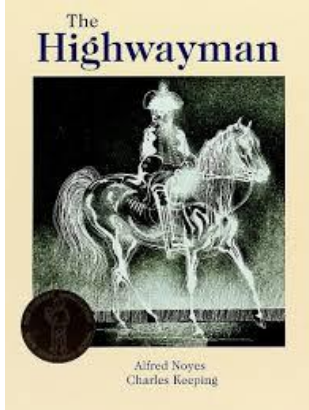




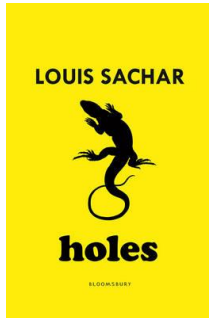
St. Andrew's CE (VA) Junior School

Year 5 Spring 1 Curriculum Overview

Key learning this half term

Literacy	Maths	Religious Education																																																																																																																									
<p>This half term, we will be reading and performing the poem <i>The Highwayman</i> by Alfred Noyes.</p> <div style="text-align: center;">  <p><i>The Highwayman</i> Alfred Noyes Charles Keeping</p> </div> <p>We will look at how to use inference and deduction to work out what is happening. We will look at the use of figurative language and poetic features. We will read the poem aloud individually and in small groups.</p>	<p>This half term, we will be learning about:</p> <p>We will continue to revise topics from Year 4 and being confident with our times tables through My Mini Maths and Arithmetic activities.</p> <p>Multiplication and Division</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>x</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>2</td> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> <td>12</td> <td>14</td> <td>16</td> <td>18</td> <td>20</td> </tr> <tr> <td>3</td> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> <td>18</td> <td>21</td> <td>24</td> <td>27</td> <td>30</td> </tr> <tr> <td>4</td> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> <td>24</td> <td>28</td> <td>32</td> <td>36</td> <td>40</td> </tr> <tr> <td>5</td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> <td>35</td> <td>40</td> <td>45</td> <td>50</td> </tr> <tr> <td>6</td> <td>6</td> <td>12</td> <td>18</td> <td>24</td> <td>30</td> <td>36</td> <td>42</td> <td>48</td> <td>54</td> <td>60</td> </tr> <tr> <td>7</td> <td>7</td> <td>14</td> <td>21</td> <td>28</td> <td>35</td> <td>42</td> <td>49</td> <td>56</td> <td>63</td> <td>70</td> </tr> <tr> <td>8</td> <td>8</td> <td>16</td> <td>24</td> <td>32</td> <td>40</td> <td>48</td> <td>56</td> <td>64</td> <td>72</td> <td>80</td> </tr> <tr> <td>9</td> <td>9</td> <td>18</td> <td>27</td> <td>36</td> <td>45</td> <td>54</td> <td>63</td> <td>72</td> <td>81</td> <td>90</td> </tr> <tr> <td>10</td> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> <td>80</td> <td>90</td> <td>100</td> </tr> </tbody> </table> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <ul style="list-style-type: none"> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	x	1	2	3	4	5	6	7	8	9	10	1	1	2	3	4	5	6	7	8	9	10	2	2	4	6	8	10	12	14	16	18	20	3	3	6	9	12	15	18	21	24	27	30	4	4	8	12	16	20	24	28	32	36	40	5	5	10	15	20	25	30	35	40	45	50	6	6	12	18	24	30	36	42	48	54	60	7	7	14	21	28	35	42	49	56	63	70	8	8	16	24	32	40	48	56	64	72	80	9	9	18	27	36	45	54	63	72	81	90	10	10	20	30	40	50	60	70	80	90	100	<p>We will be asking the question, What will make our town a more respectful place?</p> <p>The unit will provide these opportunities:</p> <ul style="list-style-type: none"> Pupils have opportunities to consider the concept of diversity Pupils have opportunities to consider a diverse range of views about questions of living together, tolerance and respect From the study of many religions, pupils will be able to think about their own experiences and views in relation to questions of community cohesion <p>THIS UNIT WILL GIVE US:</p> <ul style="list-style-type: none"> Opportunities for spiritual development come from developing attitudes of open minded and courageous engagement with different views Opportunities for moral development come from recognising the rights of all and the need for acceptance in human communities Opportunities for social development come from developing an appreciation of
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Later in the term, we will be reading the text **Holes by Louis Sachar**



We will learn about:

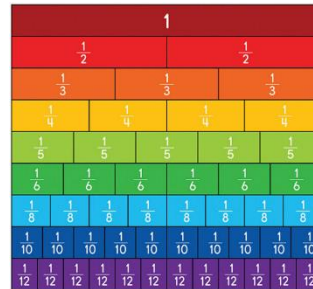
Inference and deduction, the author's choice of language, prediction, structure, fact and opinion, character and setting descriptions. We will write a newspaper report and compare the book and the film.

Grammar: speech punctuation, fronted adverbials, modal verbs, coordinating and subordinating conjunctions, subordinate clauses, determiners and abstract nouns.

Spelling patterns: silent letters, able and ible, ably and ibly, homophones and plurals.

- Solve problems involving multiplication and division by 10, 100 and 1000.

Fractions.



We will be looking at how to unit and non-fractions and learning how to recognise equivalent fractions. We will convert improper fractions into mixed numbers and mixed numbers into improper fractions. We will order and compare fractions. Alongside this, we will also learn how to add and subtract fractions.

We will multiply fractions, calculate a fraction of a quantity or amount and find the whole.

Multiplication and division.

the ways in which diversity enriches human life

- Opportunities for cultural development come from appreciating the wide and global range of cultures in our county and region.

PUPILS WILL KNOW HOW TO:




- Describe some of the religious diversity of our region, referring to people, places and events
- Identify similarities and differences in aspects of their lives with those of other people of different religions
- Make links between values like respect and tolerance and their own behaviour



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We are also studying:

Science	History	PSHE	Music	Art
<p>We will be learning about The Changes of Materials</p> <p>We will look how materials change state. We will look at how materials react during a chemical reaction and sort materials using a number of different resources.</p> <p>To build upon our learning from Y4, we will recap on the water cycle and develop our understanding of how materials change state.</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> compare and group together 	<p>We will be looking at Crime & Punishment through the ages</p>  <p>We will look at changes in an aspect of social history, crime and punishment, including the Romans, anglo-saxons, the Tudors, Highwaymen, Victorian prisons and the introduction of the Police Force to the present day.</p> <p>PUPILS WILL KNOW THAT:</p>	<p>We will focus on Dreams and Goals</p> <p>We will look at how to have a positive attitude when things are difficult, how we can keep trying and persevere, how we can help others achieve their goals and to discuss what we would like our lives to be like when we grow up.</p> 	<p>Our focus in music will be 'How Does Music Connect Us To Our Past?'</p> <p>During this unit, we will study a variety of songs, including The Sparkle in My Life and Dreaming of Mars.</p> <p>PUPILS WILL KNOW THAT:</p> <p>Warm up games to help understand music.</p> <p>Learning to improvise through clapping, singing and playing instruments through the Copy Back activities.</p> <p>Composing and</p>	<p>We will learn Colour Theory and Painting Skills.</p> <p>We will learn how to handle, mix and experiment with powder paints.</p>  <p>Focus Artist: Picasso</p>

everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday

- laws, crimes and punishments have changed over time.
- know of an Anglo-Saxon crime/punishment e.g trial by ordeal.
- know of a law/crime or punishment from the middle ages e.g heresy.
- be able to name a local example of crime and punishment e.g Cragg Vale Coiners.
- Be able to give a reason why crime rates might increase e.g unemployment.



PUPILS WILL KNOW THAT:
The Dreams and Goal Puzzle lends itself to developing children's entrepreneurial skills to help them:

- work with money to aid their understanding of financial capability;
- generate money that could be used to support others less fortunate;
- develop age-appropriate skills to support them in their future workplace.

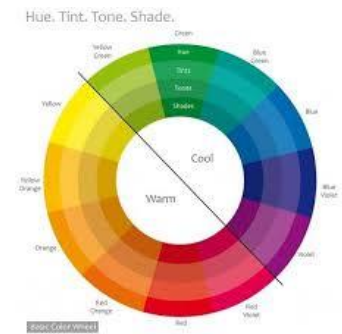


improvising.

Vocal warm ups and how to sing the song.

PUPILS WILL KNOW THAT:

- will know how to handle powder paint
- will understand colour theory and be confident to mix colours on the colour wheel including shades of brown
- will know how to change the tone of a colour





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<p>materials, including metals, wood and plastic</p> <ul style="list-style-type: none">• demonstrate that dissolving, mixing and changes of state are reversible changes• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.				
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PE	ICT	British Values	Christian Value	Key vocabulary
<p>We will be completing a Health and Fitness unit and hockey and netball as our team game.</p> <p>We will learn the basic fitness components as well as discussing how long we should exercise for to be healthy. We will record and monitor how hard we are working with the aim to plan and follow our own fitness programme.</p> <p>We will develop our coordination using a hockey stick and we will learn how to dribble, pass and shoot using both pucks and netballs.</p> <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> • How to lead a warm up and cool down. • Identify possible dangers when 	<p>We will be studying the topic We are Game Developers</p> <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 • use iterative development techniques (making and testing a series of small changes) to improve their 	<p>During whole school worship, we will be focusing on Individual Liberty.</p> <p>This value will be closely linked this half term to our History topic of Crime & Punishment.</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 	<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 SERVICE.</p> <div data-bbox="1323 679 1641 879" data-label="Image"> </div> <p>We will explore the concept of service through reflection, discussion and drama.</p>	<p>Your child will be learning these key words over the next half term:</p> <p><u>Art</u> Tone Tertiary Complementary <u>History</u> Werguild Trial Judge Court Hue and Cry Gibbet Peelers Screws <u>PSHE</u> Achievement Resilience <u>PE</u> Health Fitness Stamina Cardiovascular fitness Muscular strength Flexibility Co-ordination Speed Agility</p>



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<p>planning an activity.</p> <ul style="list-style-type: none">• The importance of exercise and how it keeps us healthy.• The different components of fitness and how we can improve them.• What a personal best is and how they can improve it.• How to record and monitor how hard an individual is working.• Identify strengths and areas to improve in performance.	<p>game.</p>	<p>school improvement and what they would like to learn about in the classroom</p> <ul style="list-style-type: none">• 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.		
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