

4 syllables

6 syllables

8 syllables

2 syllables

## Poetry – Spoken Word/Rap

- In spoken word poetry, often it's better to have the rhyme in unexpected and different places to add emphasis to the key points you want to get across.
- Assonance (the rhyming of vowel sounds in successive words) doesn't need to happen at the end of lines – it can happen within and throughout the poem. For example:

I sit back to relax

but the fact that you're back

means I feel

like I'm trapped and I'm under attack

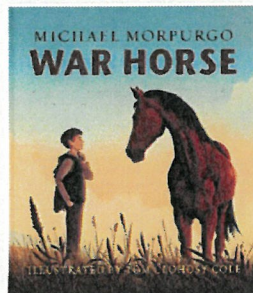


# Year Five: English

## Knowledge Organiser



### We will be reading...



## War Horse

Author: Michael Morpurgo

### We will be learning to write...

#### Fronted adverbial sentences

Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe the action that follows.

*As quick as a flash,* Little Red Riding Hood bounded behind a nearby tree.

#### Sentences with semi-colons and colons

**Semi-colons (;)**  
The wood was silent and absolutely still; Little Red Riding Hood realised that she had not truly seen its beauty until now.

**Colons (:)**  
There was only one thing the wolf wanted to do now: eat that juicy Little Red Riding Hood.

#### Sentences using dashes

We can use dashes for parenthesis (to add additional information) in an informal way:

The wolf – *who wasn't very cool* – ate his dinner.

#### Sentences with commas and brackets

We can use commas for parenthesis (to add additional information):  
The wolf, *who wasn't very cool*, ate his dinner.

We can use brackets for parenthesis (to add additional information):  
The wolf (*who wasn't very cool*) ate his dinner.

### We will produce balanced arguments and recounts.

#### Features of balanced arguments

- The opening paragraph introduces the argument.
- It contains opposing views of for and against.
- There is evidence to support your arguments.
- There is a concluding paragraph that includes the writer's own opinion.
- It is written in the third person (except final paragraph).
- The final paragraph is written in the first person.
- It is written using formal and technical language.

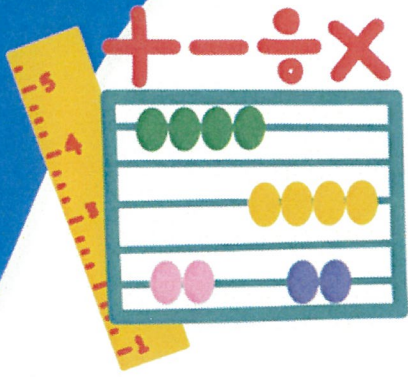
#### Features of recounts

- Introduction paragraph briefly covers who, what, where and when about the event.
- Written in the first person.
- Written in the past tense.
- Time conjunctions.
- Written in chronological order.
- Quotations from people who were there.
- Concluding paragraph links back to introduction.



# Year Five: Maths

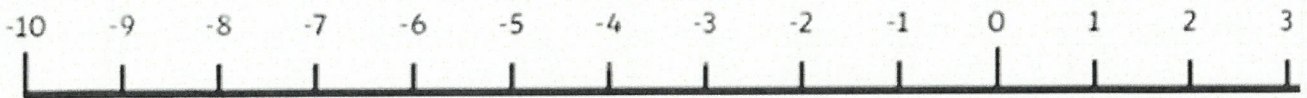
Knowledge Organiser



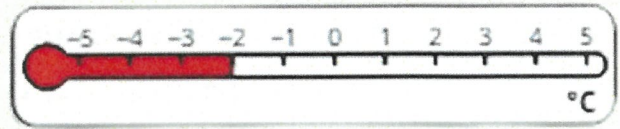
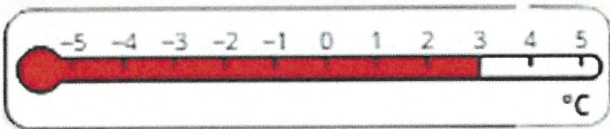
This term, we will be learning about...

Negative Numbers

## Negative Numbers



## Compare negative numbers



3 degrees is *warmer* than -2 degrees

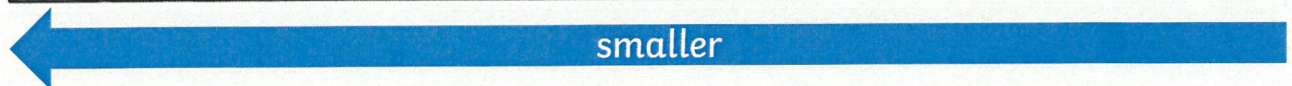
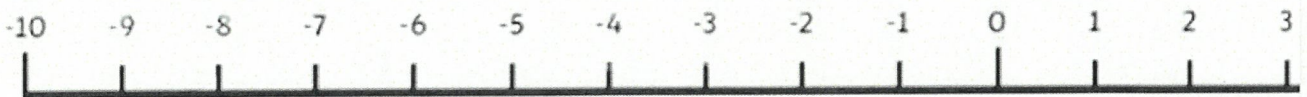
-2 degrees is *colder* than 3 degrees

$$-5 < 2$$

$$3 > -1$$

$$-1 < 1$$

## Order negative numbers



-6      -5      -3      -1      0      1      4      7

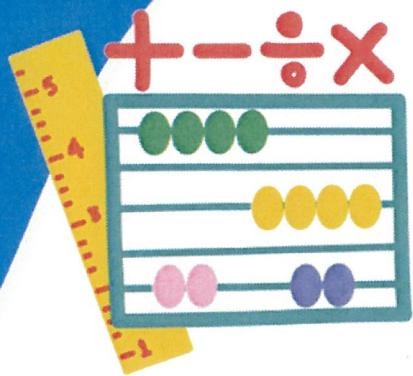
## Vocabulary

negative      positive      minus      compare      order



# Year Five: Maths

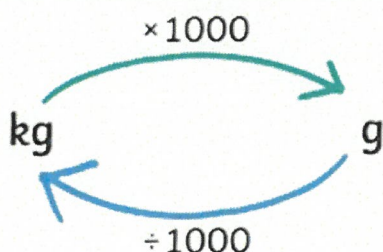
## Knowledge Organiser



This term, we will be learning about...

Converting Units

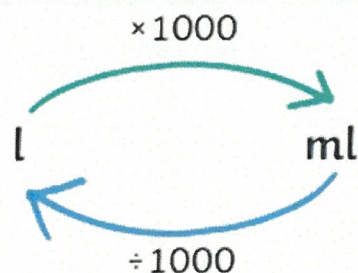
### Converting Mass



$$1000\text{g} = 1\text{kg} \quad \frac{1}{4}\text{kg} = 0.25\text{kg} = 250\text{g}$$

$$\frac{1}{2}\text{kg} = 0.5\text{kg} = 500\text{g} \quad \frac{3}{4}\text{kg} = 0.75\text{kg} = 750\text{g}$$

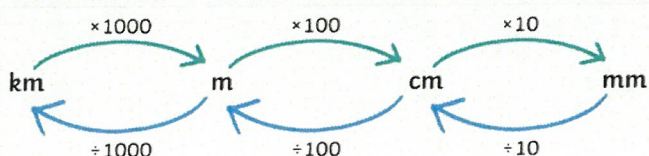
### Converting Capacity



$$1000\text{ml} = 1\text{l} \quad \frac{1}{4}\text{l} = 0.25\text{l} = 250\text{ml}$$

$$\frac{1}{2}\text{l} = 0.5\text{l} = 500\text{ml} \quad \frac{3}{4}\text{l} = 0.75\text{l} = 750\text{ml}$$

### Converting Length



$$1000\text{m} = 1\text{km} \quad 100\text{cm} = 1\text{m} \quad 10\text{mm} = 1\text{cm}$$

$$\frac{1}{4}\text{km} = 0.25\text{km} = 250\text{m}$$

$$\frac{1}{2}\text{km} = 0.5\text{km} = 500\text{m}$$

$$\frac{3}{4}\text{km} = 0.75\text{km} = 750\text{m}$$

### Converting Time

1 minute = 60 seconds

1 hour = 60 minutes

1 day = 24 hours

1 week = 7 days

1 fortnight = 2 weeks

1 year = 12 months or  
52 weeks or 365 days

1 leap year = 366 days

#### Months

January, March, May,  
July, August, October,  
December = 31 days

Decade = 10 years

Century = 100 years

April, June, September,  
November = 30 days

Millennium = 1000  
years

February = 28 days

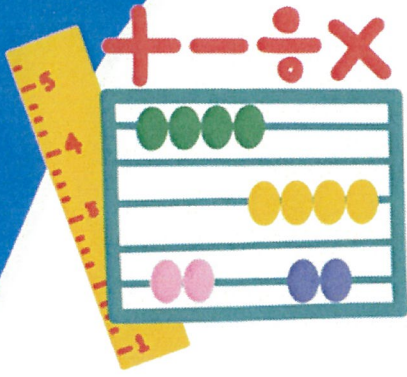
### Vocabulary

mass      gram      kilogram      capacity      volume      millilitre  
centilitre      litre      length      millimetre      centimetre      kilometre  
convert



# Year Five: Maths

## Knowledge Organiser



This term, we will be learning about...

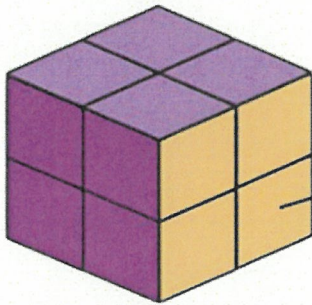
Volume

### Volume of Cubes and Cuboids

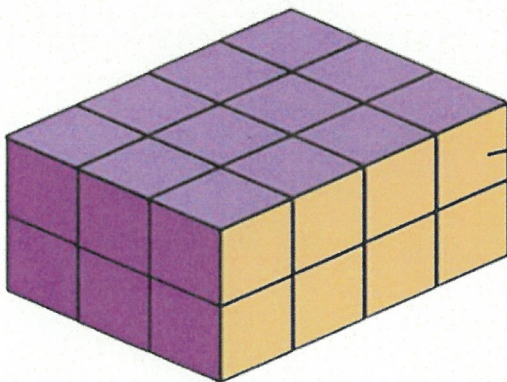
Volume is measured in cubed units. For example  $\text{cm}^3$ ,  $\text{m}^3$  and  $\text{km}^3$ .

To calculate the volume of cubes and cuboids:

1. Calculate the area of the cross-section (one face).
2. Multiply the area of the cross-section by it's depth.



Area of cross-section (face) =  
 $2\text{cm} \times 2\text{cm} = 4\text{cm}^2$   
 $4\text{cm}^2 \times 2\text{cm} = 8\text{cm}^3$



Area of cross-section (face) =  
 $4\text{cm} \times 2\text{cm} = 8\text{cm}^2$   
 $8\text{cm}^2 \times 3\text{cm} = 24\text{cm}^3$

### Vocabulary

cubed    area    cross-section    prism    cube    cuboid    face  
length    height    width    depth





# Year Five: Our Capital City

## Knowledge Organiser



### The Big Idea

London is the capital city of the United Kingdom and one of the most famous world cities. It has a rich cultural and historical heritage, in particular of the monarchy. Annually, London attracts tens of millions of international visitors and is home to some of the most famous historical and contemporary landmarks.

### Where is London?



London is the capital city of England. It is in the Southeast region and has 32 boroughs. Many human and physical features can be seen here.

### Key Landmarks

There are many key landmarks in London such as...



Buckingham Palace



The London Eye



Big Ben



The Palace of Westminster

### Similarities to Manchester



London is like Manchester in many ways, but there are some differences. Both London and Manchester are expanded around a river and both are hotspots for tourism. However, Manchester is a smaller regional capital and London is the seat of government and monarchy.

### Sightseeing in London



There are many attractions to see in London. Here is a sightseeing map showing the location of many popular attractions around the capital.

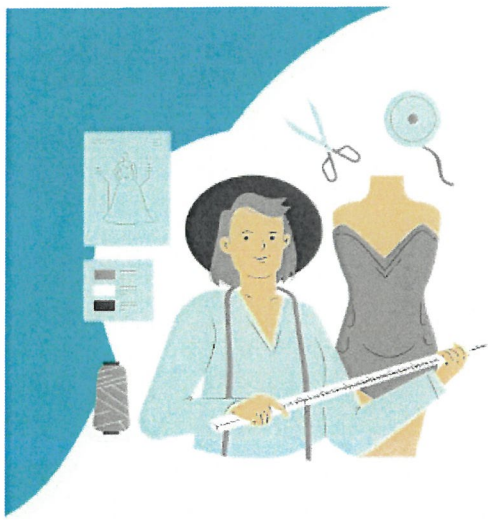
### Vocabulary

capital city    landmark    settlement    tourism  
route    Palace of Westminster



# Year Five: Mechanisms

## Knowledge Organiser



### The Big Idea

Pupils will develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. They will produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. They will Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

### Research the Engineer



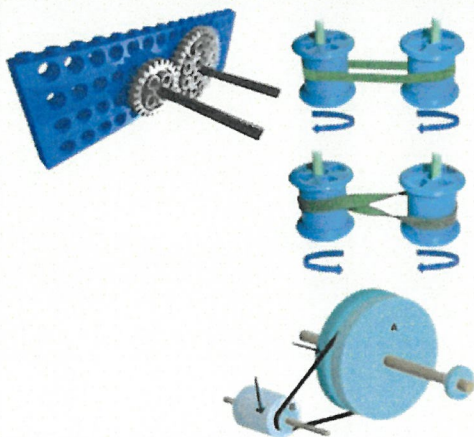
#### Margaret E. Knight

- Margaret invented a device that would automatically stop a machine if something was caught in it
- Later, Margaret worked in a paper bag factory. At that time, paper bags weren't flat on the bottom. Margaret thought about how much easier they'd be to use if they were flat and she went to work creating a machine that would make the bags.
- She went on to make 100 inventions and receive 20 patents.

### Design Brief

Design, make and evaluate a model fairground ride that uses gears, pulleys and levers in order to move.

### Make the Product



### Evaluate the Product

How does my product compare to the original design specification?

Critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for the intended user and purpose.

### Vocabulary

pulley gear drive belt gearing up or down  
mechanical system follower mesh motor spindle





# Year Five: It's My Body

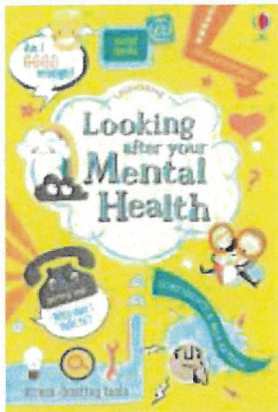
## Knowledge Organiser



### The Big Idea

It is important that children know they have control over their own bodies. They should know about choices they can make which can influence their physical and mental health.

#### Our Linked Text



#### Control

My body belongs to me and I have control over what happens to it.



#### Healthy Choices



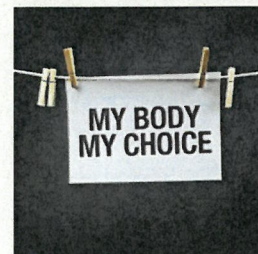
I understand that some drugs, like alcohol and tobacco have harmful effects.

#### Sleeping



I know that getting enough sleep is important in staying healthy and feeling well.

#### Choices



I can make the right choices, which affect my physical, mental and emotional health.

### Vocabulary

secret choices relationship trusted adult hygiene drugs habit