



Masefield Primary School

Masefield Road, Little Lever, Bolton, BL3 1NG



CEO

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02 September 2025

RE: Autumn 1 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 Autumn 1 term 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

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Year Five – Autumn 1

Reading

Children will complete a daily Reading Lesson.
Please read daily with your child.

English

This half term, Year Five will explore Newspaper Reports and Narratives. We will be reading The Man who walked between the Towers and Beowulf.

Mathematics

This half term, Year Five will explore Place Value & Addition and Subtraction.

Science

This half term, Year Five will explore Forces. This falls under the strand of Physics.

History

This half term, Year Five will explore The Anglo-Saxons. They will learn about invasions in British history.

Art and Design

This half term, Year Five will explore Drawing.

Computing

This half term, Year Five will explore Digital Citizenship. Through this unit, we will learn about keeping safe online.

PSHCE

This half term, Year Five will explore Be Yourself. We will be thinking about how special and unique we are.

Physical Education

This half term, Year Five will be learning about Tennis and Hockey.

Religious Education

This half term, Year Five will explore 'What does it mean if Christians believe God is Holy and loving?'

Music

This half term, Year Five will be performing Siyahamba. They will learn To learn to combine the beat, 3 rhythmic ostinati and chanting voices in parts.

Spanish

This half term, Year Five will explore Los Basicos (Level 2).



Reading at Home

Parent Advice



How Can I Support My Child With Reading At Home?

Studies show that reading for pleasure makes a big difference to children's educational performance. The evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. With the help of parents, children can learn how to read and can practise reading until they can read for their own enjoyment. Then they will have a whole world of information and knowledge at their fingertips! Below you will find some tips and advice on how you can help to support your child with reading at home.

10 top tips for parents to support children to read from the DfE

1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

6. Make use of your local library

Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See Libraries Connected for more digital library services and resources.

7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

What difference can I make as a parent/carer?

You can make a **huge** difference. Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

Here are some more helpful hints for reading with your child:

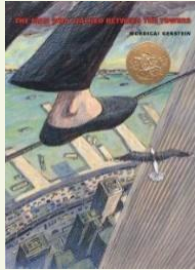
- Bring the characters to life – talk about the characters, the drawings and the events so that the story starts to come alive
- Don't be afraid to try different voices or try out your acting skills. Your child will enjoy your performance and appreciate the story even more
- Remember that your face says it all – so exaggerate your normal expression times three like a children's TV presenter: children will love it
- Turn off the television and concentrate on enjoying the book
- Try audio books that children can listen to on the car stereo, on computers or phones – this is a great way to build a child's understanding of stories and improve their listening skills
- Make books part of your family life – always have books around so that you and your children are ready to read whenever there's a chance
- Bedtime stories – regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child

Year Five: English

Knowledge Organiser



We will be reading...



The Man Who Walked Between The Towers

Author: Mordicai Gerstein

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.

After the rain stopped, Sophie went outside to play.

At the back of the cave, the creature stirred.

dialogue punctuated correctly

Dialogue marks where a character or person is speaking in a text.

"I think we should go inside now,"
said Molly.

"Are you sure you saw a dragon?"
whispered Finn. He hid behind a large rock. **"Yes!"** she insisted, her eyes wide. **"It had scales and a long, smoky tail".**

We will produce newspaper reports.

Features of newspaper articles

Newspaper articles should:

- ☐ Include the name of the newspaper
- ☐ Include a headline
- ☐ Include the reporter's name
- ☐ Include an introductory paragraph containing the 5 Ws.
- ☐ Include information about the main events presented in chronological order.
- ☐ Include pictures with captions
- ☐ Include direct and reported speech.
- ☐ Use formal language.
- ☐ Be written in the third person and past tense.

THE ROMAN RECORD

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PERIL IN POMPEII



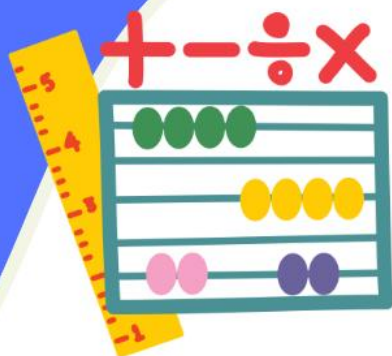
Yesterday, the city of Pompeii was wiped out after the volcano, Mount Vesuvius, erupted covering the city in millions of tonnes of volcanic ash and debris. It is estimated

Julius, an 18-year-old survivor, reported that, "A cloud of ash made it impossible to see and all that could be heard were shrieks and groans of both young and old." After showing us the burns on his arms and legs he went on to tell us, "Those who escaped soothed their burns in the river for hours after the eruption, yet some were so scolded they did not survive."

Mariana, who wrapped a toga around her face to avoid suffocating in the ash cloud, refused to accept the eruption as a natural tragedy and claimed, "The gods are punishing us for the sins of our city!"

Year Five: Maths

Knowledge Organiser



We will be learning about...

Place Value

Compare and order numbers

equals

$$26 + 38 = 8 \times 8$$

Both calculations have the value 64.

greater than

$$23\ 873 > 8256$$

The number on the left has 2 ten thousands and the number on the right has 0 ten thousands.

less than

$$901\ 198 < 1\ 091\ 098$$

The number on the right has 1 million and the number on the left has 0 millions.

smallest

898

6735

6835

7019

9002

11 235

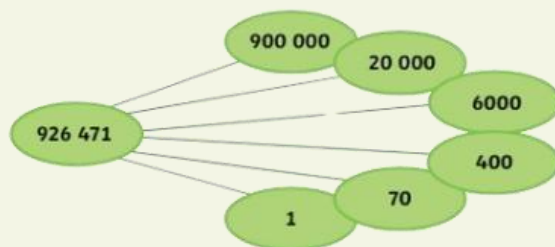
greatest

Numbers to 1,000,000

926 471

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
9	2	6	4	7	1

nine hundred and twenty-six thousand, four hundred and seventy-one



Rounding

Rounding to the nearest 10



Rounding to the nearest 1000

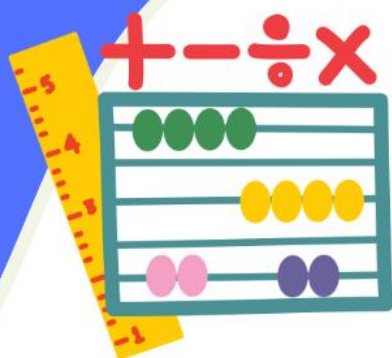


Vocabulary

millions thousands hundreds tens ones zero
 place value greater than less than order
 partition digit round powers

Year Five: Maths

Knowledge Organiser



We will be learning about...

Addition and Subtraction

Column Addition and Subtraction

Column Addition

Starting with the ones, add each column in turn.

Regroup tens, hundreds, thousands, ten thousands and/or as required.

$$\begin{array}{r} 45864 \\ + 23497 \\ \hline 69361 \\ 111 \end{array}$$

Column Subtraction

Starting with the ones, subtract each column in turn.

Exchange tens, hundreds, thousands and/or ten thousands as required.

$$\begin{array}{r} 6131 \\ 35742 \\ - 3476 \\ \hline 32266 \end{array}$$

Round to Estimate

Rounding to Estimate

$$41\,635 + 7386 = 49\,021$$

Round to ten:

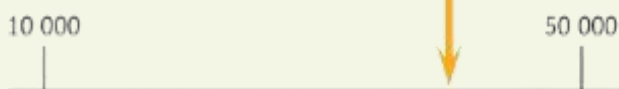
$$41\,630 + 7380 = 49\,010$$

$$41\,630 + 7390 = 49\,020$$

$$41\,640 + 7390 = 49\,030$$

Rounding is not as accurate when both numbers are rounded up. A better estimate comes from "rounding" one down and one up.

Estimating on a Number Line



The arrow is about $\frac{3}{4}$ of the way across the line so it is 40 000.

Inverse Operations

Use the inverse to check

$$53\,476$$

$$32\,732$$

$$20\,744$$

To check $53,476 -$

$$32,732 = 20,744$$

$$\text{use } 32,732 + 20,744 =$$

$$53,476$$

Vocabulary

add	total	make	plus	sum	more	altogether
difference	subtract	less	minus		take away	column
estimate	inverse operation				number facts	



Year Five: Forces

Knowledge Organiser



The Big Idea

Forces can move objects, change their direction of travel and their shape. Forces are pushes and pulls and can be contact forces such as friction or non-contact forces such as gravity. Friction, air and water resistance can slow the movement of objects. Simple machines such as gears, levers and pulleys can transform the direction and strength of forces. Forces are measured in newtons (N).

Isaac Newton

Isaac Newton was a physicist and mathematician who developed the principles of modern physics, including the laws of motion.



Why objects fall to Earth



The force that pulls things to the ground on Earth (and other planets) is called gravity. Gravity acts as a pull force making unsupported objects fall towards Earth.

Friction

Friction occurs when objects move through water or air. Air resistance is a type of friction between air and another material. As an object moves, air resistance slows it down.



Parachutes

When you first release a parachute, the force of gravity pulls it downward. The faster the parachute falls, though, the more air resistance it creates. This force resists the downward movement of gravity, pushing the parachute up.



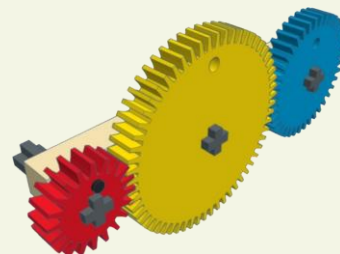
Water resistance



Water resistance acts in the same way that air resistance does. If you go swimming, there is friction between your skin and the water particles. This is known as water resistance.

Levers, pulleys and gears

Levers, pulleys and gears are mechanisms that allow a small force to have a greater effect.



Vocabulary

force gravity air resistance water resistance friction
simple machines levers pulleys gears

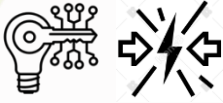


Year Five: The Anglo-Saxons

Knowledge Organiser



The Big Idea



The Anglo-Saxons also brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity. The Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes.

When and why did the Anglo-Saxons invade?

After the Roman soldiers left around 410AD, there were many battles between Anglo-Saxons and Britons. More and more Anglo-Saxons arrived to take land for themselves. The time of the Anglo-Saxons is thought to have begun about 450AD.



Where did the Anglo-Saxons come from?



The Anglo-Saxons were made up of three groups of people from Germany, Denmark and The Netherlands. The groups were named the Angles, the Saxons, and the Jutes.

Who were the Anglo-Saxons?

Anglo-Saxons built their own settlements with each village having a chief who protected the villagers. Anglo-Saxons worked hard farming the land and did not have a comfortable life.



How did they divide Britain when they invaded?

By about 550AD, Britain had been broken up into many small kingdoms each ruled by a different leader. The name England is derived from 'Angle Land' meaning land of the Angles.



What religion did the Anglo-Saxons follow?



To begin with, Anglo Saxons followed Pagan religions. In 596AD, the Roman Christian church sent missionaries to convert the Anglo-Saxons to Christianity. The missionaries were lead by a monk called Saint Augustine.

Who was Alfred the Great?

In 871 AD, Alfred became king of Wessex and made peace with the Vikings. Alfred managed to pay off the Vikings and keep the peace for five years but in 876AD a new leader of the Danish Vikings called Guthrum attacked Wessex.



Vocabulary

archaeologist Anglo-Saxon kingdoms shires shire reeve thane
Wessex witan or witenagemot wergild

Year Five: Drawing

Knowledge Organiser



The Big Idea

Van Gogh is today one of the most popular of the Post-Impressionist painters, although he was not widely appreciated during his lifetime. He is now famous for the great vitality of his works which are characterised by expressive and emotive use of brilliant colour and energetic application of impastoed paint. Tone, texture, pattern and value can be used to create mood and feeling in a piece of art.

Vocabulary

depth
mood
enhance
tone
texture
value

Research the Artist



Vincent Van Gogh
Impressionist Artist

- Vincent van Gogh was born in the Netherlands, on 30th March 1853.
- Van Gogh started to work on drawings from an early age. He started to paint with oil paints in 1883.
- He was only 37 years old when he died.
- He only sold one painting while he was alive, The Red Vineyard.
- Today Vincent Van Gogh is one of the most famous artists in the world.

Tone, texture and value

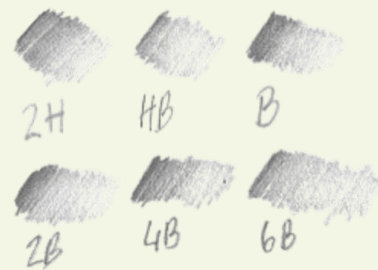


Tone is the relative scale of light to dark values in an image. It is vital to creating depth and solidity in a drawing or painting.

Texture is the way something feels to the touch or looks as if it may feel if it were touched.

Value simply means how light or dark something is.

Pencil Gradients



A B grade pencil means the core has more graphite, and will make a bolder, darker line, and also be a little smudgier than a light pencil.

An H grade pencil means the core has more clay, and will make a lighter, finer line, and will be less smudgy than a dark pencil.



Year Five: Digital Citizenship Knowledge Organiser

The Big Idea

Digital citizenship means knowing how to use technology safely and respectfully. This includes being respectful, protecting your personal information, balancing screen time with other activities, and being careful about what you share. You shouldn't say or share anything mean or hurtful.

Digital Footprint

A digital footprint shows where you've been and what you've done on the internet, so it's important to be careful and only do nice things that you're proud of.



Responsible Choices



It is important that you demonstrate responsible choices when using the internet. Can you explain why?

Online Identity

Your online identity can be copied or altered. How can you prevent this from happening?



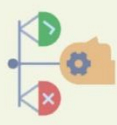
Trusted Adult



It is important that you can identify when you need the help of a trusted adult and are able to talk to them about online issues.

Making Judgements

People may make judgements about a person based on what they read online. These are not always correct.



Online Bullying



Online bullying may can be different to bullying in the physical world. How might this be?

Helpline Services

There are helpline services that you can access if you are being bullied online.



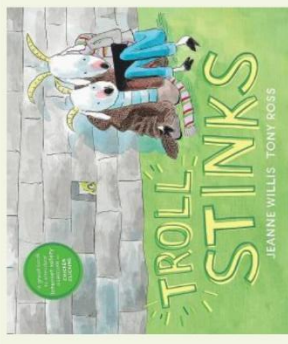
Health and Wellbeing

There are benefits and risks of accessing information about health and well-being online and we should balance this with talking to trusted adults and professionals.

Vocabulary

digital citizen
world wide web
health and wellbeing
digital footprint
online bullying
online reputation
self-image
identity

Our Linked Text



Year Five: Be Yourself

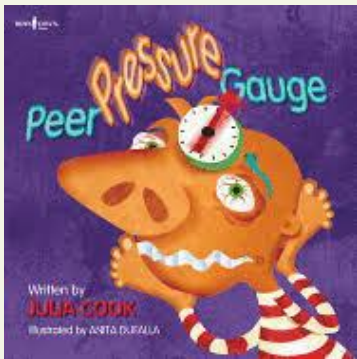
Knowledge Organiser



The Big Idea

It is important that children understand a range of emotions that they may feel. They should know that their choices have consequences for themselves and others. They should celebrate their differences and achievements. They should develop the confidence to say no in tricky situations.

Our Linked Text



Pride

I know I am individual, unique and when I achieve something, I feel proud.

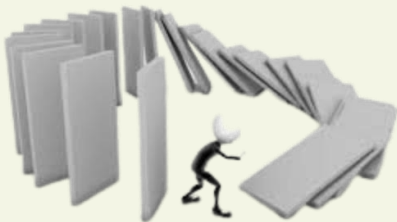


Choices



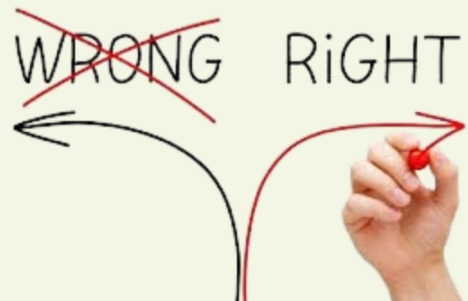
I need to make the right choices to make sure I do the right thing.

Consequences



I may get led into tricky situations and need to have my own ideas and not respond to peer pressure.

Mistakes



If I make a mistake, I can make things right.

Vocabulary

individuality peer pressure resolution tricky situation
fight or flight opinion manage feelings

Year Five: What does it mean for Christians to believe God is holy and loving?

Knowledge Organiser



The Big Idea

What somebody believes impacts upon their behaviour.
What are your values? How do they make you behave?

What words do we connect to the idea of 'God'?

There is a distinction between knowing about someone and actually knowing them. Christians use certain words and methods to connect them to God.



What does the Bible say God is like?



The Bible describes God as a loving, omnipotent, omniscient, and benevolent being who is deeply involved in the world and in the lives of individuals.

How can ideas of God be expressed in art?

Ideas of God can be expressed in art through symbolic imagery, abstract representations, and evocative scenes that convey divine attributes, spiritual concepts, and religious experiences.



How do some Christians respond to a holy and loving God?



Some Christians respond to a loving and holy God by striving to live in accordance with His teachings, showing love and compassion to others, and seeking personal holiness and spiritual growth.

How do churches and cathedrals reflect Christian ideas about God?

Churches and cathedrals reflect Christian ideas about God through their architectural grandeur, sacred symbols, and spaces designed to inspire reverence, worship, and a sense of the divine presence.



Vocabulary

omnipotent omnipresent omnibenevolent cathedral



Year Five: Grant Still

Knowledge Organiser



The Big Idea

William Grant Still was an American composer of nearly 200 pieces of work. In his famous Symphony no. 1, the style was of jazz and blues.

Grant Still



- William Grant Still was born in 1898 and died in 1978.
- He was an American composer and conductor.
- Still learned to play the violin at age 15. He taught himself to play the clarinet, saxophone, oboe, double bass, cello and viola.
- He worked for W.C Handy's band. Handy referred to himself at the Father of the Blues.

Grant Still's work

Still composed an opera piece called Troubled Island. It was the first opera by an African American to be performed by a major company.

He was the first African American to conduct a major orchestra in 1955.

He created nine operas. The first was called Blue Steel.

Notation



Semibreve = 4 beat note



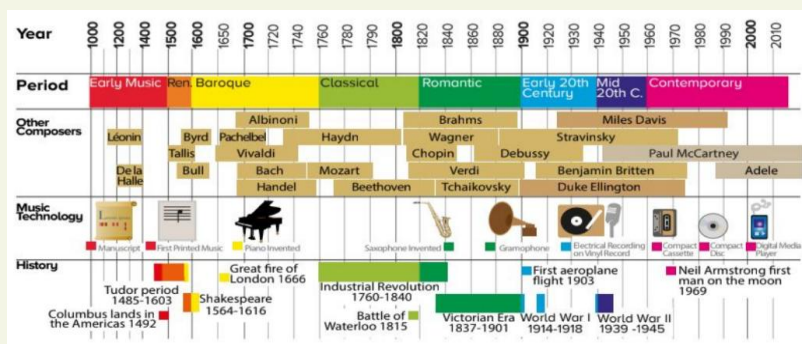
Semiquaver = $\frac{1}{4}$ beat note

Vocabulary

fortissimo
mezzo forte
drone

pianissimo
mezzo piano
groove

History of Music Timeline



en la costa	on the coast
en la ciudad	in the town
en un pueblo	in a village
en el campo	in the countryside