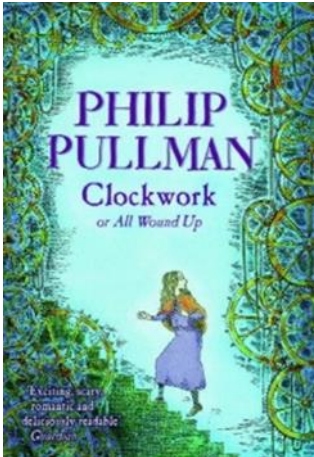





St. Andrew's CE (VA) Junior School

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 <i>Clockwork</i> by Philip Pullman</p>  <p>We will learn about:</p> <ul style="list-style-type: none">• inference and deduction• the author's choice of language• we will write a non-chronological report about civic clocks• we will learn to predict what might happen, how some texts are structured differently• how to determine between fact and	<p>This half term, we will be learning about:</p> <p>Fractions, Decimals and Percentages</p>  <p>We will look at the link between fractions, decimals and percentages.</p> <ul style="list-style-type: none">• Read, write, order and compare numbers with up to three decimal places• Solve problems involving numbers up to three decimal places• Recognise the percent symbol and understand that percent relates to 'number of parts per hundred'• Write percentages as a fraction with	<p>We will be asking the question, 'What does it mean for Muslims to follow God?'</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>Making sense of belief:</p> <ul style="list-style-type: none">• 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)• 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). <p>Understanding the impact:</p> <ul style="list-style-type: none">• Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)• Give evidence and examples to show how Muslims put their beliefs into practice in



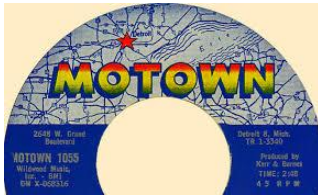

<p>opinion</p> <p>Our grammar focus will be subordinate clauses, co-ordinating and subordinating conjunctions.</p> <p>We will concentrate on showing our understanding of a text through comprehension activities across the curriculum.</p>	<p>denominator 100</p> <ul style="list-style-type: none"> • Write percentages as a decimal • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 • Multiply proper fractions and mixed number fractions by whole numbers, supported by materials and diagrams • Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Round decimals with two decimal places to the nearest whole number • Round decimals with two decimal places to one decimal place <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>Making connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today.</p> <p>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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We are also studying:



Science	History	PSHE	Music	Art
<p>We will be learning about Living Things and their Habitats.</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>We will learn about the Maya, the ancient civilisation and compare this to what we already know about another ancient civilisation, the Ancient Egyptians.</p> <p>We will find out about their lifestyle, religion and Gods.</p>  <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Be able to say when the Mayan civilisation was e.g around 900 AD, at the same time as Anglo-Saxon and Viking Britain etc 	<p>We will be continuing our focus on Relationships 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"> know there are rights and responsibilities when playing a game online 	<p>We will learn about the sound of Motown through the Charanga scheme of work, Dancing in the Streets.</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 about printmaking techniques</p> <p>We will learn a variety of techniques including, collagraph, block, mono and carbon paper prints.</p> <p>Focus Artist: Jo Gerner</p>  <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Pupils will be aware of the journey and development of an

<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Explain where Maya cities were in the world—Central America/ modern day Mexico • Explain a similarity between Britain at that time and the Mayas e.g religion was important to both • Explain a difference between Britain and the Mayas e.g Maya sacrifice • Give an example of the impact the Maya had on our society today e.g calendars, use of 0, astronomy etc. • Know that the Maya people still live today 	<ul style="list-style-type: none"> • 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 	<p>Clap, sing and play instruments through the Copy Back activities.</p> <p>Compose and improvise.</p> <p>Vocal warm ups and how to sing the song.</p>	<p>artist's work through their sketchbooks and images</p> <ul style="list-style-type: none"> • Pupils will know 4 printmaking techniques (Block, Collagraph, Lino and Mono) 
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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 health and fitness unit concentrating on the fundamental movement skills of balance and co-ordination.</p> <p>We will participate in team games including Bean bag raid and Dodgeball. We will evaluate our communication and cooperation as a team.</p> <p>GER: Tuesday & Thursday FRA: Wednesday & Friday</p> <p>Some Y5 children will continue to go swimming.</p>	<p>We will be studying the topic: We are Game Developers</p> <div style="text-align: center;">  </div> <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 	<p>During whole school worship, we will be focusing on Rule of Law.</p> <p>We will look at the Spiritual, Moral, Social, Cultural theme of the Rule of Law.</p> <ul style="list-style-type: none"> • everyone is equal before the law. • the actions of governments or rulers can be challenged in court. • in a fair society no-one is above the law. <p>We will investigate the importance of rules and laws. We will discuss why there are rules in school and what might happen if the rules were abolished.</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 Creation.</p> <div style="text-align: center;">  </div> <p>We will explore the concept of creation through reflection, discussion and drama.</p>	<p>Your child will be learning these key words over the next half term:</p> <p>Reproduction Life-cycle Sexual Asexual Germination Pollination Seed dispersal Fertilisation Photosynthesis Carpel Stamen Stem Stigma Pollen Shahada Salaah sawm Ramadan Zakaah Haji Communication Cooperation Leadership Evaluate hierarchy</p>



Game
Dodgeball

PUPILS WILL KNOW THAT:

In this unit, we will work on recording and monitoring how hard we are working, explain how often and how long we should exercise to be healthy and describe the basic fitness components.

- use iterative development techniques (making and testing a series of small changes) to improve their game.



civilisation
merchant
artisan
noble