

What your child will learn in Grade 5

Science

Matter

Grade 5 scientists dig into why some things are solid, some are liquid, and some are gas. They learn that all matter is made of tiny particles, and that the way those particles move and stick together explains why ice is hard, water pours, and air fills up a balloon. [See the curriculum: 1, 2.](#)

Energy

Your child will explore how pushing or pulling something works differently depending on whether it happens in water or in air, comparing why a ball flies through air but feels heavier to move through a pool. They will also look at where our energy comes from, such as the sun, wind, or fuel, and think about the differences between these energy resources. [See the curriculum: 1, 2, 3, 4.](#)

Earth Systems

Students study climate, the long-term pattern of weather in a place, and connect it to the weather we see day to day and to how farmers plan for growing crops. [See the curriculum: 1, 2.](#)

Living Systems

Your child will learn about the systems inside living things, such as how breathing, digestion, or blood flow work together to keep an organism alive and healthy. [See the curriculum: 1, 2.](#)

Space

Grade 5 students observe things in the sky and learn how scientists explain what they see, from the phases of the moon to the movement of stars and planets. [See the curriculum: 1, 2.](#)

Computer Science

Students use a design process, meaning they plan, build, test, and improve, to create something that solves a real problem for a person or a machine. [See the curriculum: 1, 2.](#)

Scientific Methods

Your child will learn how scientists collect evidence to support their ideas, and why being honest and fair, called ethics, matters when doing scientific work. [See the curriculum: 1, 2.](#)

How to help at home

Matter

- Freeze a cup of water and let your child watch it melt, then boil a small pot of water safely together to see steam form. This helps them see solid, liquid, and gas up close. [See the curriculum.](#)
- Ask your child to explain why a balloon gets bigger when you blow into it, using the idea of tiny moving particles. [See the curriculum.](#)

Energy

- Fill a sink or bathtub and have your child push a toy through the water, then push it through the air. Ask which felt harder and why. [See the curriculum](#).
- Take a walk and spot different energy sources around your neighbourhood, such as solar panels, power lines, or a gas station, and talk about where that energy comes. [See the curriculum](#).

Earth Systems

- Check the weather forecast together for a week and talk about patterns you notice, then connect it to the season your area is. [See the curriculum](#).
- If you grow a garden or have houseplants, talk about how sunshine, rain, and temperature affect how well things grow. [See the curriculum](#).

Living Systems

- After exercise, have your child feel their heartbeat and breathing, and ask them to explain what is happening inside their body to make that happen. [See the curriculum](#).
- Look at pictures of the human body together, such as the lungs or digestive system, and ask your child to describe what each part does. [See the curriculum](#).

Space

- Look at the moon on different nights and keep a simple drawing log of its shape, then talk about why it seems to change. [See the curriculum](#).
- On a clear night, point out a few stars or planets together and ask your child what they notice about how they move over time. [See the curriculum](#).

Computer Science

- Pick a small household problem, like organizing a messy drawer or making a game piece, and have your child sketch a plan, build it, test it, and fix it if needed. [See the curriculum](#).
- Ask your child to explain their design choices out loud, as if teaching you why they built it that way. [See the curriculum](#).

Scientific Methods

- Do a simple kitchen experiment, like testing which fruit floats or sinks, and ask your child to record what they observe before drawing a conclusion. [See the curriculum](#).
- Talk about why it is important to record results honestly, even if they are not what your child expected. [See the curriculum](#).