

St Andrew's Church School

Spring Term 2025 ~ Year 5 ~ Why Do We Live Here?

English

Focus Text: *The Midnight Fox*, by Betsy Byars / *Windrush Child* by Benjamin Zephaniah

We will use these texts 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 Creating atmosphere through vivid setting description; writing prequel or sequel chapters, use 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?'

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.

We will also look at 'Windrush Child' by Benjamin Zephaniah as we explore the history of The Windrush Generation and the rapid social changes in Britain at that time.

This term, we will also have weekly Forest School sessions, giving us the opportunity to explore nature in even more detail. We will head to Kingswood on the 12th February for a Forest School trip.

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 The Windrush Generation contributed to the rapid social changes in Britain?

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 local areas and across Britain.

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 *The Fresh Prince of Bel Air* and *Hip-Hop*

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

Languages (French) All about me

Knowledge and skills: Say in French whether I am able to Or, I am not able to.... Linking to key vocabulary about hobbies and pastimes (e.g. 'I am able to dance... I am not able to ice skate... I am able to sing....' and then adding in 'and' and 'but' to create sentences).

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

Drawing: Self Portraits—focus on line work / shading and different ways of using materials

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. Dance: Using Nature and Life Cycles as a theme to create a gymnastics sequence. Hockey: Pass and move accurately and consistently.

Knowledge and Skills

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

Courage and Creativity

Reflection

Am I creative?

Thriving Together

We celebrate differences

Oracy:

How do I show proof of listening?