

# St Andrew's Church School

Spring Term 2024 ~ 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. Letter writing in role.

**Writing Non-Fiction** Debate and discussion texts (Geography/History link); writing reports and creating a Nature Journal 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, describing settings and characters; 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 local area and how it has changed over the last 200 years.

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:** Local History Study. "How has our local area changed over the last 200 years?"

**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** Djembe Drumming

**Knowledge and Skills:** Listen and appraise, singing in unison; using instruments to play instrumental parts.

**Languages (French)** My Home

**Knowledge and skills:** Say in French whether we live in a house or an apartment/ Say what room we have and do not have at home using the key structure 'chez moi il y a... and chez moi il n'y a pas de/d'...'.

## 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; 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** Dreams and Goals / Healthy ME

**Knowledge and Skills**

Aspirations, how to achieve goals and understanding the emotions that go with this.

Being and keeping safe and healthy.

**P.E.** Gymnastics: Counter Balance and Counter Tension. Dance: Using Nature and Life Cycles as a theme to create a gymnastics sequence. Tag Rugby: Pass and move accurately and consistently.

**Knowledge and Skills**

Create and perform excellent gymnastic sequences and travelling movements on apparatus using a variety of counter balances and counter tensions. Apply flow, extension, bridges in canon and unison and develop effective collaboration with partners. 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

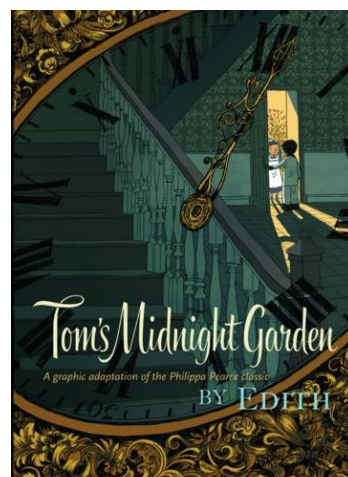
Are Sikh stories important today?

- Easter: Christianity

What do Christians believe Jesus did to save human beings?

**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 life-styles involved in belonging to a faith community.



### Our Values

Creativity and Love

### Reflection

Am I creative?

### Thriving Together

We celebrate differences

### Oracy:

We are asking questions to dig deeper.