



St Barnabas

Church of England Primary Academy

A member of **CDARI**

'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 Autumn 1 Curriculum Overview 2023-24

English

Key Vocabulary: relative clause, cohesion, ambiguity, fronted adverbial, relative pronoun, noun phrases, complex sentences.

Unit 1: Narrative- A Folk tale

Key Learning Reading:

- Explore the meaning of words in context.
- Use suffixes to understand meanings e.g., -ible, -able, -ibly, -ably.
- Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
- Express preferences about a wider range of books including modern fiction and traditional stories.
- Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence.
- Make comparisons within a text e.g. characters' viewpoints of same events.
- Explain the effect on the reader of the authors' choice of language.
- Explore themes within and across texts e.g. other cultures, nature.

Key Learning Writing

- Identify and use dashes to indicate parenthesis e.g. in less formal writing: The cake was lovely - delicious in fact- so I had another slice.
- Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs.
- Blend action, dialogue and description within and across paragraphs.
- Create and punctuate complex sentences using -ed openers.

- Create and punctuate complex sentences using -ing openers
- Plan their writing by noting and developing ideas.
- Draw on reading and research.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure consistent subject and verb agreement.

Key Vocabulary: parenthesis, bracket, presently, subsequently, bullet points

Unit 2: Information Booklet- Maya Factfile

Key Learning Reading:

- Read books and texts that are structured in different ways for a range of purposes.
- Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.
- Explain the meaning of words within the context of the text.
- Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal.
- Scan for key words and text to locate key information.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Analyse the conventions of different types of writing, e.g. use of first person in autobiographies and diaries.
- Identify how language, structure and presentation contribute to meaning.
- Distinguish between statements of fact or opinion within a text.

Key Learning Writing

- Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently.
- Link ideas across paragraphs using adverbials for place e.g. On the side of the head ... and numbers, e.g. Secondly, ...
- Identify and use brackets to indicate parenthesis e.g. in formal writing: The cheetah (*Acinonyx jubatus*) inhabits open grassland in Africa.

- 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
-

[Key Vocabulary: imagery, metaphor, figurative.](#)

Unit 3: Classical Poetry

Key Learning Reading

- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
- Explore, recognise and use the terms metaphor, simile, imagery.
- Explain the effect on the reader of the authors' choice of language.

Key Learning Writing

- Create and punctuate sentences using simile starters.
- 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.
- Use appropriate intonation and volume.
- Ensure meaning is clear.

Maths

Key Vocabulary : comparison, sum, difference, bar, line

Key Learning

Year 4 :Statistics

- Interpreting a variety of charts such as line and bar chart
- Draw and label bar and line charts
- Understand comparison, sum and difference in relation to charts

Year 5: Place value

- Roman numerals to 1,000
- Numbers to 10,000
- Numbers to 100,000
- Numbers to 1,000,000
- Read and write numbers to 1,000,000
- Powers of;10/100/1,000/10,000/100,000 more or less
- Partition numbers to 1,000,000
- Number line to 1,000,000
- Compare and order numbers to 100,000
- Compare and order numbers to 1,000,000
- Round to the nearest 10, 100 or 1,000
- Round within 100,000
- Round within 1,000,000

Addition and Subtraction

- Mental strategies
- Add whole numbers with more than four digits
- Subtract whole numbers with more than four digits

- Round to check answers
- Inverse operations (addition and subtraction)
- Multi-step addition and subtraction problems
- Compare calculations
- Find missing numbers

Multiplication and Division

- Common multiples
- Factors
- Common factors
- Prime numbers
- Square numbers
- Cube numbers
- Multiply by 10, 100 and 1,000

Religious Education (RE)

Key Vocabulary: Old Testament, New Testament Gospel, Word of God and translation

Key Learning : The aim of this unit is to: deepen children's understanding of the importance and impact of the contents of the Bible.

Unit 5.1: How and why do Christians read the Bible?

- How and why is the Bible used?
- Do you need a Bible to be a Christian?
- Why is the Bible holy?
- Why is the Bible a best seller?

- Why are there so many versions of the Bible?

Science

Key Vocabulary: Evaporation, dissolving, condensing, heating, melting, burning, freezing and reacting

Key Learning: Material Changes: Reversible changes

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.

Material Changes: Irreversible changes

- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda.

History

Key Vocabulary : maize god, codices, stelae, temple, ocelot, hieroglyphs, astronomy, pyramid

How did the Maya civilization compare to the Anglo-Saxons?

Key Learning:

- Describe the key physical features of the Maya civilisation.
- Sequence the key periods in the Maya civilization.
- Identifying periods that were happening in Britain at the same time.
- Explain the challenges facing the Maya in the rainforest.
- Explain how the Maya settled in the rainforest.

- Name the features of Maya houses.
- Identify the similarities and differences between Maya and Anglo-Saxon houses.
- Explain the Maya creation story.
- Identify the characteristics of important gods or goddesses.
- Create a plan of a Maya city, including the main features.
- Explain the reasons for the decline of the Maya civilization.
- Evaluate the reasons for the decline of the Maya civilization.
- Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

Art and Design

[Key Vocabulary abstract art, anonymous, brexit, emojis, immigration, mural, pictograms, racism, street art](#)

Key Learning

Learning Outcome:

Sculpture: Interactive Installations

Create an installation piece, explaining the messaging it conveys. Be able to answer questions about their installation thoughtfully and carefully.

- Show that they understand what installation art means.
- Justify their opinions of installation artworks.
- Evaluate their box designs, considering how they might appear as full-sized spaces.
- Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.

Physical Education (PE)

Key Vocabulary

[Gymnastic: sequence, mirroring, tension, extension](#)

Key Learning

Unit 1: Move and Learn programme run by Blackburn Rovers

Move & Learn is targeted at children aged 9 and 10 – a key milestone in a child's development – and is designed to appeal to every child through a fun and engaging approach. Consisting of a series of classroom and physical education sessions, plus home-based family challenges, children learn about the importance of physical activity and how to eat a balanced diet and lead an active lifestyle.

Unit 2: Gymnastic Activities 1

- Learn the skill to perform partner balances.
- To be able to create a simple sequence of matched and mirrored partner balances.

Personal, Social and Health Education (PSHE)

Key Vocabulary ; identity, qualities, stereotypes, individuality

Key Learning:

Health and Welbeing?

- Identify personal attributes and qualities, similarities and differences and individual stereotypes.
- Identify a range of factors that contribute to a person's identity such as culture, family, faith, gender, hobbies, likes and dislikes.
- Identify how stereotypes are not always accurate
- How to challenge stereotypes and assumptions about others.

Computing

Key Vocabulary : MC; DJ; DJ Kool Herc; Rap; Nu Skool (New school); Old Skool (Old School); Synthesisers; Genre; Grandmaster Flash; Sampling; Hook.

Key Learning:

Learning Outcome for the course: Over the iJam module will be looking at Hip-Hop. The class will learn the musical characteristics of the genre, as well as new sections of the style, such as hooks. Alongside learning about the music, we will also learn about the history of the genre; compose a rap to beat match their composition and compose in that style.

Contingency:

Additional lesson plans are in place for pupils with higher and lower ability, as well as lessons for a longer half term.

Music

Key Vocabulary Unison, Harmony, 3-part harmony, Breathing, Posture, Resonance, Articulation, Phrasing, Pitching, Genre, Chordal harmony Sharp, Flat, Scale. Degree.

Key Learning : Ukulele

Learning Outcomes for the course:

- Pupils will learn and understand how to play the ukulele
- Understand chords and rhythm playing the ukulele
- Create a piece of music using the ukulele.
- Understand pitch and tone playing an instrument.

French

Key Vocabulary :

êtes, ils sont, manger, aller, avoir, être, dormir, dire, écouter, regarder, aimer, faire, jouer, chanter, je mange, j'écoute, je

regarde, j'aime, je joue, je chante, je dis, je vais, je fais, je suis, je dormis, j'ai, je mange, tu manges, il/elle/on mange, nous mangeons, vous mangez, ils/elles mangent, je finis, tu finis, il/elle/on finit, nous finissons, vous finissez, ils/elles finissent, j'attends, tu attends, il/elle/on attend, nous attendons, vous attendez ils/elles attendant, boire, je bois, tu bois, il/elle/on/ boit, nous buvons, vous buvez, ils/elles/ boivent, lire, je lis, tu lis, il/elle/on lit, nous lisons, vous lisez, ils/elles/ lisent

Key Learning

Learning Outcomes:

Pupils will learn to ask and answer questions to add to those they already know. These will include asking about hobbies, family members and physical attributes, for example 'Do you have brown eyes?'

Reminders and Homework

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. If your child hasn't had time to read at home we will allocate a time for them to read in school. We aim to check records 2-3 times a week to ensure consistency.

Home reading books will be changed as and when required, 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 Friday (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 quiz will be on the following Friday.

Our PE days for this half term will be on a Monday and Wednesday.

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 joggers or black shorts and the St Barnabas quarter zip top. 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.