



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

'That they shall have life, life in all its fullness!' John 10:10
'Achieving great things through learning and growing together in a love-filled Christian family'

Year 5- Summer 1 Curriculum Overview

English	Maths	Science
<p><u>Inventors and Inventions</u></p> <ul style="list-style-type: none"> ● <u>A Myth: Unit 1:</u> A myth to amaze or intrigue an audience. ● <u>A Non-Fiction report: Unit 2</u> ● <u>Poems with Figurative Language : Unit 3</u> <p>Poem(s) based on a model.</p> <p>Key learning: Reading:Unit 1</p> <ul style="list-style-type: none"> ● Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Express preferences about a wider range of books 	<p><u>Decimals & Percentages</u></p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> ● Decimals up to 2 d.p. ● Decimals as fractions (1) ● Decimals as fractions (2) ● Understand thousandths ● Thousandths as decimals ● Rounding decimals ● Order and compare decimals ● Understand percentages ● Percentages as fractions and decimals ● Equivalent F.D.P. 	<p><u>Life Cycles/ living things and their habitats</u></p> <p><u>Key vocabulary</u></p> <p>Reproduction, sexual, asexual, life cycles, mammal, amphibian, insects, oceans, prehistoric, rainforest.</p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> ● 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. ● Observing and comparing the life cycles of plants and animals in

including modern fiction, traditional stories, myths and legends.

- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Participate in discussions about texts that are read to them and those they can read for themselves, building views courteously.
- Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- Make comparisons within a text e.g. characters' viewpoints of same events.
- Scan for key words and text mark to locate key information.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Explore themes within and across texts e.g. loss, heroism, friendship.
- Analyse the conventions of different types of writing.

Decimals

Key learning:

- Adding decimals within 1
- Subtracting decimals within 1
- Complements to 1
- Adding decimals – crossing the whole
- Adding decimals with the same number of decimal places
- Subtracting decimals with the same number of decimal places
- Adding decimals with a different number of decimal places
- Subtracting decimals with a different number of decimal places
- Adding and subtracting wholes and decimals
- Decimal sequences
- Multiplying decimals by 10, 100 and 1,000
- Dividing decimals by 10, 100 and 1,000

their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).

- Asking pertinent questions.
- Suggesting reasons for similarities & differences.
- They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.
- Observe changes in an animal over a period of time (for example, by hatching and rearing chicks).
- Comparing how different animals reproduce and grow.

Key learning; Writing: Unit 1

- Create and punctuate complex sentences using simile starters, e.g. Like a fish out of water, she conversed aw▪ Blend action, dialogue and description within and across paragraphs.
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.
- Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. Identify the audience and purpose.
- Select the appropriate language and structures.
- Use similar writing models.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Key learning: Reading Unit 2

- Through shared reading and independent reading, explore a range of non-chronological reports. Discuss the purpose of these texts. Who is the intended audience of each text?
- Explore meaning of words in context: Can you work out the meaning by looking at the sentence? What type of word is it? Does the root word help? Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the appropriate dictionary definition, can you explain what the word means in the context of this sentence? Can you use the word correctly in a sentence of your own?
- Use scanning techniques to locate information quickly. As suggested in the previous unit, ask children to find specific words or information against the clock or in competition with each other.

Ensure to start with pieces of information that can be located quickly, e.g. dates, numbers, proper nouns, italicised or emboldened words, before moving on to finding information that is more hidden within the text.

- Model how to skim texts to ascertain the gist. First of all, skim whole texts; then skim paragraphs. Annotate report texts and paragraphs with key ideas. Encourage children to do this in all future reading of reports.
- Explore non-chronological report texts in groups and deepen comprehension through discussion. Encourage the children to check that the text makes sense to them and demonstrate their understanding through giving an oral or written summary. Consider using the jigsawing technique so that children read different reports in their expert group, before reporting back their

findings to their home group. Link to short writing opportunities – facts learned could be presented as tweets with a maximum of 280 characters, or notes in focus boxes.

- Read a range of statements relating to different texts. Children read texts carefully in order to sort the statements into true and false. Where false, encourage children to explain why or to correct. Extend by children writing their own true/false statements for their peers to sort.

Key learning: Writing: Unit 2

- Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, po. Create and punctuate complex sentences using -ed opening clauses e.g. Exhausted from the race, Sam ▪ Create and punctuate complex sentences using -ing opening clauses, e.g.

Grinning with anticipation Select the appropriate language and structures.

- Use similar writing models.
- Note and develop ideas.
- Draw on reading and research.
- Use organisation and presentational devices e.g. underlining, bullet points, headings. ▫ Proofread for spelling and punctuation errors.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

- Use the plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – using complex sentences with -ed and -ing opening clauses; and complex sentences where the relative pronoun is omitted.
- Children follow the modelling each day from the whole class focus and use their own plan to

inform writing. ▪ Use AFL, marking and feedback to adjust shared writing focus daily.

- Following modelling, provide children with opportunity to proofread for spelling and punctuation errors, working in pairs to suggest changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

Key learning: Reading:Unit 3

- Participate in discussions about poems that are read to them and those they can read for themselves, build challenging views courteously.
- Explore, recognise and use the terms metaphor, simile, imagery.
- Explain the effect on the reader of the authors' choice of language.
- Learn a wider range of poems by heart.
- Prepare poems to read aloud and perform, showing understanding

through intonation, tone, volume and action so the meaning is clear to an audience.

Key learning: Writing: Unit 2

- Select the appropriate language and structures.
- Use similar writing models.
- Assess the effectiveness of your own and others' writing in relation to audience and purpose. ■ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ■ Perform own compositions for different audiences:
 - Using appropriate intonation and volume.
 - Adding movement.
 - Ensuring meaning is clear.

Geography	Art	Religious Education (RE)
<p data-bbox="297 408 703 483"><u>Fieldwork in the Local Area- Geographical Investigations</u></p> <p data-bbox="383 536 618 568"><u>Key Vocabulary</u> <u>Co-ordinates, grid reference, Ordinance</u> <u>Survey,scales, symbols</u></p> <p data-bbox="203 791 412 823"><u>Key questions:</u></p> <ul data-bbox="253 871 775 1366" style="list-style-type: none"> • Do you use correct geographical language to describe the human/physical features? • Can you use sketch books, large scale maps/plans, Aerial photos, and digital cameras, online resources to record and measure human/physical features in the local area? (housing, shopping surveys,traffic, parks, nature reserves) <ul data-bbox="253 1294 748 1366" style="list-style-type: none"> • Can you make observations about places and features that 	<p data-bbox="954 408 1279 440"><u>Landscapes- Fieldwork</u></p> <p data-bbox="999 536 1234 568"><u>Key Vocabulary</u> <u>landscape, skyline, Ken Done, Joan Miro,</u> <u>shade, tone, zentangle,</u></p> <p data-bbox="819 743 1010 775"><u>Key learning:</u></p> <ul data-bbox="869 823 1402 1366" style="list-style-type: none"> • Look at the work of famous landscape artists of landscapes. What are their characteristic styles? What is different, what is similar? Which do they like the most and why? • Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect. • to create sketch books to record 	<p data-bbox="1435 408 1906 440"><u>Pentecost, what happened next?</u></p> <p data-bbox="1626 496 1854 528"><u>Key Vocabulary</u> <u>Saul, Paul, New Testament, Letter,</u> <u>Mission, Columba, Aidan</u></p> <p data-bbox="1435 624 1626 655"><u>Key learning:</u></p> <ul data-bbox="1485 663 2007 1031" style="list-style-type: none"> • provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians. • to realise the significance of the life of St Paul and the concept of mission. • to learn basic facts about how Christianity came to Britain. <p data-bbox="1435 1126 1637 1158"><u>Key Questions</u></p> <ul data-bbox="1485 1206 2018 1366" style="list-style-type: none"> • What happened next after Pentecost? • What is a mission? • If Paul wrote a letter to the church

<p>change over time?</p> <ul style="list-style-type: none"> • Can you identify human/physical features in the wider extent of the local area?(settlements, industrial developments, energy/water resources, river studies, weather studies) • Can you express opinions on • environmental issues and recognise how people can affect the environment both positively and negatively? 	<p>their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal and paint.</p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers in history. • Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. • Use appropriate language when comparing ideas, methods and approaches in their own and others' work. • Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. 	<p>today what would he say?</p> <ul style="list-style-type: none"> • What motivates you to keep going when things are difficult?
<p>Physical Education (PE)</p>	<p>Personal, Social & Health Education (PSHE)</p>	<p>Junior Jam: Computing, music and the arts.</p>

<ul style="list-style-type: none"> ● <u>Unit 1: Striking and Fielding</u> ● <u>Unit 2: OAA- Teamwork and Problem solving</u> ● <u>PGL visit</u> <p><u>Key learning: Unit 1</u></p> <ul style="list-style-type: none"> ● To demonstrate bowling underarm with accuracy. ● To catch a ball when fielding. ● To strike a ball with a bat. ● To throw a ball overarm when fielding. ● To demonstrate a bowl underarm with accuracy. ● To strike a ball with a bat off a tee. ● To demonstrate an overarm throw when fielding a ball. ● To explain where to strike a ball in a game. ● To demonstrate bowling with accuracy in a game. ● To use tactics in a rounders type game. 	<p><u>Health and Well-being</u></p> <p><u>Drugs, alcohol and tobacco: healthy habits</u></p> <p><u>Key learning:</u></p> <ul style="list-style-type: none"> ● how drugs common to everyday life can affect health and wellbeing. ● how laws surrounding the use of drugs exist to protect them and others. ● why people choose to use or not use different drugs. ● how people can prevent or reduce the risks associated with them. ● that for some people, drug use can become a habit which is difficult to break. ● how organisations help people to stop smoking and the support available to help people if they have concerns about any drug 	<ul style="list-style-type: none"> ● Computing iMedia - iCommunicate L2 ● Music Songwriting with Glockenspiels L2 ● The Arts Dance

Key learning; Unit 2

- Can communicate effectively
- Can trust and work with others to solve problems
- Can take responsibility for others
- Can listen attentively, record information accurately and apply strategies for remembering important information
- Can follow instructions and work with others to complete a complex task
- Can work effectively as part of a team to solve problems
- Can generate and share ideas
- Can review performance and apply learning
- Can share ideas confidently, when working as part of a team
- Can review a performance and apply the learning to complete a task successfully.
- Can work effectively as part of a team
- Can recognise the important role played by all team members
- Can organise time and resources

use

- how to ask for help from a trusted adult if they have any worries or concerns about drugs.

Health and Wellbeing

- How will we grow and change?
- about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
- How puberty can affect emotions and feelings
- How personal hygiene routines change during puberty
- How to ask for advice and support about growing, changing and puberty

<p>within a team</p> <ul style="list-style-type: none"> ● Can encourage others to improve performance <ul style="list-style-type: none"> ○ 		
French	Reminders & Homework	
<ul style="list-style-type: none"> ● During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ...que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are). 	<p>Visit PGL Winmarleigh Outdoor Education Centre. Leaving school on the morning of Monday 9th May and returning on Wednesday 11th May at the end of the normal school day.</p> <p>Homework in Year 5 will consist of reading at least three times per week at home, practising times tables on TT Rockstars and learning spellings. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to.</p> <p>Reading books will be changed on a Wednesday, but please note that the children can request to change their book if they have finished the one they currently have. Spellings will continue to be given out on a Monday (displayed on dojo every week). These can be revised at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. Spelling test will be on Friday.</p> <p>Our PE days for this half term will be on a Monday and a Thursday.</p>	

All children should come to school in full P.E Kit on these days. Children should be wearing their normal house coloured P.E T-Shirt with black or navy tracksuit pants or leggings. They can wear their school jumper, hoodie or cardigan over the top of their t-shirts too. Hair which is past shoulder length must always be tied up and jewellery is not to be worn in school.

Clarinets to be in school for our music lesson on Friday.