Y5– Spring 1– Dignity of the Human Person & Solidarity and the Common Good

# What is the difference between living and surviving?

## Building The Kingdom through Catholic Social Teaching

### Dignity of The Human Person

Each one of us is created in the image and likeness of God. We have failed to love if we have caused human suffering or if we have been indifferent to human suffering. In Luke 10:25-37, Jesus calls us to love our neighbour whoever they might be, this reflection calls us to serve and practise this.

### Solidarity & The Common Good

By coming together in hope as individuals, families, communities, organisations and nations, we can achieve transformative change for the common good. Together, we can expose the fault lines that drive poverty - vulnerability, inequality, injustice, exclusion -and that harm the









## What does Scripture say?

Genesis 1: 26-31– God created all people in his image.

Luke 10:25-37– The Good Samaritan recog-

## Intent

... it is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" (Pope Francis).

Through the delivery of this unit, it is our vision that children will come to understand their role in welcoming the stranger, just as Christ welcomes us. They will understand we are responsible for all people, wherever they may be in the world because it is our

## Impact

Children will build on prior knowledge of human geography from year one of identifying key features, including cities and towns. They will explore different types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Children will learn about economic activity including trade and the distribution of natural resources, exploring how recent changes in modern day society may have impacted vulnerable people. We will explore these concepts through geographical fieldwork and studies to answer the question

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## Literacy

**Writing**

Children will explore a range of high quality texts throughout the half term with our CST theme of 'What is the difference between surviving and living?'' The following genres will be covered in Spring 1

Fiction– legend text and narrative plays.

Non Fiction - Journalistic writing

**Guided Reading**

Children will follow the Bug Club programme everyday to develop reading, writing and comprehension skills.

**SPaG**

- Continue to use prepositions and explore prefixes in, im and il
- Coordinating conjunctions
- Use inverted commas, changing the position of the reporting clause.

## Mathematics

**Multiplication and division Part B**

- Multiply up to a 4-digit number., Solve problems with multiplication, Short division, divide a 4-digit number by 1 digit numbers and divide with remainders.

**Fractions B**

- Multiply fractions by integers, calculate fractions of quantities, find the fraction of an amount and the whole and use fractions as operators.

**Decimals and Percentages**

- Decimals, order and compare, round to the nearest whole number, percentages as fractions and percentages of decimals.

## Religious Education

**Baptism**

This unit explores the role of John the Baptist in the Baptism of Jesus and provides an opportunity for an in-depth study of the signs, symbols and prayers associated with the Sacrament of Baptism. Children will be able to reference the Gospel accounts of the Baptism of Jesus. They will be able to describe, sequence and explain many of the signs and actions.

**Parables and Sayings of Jesus**

In this this unit children gain a greater knowledge and understanding of the Parables of Jesus. They explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church. Children will know important Parables and they will understand the Kingdom and God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him.

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# What is the difference between living and surviving?

## Geography (EBL)

Land use and settlement

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
use maps, atlases, globes and digital/computer mapping to locate countries and

## Computing

Creativity

Children will create a video to demonstrate the use of password protection. Children will select appropriate software to use for a given task and confidently use a range of software tools.

Esafety

Children will understand the advantages, disadvantages, permissions, and purposes

## Physical Education

In PE, children will be having two sessions a week. One on dance and the other playing
badminton

- Perform dances using simple movement patterns.
- Master basic movements including running, jumping, throwing and catching,

## Science

Living things and their habitats

Scientific knowledge: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.

Working Scientifically Skills: identify scientific evidence that has been used to refute or support ideas or argument. Record data and results of increasing complexity

## RSHE

Emotional Well-Being and Life Cycles

Body image, Peculiar feelings, Emotion al changes and Seeing stuff online.

Making babies, menstruation and a time of everything bereavement,

## Music

Young Voices Concert

## French

At the Market

- Listen to a longer spoken text on a familiar topic and be able to summarise the main points in English. (L)
- Listening out for specific sounds, words and phrases in spoken text.
- Take part in a conversation giving opinions and reasons.(S)
- Adapt more complex sentences to personalise their meaning. (S)
- Adapt the voice to show the difference between statements and questions.