



Year 5

Termly Curriculum Overview

Spring Term 2 2023 - 2024

Religious Education

Collective worship

- New Life
- Lent
- Prayer
- Reconciliation
- Service Holy Week/Easter

Memorial Sacrifice
 Children will continue with this topic learning that The Eucharist is a memorial sacrifice in the Jewish sense of remembering, that is it makes present a past reality. It is a memorial of Christ's sacrifice on the Cross, through which Christ gives his body and blood for the salvation of all people and provides hope for the future. They will also learn how memories are kept alive and that The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way.

Sacrifice
 During this half term children learn that Lent is the season when Christians practise both giving and giving-up, to identify with the complete self-offering of Jesus which is remembered in the liturgy of Holy Week and the Easter Triduum (Holy Thursday, Good Friday and Easter Vigil).
 Children will be able to show how their own and others' decisions about giving and refusing to give are informed by beliefs and values and make links between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.

Maths

Fractions, decimals and percentages objectives

- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and 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 fraction and decimal equivalents of percentages that are multiples of 10 and 25.
- Solve problems involving number up to three decimal places.
- Use all four operations to solve problems involving measure (for example length, mass, volume, money) using decimal notation, including scaling.

Transformations objectives

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- describe positions on the full coordinate grid (all four quadrants) (Y6 objective)
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (through coordinates context).

Statistics

- Solve comparison, sum and difference problems using information presented in line graphs Complete, read and interpret information in tables, including timetables.

English Reading

During this term, children will use the text – 'Were Once we Stood' by Christopher Riley and Martin Impey, which is a collection of first-hand accounts of astronauts involved in the Apollo Space Programme. They will analyse the features of reports and explanation texts.

Children will also take part in guided reading sessions, when they will have opportunities to use inference and deduction to answer questions about a variety of text.

<p style="text-align: center;">English Spelling, Punctuation, Grammar</p>	<p><u>Grammar</u> Recognising vocabulary and structures that are appropriate for formal speech and writing. Using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause.</p> <p><u>Punctuation</u> Using hyphens to avoid ambiguity. Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p><u>Spelling</u> Use further prefixes and suffixes and understand the guidance for adding them Spelling a wide range of homophones or near homophones..</p> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <u>Spelling</u> Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Words containing the letter string ‘ough’ where the sound is /aw/. Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. Words from the Year 5/6 spelling list.</p>
<p style="text-align: center;">English Writing</p>	<p>Children use the vehicle text, ‘Were Once We Stood’, to write a non-chronological report about Space exploration vehicles and an exploration narrative about the moon landings. There will be cross-curricular writing opportunities Religious Education – A letter from Cleopas about his experience on the road to Emmaus.</p>
<p style="text-align: center;">Science</p>	<p><u>Life Cycles</u> Children learn to describe the changes as humans develop to old age. They will also learn the differences between life cycles of plants, mammals, amphibians, birds and insects.</p> <p><u>Working Scientifically</u> Children will carry out a number of investigation, including identifying and classifying eg Identifying all the stages in the human life cycle and comparing collections of animals based on similarities and differences in their lifecycle They will also have opportunities to research the differences between the life cycle of an insect and a mammal.</p>
<p style="text-align: center;">History</p>	<p><u>Vikings and Anglo - Saxons.</u> During this term the children will be learning about the Vikings and the Anglo-Saxons They will explain how the Vikings invaded Britain and why they chose to settle here. They will learn about the Anglo –Saxon kings and how significant they were during the Viking period. Archaeology will play a role in the children’s learning as they will examine artefacts and think about what they tell us about Viking and Anglo-Saxon life. They will look at laws were introduced and how they compare our laws today. Finally, they will try to understand how the last Anglo-Saxon shaped Britain and what that meant for future generations of people.</p>

<p style="text-align: center;">Physical Education</p>	<p><u>Tag Rugby</u></p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances</p> <p><u>Dance</u></p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>
<p style="text-align: center;">Computing</p>	<p><u>Game Creator</u></p> <p>In this unit pupils review and analyse a computer game, they begin the process of designing their own game using the programme 2DIY 3D to create the game environment and design the setting for their game similar to Donkey Kong. Pupils then write informative instructions for their game so that other people can play, evaluate and help improve their design for the future.</p>
<p style="text-align: center;">Art</p>	<p><u>Paint and collage</u></p> <p><u>Rainforest Henri Rousseau</u></p> <p>The children will explore the work of Henri Rosseau. They will look at the skills and techniques used by the artist and try to replicate his work. The will examine the tones used by Henri and use their own imagination to create a rainforest scene. They will also learn how to add colour and detail to their work.</p>

<p>Music</p>	<p><u>The Fresh Prince of Bel-Air</u> Children listen and appraise 'The Fresh Prince of Bel-Air' and other Rap tunes. They will take part in a variety of activities that build on their knowledge of rhythm and learn to sing the song as a group. There will also be opportunities for children to collaborate to improvise a rap themselves.</p>
<p>PHSE</p>	<p><u>Mental health and emotional wellbeing</u> <u>Dealing with feelings</u> Pupils learn about a wide range of emotions and feelings and how these are experienced in the body: about times of change and how this can make people feel and about the feelings associated with loss, grief and bereavement</p>
<p>Relationships, Sex Education</p>	<p><u>Physical</u> Showing knowledge and understanding of the physical changes in puberty.</p>
<p>Curriculum Enrichment</p>	<p>Visit to planetarium. Visit to Sefton Park Palm House</p>