

# St Andrew's Church School

Spring Term ~ Year 5 ~ Why Do We Live Here?

## English

**Focus Text:** *The Midnight Fox* by Betsy Byars. We will use this text to explore some classic literature and enhance our reading skills with a focus on retrieval, inference, summarising, prediction, explanation and vocabulary.

**Writing Fiction and Poetry** Adapting graphic novels to create prose; creating atmosphere through vivid setting description; writing prequel or sequel chapters, narrative poems with imagery and figurative language; using dialogue with punctuation and to convey character.

**Writing Non-Fiction** Debate and discussion texts (Geography/History link); writing reports based on scientific or historical knowledge.

**Knowledge and Skills** Learn and apply a range of spelling, punctuation and grammar rules from the Year 5 English National Curriculum; write for the appropriate audience; create atmosphere when describing settings; take notes; use structural and organisational features of non-fiction texts.

**Whole School Focus: 'Our Response to Our City' Our**

**Key Question: Why Do We Live Here?'**

*What do we know about our city? Why do people visit—what will they see?*

*How has our city changed over time? How do we get around?*

This term, Year 5 will explore the local history and geography of Bath and its surrounding areas. We will be undertaking geography field work, creating sketch maps and tourist guides and studying the beautiful architecture that surrounds us. We will also be looking at historical sources to explore the history of the Great Western Railway, Bath's forgotten tram system (a green alternative!) and the history of sedan chairs.

Through our focus text, *The Midnight Fox*, we will look at environments that contrast with our busy city and think about what it means to visit new places, connect with nature and explore unfamiliar surroundings.

## Maths

**National Curriculum Coverage** Area and Perimeter; Multiplication and Division; Fractions, Decimals and Percentages.

**Knowledge and Skills** Multiply numbers up to four digits; dividing numbers up to four digits; division with remainders; solve problems using measurements of area and perimeter; identify equivalent fractions; convert fractions between mixed number and improper; compare and order fractions; understand fractions as division; add and subtract fractions with different denominators; multiply fractions by whole numbers; write decimals; see decimals as fractions; order and compare decimals; round decimals; understand percentages; compare fractions, decimals and percentages.

## Humanities

**History** Research and explore the history and impact of transport in Bath.

**Knowledge and Skills** Use sources to deduce information about the past; seek evidence to justify claims about the past; identify continuity and change in the history of the locality of the school.

**Geography** Create a tourist walking tour and map of Bath.

**Knowledge and Skills** Give views of the effectiveness of different geographical representations of a location; use geographical resources to give detailed descriptions of a location; create maps of locations, use eight points of a compass and four-figure grid references and symbols.

**Music** *Lark Ascending* by Ralph Vaughan Williams: instrumental composition and singing. What imagery does this create? How can we connect with nature?

**Knowledge and Skills** Use standard musical notations; read and create notes on a musical staff; understand a range of musical vocabulary to appraise and describe music, including melody and accompaniments; sing expressively and in tune.

**Languages (French)** Revise: numbers, colours, fruits and vegetables / Learn: Shapes and Salutations

## STEAM

**Science** Living things and their habitats / Materials and their properties.

**Knowledge and Skills** Describe the differences in the life cycles of a mammal, amphibian, insect and bird; describe life process of reproduction in some plants and animals; find out about the work of Jane Goodall; explore sexual and asexual reproduction in plants, and sexual reproduction in animals.

**Computing** Connecting safely and coding.

**Knowledge and Skills** Develop an understanding of how to connect with others safely (PSHE link); develop an understanding of instructions, logic and sequences.

**Art and Design** Sculpture: Create clay tablets of Bath architecture (Roman or Georgian), using printing, carving and relief.

**Knowledge and Skills** Show life-like qualities and real life proportions; use tools to carve and add shapes, texture and pattern; combine visual and tactile qualities; use frameworks to provide stability and form.

## Health and Well-Being

**PSHE**

We are learning how we can help in an accident or emergency. In Relationships Education, we are learning about different relationships and communicating online safely.

**Knowledge and Skills** Understand how friends and family communicate together and how the internet can be used positively; understand how knowing someone online differs from knowing someone face-to-face; know about the different types of relationships that people have in their lives. Know when it is appropriate to use first aid and the importance of seeking adult help.

**P.E.** Dance: Devise a dance inspired by nature and life cycles

Games: Play competitive games and apply basic principles of attacking and defending

**Knowledge and Skills**

Compose creative and imaginative dance sequences; perform expressively and hold a precise and strong body posture.

Choose and combine techniques for passing; anticipate the direction of play; choose the most appropriate tactics for a game; lead others and act as a good role model.

## RE

- Beliefs and Moral Values: Sikhism
- Easter: Christianity

**Knowledge and Skills**

Explain how some teachings and beliefs are shared between religions; explain some of the different ways that individuals show their beliefs; explain the practices and lifestyles involved in belonging to a faith community.

**Our Values:** Courage and Hope

**Philosophy:** Is being courageous the same as being fearless?

**Learning Behaviour Goal:** We are striving to use our learning tools with greater independence.

**Living Well Goal:** We are finding the courage to voice our thoughts and ideas.