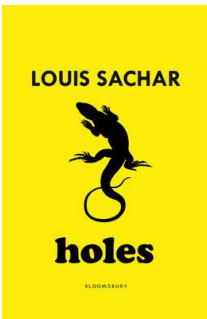
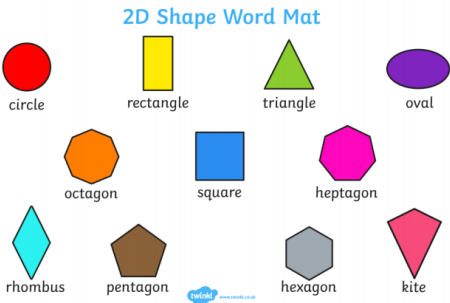


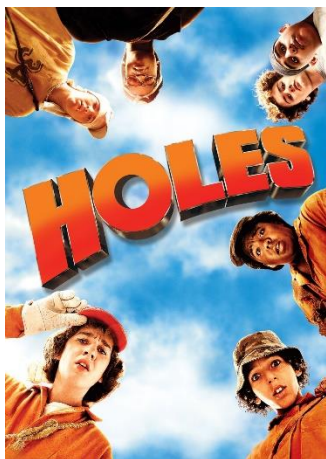


St. Andrew's CE (VA) Junior School

Year 5 Summer 1 Curriculum Overview

Key learning this half term

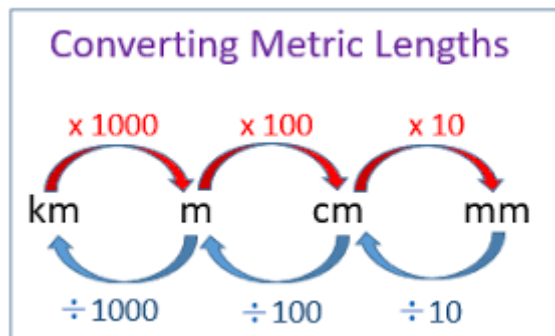
Literacy	Maths	Religious Education
<p>This half term we will be reading the text Holes by Louis Sachar</p>  <p>We will learn about: Inference and deduction, the author's choice of language, prediction, structure, fact and opinion, character and setting descriptions. We will write a newspaper report and compare the book and the film.</p> <p>Our grammar focus will be using a range of punctuation for cohesion and effect. Through our weekly grammar practice, we will consolidate our basic skills.</p>	<p>This half term, we will be learning about:</p> <p style="text-align: center;">2D Shape Word Mat</p>  <p>Properties of Shape</p> <ul style="list-style-type: none"> • Triangles and quadrilaterals • Regular and irregular polygons • Calculating lengths and angles in shapes • Use the properties of rectangles to deduce related facts and find missing lengths and angles <p>Position and Direction</p> <ul style="list-style-type: none"> • Lines of symmetry • Identify, describe and represent the position of a shape following a reflection or translation, using the 	<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



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

Spelling patterns – Y5 / 6 Spelling

appropriate language, and know that the shape has not changed



Converting Units

- Converting measure
- Metric and imperial units
- Reading timetables

We will continue to focus on being confident with our times tables through a weekly times table lesson. We will consolidate the four operations and prior learning 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.



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We are also studying:

Science	Geography	PSHE	Music	Art
<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>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</p>	<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"> there are rights and responsibilities when playing a game online 	<p>We will learn about music through the Charanga scheme of work. This term, we will look at how music connects us with the environment. We will listen to songs such as You and Me and A Bright Sunny Day.</p> <p>PUPILS WILL LEARN:</p> <p>Warm up Games, starting with the Bronze challenge and moving onto Silver and Gold.</p> <p>Clap, sing and play instruments through the Copy Back activities.</p> <p>Compose and improvise using glockenspiels.</p> <p>Vocal warm ups and how to sing the song.</p>	<p>We will learn about Printmaking techniques and sculpture.</p> <p>We will learn a variety of print techniques including, Collagraph, block, mono and carbon paper prints. Then, we will look at local sculptor Barbara Hepworth and create our own soap sculptures.</p> <p>On 2nd May, we are visiting the Yorkshire Sculpture Park to take part in workshops and to see Barbara Hepworth sculptures in real life.</p> <p>Focus Artist: Jo Gorner (print) Barbara Hepworth (sculpture)</p>

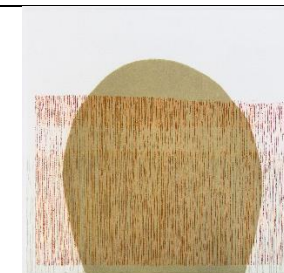
PUPILS WILL KNOW THAT: the larger the animal, the longer the gestation period. That girls and boys develop at different rates.



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 collecting statistics and presenting data.



- 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



PUPILS WILL KNOW THAT:




- Pupils will be aware of the 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 1 Curriculum Overview

PE	ICT	British Values	Christian Value	Key vocabulary
<p>This half term, we will learn to play Tag Rugby. We will be concentrating on the fundamental skills of teamwork, ball control and agility.</p>  <p>GER: Wednesday FRA: Friday</p> <p>Swimming: GER: Monday FRA: Wednesday</p> <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> • how to work as a team. • how to throw and catch whilst moving • the key rules of Tag Rugby 	<p>We will be studying the topic We are Cryptographers.</p>  <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> • the history of cryptography including the Enigma machine • the history of coding from Romans to Morse Code. • Semaphore and how it was used • how to write digital codes e.g. Binary and ASCII • passwords and 	<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 forgiveness.</p>  <p>We will explore the concept of forgiveness 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 Fertilisation Shahada Salaah sawm Ramadan Zakaah Haji Communication Cooperation Leadership Evaluate</p>

	how to encrypt			
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