



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 Spring 1 Curriculum Overview

English

Key Vocabulary: prefix, compositions, intonation

Key Learning:

Unit 1: Science Fiction Narrative: A science fiction story to entertain an identified audience.

Reading

- Demonstrate active reading strategies examples, generating questions to refine thinking.
- 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 examples, through discussion, use of reading journals.
- Through close reading of the text, reread and read ahead to locate clues to support understanding.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).
- Explain the effect on the reader of the author's choice of language.
- Participation in discussions about books that are read to them and those they can read for themselves, building in their own and others' ideas and challenging views courteously.

Writing:

- Link ideas across paragraphs using adverbials for time and place and numbers e.g. Several hours later, on a nearby planet.
- Investigate verb prefixes e.g. auto-, tele-, anti-, inter-, trans-.

- Identify the audience and purpose.
- Select the appropriate language and structures.
- Think how authors develop characters and settings (in books, films and performances).
- Perform own compositions for different audiences using appropriate intonation and volume

[Key Vocabulary : Glossary, sub-headings, captions, index page, factual,](#)

Key learning:

Unit 2 : Persuasive Text : A formal presentation which includes persuasion and information.

Why should we buy fairtrade?

Reading:

- Explain meanings of words within the context of the text.
- Scan for key words and text marking to locate key information.
- Distinguish between statements of fact and opinion within a text.
- 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. formal presentations, persuasion.
- Identify how language, structure and presentation contribute to meaning e.g. persuasive speech.
- Explain the effect on the reader of the authors' choice of language.
- Prepare a formal presentation individually or in groups.
- Use notes to support presentation of information.

Writing:

- Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.
- Create complex sentences by using relative clauses with relative pronouns who, which and where.
- Note and develop ideas.
- Draw on reading and research.
- Select appropriate structure, vocabulary and grammar.

- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure meaning is clear.

Maths

Key Vocabulary : representations, area model, consolidate,

Key Learning

Multiplication and division B

- Multiply up to a 4-digit number by a 1-digit number
- Multiply a 2-digit number by a 2-digit number (area model)
- Multiply a 2-digit number by a 2-digit number
- Multiply a 3-digit number by a 2-digit number
- Multiply a 4-digit number by a 2-digit number
- Solve problems with multiplication
- Short division
- Divide a 4-digit number by a 1-digit number
- Divide with remainders
- Efficient division
- Solve problems with multiplication and division

Key Vocabulary: integer, improper fraction, mixed number

Fraction B

Multiply a unit fraction by an integer

- Multiply a non-unit fraction by an integer
- Multiply a mixed number by an integer

- Calculate a fraction of a quantity
- Fraction of an amount
- Find the whole
- Use fractions as operators

Religious Education (RE)

Key Vocabulary: parable, Kingdom of God Imagery

Key Learning:

Jesus- Teacher

Why do Christians believe Jesus was a great teacher?

- Why did Jesus tell this story?
- What can we learn from this story?
- How does this story help us to understand Christian beliefs?
- How does this story impact on the lives of believers?

Science

Key Vocabulary : heliocentric, geocentric, solar system, astronomy, terrestrial planet, gas giants, axis, waxing and waning

Key Learning: Light and Astronomy

This unit gives children the opportunity to star-gaze by learning more about the Earth and the celestial bodies in our solar system. Starting with an exploration of each planet - from Mercury to Neptune

- Explore the solar system and its planets.
- Understand the heliocentric model of the solar system
- Explain Earth's movement in space.
- Explain the Earth's rotation and night and day.
- Explain the movement of the Moon.
- Design a planet using knowledge gained.

History

[Key Vocabulary : Legacy, chronology, analysing,connections](#)

Key Learning: Short sessions to build up pupils' chronological understanding.

- Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends
- Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.

Art and Design

[Key Vocabulary: prototypes, exploded diagrams, analytical observational drawing.](#)

Key Learning: Art and design skills

In this collection of lessons children will learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to 'think' like an artist.

- Drawing: a walking line
- Design: Little inventors
- Drawing: packaging collage 1
- Painting: packaging collage 2
- Learning about...how artists work

Physical Education (PE)**Key Vocabulary :Cooperation, unison, sequence, counter balances, duet****Key Learning****Unit 1 Dance- Earthlings**

- Pupils will have created a solo and demonstrated decision-making skills in the creation of a new dance with a partner.
- Pupils will have well-structured group dances depicting their planet.
- Pupils have increased teamwork skills, spatial awareness and timing. Pupils have a group dance which follows a narrative.
- Pupils have created dances using different formations and performed in unison.
- Pupils demonstrate creative skills and decision making in the creation of a new duet.

Key Vocabulary: dribbling, tactics, defending, competitive**Key Learning****Unit 2 Invasion Games- Hockey**

- To show passing a ball to a teammate using a hockey stick.
- To demonstrate dribbling and passing a ball using a hockey stick.

- To demonstrate shooting a ball at a goal.
- To select attacking tactics when playing a hockey type game.
- To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game
- To select attacking tactics when playing a game
- To apply simple attacking and defending tactics when playing a hockey type game.
- To play a role in a competitive modified game
- To select attacking tactics when playing a game

Personal, Social and Health Education (PSHE)

Key Vocabulary : scalds, allergic reactions, emergency services.

Key Learning: Health and wellbeing: Basic first aid, accidents, dealing with emergencies.

How can we help in an accident or emergency?

- How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions:
- If someone has experienced a head injury, they should not be moved
- When it is appropriate to use first aid and the importance of seeking adult help.
- The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.

Computing

Key Vocabulary: Workbook, Spreadsheet, Formulas/Formulae, Total/s, Cells, Rows, Column, data, Inputting, Filter, Budget, Data Entry/Extraction.

Key Learning: After a very brief introduction to spreadsheets in Level 1, pupils will now learn how to create formulas and find totals. Pupils will learn how to create charts using both existing data and data they have inputted themselves. They will be taught how filter buttons can aid them in looking through spreadsheets, and how to use data to budget. Pupils will be expected to be using terminology to suit the program such as workbook and spreadsheet. At the end of the course, pupils will compile their data into a keynote presentation and present the movie they wish to make.

Music

Key Vocabulary: [Verse](#), [Chorus](#), [Structure](#), [Rhyme](#), [Soundtrack](#), [Theme](#), [Musical](#), [Couplet](#), [Alternate Rhyme](#), [Strophic](#), [32 Bar](#), [Brief](#)

Key Learning:

- Pupils will improve their Songwriting ability. The pupils will be introduced to rhyming schemes and less common song structures in order to write a song for a piece of film.
- The pupils will write lyrics to a piece of music 'The Lark Ascending' without knowing any information from the piece other than what it sounds like. When finished, the pupils will look at the poem that inspired the music to see if they interpreted the themes in the same way. The pupils will also learn different techniques to help write lyrics such as word boards and how to improve vocal melodies using dot notation. The pupils will learn what 'ternary form' is and why people compose/write songs in this style

French

Key Vocabulary: [le lit](#), [l'armoire](#), [la commode](#), [le bureau](#), [la chaise](#), [la bibliothèque](#), [la lampe](#), [l'ordinateur](#), [le jouet](#), [le salon](#), [le jardin](#), [le balcon](#), [le grenier](#), [la cuisine](#), [la salle de bain](#), [la salle de jeux](#), [la salle à manger](#), [la chambre](#), [le divan/le canapé](#), [le fauteuil](#), [le tapis](#), [le lit](#), [l'armoire](#), [la niche](#), [la maison de poupée](#), [la clôture](#), [le congélateur](#), [la lampe](#), [la pelouse](#), [le micro-ondes](#), [le miroir](#), [le four](#), [la radio](#), [le réfrigérateur](#), [la cuisinière](#), [la table](#), [le téléphone](#), [la télévision](#), [le vase](#), 'dans ma maison, il y a...'

Key Learning: Familiar Places

Pupils will learn the vocabulary for the rooms of their house, the furniture in those rooms and the items in their bedrooms. Pupils will write describing homes that they are familiar with in real life, as well as those that they imagine themselves in. Pupils will learn the furniture and stationery that they would find in a classroom. There is a focus on games in this unit to help the pupils learn the high volume of vocabulary.

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 on Monday, 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 quiz will be on Friday.

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

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/navy shorts. 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.

This term, your child will continue bringing home their clarinet to practise at home every Friday (providing consent has been given). However, the clarinet has to be back in school for their next music lesson with Mr Gardiner so, please remind your child to bring it into school on Thursday or on the day.

Thank you

