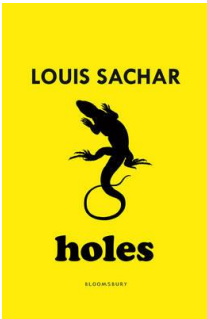



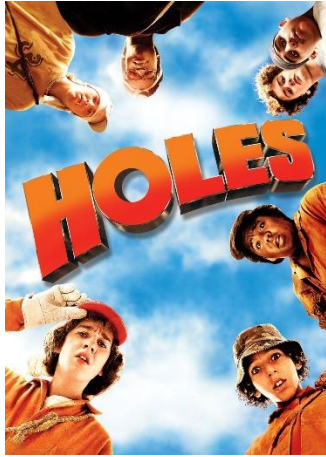


## St. Andrew's CE (VA) Junior School

### Year 5 Summer 2 Curriculum Overview

#### Key learning this half term

Literacy	Maths	Religious Education
<p>This half term we will be reading the text <b>Holes by Louis Sachar</b></p> <div style="text-align: center;">  </div> <p>We will learn about: Inference and deduction, the author's choice of language, prediction, structure, fact and opinion, character and setting descriptions. We will write a newspaper report and compare the book and the film.</p> <p><b>Our grammar focus</b> will be subordinate clauses, co-ordinating and subordinating conjunctions.</p>	<p>This half term, we will be learning about:</p> <p><b>Fractions, Decimals and Percentages</b></p> <div style="text-align: center;">  </div> <p>We will look at the link between fractions, decimals and percentages.</p> <ul style="list-style-type: none"> <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>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> </ul> <p><b>Geometry – Properties of Shape &amp; Position and Direction</b></p>	<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>



We will concentrate on showing our understanding of a text through **comprehension activities** across the curriculum.

### **Spelling patterns – Y5 / 6 Spelling**

- Draw given angles and measure them in degrees ( $^{\circ}$ )
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- Identify 3D shapes including cubes and other cuboids, from 2D representations
- Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles.
- Identify: Angles at a point and one whole turn (total  $360^{\circ}$ ) Angles at a point on a straight line and half a turn (total  $180^{\circ}$ ) Other multiples of  $90^{\circ}$
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

We will continue to focus on being confident with our times tables and the four operations, through Mini Maths and Arithmetic activities.

different ways.

### **Making connections:**

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today

### **PUPILS WILL KNOW THAT:**

Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers.

They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these.






They will learn and draw on specific religious language related to Islam.



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

### Year 5 Summer 2 Curriculum Overview

#### We are also studying:

Science	DT	PSHE	French	Art
<p>We will be learning about <b>Sound</b>.</p> <p>(This is a topic that the children should have covered in the Summer term of Year 4.)</p>  <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• volume and pitch are different and how we can change them</li> <li>• They will know that sound can be recorded in decibels</li> <li>• They will know the</li> </ul>	<p>DT Week 5<sup>th</sup> - 9<sup>th</sup> July</p> <p>We will <b>Make a Moving Toy</b></p> <p>We will learn about simple mechanisms including cams and levers. These mechanisms will then be used to make a moving toy (automata).</p>  <p>Focus Artists: We will look at the work of traditional and</p>	<p>This half term our PSHE focus is <b>'Changing Me'</b>.</p> <p>We will discuss self-image, responsibilities now and in the future and moving to Year 6.</p>  <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• What self-image means and how to develop self-esteem.</li> <li>• Identify what they are looking forward to as they grow up and learn that it will bring</li> </ul>	<p>We will learn how to say that we <b>like or dislike</b> different types of <b>Music</b> in French.</p>  <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• revision of likes and dislikes</li> <li>• different types of music</li> </ul>	<p>We will learn about <b>Printmaking</b> techniques</p> <p>We will learn a variety of techniques including, Collagraph, block , mono and carbon paper prints.</p> <p>Focus Artist: Jo Gorner</p>  <p>Focus Artist: Jo Gorner</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be aware of the</li> </ul>

conditions needed for sound to be created and heard.



contemporary illustrators and makers such as, W Heath Robinson, Roland Emmett, Paul Spooner and Martin Smith.

**PUPILS WILL KNOW THAT:**

- Pupils will know how a lever and a cam works
- Pupils will create toys using a cam and a lever
- Pupils will know how to develop a moving toy that will be powered by their mechanism
- Pupils will evaluate their toy to the design criteria

- responsibilities.
- Discuss how they feel about moving to Year 6 and identify what they are looking forward to. We will also discuss any worries/questions the children may have about their transition to Year 6.

- musical instruments
- using the verb Jouer (to play)
- learning to give reasons
- creating and performing a song in French

journey and development of an artist's work through their sketchbooks and images

- Pupils will know 4 printmaking techniques (Block, Collagraph, Lino and Mono)





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

### Year 5 Summer 2 Curriculum Overview

PE	ICT	British Values	Worship Focus	Key vocabulary
<p>We will continue to follow the <b>Real PE</b> Scheme of work. This half term, we will focus on developing our <b>personal skills</b>, setting ourselves appropriate targets to improve.</p> <p>One lesson of PE will be led by a cricket coach, focusing on hand eye coordination, agility and ball chasing.</p> <p>The other lesson will follow the <b>Real Gym Personal skills unit</b>. The lessons will include a range of rhythmic sequences and handling apparatus.</p> <p><b>GER: Monday and Tuesday.</b> <b>FRA: Monday and Friday.</b></p>	<p>We will be studying the topic <b>We are Web Developers</b></p> <p>This unit provides an opportunity for pupils to work together to create a website in which they document their shared understanding of all aspects of e-safety and responsible online behaviour.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• To develop their research skills to decide what information is appropriate</li> <li>• To question the plausibility and quality of information</li> <li>• To write effectively in a style appropriate to their</li> </ul>	<p>The British Value that we will focus on this half term is Democracy.</p> <p>A <b>democracy</b> means <i>rule by the people</i>. The name is used for different forms of government where the people can take part in the decisions that affect the way their community is run.</p> <p>In a democracy, people voice their opinions by voting on important issues and/or by voting on who they think should lead the government.</p> <p>We will look at:</p> <ul style="list-style-type: none"> <li>• Using a system of elections to vote for and replace government leaders</li> <li>• Protecting the human rights of all</li> </ul>	<p>We will be studying The <b>Old Testament</b> of the Bible with a particular focus on <b>The Prophets</b>.</p> <p>During worship this half term the children will be learning about the Old Testament and the Prophets.</p> <p>We look at the Big Frieze that we use in our R.E units and think about what happened in the Old Testament before the time when Christians believe Jesus was born. Children will know what a prophet is. We will look at key figures from the bible including Moses, Joseph and Jonah.</p> <p>One of the main themes throughout the Bible is prophecy.</p> <ul style="list-style-type: none"> <li>• Children will gain an understanding</li> </ul>	<p>Your child will be learning these key words over the next half term:</p> <p><b>Coordination</b> <b>Batting</b> <b>Fielding</b> <b>Self-esteem</b> <b>Responsibility</b> <b>Shahada</b> <b>Salaah</b> <b>sawm</b> <b>Ramadan</b> <b>Zakaah</b> <b>Haji</b> <b>Volume</b> <b>Pitch</b> <b>Wave</b> <b>Decibel</b> <b>Cams</b> <b>Lever</b> <b>Mechanisms</b> <b>Collagraph</b> <b>Block print</b> <b>Mono print</b> <b>Lino print</b></p>

<p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> <li>• How to explore different ways of putting gymnastic skills into a sequence.</li> <li>• How to perform movements of different speeds, following different pathways and directions.</li> <li>• Use different apparatus in a safe and sensible manner.</li> <li>• How to develop their hand-eye coordination during a game of cricket.</li> <li>• Give constructive feedback to others.</li> <li>• Continue to develop team work and leadership skills.</li> </ul>	<p>audience</p> <ul style="list-style-type: none"> <li>• To develop and refine their ideas and text collaboratively To use and create other media appropriately and effectively</li> <li>• To develop their understanding of e-safety and responsible use of technology</li> </ul>	<p>people (such as freedom of speech, freedom of religion, and the right to a fair trial)</p> <ul style="list-style-type: none"> <li>• All citizens actively participating in politics and civics</li> <li>• All laws applying equally to all citizens</li> </ul>	<p>of the responsibility that prophets had; they were chosen by God to pass on a message.</p> <ul style="list-style-type: none"> <li>• The message may have been to give people hope, or guidance and was then remembered once the prophecy had been fulfilled.</li> <li>• Prophecy is a divine message from God and prophets are chosen for different reasons.</li> <li>• We will think about what kind of people were chosen to be prophets and why. Often, unlikely characters were chosen by God</li> </ul>	
--	--	---	---	--