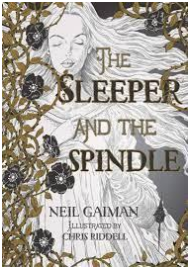








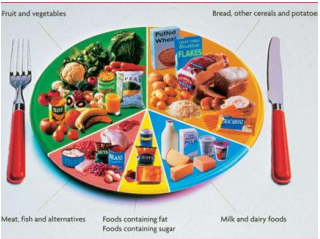
St. Andrew's CE (VA) Junior School

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 The Sleeper and the Spindle A thrillingly reimagined fairy tale from the truly magical combination of author Neil Gaiman and illustrator Chris Riddell - weaving together a sort-of Snow White and an almost Sleeping Beauty with a thread of dark magic.</p>  <p>We will also read The Red Tree by Shaun Tan.</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 and self-esteem.</p>	<p>We will look at the link between fractions, decimals and percentages.</p> <p>We will compare, add, subtract and multiply fractions. We will look at 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> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="color: red;">percentage</th> <th style="color: green;">fraction</th> <th style="color: blue;">decimal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">30%</td> <td style="text-align: center;">$\frac{3}{10}$</td> <td style="text-align: center;">0.3</td> </tr> <tr> <td colspan="3" style="text-align: center; border: 1px solid magenta; padding: 5px;"> to go from a fraction to a percentage we can convert to a decimal first </td> </tr> <tr> <td colspan="3" style="text-align: center;"> $\frac{3}{5} \rightarrow 0.6 \rightarrow 60\%$ </td> </tr> </tbody> </table>	percentage	fraction	decimal	30%	$\frac{3}{10}$	0.3	to go from a fraction to a percentage we can convert to a decimal first			$\frac{3}{5} \rightarrow 0.6 \rightarrow 60\%$			<p>We will be asking the question, What did Jesus do to save human beings?</p> <p>We will make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. We will show how Christians put their beliefs into practice and weigh up the value and impact of ideas of sacrifice in our own lives and the world today.</p> <p>PUPILS WILL KNOW THAT: Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. Christians remember Jesus' sacrifice through the service of Holy Communion.</p>
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We are also studying:

Science	Geography	PSHE	French	DT
<p>We will be learning about the stages of Human development, and gestation periods in animals and humans.</p>  <p>We will learn about the gestation periods in animals and carry out investigations to compare the growth patterns of boys and girls.</p> <p>PUPILS WILL KNOW THAT: the larger the animal, the longer the gestation period.</p>	<p>We will be looking at Rivers.</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</p>	<p>We will be continuing our focus on Health & Wellbeing through Healthy Minds.</p> <ul style="list-style-type: none"> • Have made a healthy choice • Have eaten a healthy, balanced diet • Have been physically active • Have tried to keep themselves and others safe • Know how to be a good friend and enjoy healthy relationships • Know how to keep calm and deal with difficult situations <p>PUPILS WILL KNOW THAT: there are serious health risks of smoking and can tell you how tobacco affects the lungs, liver and heart, know</p>	<p>We will be learning how to read, speak and listen.</p> <p>Our topic will be Sports.</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>We will look at how to cook and apply the principles of nutrition and healthy eating.</p> <p>Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>  <p>PUPILS WILL KNOW THAT: We will cook a savoury dish. We will know how to make healthy meal choices.</p>



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That girls and boys develop at different rates.



use ordnance survey grid references and maps, 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.



some of the risks with misusing alcohol, including anti-social behaviour, and how it 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

PUPILS WILL KNOW THAT: how to speak about a variety of sports in French, their likes and dislikes and they will learn how to express how often they play a sport.


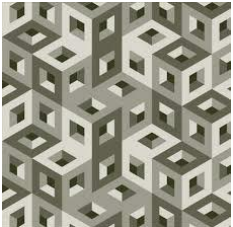



We will be aware of the seasonality of fruit and vegetables.

We will know how to adapt a recipe for portion size.



Our DT lessons link to what we are learning in PSHE.

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 & Thursday FRA: Wednesday & Friday</p> <p>Some children will continue to go swimming.</p> <p>PUPILS WILL LEARN:</p> <ul style="list-style-type: none"> To perform different types of jumps. How to control their movements linking to body tension. Why having control over movement is important. Where is jumping and landing seen in different sports? How to add power to their jumping and landing. 	<p>We will be studying the topic We are Artists. 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 Individual Liberty.</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. 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 	<p>We will be thinking about Justice.</p> <p>We will discuss what is justice? What does it look like? Who carries out justice? What does justice look like in our community?</p>  <p>Y5 looked at crime and punishment through the ages in History last half term. We will continue to look at how the justice system in the UK works, who is involved and what do they do.</p> <p>We will also look at how justice is carried out within school by being fair and listening to both sides of a story. What is a fair</p>	<p>Your child will be learning these key words over the next half term:</p> <p>Fractions Equivalent Decimals Percentages</p> <p>Life cycle Human Mammal Gestation Puberty Centile</p> <p>Erosion Deposition Meander Ox bow lake Source Mouth Flood plain Tributary Delta Estuary Channel</p> <p>Tessellation</p> <p>Control Landing</p>



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<ul style="list-style-type: none">• Why core strength is important.• How to combine movements so they flow. <p>Providing constructive peer feedback. Being able to identify strengths and areas to improve in self and peer performance</p>		<p>represent their peers and make things happen</p> <ul style="list-style-type: none">• We will look at the Human Rights Act and what this entails	<p>conflict resolution and how can we incorporate our caring school vision?</p>	<p>Height Balance Jumping Body tension Core strength</p>
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