



# Rivington Class (Year 5) St. Joseph's Overview



## Growth and New Life Spring Two

In this unit of study, the focus is around how water is a key source of new life. Without the gift of the Nile, the Ancient Egyptian civilisation would never have grown and blossomed into one of the most revered civilisation in history. We study how this ancient civilisation mastered the river and harnessed its power to become successful farmers and tradesmen and much more. Similarly, we look at the life cycles of many different plants and animals including humans, studying their growth and reproductive capabilities including gestation.

### Learning Challenge Questions:

- How do we know so much about the Ancient Egyptians?
- What allowed the Ancient Egyptians to become so successful and revered?
- How does a plant grow and reproduce?
- What are the differences in the life cycles of different animals?

### Core Subjects

#### READING

We will use a variety of texts during our Guided Read sessions and follow the VIPERS as our skills base.

- Maintaining positive attitudes to reading
- Listen to and discuss a range of fiction and non-fiction which they might not choose to read themselves.
- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.
- Explore themes within and across texts e.g. loss, heroism, friendship.
- Make comparisons within a text e.g. characters' viewpoints of same event
- Read books and texts that are structured in different ways for a range of purposes.
- Explain the meaning of words within the context of the text.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
- Predict what might happen from information stated and implied.
- Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.

#### WRITING

Writing to entertain this term focuses on fictional historical narrative whilst our focus on writing to inform involves the scientific explanation text type.

**Genre: Historical narrative**  
**Purpose: entertain**  
**Outcome:**

- Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.
- Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.
- Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.
- Demarcate complex sentences with commas.
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.
- Use expanded noun phrases to convey complicated information concisely.
- Blend action, dialogue and description within and across paragraph
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

#### COMPUTING

This half term we will be continuing to learn to design and create effective Quizzes using Scratch. This project will focus on the skills of computational Thinking and Coding and programming. As ever, we will also look at keeping safe online which ties in well with our PHSE unit of 'Relationships with others.'

Computational Thinking:

- I can solve problems by decomposing them into smaller parts
- I can use selection in algorithms

Coding/programming:

- I can create programs by decomposing them into smaller parts
- I can use a variety of selection commands in programs
- I can work with variables
- I can evaluate my work and identify errors

#### E-Safety

- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.
- I can identify a range of ways to report concerns about content and contact.

<ul style="list-style-type: none"> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</li> <li>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> </ul> <p>Distinguish between statements of fact or opinion within a text.</p>	<ul style="list-style-type: none"> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>To analyse how an author develops characters and develop our own characters.</li> <li>Ensure consistent subject and verb agreement.</li> <li>Proofread for spelling and punctuation errors.</li> </ul> <p><b>Genre: Scientific Explanation</b>  <b>Purpose: Inform</b>  <b>Outcome:</b> Various explanations relating to the lifecycles of different animals and the reproductive functions of plants.</p> <ul style="list-style-type: none"> <li>Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.</li> <li>Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board</li> <li>Demarcate complex sentences using commas in order to clarify meaning.</li> <li>Identify and use commas to indicate parenthesis</li> <li>Identify and use brackets</li> <li>To indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</li> <li>Identify parenthesis, e.g. in less formal writing: The cake was lovely—delicious in fact—so I had another slice.</li> <li>Use similar writing models.</li> <li>Identify audience and purpose.</li> <li>Draw on reading and research.</li> <li>Use organisational and presentational devices effectively.</li> <li>Proof reading for spelling, punctuation and grammar.</li> </ul>	
<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>VIPERS: Vocabulary, Infer, Predict, Explain, Retrieve, Summarize.  Scan and skim read, annotate, comprehension, supporting evidence.</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>Main clause, subordinate clause, complex sentence, relative clause, relative pronoun, proof read, modal verb, brackets, parenthesis, extended noun phrase.</p>	<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>design, animation, program, algorithm, coding, repeat, variable, variable values, app, scratch.</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Reading frequently and questioning me on what I have read: every night if possible and sign my reading journal. Sometimes read to someone and sometimes independently. Use the parent help sheet which helps you to use the VIPERS technique that we use in school. Allow me time to take my quiz on accelerated reader after completing a book. Challenging me to use new vocabulary learnt in my speech. Follow up on any subject areas discussed in class that interest me by finding different books and</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Encourage me to write for pleasure, completing any homework set, working on my handwriting, practicing and testing me on my weekly spellings and subject vocabulary</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Learning any relevant vocabulary, commenting on my work on see-saw. 'Tinker' with existing Scratch projects using the remix tool, Play games like A.L.E.X. and Cargo-Bot on school iPad, Experiment with Keynote on school iPad .</p> <p>Discuss E-safety and check my settings, read the briefings sent home on dojo by the national online safety group.</p>

<p>articles about them. Visit the library and take part in any book challenges going on in and out of school.</p>		
<p style="text-align: center;"><u>MATHS</u></p> <p style="text-align: center;"><a href="#">measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</a></p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> </ul> <p><b>Statistics.</b></p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in a line graph</li> <li>• Complete, read and interpret information in tables, including timetables.</li> </ul> <p><b>Properties of Shapes</b></p> <ul style="list-style-type: none"> <li>• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>• Draw given angles, and measure them in degrees (o)</li> <li>• Identify angles at a point and 1 whole turn (total 360o) angles at a point on a straight line and half a turn (total 180o) other multiples of 90o</li> <li>• Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> </ul>	<p style="text-align: center;"><u>SCIENCE</u></p> <p>Children will spend time observing and comparing the life cycles and life process of reproduction in animals. After brief revision, they will start by dissecting flowers to discover their reproductive organs and learn about pollination and fertilisation in plants before moving on to study animals. The human life cycle will also be studied.</p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Name, locate and describe the functions of the main parts of reproductive system of plants (stigma, stamen, petal, sepal, pollen, ovary)</li> <li>• Describe the changes as humans develop to old age.</li> <li>• Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• <b>Observing</b> and <b>comparing</b> the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).</li> <li>• <b>Asking</b> pertinent <b>questions</b>.</li> <li>• <b>Suggesting reasons</b> for similarities &amp; differences [<b>grouping and classifying</b>].</li> <li>• They might <b>try to [explore]</b> grow new plants from different parts of the parent plant, for e.g., seeds, stem &amp; root cuttings, tubers, bulbs.</li> <li>• <b>Observe changes</b> in an animal <b>over a period of time</b> (for example, by hatching &amp; rearing chicks).</li> <li>• <b>Comparing</b> how different animals reproduce and grow.</li> <li>• <b>Researching</b> the gestation periods other animals and <b>comparing</b> them with humans.</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p><b>Memorial Sacrifice:</b> The Eucharist is a memorial sacrifice in the Jewish sense of remembering, that is it makes present a past reality. It is a memorial of Christ's sacrifice on the Cross, through which Christ gives his body and blood for the salvation of all people and provides hope for the future.</p> <ul style="list-style-type: none"> <li>• To <b>compare</b> their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and realise some of these questions are difficult to answer.</li> <li>• To <b>make links</b> to show how feelings and beliefs about memories affect their own behaviour and that of others.</li> <li>• To <b>make links</b> between the Passover in Exodus, the Last Supper and belief in the Eucharist.</li> <li>• To use a developing religious vocabulary to <b>give reasons</b> for religious actions and symbols connected to the Passover and the celebration of the Eucharist.</li> <li>• To <b>give reasons</b> for why believers follow the example of Jesus in his life of sacrifice.</li> <li>• To <b>describe and show understanding</b> of scripture, symbols, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist, making links between them.</li> <li>• To <b>show understanding</b> of how belief in the sacrifice of Jesus shapes the lives of Christians.</li> <li>• To <b>engage</b> with and <b>respond</b> to questions of life choices in the light of religious teaching about sacrifice.</li> </ul> <p><b>Sacrifice:</b> In this unit, children look at the story of Easter; the build up to Holy Week and the crucifixion, death and resurrection of Christ.</p> <ul style="list-style-type: none"> <li>• to <b>make links</b> to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving.</li> <li>• to <b>compare</b> their own and other people's ideas about questions concerning giving and refusing to give and appreciating the cost of giving and realise that these questions are difficult to answer.</li> </ul>

		<ul style="list-style-type: none"> <li>to <b>make links</b> between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.</li> <li>to use a developing religious vocabulary to <b>give reasons</b> for religious actions and symbols used during Holy Week and the Easter Vigil.</li> <li>to <b>give reasons</b> why Christians make sacrifices during Lent.</li> </ul>
<p><b>Key Vocabulary:</b></p> <p>fraction, equivalent, improper, mixed number, numerator, denominator.</p> <p>decimal place, tenth, hundredth, thousandth, percent, one/two decimal places, round, convert, compare, equivalent, base 10.</p>	<p><b>Key Vocabulary:</b></p> <p>observe, compare, group/classify, reproduction, anther, style, stigma, stamen, carpel, ovum, ovary, pollination, fertilisation, pollen,</p> <p>life cycle, mammal, amphibian, reptile, bird, fish, male and female reproductive organs in plants and animals, gestation period, stages of development.</p>	<p><b>Key Vocabulary:</b></p> <p>Memories, significant, memorial sacrifice, Passover, Pesach, host, chalice, liturgy of the Eucharist, Eucharistic Prayer, consecration, adoration, genuflect, acclamation</p> <p>giving, carer, cost, temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, Altar of Repose, love, crucifixion, Easter vigil, Resurrection</p>
<p><b>Help me at Home by:</b></p> <p>Continuing on with Times Tables practice on TT Rockstars or similar, completing any relevant homework, testing me on the maths vocabulary, reading around the topics covered.</p>	<p><b>Help me at Home by:</b></p> <p>Reading around the topic, learning the meaning of any important vocabulary from the unit, researching types of vertebrate and plant life, discussing the seasons, observing new life and growth, talking about human lifecycles and the changes that occur as we grow.</p>	<p><b>Help me at Home by:</b></p> <p>Reading around the topics covered and also about Judaism, learning the meaning of any important vocabulary from the unit, visiting a synagogue.</p>
<b>Foundation Subjects</b>		
<p><u><b>HISTORY</b></u></p> <p>In our study of the ancient Egyptians, we look at the importance of the River Nile in the creation of the Egyptian civilization and how its life giving water allowed this epic civilisation to grow and become one of the most revered in history. We study how archaeology is fundamental in finding out about this time period.</p> <ul style="list-style-type: none"> <li>Extend chronological understanding by exploring a theme over time eg growth</li> <li>Address and devise a wide range of historically-valid questions about change and cause</li> <li>Gain historical perspective by making connections between local, national and international history</li> <li>Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political</li> <li>Understand how knowledge of the past is constructed from a range of sources.</li> <li>Understand how evidence is used rigorously to make historical claims</li> </ul>		<p><u><b>P.E</b></u></p> <p>This half term we cover dance the Invasion Games of handball.</p> <p><b>Dance:</b></p> <p>To develop the skill of passing and catching a football.  To develop the skills of striking a ball.  To select appropriate strategies for attack when playing a game.  To apply appropriate strategies for attack  To choose and apply skills and tactics consistently in football.  To choose and apply skills and tactics consistently in football.</p> <p><b>Handball:</b></p> <p>To develop the skill of passing and catching a handball.  To develop a pass and shooting in a handball type game.  To select appropriate strategies for attack when playing a game.  To select appropriate strategies for attack  To choose and apply skills and tactics consistently in handball.  To choose and apply skills and tactics consistently in handball.</p>

<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>		
<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>civilisation, BC, AD, fertile, farming, aket, peret, shimu, river, trade, slaves, pharaoh, source, artefact, tomb, pyramid.</p>		<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>Pass, move, strike, tactics, marking, attack, defend, position, shoulder pass, zone, pivot, block.</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Exposing me to different maps and geographic books, apps, resources, games, taking me to the library to search for books on the topic, taking me to a museum related to the topic, helping me with homework.</p>		<p style="text-align: center;"><b>Help me at Home by:</b></p> <p>Practice/play at home with me, sign me up to a local team, watch games with me and discuss the play.</p>
<p style="text-align: center;"><b><u>MUSIC</u></b></p> <p>In music this half term, children will again use our Lancashire 'Charanga' scheme which is this time based on old school hip hop such as the Fresh Prince of Bel air, Me myself and I by Del a soul, Ready or Not by the fugees.</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul>	<p style="text-align: center;"><b><u>PHSE</u></b></p> <p>During our Spring 2 topic in PHSE we focus in on our relationships with others and look at how friends can communicate safely? This unit follows on well from some aspects of our kidsafe unit delivered last half term relating to 'yukky feelings' and internet safety.</p> <p><u>Families and close positive relationships</u></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><u>Friendships</u></p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><u>Safe relationships</u></p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><u>Media literacy &amp; digital resilience</u></p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p style="text-align: center;"><b><u>MFL</u></b></p> <p>During Spring 2, children will learn core vocabulary and phonetics and will cover the topic 'presenting myself', in which children will be able to tell someone some key details about themselves, such as where they live, their name and age and how they are.</p> <ul style="list-style-type: none"> <li>Listen more attentively and for longer.</li> <li>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> <li>Communicate on a wider range of topics and themes.</li> <li>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> <li>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</li> <li>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> <li>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</li> <li>Learn to manipulate the language and be able to substitute words for suitable alternatives</li> <li>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives.</li> </ul>

		<ul style="list-style-type: none"> <li>Start to explore full verb conjugation</li> </ul>
<p><b>Key Vocabulary:</b></p> <p>hip hop, rap, verse, chorus, loop machine, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>	<p><b>Key Vocabulary:</b></p> <p>relationship, friendship, yukky feelings, communicate, online/offline, social media, advice, report, block, trusted adult, comfortable/uncomfortable.</p>	<p><b>Key Vocabulary:</b></p> <p>Relevant vocabulary built up and revised throughout the topic.</p>
<p><b>Help me at Home by:</b></p> <p>Listening to music, discussing the instruments you can hear, sign me up to lessons for playing an instrument.</p>	<p><b>Help me at Home by:</b></p> <p>Checking I feel safe online and checking my settings are set up correctly for my online life, talking about the topic learned in school and any issues arising from it, checking the documentation sent home from the National online safety site via dojo.</p>	<p><b>Help me at Home by:</b></p> <p>Practicing new words and vocabulary, accessing any home learning, using basic French around the house.</p>
<p><b>Visitors, Visits and Outdoor Learning within the theme:</b></p> <p>Science walks to observe seasonal change and new life, Egyptian archaeology and museum trip.</p>		