



Welcome to Year 5
2026-2027

Our Year 5 Staff Team



Role	Staff Member Name
Team Aspen Teacher	Mrs C Reidy
Team Beech Teacher	Katie Sharp
Teaching Assistant	Michelle De Silva
Teaching Assistant	Sophie Cain
Teaching Assistant	Nida Ghauri
Teaching Assistant	Izzy Kavanagh



Start and End of Day Procedures

8.30-8.45 - Enter via the door nearest Monkleigh gate.

3.00 - Dismissal via the back playground.

- Please ensure you have completed the [Permission to Walk Home Unaccompanied form](#) if your child will not be collected by an adult.
- Please ensure that your child does not ride their bike or scooter anywhere on the school site.
- Please report anything suspicious or concerning to a member of staff immediately.

Weekly Routines



- **PE Day:** Tuesday and Wednesday – please ensure your child comes to school in their full PE kit. *Refer to school uniform requirements on website.*
- **Library:** Monday - please ensure your child brings their library book each Friday so they can borrow a new one.
- **Reading Day:** Please refer to your child's yellow reading log for their reading day. Children will need their books in school every day.



A Typical Day in Year 5

08:30 – 09:00		Early morning work and registration
09.00 – 10.00		Maths
10:00 – 10:30		Whole Class Reading
10:30 – 10:50		Collective worship
11:00 – 12.00		English
12:00 – 13:00		Lunchtime break
13:00 – 15:00		Foundation subjects, spelling and dismissal

What We Are Learning This Year



Year 5 Hillcross Primary Curriculum Overview (2026-2027)

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
English	Narrative: Finding Tale Writing Outcome: Write their own 'Finding Tale' Non-Fiction: Recount Writing Outcome: Diary writing linked to the text – Beetle Boy	Non-Fiction: Recount Writing Outcome: Write a biography about Fu Hao Narrative: One Small Step Writing Outcome: Write a story based on the narrative	Non-Fiction: Information Writing Outcome: Information Text about the Shang Dynasty Non-Fiction: Information Writing Outcome: Fictional Police Report	Narrative: Traditional Tale Writing Outcome: Write stories inspired by Hansel and Gretel Non-Fiction: Explanation Writing Outcome: Life Cycle of a Fro	Narrative: Myth Writing Outcome: Write their own story inspired by Theseus and the Minotaur Non-Fiction: Information Writing Outcome: Mythical Creature Report	Non-Fiction: Persuade Writing Outcome: A speech from Odysseus to his crew Picture Book Focus Children will create writing based upon a Picture Book
	Structured Poetry: Rhyming Couplets – Children to write their own rhyming poem - ABAB		Free Verse: children to create a 'MORERAPS' poem		Published Poet: Cloud Busting by Malorie Blackman	
Maths	Composition & Calculation: 10ths Short Multiplication Short Division	Composition & Calculation: 100ths Addition and subtraction: Money Counting and Comparing Negative Numbers	Decimal Place Value: Multiplication and Division Area and Perimeter Scaling Multiplying Decimal Fractions by Whole Numbers	Multiplying Whole Numbers by Fractions Multiplication with Three Factors Volume	Finding Equivalent Fractions & Simplifying Linking Fractions, Decimals & Percentages Converting Units	Properties of Shape, including angles Transformations
Science	Forces and Mechanisms: the effects of gravity, air resistance, water resistance and friction and the use of mechanisms	Earth and Space: the Solar System and its spherical celestial bodies	Human Reproduction and Ageing: human growth and development to old age, including the changes experienced during puberty and human reproduction		Properties and Changes of Materials: mixtures, how they can be separated using sieving, filtration and evaporation, and reversible and irreversible changes	

What We Are Learning This Year



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History	Dynamic Dynasties: ancient China, the Shang Dynasty and the lasting legacy of the first five Chinese dynasties			Groundbreaking Greeks: changes over six periods of ancient Greek history, focusing on the city state of Athens and exploring the lasting legacy of ancient Greece		
Geography	Investigating Our World: locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes.		Sow, Grow and Farm: the features and characteristics of land use in agricultural regions across the world		Investigating Our World: Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements.	
Religious Education	The Bible as the Holy Book of Christians: why the Bible is important to Christians and how it is used for both private and public worship	Islam Worship, Festivals and Practices: features of a mosque, the Five Pillars of Islam and birth and marriage customs	Judaism within the home and synagogue: what it means to follow Jewish faith and the features of a synagogue	Christian denominations: similarities and differences between different Christian denominations	What is faith and what difference does it make?: looking at Jackie Pullinger and Mary Slessor and difference faith made to their lives	The Christian Way of Life: understanding the ten commandments and comparing these to the teachings of other religions
Physical Education	Tag Rugby Sports Leadership	Basketball Dance	Gymnastics Football	Hockey Gymnastics	Outdoor Adventurous Activities Athletics	Tennis Cricket
Design and Technology		Moving Mechanisms: designing, making and evaluating a pneumatic machine that performs a useful function		Eat the Seasons: meaning and benefits of seasonal eating, including food preparation and cooking techniques		Architecture: understanding how architectural style and technology has developed over time
Art and Design	Colour in Landscapes: studying tints, shades and tones and using this in landscape paintings	Taotie: the significance and art of the taotie motif and ancient and contemporary casting methods	Line, Light and Shadows: exploring the work of Picasso and Rembrandt and the qualities of line, light	Nature's Art: sketching natural forms and creating land art installations	Mixed Media: exploring paper crafts, papermaking and collage techniques to create a mixed media	Expression: exploring ways to portray feelings and emotions in art to create an imaginative self-portrait

Supporting Learning at Home



- **Daily Reading:** We expect children to read for at least 10 minutes every night. Please sign their reading records daily to indicate what they have read. However, encourage them to read and for family members to read to/with them as often as possible.

To help prepare children for secondary school transition, end of Year 6 standardised tests and to allow children to take more responsibility for their home learning, children in Year 5 and 6 will be set home learning in booklets each week.

These will consist of:

- A grammar revision booklet
- A maths revision booklet
- A reading comprehension booklet

Each week, children will be expected to complete specific pages in each of the booklets.

Pages chosen will reflect learning that has already taken place in the classroom so that children can practise and apply skills.

Home Learning is **set on a Friday afternoon via Google Classroom** and the booklets must be handed in the following Wednesday. *Please refer to school website for information on how to use google classroom.*

We also encourage regular use of **Knowledge Organisers** (see next page).

Knowledge Organisers

Knowledge Organisers will be uploaded onto Google Classroom at the start of each term. They will help both you and your child to understand exactly what your child will be learning about and to know what terminology you could use when discussing their learning at home. Your child can use the Knowledge Organiser to reinforce key knowledge and vocabulary linked to their current topics.



Dynamic Dynasties

A dynasty is a system of rule where the throne passes from one member of a ruling family to another. Dynasties have ruled China for 4000 years, from c2070 BC until 1912. During that time, around 15 different dynasties have held power. Each dynasty made important changes to the country, but many aspects of life in China started during the first five dynasties.

Shang Dynasty

The Shang Dynasty is the earliest ruling dynasty in the recorded history of China. The Xia Dynasty is thought to have gone before, however there is no recorded evidence to support this. The Shang Dynasty reigned during China's Bronze Age, from c1600 to c1046 BC, and were known for their advances in bronzework, silk manufacture, jade carving and military technology.

Yinxiu
Scholar, Wang Yirong, discovered evidence of the Shang Dynasty in 1899, when he found ancient Chinese writing on bones that he had been given to treat malaria. He traced the bones to the modern day city of Anyang. The Shang Dynasty capital of Yin was discovered in Anyang in 1928. Excavations at the site, known as 'Yinxu', or 'Yin ruins', uncovered the remains of palaces, temples and tombs. Archaeologists also found many bronze and jade objects, as well as thousands of oracle bones. These finds provided a wealth of information about how people lived and worshipped.

Oracle bones
Oracle bones are pieces of sheep or cow bone, or turtle shell. Shamans or kings wrote questions on these bones to ask for guidance from the deities. Holes in the bones were then heated until they fractured. The patterns of fractures were interpreted as the answers to the questions. In this way, Shang Dynasty kings consulted the deities about the outcome of harvests, droughts, health issues and military strategies.

Religion
People in the Shang Dynasty worshipped the king of the gods, Shangdi. They also prayed to lesser gods who controlled aspects of the world, such as the sun, wind, rain and moon. People made offerings and sacrifices to please their deceased ancestors. They believed that the soul lived after death, so they buried objects, including ritual vessels containing food and drink, for the dead to use in the afterlife.

Bronze
Bronzeworking skills were a major advance during the Shang Dynasty. People learned to smelt copper, tin and lead to make bronze. Skilled craftspeople created vessels that were used for rituals and offerings to the gods. Bronze weapons, such as daggers and spearheads, also gave the Shang Dynasty warriors an advantage over their enemies.

Jade
Jade is a hard and rare stone, made from the mineral nephrite, which is difficult to shape and carve. Jade was used for jewellery, ornaments, weapons, tools and ritual objects. It was precious and a symbol of purity and virtue.

Silk
Silk was a popular and highly desirable fabric. It was made from threads produced by silkworms. Exquisite fabric was made for clothes and luxury goods, which were worn by the nobility and traded.

Shangdi surrounded by attendants

Houmuwu ding from Yinxiu

jade plaque, c3500–c2000 BC

jade bi

Earth and Space

The Solar System

The Solar System consists of eight planets that orbit around the Sun.

Diagram not to scale

The Earth

The Earth is the third planet from the Sun in the Solar System and is the only one to support life. The Earth rotates on an axis at a tilt of 23.5°. One rotation takes 24 hours, which is one day. The Earth orbits the Sun once every 365.25 days, which is a year.

The planets and stars are spheres

Each planet and star is spherical because gravity, created by their large mass, pulls all material towards their centre and compresses it into the most compact shape, a sphere.

Models of the Solar System

Geocentric model
In the past, many philosophers and scientists believed the Solar System was geocentric, meaning that the Earth was at the centre, orbited by the Sun and the other planets. The observations and common sense of Aristotle, the mathematics of Ptolemy and the scientific methods of Alhazen supported this theory. The geocentric model was accepted for 1500 years.

Aristotle, c384–c322 BC
Claudius Ptolemy, AD c100–c170
Alhazen, AD c965–c1040

The Sun
The Sun is a 4.5 billion-year-old star. It is a huge, hot ball of gas that rotates on its axis once every 27 Earth days. The Sun is the only source of light and heat in the Solar System. Without it, life as we know it would not exist on Earth.

The planets

There are eight planets in the Solar System. The planets closer to the Sun (Mercury, Venus, Earth and Mars) are terrestrial planets because they are made of rock. They are hotter and have a shorter orbit and a shorter year than the planets farther away. Planets that are farther from the Sun (Jupiter, Saturn, Uranus and Neptune) are made of gas and are called gas giants. They are colder and have a larger orbit and a longer year than the closer planets.

Diagram not to scale

Heliocentric model
In the 16th century, Nicolaus Copernicus suggested the heliocentric model, with the Sun at the centre of the Solar System and the Earth and other planets orbiting around it. Even though this was an unpopular theory at the time, the observations of Galileo Galilei and the scientific laws of Sir Isaac Newton proved that the heliocentric model was correct.

Nicolaus Copernicus, 1473–1543
Galileo Galilei, 1564–1642
Sir Isaac Newton, 1643–1727

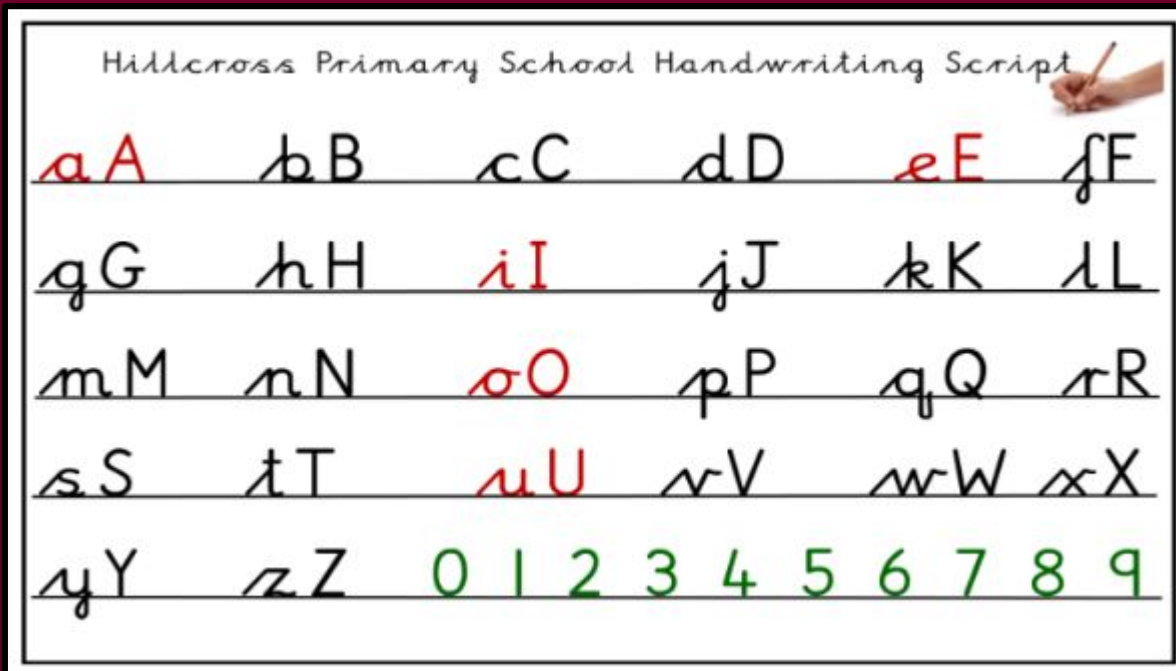
Beliefs about the shape of the Earth
Many ancient civilisations believed the Earth was flat and shaped like a floating disc, a cylinder or even a square. In ancient Greece, around 500 BC, the philosopher, Pythagoras, thought a sphere was the perfect shape, so the Earth must be a sphere. Aristotle proved the Earth was a sphere when he observed a ship sailing away to sea. He noticed that the bottom of the ship disappeared first and the sail last. If the Earth were flat, the whole ship would have looked gradually smaller as it sailed away.

Modern technology has provided further evidence that the Earth is spherical. For example, the famous Earthrise photograph was taken from the spacecraft Apollo 8 during the crew's first orbit around the Moon.

Earthrise, 1968

Supporting Learning at Home

Handwriting and Spelling: Please also support your child by practising their cursive script handwriting and spelling words each week.



Year 5 Spelling Words

accommodate	correspond	immediate immediately	relevant
accompany	definite	individual	restaurant
according	desperate	interfere	rhyme
achieve	determined	language	secretary
aggressive	develop	lightning	shoulder
ancient	dictionary	muscle	signature
apparent	environment	neighbour	sincere(ly)
attached	equip (-ped, -ment)	occupy	stomach
available	especially	occur	suggest
average	excellent	opportunity	symbol
bargain	explanation	persuade	system
bruise	familiar	physical	temperature
cemetery	forty	professional	twelfth



Pledges

Please support your child in completing their reading and number pledge at home.





The Hillcross Reading Pledge

Reading is *power*. We read today for a *powerful* tomorrow.



As a school, **we pledge** to share a 'Class Reader' with you every day for 10 minutes.
This could be a narrative, non-fiction or poem.

In return, **you pledge** to read at home for a minimum of 10 minutes every day
(we encourage you to read for longer whenever you can).

By following this pledge,
you will read over 140,000 words every year!
This will not only help you improve as a reader but as a learner.



The Hillcross Number Pledge

With mathematics, there is nothing you cannot do. Everything around you is mathematics. *Everything around you is numbers.*



As a school, we **pledge** to devote 10 minutes every day to practise our number facts in order to improve our understanding of numbers and become fluent mathematicians.

In return, **you pledge** to practise your number facts at home, every day, for a minimum of 10 minutes.

This fluency practice can be: subitising, counting, doubling, halving, adding and subtracting using varied representations.

Behaviour

Our school charter/code of behaviour is based on our school values, the 17 Habits of Mind, The UN Convention on the Rights of the Child (UNCRC) and the views of our school community.



Hillcross Primary School School Charter/Code of Behaviour

1. We ALL have the RIGHT to learn

and it is our responsibility to behave in a way that allows others to do so too.

2. We ALL have the RIGHT to be respected

and it is our responsibility to treat everyone fairly and with compassion.

3. We ALL have the RIGHT to feel safe

and it is our responsibility to make sure our actions keep ourselves and others safe.



Online Safety



At Hillcross, we stay safe online by following our 5 Internet Safety Pillars:

Sharp
Smart sharing,
not oversharing.

Alert
Knowing what's real
and what's fake.

Secure
Keeping your
information safe.

Kind
Respecting
others.

Brave
Speak up- report it!

As responsible digital citizens, we recognise and understand the 4 C's:

CONTENT

What you see.

I know that age-appropriate content will keep me safe and happy online. I also know that some information can be edited or fake!

Not everything I see or hear is appropriate and this can make me feel worried, anxious or frightened.

CONTACT

Who you talk to.

A true friend or trusted adult will **NEVER**:

- Ask for personal details.
- Ask for photos or videos of yourself.
- Ask to meet up in secret.
- Tell you to keep secrets from friends or family.

Not everyone we meet and talk to online are trusted or reliable people.

CONDUCT

The way you behave.

I know it is important to behave in a respectful way online. I know the things I do or say will affect how someone feels about me. I know I have to keep all my personal information private to keep me safe. If I wouldn't say it face-to-face, I shouldn't say it online.

Did you know that everything you put online stays online forever! This is your digital footprint.

COMMERCE

Buying and selling or gambling.

Commerce is a form of shopping and gambling and this can be very addictive when I play online games. Addictive behaviours can be harmful both physically and mentally and can affect the way I behave. I know I should always check with an adult.

I will always tell a trusted adult if I am ever worried or concerned about something I have seen or done online.

All children from Nursery - Year 6 use this to sign an Acceptable Use Policy Agreement.

Educational Visits and Workshops



Autumn Term | Shang Dynasty Workshop- the approximate cost of these opportunities will be £8 per child.

Spring Term | Mission to Mars: LEGO® Explorers Workshop at National History Museum. Costings to follow at the end of the Autumn term.

Summer Term | Greek Workshop at the British Museum. Costings to follow at the end of the Spring term.

Please note these are approximate costs and curriculum enhancements can only take place if families make voluntary contributions to cover their cost.

If you have any questions, please initially refer to our Be Connected parent guide and the **school website**.

If you cannot find the information you are looking in these two places, please **email info@hillcross.merton.sch.uk**.

The Year 5 team are looking forward to working with you and your children this year.