



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 1

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Whilst studying the poem 'The Highwayman,' we will be learning how to use subordinate clauses, precise vocabulary and how to use speech punctuation accurately to create narrative pieces of writing.</p> <p>Our class reader will be Who Let The Gods Out by Maz Evans.</p>	<p><u>Fractions</u></p> <p>We are learning to:</p> <ul style="list-style-type: none">- Compare and order fractions whose denominators are all multiples of the same number- Identify, name and write equivalent fractions of a given fraction including tenths and hundredths- Recognise mixed numbers and improper fractions and convert from one form to the other- Add and subtract fractions with the same den. and den. that are multiples of the same number



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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.)• How to identify jobs that they might like to do in the future.	<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>
RE	Pupils will know	Key Vocab
<p>We will learn about what Christians believe about the old and new covenants.</p>	<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.	<p>Old Testament</p> <p>New Testament</p> <p>Incarnation</p> <p>Salvation</p> <p>Gospels</p> <p>Messiah</p>



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		Trinity Son of Man Son of God Eternal Covenant The Ten Commandments 'I am' statements
Science Changes in Materials Children learn how to: describe how to recover a substance from a solution; demonstrate that dissolving, mixing and changes of state are reversible changes; and finally, they learn how to 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.	Pupils will be able to <ul style="list-style-type: none"> Identify methods for reversing a physical change Evaluate strengths and weaknesses in methods chosen and suggest improvements Name some irreversible changes Explain why a change is irreversible and describe new products that are made Identify rusting as a reversible change Plan an experiment to investigate rusting and include how to make it a fair test Explain why rusting is an irreversible change, why it is a problem and how to prevent it Identify the three factors fires need to burn Describe and explain different methods for extinguishing a fire 	Key Vocab solute, solution evaporate, pure substance solvent, reversible physical changes, melting mixture, irreversible effervescence, chemical change compare, product control variable, corrosion fair test, rusting variable, combustion oxygen, fuel extinguish, smother bicarbonate of soda, acid reaction, carbon dioxide, predict



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	<ul style="list-style-type: none"> • Apply the knowledge of the fire triangle to alternative extinguishing methods • Predict the best substances to use for a fizzy rocket • Use measuring equipment to suggest ways to improve the accuracy of observations 	
<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Painting and Mixed-media: Portraits</u> Pupils will experiment with a variety of materials and compositions to develop their self-portraits. They will aim to represent something about themselves.	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	Art, medium atmosphere background carbon paper collage, composition continuous line drawing evaluate, justify mixed media monoprint multi media paint, wash portrait
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Databases</u>	<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



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<p>Pupils will learn different ways to effectively search on a database to find specific information before creating their own on a chosen topic.</p>		<p>Data , Group Statistics, Chart Database, Record Search</p>
<u>Geography</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Where does our energy come from?</u> The children will learn about different sources of energy and will explore the benefits and drawbacks of each. Pupils will compare the how the US generates electricity with how the UK does before conducting their own field work based on the question, 'Where is the best place for a solar panel on the school grounds'?</p>	<ul style="list-style-type: none"> • To know that natural resources can be used to make energy and what they are. • To know the difference between renewable and non-renewable energy sources. • To know the benefits and drawbacks of different energy sources. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. • To know what UK cities produce renewable energy. • To know how to use grid references on an OS map to locate human and physical features. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. 	<p>Biofuel Coal Consumption Contour line Crude oil Dam Emissions Energy source Hydropower Natural gas Non-renewable Nuclear power Prime Meridian Producer Regenerate Renewable Replenish</p>



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	<ul style="list-style-type: none"> To know similarities and differences between Midland and Port of Blyth. To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. 	Sea level Solar power Time zone Urban planner Wind power, Six-figure grid reference
French <u>The body</u> We will learn how to ask a doctor for help and describe where we have hurt ourselves.	<ul style="list-style-type: none"> Describe where they have pain or what body part is broken Respond as a doctor and give advice on how to get better Recognise modal verbs when used with advice given by a doctor to remedy the illness/injury 	<u>Key Vocab</u> J'ai mal (I have pain) Je me suis cassé (I have broken) Il faut (you must) Tu devrais (you should) Tu dois (you have to) Le corps (the body) Les maladies (illnesses) Aux dents (in my teeth) Au dos in (my back) A la gorge (in my throat) A l'oreille (in my ear) A la tete (in my head) Au ventre (in my stomach) Le bras (my arm)



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		Le doigt (my finger) La Jambe (my leg)
Music		Key Vocab
<u>Make you feel my love</u> We will learn to sing and perform the song 'Make You Feel My Love'. 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	Structure Pulse Rhythm Pitch Bridge Backbeat Amplifier Tempo Texture Dynamics Chorus Bridge Riff Hook Improvise Compose
<u>PE</u>		Key Vocab
<u>Indoor - Gymnastics</u>	<u>Indoor - Gymnastics</u>	<u>Indoor- Gymnastics</u>



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We will be aiming to improve the skills that are required for a gymnast which are flexibility, core strength, balance, upper and lower-body strength, power, mental focus, discipline and dedication.

Outdoor – Orienteering

We will practise our orienteering skills to improve our map reading skills so that we can independently use a map to navigate our school grounds.

We will learn the following knowledge:

- Scissor Kick - Step and kick alternate legs, then land
- T- Roll - Start in T-shape, roll over in tuck shape
- Cartwheel - A cartwheel is a sideways rotary movement of the body. It is performed by bringing the hands to the floor one at a time while the body inverts
- Hurdle Step - Jumping from one foot to two
- Symmetrical - A body shape that is the same (mirror image) on both sides of the centre line.
- Asymmetrical - A body shape that is different on both sides of the centre line

Outdoor – Orienteering

- How to handle a map and use compass directions
- Symbol names on a map
- Follow a map independently
- Use key features on a map to help navigation
- To orient themselves around the map (positioned North)

Symmetrical
Asymmetrical
Scissor kick
Tension
Cartwheel
Hurdle step
Collaborate
Routine

Outdoor- Orienteering

Map
Orientate



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Swimming (if pool is open)

Children will be working towards:

Stage 5 – Angelfish

Perform a feet first scull for 5m.

Scull and then log turn with a partner.

Swim 10m backstroke, front crawl and breaststroke

Perform a forwards somersault in the water

Demonstrate how to signal for help.

Stage 6 – Jellyfish

Push and Glide on my front and rotate onto my back.

Push and Glide from my back and rotate onto my front.

Swim 10m wearing clothes and perform shout out and signal rescue.

Swim 10m front crawl and breaststroke efficiently

Swim 10m dolphin leg kick

Independently choose a stroke to swim 20m