








## St. Andrew's CE (VA) Junior School

### Year 5 Spring 2 Curriculum Overview

#### Key learning this half term

Literacy	Maths	Religious Education												
<p>This half term we will be reading the text <b>The Red Tree by Shaun Tan</b>.</p>  <p>We will develop our literal and inferential comprehension skills with the use of a fictional and stunningly visual text. This book also links to our PSHE topic as it incorporates resilience, self-esteem, belonging and depression.</p>  <p>We will also read <b>Journey to Jo 'Burg by Beverly Naidoo</b>. It is a glimpse at life as a black African during Apartheid in South Africa.</p>	<p>We will learn how to estimate and calculate the <b>perimeter</b> of shapes, calculate the <b>area</b> of rectangles and composite shapes,</p> <p>We will look at the link between <b>fractions, decimals and percentages</b>.</p> <p>Decimals as fractions, understand hundredths and thousandths, rounding, ordering and comparing decimals, understand percentages as fractions, decimals and equivalent fractions, decimals and percentages.</p> <p>We will continue to focus on our times tables and the four operations.</p> <div style="text-align: center; border: 1px solid black; padding: 5px;"> <table style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="color: red; padding: 5px;">percentage</th> <th style="color: green; padding: 5px;">fraction</th> <th style="color: blue; padding: 5px;">decimal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;"><b>30%</b></td> <td style="text-align: center; padding: 5px;"><math>\frac{3}{10}</math></td> <td style="text-align: center; padding: 5px;"><b>0.3</b></td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;">                     to go from a fraction to a percentage                      we can <b>convert to a decimal</b> first                 </td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;"> <math>\frac{3}{5} \rightarrow 0.6 \rightarrow 60\%</math> </td> </tr> </tbody> </table> </div>	percentage	fraction	decimal	<b>30%</b>	$\frac{3}{10}$	<b>0.3</b>	to go from a fraction to a percentage we can <b>convert to a decimal</b> first			$\frac{3}{5} \rightarrow 0.6 \rightarrow 60\%$			<p>We will be asking the question, <b>'What does it mean if God is holy and loving?'</b></p> <p>We will make clear connections between Bible texts studied and what Christians believe about God. We will also show how Christians put their beliefs into practice in worship. In addition, discuss how biblical ideas and teachings about God as holy and loving might make a difference today.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
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## We are also studying:

Science	Geography	PSHE	French or Music	Art & DT
<p>We will be learning about <b>Living Things and their Habitats.</b></p> <p>We will learn about the life cycles of animals. We will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. We are planning to have an incubator and eggs to watch them hatch in to chicks. This will help us to describe the life process of reproduction in some animals.</p> <p>To build upon our learning from Y3, we will plant some seeds and watch them grow. We will learn about sexual and asexual reproduction in plants.</p> <p>PUPILS WILL KNOW THAT:</p> <p>Pupils will observe life-cycle changes in a variety of living things, for example, plants in the</p>	<p>We will be looking at <b>Rivers.</b></p> <p>Through the focus of rivers, we will learn how to use Ordnance Survey and digital maps, use 4 and 6 digit grid references and will look at the features of a river including, erosion and deposition.</p>  <p>PUPILS WILL KNOW THAT: how rivers are formed, how rivers develop and change, where to locate rivers around the world, how to use ordnance survey grid references and maps,</p>	<p>We will be continuing our focus on Health &amp; Wellbeing through <b>Healthy Minds.</b></p> <ul style="list-style-type: none"> <li>• Have made a healthy choice</li> <li>• Have eaten a healthy, balanced diet</li> <li>• Have been physically active</li> <li>• Have tried to keep themselves and other safe</li> <li>• Know how to be a good friend and enjoy healthy relationships</li> <li>• Know how to keep calm and deal with difficult situations</li> </ul> <p>PUPILS WILL KNOW THAT: know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart, know some of the risks with misusing alcohol, including anti-social behaviour, and how it</p>	<p>We will be learning how to read, speak and listen.</p> <p>Our topic will be <b>Sports.</b></p> <p>Alphabet of sports, express likes and dislikes, say how often you play a sport and learn the verbs 'faire' (to do) and 'jouer' (to play).</p>  <p>PUPILS WILL KNOW THAT: how to speak about a variety of sports</p>	<p>We will focus on an installation of sculptures at Yorkshire Sculpture Park called <b>The Family of Man by Barbara Hepworth.</b> Hepworth was a local artist and lived in Wakefield.</p> <p>We will find out about the artist and the ideas behind the installation.</p> <p>We will investigate the sculptures through a variety of materials used in sculpture; paper, wire and soap carving.</p>  <p>PUPILS WILL KNOW THAT: a variety of materials can be used to create sculpture, that sculptures can be grouped to create an installation, they will know</p>



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vegetable garden or flower border, and animals in the local environment.

Pupils will find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils will find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

how land is used around rivers, work out a journey time using knowledge of time zones, carry out a field work study including collecting statistics and presenting data.

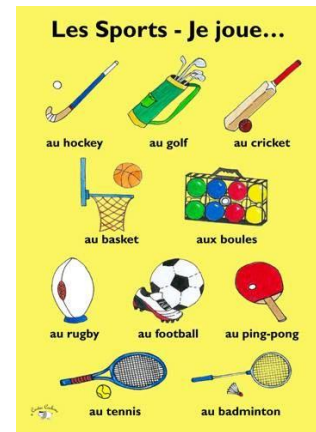


affects the liver and heart, know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations

understand how the media, social media and celebrity culture promotes certain body types describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures


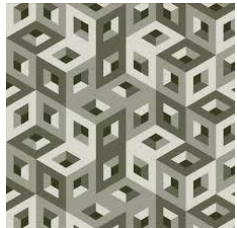
know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

in French, their likes and dislikes and they will learn how to express how often they play a sport.



about the sculptor, Barbara Hepworth.



PE	ICT	British Values	Christian Value	Key vocabulary
<p>This half term we will be focusing on physical skills including jumping and landing as well as static balance.</p> <p>GER: Tuesday FRA: Wednesday</p> <p>For children that are in School during lockdown, PE will be on a Wednesday.</p> <p>PUPILS WILL LEARN:</p> <ul style="list-style-type: none"> <li>To perform different types of jumps.</li> <li>How to control their movements linking to body tension.</li> <li>Why having control over movement is important.</li> <li>Where is jumping and landing seen in different sports?</li> <li>How to add power to their jumping and landing.</li> <li>Why core strength is important.</li> <li>How to combine movements so they flow.</li> </ul> <p>Providing constructive peer feedback. Being able to identify strengths and areas to improve in self and peer performance</p>	<p>We will be studying the topic <b>We are Artists.</b> In this unit, we will create our own tessellation patterns. We will look at artists, such as Escher and Bridget Riley.</p>  <p>PUPILS WILL KNOW THAT: they can create repeat patterns using computer software, how to use power point to record their attempts, about artists that use tessellation patterns.</p> 	<p>During whole school worship, we will be focusing on <b>The Rule of Law.</b></p> <p>Year 5 studied Crime and Punishment through the ages so will have a good understanding of the need for a fair judicial system.</p> <p>We will look at why we have a legal system.</p> <ul style="list-style-type: none"> <li>To prevent anti-social and unacceptable behaviour.</li> <li>To regulate commercial and business transactions.</li> <li>To identify who should rightfully own property.</li> <li>To regulate family and personal relationships.</li> <li>To provide means for citizens to resolve disputes with other citizens.</li> </ul>	<p>We will be thinking about <b>Respect.</b></p> <p>We will discuss what is respect? What does it look like and who should we respect?</p> <p>Respect means you care enough to think about how you impact others. "What is respect" is a big concept to grasp. You might hear about having respect or showing respect.</p> <p>At the heart of respect is caring. Respect is caring how words and actions may impact others.</p> <p>Respect has two parts: 1) having respect for someone because of how their actions impact others 2) showing respect by changing your actions to be sure you don't have a negative impact.</p>	<p>Your child will be learning these key words over the next half term:</p> <p><b>Fractions</b> <b>Decimals</b> <b>Percentages</b></p> <p><b>Life cycle</b> <b>Amphibian</b> <b>Mammal</b> <b>Reproduction</b> <b>Sexual</b> <b>Asexual</b> <b>Incubator</b> <b>Hatch</b> <b>Animal behaviourist</b> <b>Environment</b> <b>Habitat</b></p> <p><b>Erosion</b> <b>Deposition</b> <b>Meander</b> <b>Ox bow lake</b> <b>Source</b> <b>Mouth</b> <b>Flood plain</b> <b>Tributary</b> <b>Delta</b> <b>Estuary</b> <b>Channel</b></p> <p><b>Control</b> <b>Landing</b> <b>Height</b> <b>Balance</b> <b>Jumping</b> <b>Body tension</b> <b>Core strength</b></p>



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