

Holden Clough Primary School's Curriculum

Newsletter Autumn 2

Year 5

Enjoy the well-earned break! We hope you have a nice half-term break and use this opportunity to have quality family time.

Next half-term will lead us nicely into Christmas with many things to look forward to.

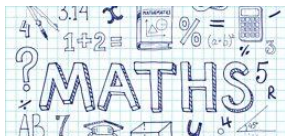
Our main topic area will be: **Anglo-Saxons and Scots**

Mathematics

We will begin our mathematics work this half term looking at multiplication and division, including fluency and reasoning/ problem-solving. The children will develop their understanding of methods and techniques used to multiply and divide numbers up to 6-digits and represent such calculations in a variety of ways. Written methods will be taught, e.g. short and long multiplication as well as short division (bus stop).

Following that, we move on to our first unit on fractions. We will be finding equivalent fractions, comparing and ordering fractions, adding and subtracting fractions and converting between improper fractions and mixed numbers.

Reinforcement of multiplication and division facts (times tables) will really help with this unit of work.



PSHE

Unit: Celebrate

In Celebrate, we learn to recognise and appreciate our own strengths and achievements, as well as those of others. We explore how celebrating our successes helps us feel proud, confident, and motivated.

Key ideas:

- Identifying our personal strengths and talents
- Celebrating our own and others' achievements
- Understanding the importance of gratitude and kindness
- Building confidence through positive reflection

Unit: Places

In Places, we discover how our brains work and learn strategies to help us manage our thoughts and emotions. We explore different "brain states" — for example, when we feel calm, curious, or stressed — and learn how to move back to a positive state when things feel difficult. This helps us to focus, stay calm, and make good choices.

Key ideas:

Understanding different "brain states" and how they affect us

Learning how to calm down and reset when we feel stressed

Practising mindfulness and breathing techniques

DT – Woodwork: Building Bridges

In this unit, pupils learn about different types of bridges and how they are designed to be strong and stable. They explore real-world examples and investigate how shapes, structures, and materials can make a bridge stronger. Using woodwork skills, pupils design and build their own model bridge, practising accurate measuring, cutting, and joining techniques.

Key learning:

Explore different bridge types and their structures

Develop woodwork skills such as measuring, sawing, and joining

Understand how to make structures strong and stable

Design, build, test, and evaluate a model bridge



PE

The children will have PE lessons on a Wednesday and Friday. This half-term we will focus on 'Gymnastics' and 'Hockey'.

History-The Anglo-Saxons and Scots

In this unit, pupils explore what happened in Britain after the Romans left and how the Anglo-Saxons and Scots shaped the country we know today. They learn who the Anglo-Saxons were, where they came from, and why they settled in Britain. Pupils investigate what life was like in Anglo-Saxon villages, how people lived, worked, and worshipped, and how the arrival of Christianity changed their society.

The unit also looks at the role of the Scots and their influence in early medieval Britain. Through timelines, artefact studies, and historical enquiry, pupils develop their understanding of how different groups contributed to Britain's history and culture.

Key learning:

Understand who the Anglo-Saxons and Scots were and where they came from
Explore why they settled in Britain and how they lived
Learn about Anglo-Saxon beliefs, culture, and daily life
Discover how Christianity spread across Britain

Year 5 Science - Properties and Changes of Materials

In this unit, pupils explore the properties of different materials and investigate how these properties make them suitable for specific purposes. They test materials for qualities such as hardness, solubility, transparency, conductivity, and magnetism.

Pupils also learn about reversible and irreversible changes through practical experiments — such as dissolving, mixing, filtering, and observing chemical reactions. They discover how some changes can be undone, while others result in new materials being formed.

Key learning:

- Compare and group materials based on their properties
- Understand mixtures and solutions, and how to separate them
- Explore reversible and irreversible changes
- Use investigations to draw conclusions about how materials behave
- Scientific skills developed:
 - Planning and carrying out fair tests
 - Observing and recording results carefully
 - Using evidence to explain findings

Upcoming dates for your diary

Friendship Week - Monday 10th

November - Friday 14th November

Assessment Week - WC 17th November

Parents' Evening - Wed 26th November

School closes for half-term - Friday 19th December.

Parent's Information

If you want to support your child's learning at home, here are a few ideas you might like to try:

1. CGP books - HWK sent home in reading packs and due in each Friday
2. Spelling Shed - test every Friday
3. Reading as much as possible - children can change their books whenever they please
4. TT Rockstars - whenever you have a spare 5 minutes :) weekly competition with certificates and prizes in assembly!
5. Look at the units we are covering and complete some additional tasks to enhance your child's learning experience!

R.E

In R.E we will be continuing our unit 'Why do some people believe that God exists?'.



Short Multiplication

$$2543 \times 7 = 17801$$

	2	5	4	3
x				7
1	7	8	0	1
1	3	3	2	

Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.

Long Multiplication

$$2543 \times 67 = 170381$$

		2	5	4	3
	x			6	7
	1	7	8	0	1
1	5	2	5	8	0
1	3	2	1		
1	7	0	3	8	1
1	1				

Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).

Division

$$136 \div 4 = 34$$

		3	4
4	1	3	6
-	1	2	0
		1	6
	-	1	6
			0

→ 30 × 4

→ 4 × 4

Short Division

		3	8
4	1	5	2

$$15 \div 4 = 3 \text{ remainder } 3$$

Remember to regroup any remainders and move them into the next column.

		4	5	5	r	3
5	2	2	7	8		

$$28 \div 5 = 5 \text{ remainder } 3$$

If your calculation has a remainder, remember to record it in the answer using the letter r.

Conductivity is a measure of how quickly and easily a material will let heat or electrical charge pass through.

- Good **conductors**, like metal, will let heat and electricity pass through quickly.
- Good **insulators**, like plastic and rubber, will not let heat and electricity pass through easily.

Hardness is a measure of how easily a material can be scratched or dented.

- **Hard** materials, like most metals, cannot be scratched or dented easily.
- **Soft** materials, like clay or wax, can be scratched and dented easily.

Materials are chosen for specific uses according to their **properties**. For example, buildings are made from strong, durable materials like wood, stone, brick, concrete and metal.



Transparency is a measure of how much light a material lets pass through.

- Opaque materials, like metal and wood, do not let any light pass through so objects on the other side cannot be seen.



- Translucent materials, like some plastics, let some light pass through. The light is scattered as it passes through so objects on the other side (if visible) appear fuzzy, coloured or distorted.



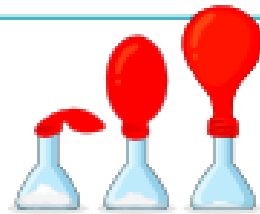
- Transparent materials, like glass, let most light pass through with minimal scattering so objects on the other side are clearly visible.



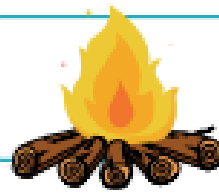
A **reversible change** is when a material is changed but can be easily reverted to its original state.

Dissolving is a reversible change because the dissolved substance can be reclaimed by evaporating the liquid.

Mixing vinegar and bicarbonate of soda is an irreversible change. A new product (a gas) is formed which causes fizzing.

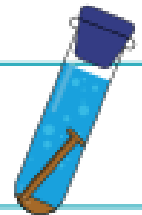


An **irreversible change** occurs when a material is changed but cannot be easily reverted to its original state. New materials are produced in the process.

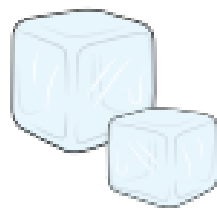


Burning is an irreversible change in which a material is burned and makes new products.

Rusting is an irreversible change in which **iron** makes **rust** when exposed to **water** and **air** (oxygen).



Changes of state are all examples of reversible changes because heating or cooling the substance will change it back to its original state.



solid

melting



freezing



liquid

evaporating



condensing



gas





Word	Definition
agriculture	Agriculture is farming, or growing food on the land.
archaeologist	Someone who studies archaeology.
archaeology	The study of ancient people from the remains of their physical objects and buildings.
buildings	Structures that someone has built, such as a house.
Christianity	The religion of Christians.
community	A group of people living in one area.
convert	Persuade someone to change their religion or beliefs.
crops	Types of plant which farmers grow as food.
discovery	A discovery is something that you find or find out.
earl	A powerful British nobleman.
hue and cry	A public outcry of alarm or protest.
invader	An invader is someone who invades a place.
justice	Justice is fair treatment for everyone.
kingdom	A country that is ruled by a king or queen.

Word	Definition
literacy	Literacy is the ability to read and write.
livestock	Farm animals.
migration	The movement of people from one place to another.
pagan	Someone who believes in a religion which is not one of the main world religions.
Pict	A member of an ancient people of north Britain.
punishment	Something a person suffers because they have done something wrong.
reign	When a king or queen reigns, they rule over a country.
ruin	A ruin is a building that has fallen down.
school	A place where children go to be taught.
significant	When something has a meaning or importance.
skilled	To have a skill.
source	The place where something comes from.
tithing	A group of ten men, who were all responsible for each other's behaviour.
wergild	Anglo-Saxon system of laws and compensation.

Anglo-Saxon England

Anglo-Saxon England was divided into seven kingdoms.

Each kingdom was ruled by a different king. Earls ruled areas on behalf of the king.



Romans leave Britain in 410CE. Anglo-Saxon period begins.

It became easier for people to invade England.

Historians believe some Britons asked Anglo-Saxons to come and help fight the Picts and Scots.

Anglo-Saxon customs, language, and laws became used throughout England.

The Anglo-Saxon ended in 1066.

Anglo-Saxon beliefs

- Some monks were made saints for spreading the word of Christianity.
- Monasteries offered education to the monks that lived there.
- Anglo-Saxons were pagans and believed in many different gods.
- King Ethelbert became the first Anglo-Saxon king to convert to Christianity.
- Christian buildings were built in stone.
- Christianity increased formal education and literacy.

Discovery

- Sutton Hoo was discovered in 1939.
- The main literary sources of information about the Anglo-Saxon period are from Bede and the Anglo-Saxon Chronicle.



Iron helmet

Alfred the Great...

- became king in 870CE
- defeated the Danes and ruled half of England in Wessex
- created laws to promote order and justice
- had an army and navy to protect the country from invasion.



Daily life

took on specific roles and jobs to support the village

many Anglo-Saxons lived in small villages.



Anglo-Saxon people

abandoned Roman building and left them to ruin

were involved in agriculture