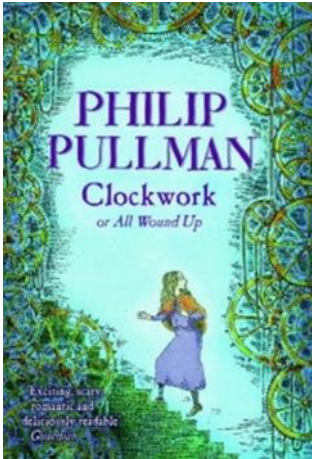





## St. Andrew's CE (VA) Junior School

### Year 5 Summer 1 Curriculum Overview

#### Key learning this half term

Literacy	Maths	Religious Education
<p>This half term we will be reading the text <b>Clockwork by Philip Pullman</b></p>  <p>We will learn about:</p> <ul style="list-style-type: none"> <li>• inference and deduction</li> <li>• the author's choice of language</li> <li>• we will write a non-chronological report about civic clocks</li> <li>• we will learn to predict what might happen, how some texts are structured differently</li> <li>• how to determine between fact and</li> </ul>	<p>This half term, we will be learning about:</p> <p><b>Fractions, Decimals and Percentages</b></p>  <p>We will look at the link between fractions, decimals and percentages.</p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers with up to three decimal places</li> <li>• Solve problems involving numbers up to three decimal places</li> <li>• Recognise the per cent symbol and understand that per cent relates to 'number of parts per hundred'</li> <li>• Write percentages as a fraction with</li> </ul>	<p>We will be asking the question, <b>'What does it mean for Muslims to follow God?'</b></p> <p>We will look at Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). We will expand and develop learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims.</p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)</li> <li>• Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in</li> </ul>



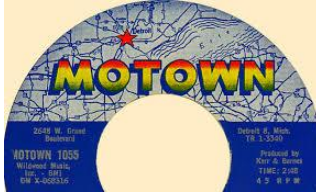

<p>opinion</p> <p><b>Our grammar focus</b> will be subordinate clauses, co-ordinating and subordinating conjunctions.</p> <p>We will concentrate on showing our understanding of a text through <b>comprehension activities</b> across the curriculum.</p> <p><b>Spelling patterns - Homophones</b></p>	<p>denominator 100</p> <ul style="list-style-type: none"> <li>• Write percentages as a decimal</li> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li> <li>• Multiply proper fractions and mixed number fractions by whole numbers, supported by materials and diagrams</li> <li>• Read and write decimal numbers as fractions (e.g. <math>0.71 = \frac{71}{100}</math>)</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>• Round decimals with two decimal places to the nearest whole number</li> <li>• Round decimals with two decimal places to one decimal place</li> </ul> <p>We will continue to focus on being confident with our times tables and the four operations, through Mini Maths and Arithmetic activities.</p>	<p>different ways.</p> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today</li> </ul> <p>PUPILS WILL KNOW THAT: Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers.</p> <p>They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these.</p> <p>They will learn and draw on specific religious language related to Islam.</p>
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## St. Andrew's CE (VA) Junior School

### Year 5 Summer 1 Curriculum Overview

#### We are also studying:

Science	Geography	PSHE	Music	Art
<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 and ducks. 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>We will learn about <b>Land Use</b> in our local area with a particular focus on how land is used around the River Calder.</p> <p>We will visit the river to complete a field work study.</p> <p>We will work out the route to the river using maps and simple scales and discuss ideas for suitable questions to answer and statistics to collect during our study.</p>  <p>PUPILS WILL KNOW THAT:</p>	<p>We will be continuing our focus on <b>Relationships</b> but this time we will focus on relationships online.</p> <p>We will discuss how to stay safe online and to recognise when an online community becomes unsafe or uncomfortable.</p>  <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>know there are rights and responsibilities when playing a game online</li> </ul>	<p>We will learn about the sound of Motown through the Charanga scheme of work, <b>Dancing in the Streets</b>.</p> <p>We will focus on the song, Dancing in the Streets by Martha and the Vandellas.</p>  <p>PUPILS WILL KNOW THAT:</p> <p>Warm up Games, starting with the Bronze challenge and moving onto Silver and Gold.</p>	<p>We will learn <b>Colour Theory and Painting Skills</b>.</p> <p>We will learn how to handle, mix and experiment with powder paints.</p>  <p>Focus Artist: Picasso</p> <p>PUPILS WILL KNOW</p>

PUPILS WILL KNOW THAT:

- observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.
- find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.
- find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

- describe and begin to explain patterns of physical and human changes
- describe how change can lead to similarities between different places
- suggest suitable questions for a field work study
- make careful measurements e.g rainfall, noise level, distance
- rank information found into order of importance
- come to accurate conclusions, using information
- collect statistics about people and places



- can recognise when I am spending too much time using devices (screen time)
- can explain how to stay safe when using technology to communicate with my friends
- understand there are rights and responsibilities in an online community or social network
- understand that belonging to an online community can have positive and negative consequences
- have an accurate picture of who I am as a person in terms of my characteristics and personal qualities

Clap, sing and play instruments through the Copy Back activities.

Compose and improvise.

Vocal warm ups and how to sing the song.

THAT:

- will know how to handle powder paint
- will understand colour theory and be confident to mix colours on the colour wheel including shades of brown
- will know how to change the tone of a colour





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

### Year 5 Summer 1 Curriculum Overview

PE	ICT	British Values	Christian Value	Key vocabulary
<p>This half term, we will complete a <b>social skills</b> unit, developing our <b>communication and balance</b>.</p> <p>In this unit, we will work on developing dynamic balance and counter balance with a partner.</p> <p>We will participate in team games including <b>River Crossing</b> and <b>Kabaddi</b>. We will evaluate our communication and cooperation as a team.</p> <p><b>GER: Tuesday</b> <b>FRA: Monday</b></p> <p>PUPILS WILL KNOW THAT:</p> <p>How to work well as a team and improve cooperation. How to use the different types of a</p>	<p>We will be studying the topic <b>We are Game Developers</b></p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• create original artwork</li> <li>• sound for a game design</li> <li>• create a computer program for a computer game, which uses sequence, selection, repetition and variables</li> <li>• detect and correct errors in their computer game</li> <li>• use iterative development techniques (making and testing a series of small changes) to improve their</li> </ul>	<p>During whole school worship, we will be focusing on <b>Rule of Law</b>.</p> <p>This value will be closely linked this half term to our History topic of Crime &amp; Punishment.</p> <p>We will look at the Spiritual, Moral, Social, Cultural theme of the Rule of Law.</p> <ul style="list-style-type: none"> <li>• everyone is equal before the law.</li> <li>• the actions of governments or rulers can be challenged in court.</li> <li>• in a fair society no-one is above the law.</li> </ul> <p>We will investigate the importance of rules and laws. We will discuss why there are rules in school and what might happen if</p>	<p>Each half term, the whole school concentrates on a Christian value. This is through whole school worship, class assemblies and self-reflection.</p> <p>This half term, we will be thinking about <b>Responsibility</b>.</p> <p>We will explore the concept of responsibility through reflection, discussion and drama.</p>	<p>Your child will be learning these key words over the next half term:</p> <p><b>Reproduction</b> <b>Life-cycle</b> <b>Sexual</b> <b>Asexual</b> <b>Germination</b> <b>Pollination</b> <b>Seed dispersal</b> <b>Fertilisation</b> <b>Photosynthesis</b> <b>Carpel</b> <b>Stamen</b> <b>Stem</b> <b>Stigma</b> <b>Pollen</b> <b>Shahada</b> <b>Salaah</b> <b>sawm</b> <b>Ramadan</b> <b>Zakaah</b> <b>Haji</b> <b>Urban</b> <b>Forestry</b> <b>Countryside</b> <b>Suburbs</b> <b>Population</b></p>

balance in a game context.

game.

the rules were abolished.



We will look at what happened before the introduction of a Police Force and a Criminal Justice System and compare this with what happens in a modern society.

**Communication**  
**Cooperation**  
**Dynamic balance**  
**Counter balance**  
**Leadership**  
**Evaluate**