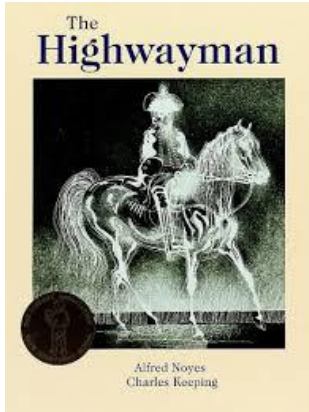




St. Andrew's CE (VA) Junior School

Year 5 Spring 1 Curriculum Overview

Key learning this half term

Literacy	Maths	Religious Education																																																																																																																									
<p>This half term, we will be reading and performing the poem The Highwayman by Alfred Noyes.</p> <div style="text-align: center;">  <p>The Highwayman</p> <p>Alfred Noyes Charles Keeping</p> </div> <p>We will look at how to use inference and deduction to work out what is happening. We will look at the use of figurative language and poetic features. We will read the poem aloud individually and in small groups.</p> <p>We will also be reading the text Sir Gawain and the Loathly Lady by Selina Hastings.</p>	<p>This half term, we will be learning about:</p> <p>We will continue to revise topics from Year 4 and being confident with our times tables through My Mini Maths and Arithmetic activities.</p> <p>Multiplication and Division</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>x</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <th>1</th> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <th>2</th> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> <td>12</td> <td>14</td> <td>16</td> <td>18</td> <td>20</td> </tr> <tr> <th>3</th> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> <td>18</td> <td>21</td> <td>24</td> <td>27</td> <td>30</td> </tr> <tr> <th>4</th> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> <td>24</td> <td>28</td> <td>32</td> <td>36</td> <td>40</td> </tr> <tr> <th>5</th> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> <td>35</td> <td>40</td> <td>45</td> <td>50</td> </tr> <tr> <th>6</th> <td>6</td> <td>12</td> <td>18</td> <td>24</td> <td>30</td> <td>36</td> <td>42</td> <td>48</td> <td>54</td> <td>60</td> </tr> <tr> <th>7</th> <td>7</td> <td>14</td> <td>21</td> <td>28</td> <td>35</td> <td>42</td> <td>49</td> <td>56</td> <td>63</td> <td>70</td> </tr> <tr> <th>8</th> <td>8</td> <td>16</td> <td>24</td> <td>32</td> <td>40</td> <td>48</td> <td>56</td> <td>64</td> <td>72</td> <td>80</td> </tr> <tr> <th>9</th> <td>9</td> <td>18</td> <td>27</td> <td>36</td> <td>45</td> <td>54</td> <td>63</td> <td>72</td> <td>81</td> <td>90</td> </tr> <tr> <th>10</th> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> <td>80</td> <td>90</td> <td>100</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (i.e. rounding up or down) 	x	1	2	3	4	5	6	7	8	9	10	1	1	2	3	4	5	6	7	8	9	10	2	2	4	6	8	10	12	14	16	18	20	3	3	6	9	12	15	18	21	24	27	30	4	4	8	12	16	20	24	28	32	36	40	5	5	10	15	20	25	30	35	40	45	50	6	6	12	18	24	30	36	42	48	54	60	7	7	14	21	28	35	42	49	56	63	70	8	8	16	24	32	40	48	56	64	72	80	9	9	18	27	36	45	54	63	72	81	90	10	10	20	30	40	50	60	70	80	90	100	<p>We will be asking the question, Was Jesus the Messiah?</p> <p>Making sense of belief: Joseph and Mary would have been familiar with the prophecies about the Messiah. Pupils in the role of investigative journalists question Mary and Joseph about the events: How do they feel? What might this mean? Does anything scare them? Do they feel privileged? Do they think their son was the Messiah? Why? What is the evidence to suggest that Jesus was the Messiah.</p> <p>Understanding the impact: For Christians, Christmas is a time of celebration of the arrival of the Messiah. Many Christians argue that Christmas has lost its real meaning — Jesus is lost in the tinsel, turkey and TV. The Christian Church use Advent as a time of preparation for the arrival of Jesus.</p> <p>Making connections:</p> <ul style="list-style-type: none"> • Why do Christians believe Jesus was the Messiah? • Recall the 'big story' of the Bible, and
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We will focus on reading skills and understanding the text. Inference and deduction, We will learn how to find evidence within the text to justify our views. We will look at the author's choice of vocabulary and identify figurative language.

Grammar: speech punctuation, fronted adverbials, modal verbs, coordinating and subordinating conjunctions, subordinate clauses, determiners and abstract nouns.

Spelling patterns: silent letters, able and ible, ably and ibly, homophones and plurals.



- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates – (e.g. miles per hour; eggs in a recipe)

why the People of God needed a rescuer.

- Not everyone thinks Jesus is the Saviour from God, but why might people think that the world needs one?
- Imagine that there is a God: if this God sent a new messenger to Earth in the twenty-first century, what would the messenger say?

PUPILS WILL KNOW THAT:

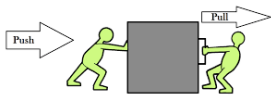




- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as their Saviour.



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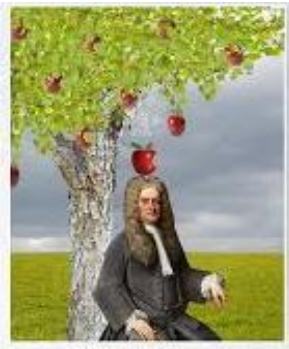
Year 5 Spring 1 Curriculum Overview

We are also studying:

Science	History	PSHE	Music	Art
<p>We will be learning about Forces</p> <p>We will find out about gravity, air resistance, water resistance and friction. We will develop our understanding of balanced and unbalanced forces and their effects and investigate how mechanisms, like levers, pulleys and gears, help us to use smaller forces.</p>  <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth 	<p>We will be looking at Crime & Punishment through the ages</p>  <p>We will look at changes in an aspect of social history, crime and punishment, including the Romans, anglo-saxons, the Tudors, Highwaymen, Victorian prisons and the introduction of the Police Force to the present day.</p> <p>PUPILS WILL KNOW THAT:</p>	<p>We will focus on Dreams and Goals</p> <p>We will look at how to have a positive attitude when things are difficult, how we can keep trying and persevere, how we can help others achieve their goals and to discuss what we would like our lives to be like when we grow up.</p>  <p>PUPILS WILL KNOW THAT:</p>	<p>We will listen to and perform Hip Hop tunes.</p>  <ul style="list-style-type: none"> Fresh Prince Of Bel-Air by Will Smith Me, Myself And I by De La Soul Ready Or Not by The Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer <p>PUPILS WILL KNOW THAT:</p>	<p>We will learn Colour Theory and Painting Skills.</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>

because of the force of gravity acting between the Earth and the falling object

- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- know about Sir Isaac Newton

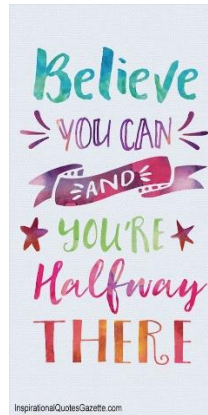


- laws, crimes and punishments have changed over time.
- know of an Anglo-Saxon crime/punishment e.g trial by ordeal.
- know of a law/crime or punishment from the middle ages e.g heresy.
- be able to name a local example of crime and punishment e.g Cragg Vale Coiners.
- Be able to give a reason why crime rates might increase e.g unemployment.



The Dreams and Goal Puzzle lends itself to developing children's entrepreneurial skills to help them:

- work with money to aid their understanding of financial capability;
- generate money that could be used to support others less fortunate;
- develop age-appropriate skills to support them in their future workplace.



We will build on our knowledge and understanding about the interrelated dimensions of music through:

- Warm Up Games
- Flexible Games
- Learn to Sing the Song Play Instruments with the Song
- Improvise with the Song
- Compose with the Song Perform 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 Spring 1 Curriculum Overview

PE	ICT	British Values	Christian Value	Key vocabulary
<p>We will be completing a Health and Fitness unit.</p> <p>We will learn the basic fitness components as well as discussing how long we should exercise for to be healthy. We will record and monitor how hard we are working with the aim to plan and follow our own fitness programme.</p> <p>We will develop our coordination and balance by practising footwork and stance skills. We will incorporate these skills into games of Beanbag Raid, Dodgeball and Relays.</p> <p>GER: Tuesdays & Thursdays (Swimming) FRA: Tuesdays (Swimming) & Fridays</p> <p>PUPILS WILL KNOW:</p>	<p>We will be studying the topic We are Game Developers</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • create original artwork • sound for a game design • create a computer program for a computer game, which uses sequence, selection, repetition and variables • detect and correct errors in their computer game • use iterative development techniques (making and testing a series of small changes) to 	<p>During whole school worship, we will be focusing on Individual Liberty.</p> <p>This value will be closely linked this half term to our History topic of Crime & Punishment.</p> <p>We will look at the Spiritual, Moral, Social, Cultural theme of Individual Liberty.</p> <ul style="list-style-type: none"> • Everyone has individual liberty but this does not mean that anyone can do what they want. We will talk about the rules and that we should take advice from certain people, eg police, parents and teachers. 	<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 Service.</p> <div style="text-align: center;">  </div> <p>We will explore the concept of Service through reflection, discussion and drama.</p>	<p>Your child will be learning these key words over the next half term:</p> <p><u>RE</u> Messiah Prophecy <u>Science</u> Gravity Resistance Streamline <u>Music</u> Hip Hop <u>Art</u> Tone Tertiary Complementary <u>History</u> Werguild Trial Judge Court Hue and Cry Gibbet Peelers Screws <u>PSHE</u> Achievement Resilience</p>

<ul style="list-style-type: none"> • How to lead a warm up and cool down. • Identify possible dangers when planning an activity. • The importance of exercise and how it keeps us healthy. • The different components of fitness and how we can improve them. • What a personal best is and how they can improve it. • How to record and monitor how hard an individual is working. • Identify strengths and areas to improve in performance. 	<p>improve their game.</p>	<ul style="list-style-type: none"> • Children will be encouraged to put forward ideas for school improvement and what they would like to learn about in the classroom • Children are elected to the School Council to represent their peers and make things happen • We will look at the Human Rights Act and what this entails. 		<p><u>PE</u> Health Fitness Stamina Cardiovascular fitness Muscular strength Flexibility Co-ordination Speed Agility</p>
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