



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>This half term, we will be writing a narrative piece based on the story of 'Beowulf', using powerful verbs to describe action and dialogue to create character. We will also learn how to use and punctuate relative clauses.</p> <p>We will work on our speaking and listening skills during our poetry unit on 'The Listeners' and through performing our own poems.</p> <p>Our class reader will be My Brother is a Superhero.</p>	<p><u>Fractions</u></p> <p>We will be learning how to:</p> <ul style="list-style-type: none">- Add and subtract mixed numbers- Multiply fractions and mixed numbers- Solve problems related to fractions- Begin to work with fractions, decimals and percentages



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Media and digital resilience</u> Children will learn more about media and the online world, discussing risks that they may come across and how to manage these as independent internet users.</p> <p><u>Money and work</u> The children will explore ambition in relation to jobs and their future career. They will learn about the different routes into work.</p>	<p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes – body image • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information <p><u>Money and Work</u></p> <ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career <ul style="list-style-type: none"> • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people’s career opportunities • about stereotyping in the workplace, its impact and how to challenge it 	



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	that there is a variety of routes into work e.g. college, apprenticeships, university, training	
RE	<u>Pupils will know</u>	
<u>What values are shown in codes for living?</u> Children will first consider their own values in life before exploring values in codes for living in different religions.	<ul style="list-style-type: none"> • To know what it meant by a 'code of living'. • To understand what a Humanist is and to know that some people believe that you should make the right choices even without a God. • To know that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness). • To know that Muslims get their good advice from a variety of sources including; The Qur'an and Hadiths. • To know that Jews believe that they should take responsibility for the state of the world and therefore they follow a code for living called Tikkun Olam. • To name ways in which peace can be made. 	love, forgiveness, peace between people and God, worship fellowship Ummah- community Forgiveness Charity integrity, love for the truth, personal responsibility reciprocity, atheism choice, good and bad, right and wrong



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		morality, values, consequences
Science	Pupils will know	Key Vocab
<p><u>Properties and Changes in Materials</u> Pupils will use scientific vocabulary to describe a range of materials and consider which materials are best for which purpose. Children will undertake investigations to deepen their understanding of dissolving, solutions, evaporation and filtering and sieving.</p>	<ul style="list-style-type: none"> • How to use their understanding of properties to explain everyday uses of materials (examples include: how bricks, wood, glass and metals are used in buildings) • That materials can be sorted in different ways and describe this by explaining how objects are recycled • What dissolving means and can give examples (examples include: coffee granules) • That materials can be recovered from solutions or mixtures by evaporation, filtering or sieving • Examples of reversible and non-reversible changes (including: baking a cake, burning wood, dissolving salt) 	hardness solubility transparency conductivity absorbent conductor insulator durable flexible magnetic permeable soluble transparent dissolving mixing reversible changes



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Design Technology	Pupils will know	Key Vocab
<p><u>Electrical systems (doodlers)</u> Children will use their knowledge of electrical systems to create a 'Doodler' using a motor, crocodile wires, batteries and various materials to create a switch.</p>	<ul style="list-style-type: none"> • To know that, in a series circuit, electricity only flows in one direction. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function. 	circuit component configuration current develop DIY investigate motor, motorised problem solve product analysis series circuit stable target user
Computing	Pupils will be able to	Key Vocab
<p><u>Spreadsheets</u> Pupils will learn how to create formulae in spreadsheets to convert between measurements, calculate area and</p>	<ul style="list-style-type: none"> • To use formulae within a spreadsheet to convert measurements of length and distance. • To use the count tool to answer hypotheses about common letters in use. • To use a spreadsheet to model a real life problem. 	Rows, Data Advance mode Formula wizard Spreadsheet Format, Formula



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<p>perimeter of shapes and use text variables.</p>	<ul style="list-style-type: none"> To use formulae to calculate area and perimeter of shapes. To create formulae that use text variables. 	<p>'How Many?' Tool Variable, Columns Formula Bar Totalling tool</p>
<p><u>History</u></p>	<p><u>Pupils will know</u></p>	<p><u>Key Vocab</u></p>
<p><u>French</u></p>		
<p><u>We will be continuing our unit of work:</u> <u>The Body</u> <u>and then moving onto:</u> <u>Healthy Living</u></p>	<p>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 They will be able to apply modal verbs and infinitives to explain how to lead a healthy life</p>	<p>il faut (you must) on doit (you have to) on pourrait (you could) on peut (you can) manger des légumes. (eat vegetables). manger de la fruit. (eat fruit). boire plus d'eau. (drink more water). faire de l'exercice.</p>



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		(do some exercise). dormir bien. (sleep well) aller à pied. (walk).
Music	Pupils will be able to	Key Vocab
<u>Fresh Prince of Bel Air</u> We will continue to 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 • Describe, compare and evaluate music using musical vocabulary • Explain why they think their music is successful or unsuccessful 	Rock Structure Pulse Rhythm Pitch Bridge Backbeat Amplifier Tempo Texture Dynamics Chorus Bridge Riff Hook Improvise



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		Compose
PE	Pupils will be able to:	
<p><u>Indoor- Line dancing</u> Children will learn a range of routines, considering rhythm and controlled, clear movements in unison. Children will also edit and add to a routine.</p> <p><u>Outdoor- Tennis</u> Children will learn and develop skills such as: controlling and holding the ball, serving, a range of swings and hitting or passing to a target.</p> <p><u>Swimming</u> Working on stage 6</p>	<ul style="list-style-type: none"> • Control movements in a range of physical skills. • Follow and edit a routine and accurately perform all moves. • Perform to an accompaniment expressively. • Show clear and fluent movement in unison. <ul style="list-style-type: none"> • Move with balance and control to catch a ball • Hit a ball into a target from a variety of distances/ angles with no bounce • Hit/bounce ball on racket when moving • Hit ball in forehand/ backhand position with drop feed • Play a game communicating as a team • Play adapted games • Think of tactics <ul style="list-style-type: none"> • Pupils are expected to achieve the swimming level of Stage 6 (Jellyfish). 	<p>Grapevine Left/right Forwards/backwards Count Jump Control Unison</p> <p>Consecutive Drop feed Hand feed Accuracy Position Compete Grip Communicate</p>



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