



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : 01484 714750
Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
Deputy Headteacher: **Mrs Smaldon**
Assistant Headteacher: **Mr Freeman**

Y5 Curriculum information: Spring 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Whilst reading 'Beowulf' by Michael Morpurgo, we will be learning how to use powerful verbs, dialogue, the past progressive tense and relative clauses accurately to create descriptive narrative pieces of writing.</p> <p>We will continue reading Who Let The Gods Out by Maz Evans for our class reader.</p>	<p><u>Fractions, decimals and percentages</u></p> <p>We are learning to:</p> <ul style="list-style-type: none">• Multiply fractions, including mixed numbers• Find fractions of amounts• Read and write decimal numbers as fractions• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents• Read, write, order and compare numbers with up to 3 decimal places• Solve problems involving numbers up to 3 decimal places• Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place• Begin to develop an understanding of percentages



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Living in the wider world</u></p> <p>Protecting the environment; compassion towards others</p> <p>How information online is targeted; different media types, their role and impact</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<ul style="list-style-type: none">• That some media and online content promote stereotypes, mainly focusing on body image.• How to recognise unsafe or suspicious content online. (For example: padlock on websites, pop-ups, scams)• The importance of protecting the environment and how everyday actions can either support or damage it. (For example: single use plastics, recycling, litter picking etc.)	<p>Environment</p> <p>Stereotypes</p> <p>Body image</p> <p>Scams</p> <p>Online</p> <p>Media</p> <p>Environment</p> <p>Single use</p> <p>Recycling</p> <p>Career</p> <p>Aspirations</p>



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	<ul style="list-style-type: none"> How to identify jobs that they might like to do in the future. 	
RE	Pupils will know	Key Vocab
<u>What do Christians believe about the old and new covenants?</u> We will continue to learn about what Christians believe about the old and new covenants.	<ul style="list-style-type: none"> To know why Abraham is important to Christians, Jews and Muslims. To know who King David was and why he is so important to Christians. To know what 'incarnation' means. To know that Christians believe that Jesus was the Messiah. 	Old Testament New Testament Incarnation Salvation Gospels Messiah Trinity Son of Man Son of God Eternal Covenant The Ten Commandments 'I am' statements
Science	Pupils will be able to	Key Vocab
<u>Animals including Humans</u> This unit 'Animals, including humans' will take the children through a series of six lessons. They will	<ul style="list-style-type: none"> Name the key stages of a mammal's life cycle Identify developments during each stage of a life cycle 	adolescent reproduce dependent



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learn how to describe the various changes that occur in humans as they develop from dependants to old age. They will compare the gestation periods of a variety of mammals, understand the stages during pregnancy and gather data and use this to make and plot graphs (linked to growth).

- Compare the human life cycle with another mammal
- Understand the stages during pregnancy
- Accurately create and plot points on a line graph
- Compare the mass and length lines
- Understand what gestation is
- Learn some of the differences between the gestation periods of mammals
- Explore reasons behind extreme gestations
- Understand all children grow
- Learn some ways that the growth of children is measured
- Begin to link data with scientific thinking on growth
- Understand that all children go through puberty
- Identify changes that take place during puberty
- Compare the changes experienced by boys and girls
- Know some key signs of ageing in humans
- Recognise that humans age differently depending on their lifestyle
- Suggest ways to stay healthy in old age

puberty
foetus
gestation
pregnant
breeding
extreme
duration
trimester
embryo
umbilical cord
womb
midwife
growth spurt
childhood
motor skills
milk teeth
constant
adolescence
bloodstream
hormone
growth
appetite
cataract



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<u>D & T</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Electrical systems: Steady hand game</u> We will design and then create a steady hand game using electrical components.</p>	<ul style="list-style-type: none">• To know that 'form' means the shape and appearance of an object.• To know the difference between 'form' and 'function'.• To understand that 'fit for purpose' means that a product works how it should and is easy to use.• To know that 'form over purpose' means that a product looks good but does not work very well.• To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind.• To understand the diagram perspectives 'top view', 'side view' and 'back'.	<ul style="list-style-type: none">• assemble• battery• battery pack• benefit• bulb• bulb holder• buzzer• circuit• circuit symbol• component• conductor• copper• design• design criteria• evaluation• fine motor skills• fit for purpose• form• function• gross motor skills



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		<ul style="list-style-type: none"> • insulator • LED • user
Computing	Pupils will know	Key Vocab
Databases Pupils will learn different ways to effectively search on a database to find specific information before creating their own on a chosen topic.	<ul style="list-style-type: none"> • To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic. 	Arrange, Collaborative Field, Database Report Sort, Avatar Data , Group Statistics, Chart Database, Record Search
History	Pupils will know	Key Vocab
Were the Viking raiders, traders or something else? We will be learning about the Vikings and when and why they came to Britain. We will also learn about the impact of Viking raids on British life.	<ul style="list-style-type: none"> • To know that change can be brought about by advancements in trade. • To know that advancements in science and technology can be the cause of change. • To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. 	<ul style="list-style-type: none"> • Anglo-Saxons • explorer • invaders • raiders • settlers • traders • Vikings



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- To know that archaeological evidence can be used to find out about the past.
- To know that we can make inferences and deductions using images from the past.
- To know that assumptions made by historians can change in the light of new evidence.
- To understand the development of groups, kingdom and monarchy in Britain
- To know that there were different reasons for invading Britain.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To understand that the traders were rich members of society.
- To know about paganism and the introduction of Christianity in Britain.
- To compare the beliefs in different cultures, times and groups.
- To know the legacy and contribution of the Vikings to life today in Britain.

- balanced viewpoint
- impression
- inference
- Jorvik
- observation
- primary source
- secondary source
- source
- stereotype
- discover
- exchange
- expansion
- goods
- navigate
- settlement
- trade
- trade route
- wealth
- exploration
- Leif Erikson
- Norse
- oral tradition



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		<ul style="list-style-type: none"> • saga • Vinland • community • cultural exchange • Dublin • impact • Jorvik • raids • settlement
French		Key Vocab
<u>We will be continuing our unit of work:</u> <u>The Body</u> <u>and then moving onto:</u> <u>Healthy Living</u>	be able to explain how to lead a healthy life. They will be able to identify modal verbs to explain what we must do They will be able to recognise key infinitives to explain how to lead a healthy life	il faut (you must) on doit (you have to) on pourrait (you could) on peut (you can) manger des légumes. (eat vegetables).



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	They will be able to apply modal verbs and infinitives to explain how to lead a healthy life	manger de la fruit. (eat fruit). boire plus d'eau. (drink more water). faire de l'exercice. (do some exercise). dormir bien. (sleep well) aller à pied. (walk).
Music		Key Vocab
Fresh Prince of Bel Air We will learn to sing and perform the song 'Fresh Prince of Bel Air'. We will enjoy musical activities using instruments to play and compose music.	<ul style="list-style-type: none"> • Maintain own part whilst others are performing their part • Use their understanding of meaning to add expression through the use of dynamics and tone • Perform by ear • Identify the notes in the spaces of the staff (FACE) and the lines (EGBDF) • Begin to perform from staff/stave/standard notation • Compose music at an appropriate tempo which meets specific criteria • Repeat a phrase from the music after listening intently 	Rock Structure Pulse Rhythm Pitch Bridge Backbeat Amplifier Tempo Texture Dynamics



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	<ul style="list-style-type: none"> Describe, compare and evaluate music using musical vocabulary <p>Explain why they think their music is successful or unsuccessful</p>	<p>Chorus Bridge Riff Hook Improvise Compose</p>
<u>PE</u>		<u>Key Vocab</u>
<u>Indoor - Dodgeball</u> We will be learning the skills needed to play dodgeball.	<u>Indoor - Dodgeball</u> <ul style="list-style-type: none"> I can throw the ball in a variety of directions with some precision I can dodge the ball consistently in a variety of ways with control I can use a ball in a game to block and protect myself and try and keep possession of the ball I can sometimes catch the ball in the ready position during a game of dodgeball I can listen to others, express my own ideas and work well with others tactically I can listen to others, express my own ideas and work well with others tactically 	<u>Indoor- Dodgeball</u> Protect Direction Speed Precision Overarm Opposition Tactics Attacker Defender



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Outdoor – Quicksticks

We will be learning the skills needed to play a game of Quicksticks (hockey).

Outdoor – Quicksticks

- Can control the ball when moving in different directions
- Can perform a block tackle with some control
- Can mark an opponent most of the time
- Can hit a moving ball into a goal with accuracy and control
- Can listen to others, express their own ideas and work well with others tactically

Outdoor- Quicksticks

Indian Dribble
Demonstrate
Block tackle
Marking
Interception
Precision
Opponent
Possession
Slap Pass