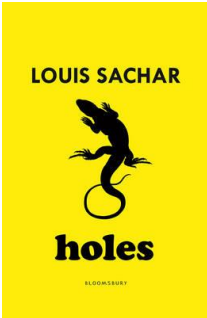
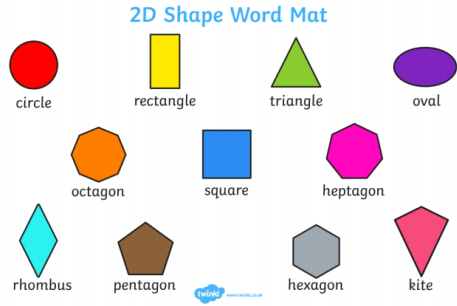


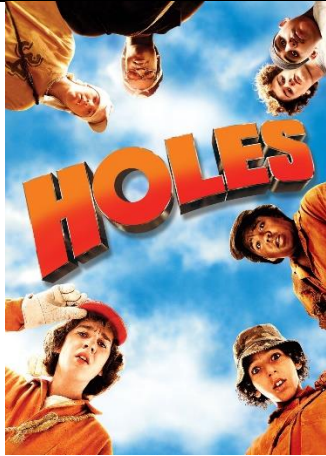


## St. Andrew's CE (VA) Junior School

### Year 5 Summer 2 Curriculum Overview

#### Key learning this half term

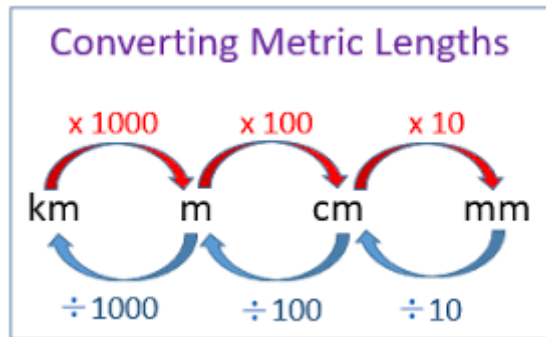
Literacy	Maths	Religious Education
<p>This half term we will be reading the text <b>Holes by Louis Sachar</b></p> <div style="text-align: center;">  </div> <p>We will learn about: Inference and deduction, the author's choice of language, prediction, structure, fact and opinion, character and setting descriptions. We will write a newspaper report and compare the book and the film.</p> <p><b>Our grammar focus</b> will be subordinate clauses, co-ordinating and subordinating conjunctions.</p>	<p>This half term, we will be learning about:</p> <div style="text-align: center;">  </div> <p><b>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Triangles and quadrilaterals</li> <li>• Regular and irregular polygons</li> <li>• Calculating lengths and angles in shapes</li> <li>• Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Lines of symmetry</li> <li>• Identify, describe and represent the position of a shape following a reflection or translation, using the</li> </ul>	<p>We will be asking the question, <b>'What does it mean for Muslims to follow God?'</b></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><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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).</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in</li> </ul>



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 and the four operations, 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.




**Year 5 will visit a Mosque 15<sup>th</sup> June**



## St. Andrew's CE (VA) Junior School

### Year 5 Summer 2 Curriculum Overview

#### We are also studying:

Science	Geography	PSHE	French	DT
<p>We will be learning about <b>Living Things and their Habitats</b>.</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 and ducks. This will help us to describe the life process of reproduction in some animals. 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 <b>Land Use</b> in our local area with a particular focus on how land is used around the River Calder.</p> <p><b>We will visit the river to complete a field work study.</b></p> <p>We will work out the route to the river using maps and simple scales and discuss ideas for suitable questions to answer and statistics to collect during our study.</p> 	<p>This half term our PSHE focus is <b>'Changing Me'</b>.</p> <p>We will discuss self-image, responsibilities now and in the future, in addition to the transition to Year 6.</p>  <p><b>Relationship and sexual education lessons with the school nurse</b></p> <p>3 sessions 21.6.22, 28.6.22, 5.7.22</p> <p>PUPILS WILL KNOW THAT:</p>	<p>We will learn how to express our likes and dislikes, saying what I and others do</p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC]  Silent Final E [SFē] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion]</p> <p><b>Vocabulary:</b> verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, home town, requesting food and drink.</p>	<p>DT Week 11<sup>th</sup> – 15th July</p> <p>We will <b>Make a Moving Toy</b></p> <p>We will learn about simple mechanisms including cams and levers. These mechanisms will then be used to make a moving toy (automata).</p>  <p>Focus Artists: We will look at the work of</p>

**PUPILS WILL KNOW THAT:**

- 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.

**PUPILS WILL KNOW THAT:**

- describe and begin to explain patterns of physical and human changes
- describe how change can lead to similarities between different places
- suggest suitable questions for a field work study
- make careful measurements e.g rainfall, noise level, distance
- rank information found into order of importance
- come to accurate conclusions, using information
- collect statistics about people and places



- What self-image means and how to develop self-esteem.
- Identify what they are looking forward to as they grow up and learn that it will bring responsibilities.
- Discuss how they feel about moving to Year 6 and identify what they are looking forward to. We will also discuss any worries/questions the children may have about their transition to Year 6.

Carbohydrates, Dairy and Protein - Hydrates de Carbones, produits laitier et proteines



**Grammar: FAIRE** (singular), weather expressions with faire, faire vs. jouer with sports, jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir - singular)

traditional and contemporary illustrators and makers such as, W Heath Robinson, Roland Emmett, Paul Spooner and Martin Smith.

**PUPILS WILL KNOW THAT:**

- Pupils will know how a lever and a cam works
- Pupils will create toys using a cam and a lever
- Pupils will know how to develop a moving toy that will be powered by their mechanism
- Pupils will evaluate their toy to the design criteria



## St. Andrew's CE (VA) Junior School

### Year 5 Summer 2 Curriculum Overview

PE	ICT	British Values	Worship Focus	Key vocabulary
<p>We will continue to follow the <b>Real PE</b> Scheme of work. This half term, we will focus on developing our <b>personal skills</b>, setting ourselves appropriate targets to improve.</p> <p>We will be focusing on hand eye coordination, agility and ball chasing.</p> <ul style="list-style-type: none"> <li>• Sending and receiving</li> <li>• Ball chasing</li> </ul> <p><b>GER: Tuesdays and Thursdays</b> <b>FRA: Wednesdays and Fridays</b></p> <p>Some children will continue to go swimming. GER – Tuesdays and FRA - Thursdays</p>	<p>We will be studying the topic <b>We are Web Developers</b></p> <p>This unit provides an opportunity for pupils to work together to create a website in which they document their shared understanding of all aspects of e-safety and responsible online behaviour.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• To develop their research skills to decide what information is appropriate</li> <li>• To question the plausibility and quality of information</li> <li>• To write effectively in a style appropriate to their</li> </ul>	<p>The British Value that we will focus on this half term is Democracy.</p> <p>A <b>democracy</b> means <i>rule by the people</i>. The name is used for different forms of government where the people can take part in the decisions that affect the way their community is run.</p> <p>In a democracy, people voice their opinions by voting on important issues and/or by voting on who they think should lead the government.</p> <p>We will look at:</p> <ul style="list-style-type: none"> <li>• Using a system of elections to vote for and replace government leaders</li> <li>• Protecting the human rights of all</li> </ul>	<p>We will be studying The <b>Old Testament</b> of the Bible with a particular focus on <b>The Writings</b>.</p> <p>During worship this half term the children will be learning about the <b>Writings in the Bible</b>. The Bible is not just one book, but an entire library, with stories, songs, poetry, letters and history.</p> <p>The great biblical themes are about God, his revealed works of creation, provision, judgment, deliverance, his covenant, and his promises.</p> <p>We will look at:</p> <ul style="list-style-type: none"> <li>• The first five books of the Old Testament are mostly the story of how God chose</li> </ul>	<p>Your child will be learning these key words over the next half term:</p> <p><b>Coordination</b> <b>Batting</b> <b>Fielding</b> <b>Self-esteem</b> <b>Responsibility</b> <b>Shahada</b> <b>Salaah</b> <b>sawm</b> <b>Ramadan</b> <b>Zakaah</b> <b>Haji</b> <b>Cams</b> <b>Levers</b> <b>Mechanisms</b> <b>Reproduction</b> <b>Life-cycle</b> <b>Sexual</b> <b>Asexual</b> <b>Germination</b> <b>Pollination</b> <b>Seed dispersal</b> <b>Fertilisation</b> <b>Photosynthesis</b> <b>Carpel</b> <b>Stamen</b> <b>Stem</b></p>

<p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> <li>• How to develop their hand-eye coordination during a game of rounders.</li> <li>• How to chase after a ball and how to return it quickly</li> <li>• Give constructive feedback to others.</li> <li>• Continue to develop team work and leadership skills.</li> </ul>	<p>audience</p> <ul style="list-style-type: none"> <li>• To develop and refine their ideas and text collaboratively To use and create other media appropriately and effectively</li> <li>• To develop their understanding of e-safety and responsible use of technology</li> </ul>	<p>people (such as freedom of speech, freedom of religion, and the right to a fair trial)</p> <ul style="list-style-type: none"> <li>• All citizens actively participating in politics and civics</li> <li>• All laws applying equally to all citizens</li> </ul>	<p>the ancient Hebrews and taught them his laws.</p> <ul style="list-style-type: none"> <li>• Following these are the twelve books that tell the history of the Hebrews.</li> <li>• The next five are books of poetry and wisdom. One of these five books, the "Psalms", is a book of songs showing mainly how God wants to be worshiped.</li> </ul>	<p><b>Stigma</b> <b>Pollen</b></p>
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