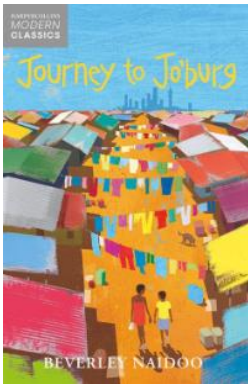








St. Andrew's CE (VA) Junior School

Year 5 Spring 2 Curriculum Overview

Key learning this half term

Literacy	Maths	Religious Education												
<p>This half term, we will be reading <i>Journey to Jo'burg</i> by Beverley Naidoo. This modern classic is set in the dangerous landscape of apartheid South Africa. Children will learn about other cultures, understand the meaning of apartheid, learn about how people faced oppression and understand how people fought against it, such as Nelson Mandela.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>In the second half of the term, we will use The Literacy Shed and write narratives based on animated film units.</p>	<p>We will look at the link between fractions, decimals and percentages.</p> <p>We will compare, add, subtract and multiply fractions. 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> <div style="text-align: center;"> <table border="1" style="margin: 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 purple; 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> </div>	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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30%	$\frac{3}{10}$	0.3												
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We are also studying:

Science	Geography	PSHE	French	DT
<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>PUPILS WILL: 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,</p>	<p>We will be looking at Rivers and the Water Cycle.</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: How rivers are formed, how rivers develop and change, where to locate rivers around the world. How to 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</p>	<p>We will be continuing our focus on Health & Wellbeing through Healthy Minds.</p> <p>Have made a healthy choice Have eaten a healthy, balanced diet Have been physically active Have tried to keep themselves and other safe Know how to be a good friend and enjoy healthy relationships Know how to keep calm and deal with difficult situations</p> <p>PUPILS WILL: Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart, know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart,</p> <p>Know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations</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>PUPILS WILL KNOW: How to speak about a variety of sports in French, their likes and dislikes and</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: Cook a savoury dish. Know how to make healthy meal choices. Be aware of the seasonality of fruit and vegetables.</p> <p>Know how to adapt a recipe for portion size.</p>



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<p>David Attenborough and Jane Goodall. Find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>	<p>collecting statistics and presenting data.</p> 	<p>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</p> <p>Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>they will learn how to express how often they play a sport.</p> 	 <p>Our DT lessons link to what we are learning in PSHE.</p>
PE	ICT	British Values	Christian Value	Key vocabulary
<p>This half term we will be focusing on creative skills including balances, routines and jumps.</p> <p>GER: Wednesday FRA: Friday</p> <p>Children will continue to go swimming. The days the children go will change this half term and continue</p>	<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>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> <p>Everyone has individual liberty but this does not mean that anyone can do what they want. We will talk</p>	<p>We will be thinking about Trust and Truthfulness.</p> <p>We will discuss what trust is, what truth is and how telling the truth makes us trustworthy.</p> <p>Our Christian value will be explored through whole school worship.</p>	<p>Your child will be learning these key words over the next half term:</p> <p>Fractions Equivalent Decimals Percentages</p> <p>Reproduction Life-cycle Sexual Asexual</p>

on these days until the end of the year.

GER: Monday
FRA - Wednesday

PUPILS WILL LEARN:

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.

Why core strength is important.

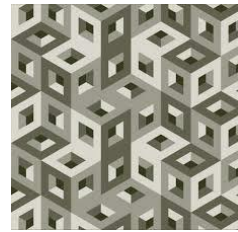
How to combine movements so they flow.

Providing constructive peer feedback. Being able to identify strengths and areas to improve in self and peer performance



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.



about the rules and that we should take advice from certain people, e.g. 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 represent their peers and make things happen. We will look at the Human Rights Act and what this entails



**Germination
Pollination
Seed dispersal
Fertilisation
Photosynthesis
Carpel
Stamen
Stem
Stigma
Pollen**

**Erosion
Deposition
Meander
Ox bow lake
Source
Mouth
Flood plain
Tributary
Delta
Estuary
Channel**

Tessellation

**Control
Landing
Height
Balance
Jumping
Body tension
Core strength**