



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: Summer 2

Key learning this half term:

English	Maths
<p>In English lessons, we will be reading 'There's a Boy in the Girls' Bathroom' by Louis Sachar. We will be using this book to write narrative stories, focusing on using dialogue to convey character. We will also write diary entries from the point of view of different characters.</p> <p>Our class reader will be The Boy at the Back of the Class.</p>	<p>We are learning to:</p> <ul style="list-style-type: none">- Estimate volume and capacity- Solve problems involving converting between units of time- Use all 4 operations to solve problems involving measure using decimal notation including scaling- Identify 3D shapes from 2D representations- Estimate and compare acute, obtuse and reflex angles- Draw given angles and measure them in degrees- Identify: angles at a point and a whole turn; angles at a point and on a straight line; other multiples of 90°- Use the properties of rectangles to deduce related facts and find missing lengths/angles- Distinguish between regular and irregular polygons based on reasoning about equal sides/angles- Identify, describe and represent the position of a shape following a reflection or translation- Solve comparison, sum and difference problems using information presented in a line graph- Complete, read and interpret information in tables, including timetables



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Health and Well-being – Be Bold, Be Healthy</u></p> <p>Growing and Changing In this unit, children will learn about personal identity, recognising individuality and different qualities and mental wellbeing.</p> <p>Keeping Safe In this unit, children will learn about keeping safe in different situations, including responding in emergencies and first aid.</p>	<ul style="list-style-type: none">• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes• that for some people their gender identity does not correspond with their biological sex• how to recognise, respect and express their individuality and personal qualities• ways to boost their mood and improve emotional wellbeing• about the link between participating in interests, hobbies and community groups and mental wellbeing• to identify when situations are becoming risky, unsafe or an emergency• to identify occasions where they can help take responsibility for their own safety• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour• how to deal with common injuries using basic first aid techniques• how to respond in an emergency, including when and how to contact different emergency services	<p>Personal identity Gender Sex Faith Culture Gender identity Individuality Emotional wellbeing Community Emergency Responsibility First aid</p>



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RE	Pupils will know	Key Vocab
<p>Should we forgive others? This half term, we will study the topic 'Should we forgive others?' This unit will explore the partner concepts of forgiveness and reconciliation in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allows pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences beliefs and values.</p>	<ul style="list-style-type: none">• How to use vocabulary such as reconciliation or forgiveness to show understanding of conflict and its resolution• How to apply ideas from the stories and teachings of Jesus to some contemporary questions about forgiveness and reconciliation• How to discuss ideas about importance of confession and forgiveness and give examples	<ul style="list-style-type: none">• Jesus• Gospel• New Testament• Crucifixion• Forgiveness• Reconciliation• Penitence• Repentance• Redemption• Confession• Conflict• Reconciling• Forgiving• Grudge• Revenge• Conflict resolution• Consequences



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Science	Pupils will know	Key Vocab
<p><u>Forces</u> Throughout this unit, pupils will explore and question the effects of different forces including gravity, air resistance, water resistance and friction. They will learn how forces make things move, slow down or speed up. Pupils will also explore the effects of levers, pulleys and simple machines on movement.</p>	<ul style="list-style-type: none">• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object• identify the effects of air resistance, water resistance and friction, that act between moving surfaces• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Unsupported object Gravity Force Air resistance Water resistance Friction Levers Pulleys Gears
<u>Design and Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Cooking and Nutrition – Adapting a recipe</u> Pupils will learn about beef production and research recipes for Bolognese sauce. They will adapt recipes, practise food preparation skills and follow and make an adapted recipe.</p>	<ul style="list-style-type: none">• To understand how ingredients are reared and processed.• To make adaptations to design a recipe.• To evaluate nutritional content.• To practise food preparation skills.• To design a product label.• To follow and make an adapted recipe	Abattoir, adaptation, balanced, beef Brand, cook, cross-contamination Cut, design, enhance, equipment Evaluate, farm, grate, hygiene Ingredients, label, measure, nutrient Nutrition, nutritional value, preference Press, process, recipe, safety, theme



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Computing	Pupils will know	Key Vocab
<p><u>Game creator</u> In this unit, pupils will use the Purple Mash tool 2DIY3D to create their own games. They will carefully consider setting the scene and creating the game environment before designing the game quest and making it a playable game. Pupils will then finish and share their games and evaluate their effectiveness.</p>	<p>How to:</p> <ul style="list-style-type: none">• To plan a game.• To design and create the game environment.• To design and create the game quest.• To finish and share the game.• To self and peer evaluate.	<p>animation image texture computer game customise evaluation instructions interactive screenshot perspective playability</p>



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History	Pupils will know	Key Vocab
<p><u>Were the Vikings raiders, traders or settlers?</u> In this unit, pupils will discover who the Vikings were and why they came to Britain. They will explore how they travelled and why trading was so important. They will use different sources to find out what the consequences were of the Anglo-Saxon and the Vikings' struggle for Britain.</p>	<ul style="list-style-type: none">• Identify the different reasons for migration to Britain.• Sequence events according to their significance for groups of people.• Explain where the Vikings came from and why they came to Britain.• Make inferences from sources.• Explain how sources can be biased.• Find evidence within a source to support their reasoning.• Describe the parts of a longboat.• Design and creating a longboat.• Describe what the Vikings traded.• Identify Viking trading routes.• Explain whether the Vikings were traders or raiders and providing supporting evidence.• Identify important events in the Anglo-Saxon and Viking struggle for Britain.• Explain the meaning of cause and consequence.• Suggest the cause and consequences of events.• Make observations and deductions about artefacts	<p>Anglo-Saxon Chronicle balanced bias cause consequence Danelaw event longboat one-sided perspective Viking</p>



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French		
<p><u>Home, Local Area and Weather</u></p>	<p>Be able to say/write what types of activities can be completed in good weather or bad weather. They will be able to recall activities that can be done in the local area. They will be able to apply weather phrases to describe activities that they can do. They will be able to recognise key phrases in listening tasks.</p>	<p>on peut (you can) aller (to go) faire (to do) jouer (to watch) quand (when) dans ma ville (in my town) il fait beau (it's good weather) il fait mauvais (it's bad weather)</p>
Music	Pupils will know	Key Vocab
<p>All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas. We will enjoy musical activities using instruments to play and compose music.</p>	<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 	<p>Structure Pulse Rhythm Pitch Bridge Backbeat Amplifier Tempo Texture</p>



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<u>PE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Athletics</u> Pupils learn long and triple jump, all throwing techniques and hurdling technique.	<ul style="list-style-type: none">• How to use running, jumping, throwing and catching in isolation and in combination• How to develop flexibility, strength, technique, control and balance• How to compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Track distances Javelin Length Distance conversions m/cm Triple jump Long jump Standing jump Over-arm Under-arm Hurdles