Y5– Spring 2– Option for the Poor and Vulnerable

Can we all adapt to adverse circumstances?

Building The Kingdom through Catholic Social Teaching

Option for the poor and vulnerable

Put the needs of the poor and the most vulnerable first. As divisions between the rich and the poor increase, Matthew 25 31-46 calls on us to act and stand up for those who are without. "The bread which you do not use is the bread of the hungry; the garment hanging in your wardrobe is the garment of the one who is naked; the shoes that you do not wear are the shoes of the one who is barefoot. The acts of charity that you do not perform are so many injustices that you commit." (St Basil the Great)







Preferential Option for the Poor

What does Scripture say?

Exodus 22:20-26 - You shall not oppress the poor or vulnerable. God will hear their cry.

Job 34:20-28 - The Lord hears the cry of the poor.

Proverbs 31:8-9 - Speak out in defence of the poor

Intent

Children in Year five will learn that throughout the world the children do not have a readily accessible food and water source as they explore the thought that "The world has enough for everyone's need, but not everyone's greed" (Mahatma Gandhi).

As we delve deeper into our big question "Is there enough for everyone?" we will work around the theme of option for the poor and vulnerable and what we can do to ensure that those who are most vulnerable in our local and wider world are also receiving their needs. Pope St John XXIII said that "Whereas the standard of living is high [for some], [others] are subject to extreme poverty". Children will reflect upon what they have been blessed with in their lives and what they can do to help raise

Impact

Children will have opportunity to build on their prior geographical learning from Y1 of locating hot and cold areas of the world to focusing on areas in relation to the equator and which countries which pass through the equator. Children will learn compare the physical features of UK and a non-European country and think about adverse weather. Children will build upon their knowledge of the continents and will go from having little of noticing weather patterns in year 2, to comparing weather patterns across different continents in the tropics.

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Literacy

Literacy & Language

Through Literacy and Language, children will explore a range of writing genres:

- **Fiction**—Historical stories.
- **Non fiction:** Formal. Impersonal Writing.

Guided Reading

Children will completing additional reading comprehension everyday as well as RWI, to support their VIPERS skills.

SPaG

- Determiners and suffixes.
- Subordinating Conjunctions
- Direct and indirect speech
- Active and passive voice
- Linking paragraphs with adverbials.

Mathematics

Decimals and Percentages

- Order and compare decimals (same number of decimals places)
- Explore equivalent fractions and decimals (tenths and hundredths)
- Explore as fractions and as decimals
- Order and compare any decimals with up to 3 decimals places
- Round to the nearest whole number and also decimal place.

Perimeter and area

- Perimeter of rectangles, rectilinear shapes and polygons
- Area of rectangles, compound shapes
- Estimate area

Statistics

- Draw line graphs
- Read and interpret line graphs
- Read and interpret tables, including two way tables and timetables.

Religious Education

Lent In this unit, children will think about the concept of 'temptation' as they study the temptations of Jesus. Children will be given the opportunity to reflect on what nurtures and damages human relationships they will study some important texts from the New Testament about Christian living and will learn about the Sacrament of Reconciliation as a Sacrament of Healing of God's forgiveness. Children will know reasons which motivate Christians to be more like Christ.

Holy Week In this unit children will gain a greater knowledge and understanding of the last week of Jesus' life and how the Church celebrates this week through liturgy and prayer. Children will have a more developed knowledge of the story of Holy Week. This will learn why his death was necessary and they will be able to discuss and write about some of the important places and people in Jerusalem at this time.

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Geography (EBL)

Children will explore the position and significance of physical geography by:

- Locating the world's countries, using maps, concentrating on their environmental region, key physical and human characteristics, countries and major cities.
- Identify the position and the significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn,
- Use geographical skills and fieldworks such as maps and globes.

Design and Technology (Food)

Children will design and make food for the Welcome Group.

- Use research into existing products and market research to inform own product.
- Understand main food groups and in particular which ones they are cooking.
- Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable to eat and use a wide range of techniques to combined them.

Science

Properties and changes of materials

- Compare and group together everyday materials on the basis of their properties.
- Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials.
- Know that some materials will dissolve in liquid to form a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporation.

RSHE

TenTen

- UKS2, Module 2, Unit 4– Keeping Safe
- UKS2, Module 1, Unit 1– Religious Understanding
- UKS2, Module 1, Unit 2– Me, My Body and My Health

Physical Education

Swimming

Basket Ball

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities § participate in team games, developing simple tactics for attacking and defending.

French

At the Market & My Clothes

- Listen to a longer spoken text on a familiar topic and summarise the key points.
- Adapt more complex sentences to personalise their meaning.
- Write phrases and short sentences from memory and short texts using a word bank.