



# 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 Autumn 1 Curriculum Overview 2024-25

### 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
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[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 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 :**

**Class Jam L2**

Pupils will be able to follow videos and play in time to a backing track on their instruments. They will be able to alter their playing on the instruments to convey different emotions and feelings whilst understanding what is appropriate for the music. Pupils will be able to perform together as an ensemble whilst staying in time with each other, as well as feel confident swapping between multiple melodic and percussive instruments.

## French

**Key Vocabulary :**

regarder la télévision, danser, lire des livres, prendre des photos, chanter au karaoké, écrire des emails, écouter de la musique, sortir avec des/mes amis, j'adore, j'aime beaucoup, j'aime, je n'aime pas, je n'aime rien, je déteste, et , mais, intéressant, cool, ennuyeux, stupide, relaxant, amusant, drôle, je chante, il/elle chante, nous chantons, je danse, il/elle danse, nous dansons, je prends[photos], il/elle prend [photos], nous prenons [photos], j'écris, il/elle écrit, nous écrivons, j'écoute, il/elle écoute, nous

écoutons, je mange, il/elle mange, nous mangeons, j'habite, il/elle vit, nous vivons, sortir, lire, voir, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, été, automne, hiver, printemps, il fait chaud, il fait froid, il y a du soleil, il y a du vent, il y a du brouillard, il y a une tempête, il fait du nuageux, il pleut, il neige, il grêle.

### **Key Learning**

### **Learning Outcomes:**

**L3 - KS2 - Unit 1**

### **Verbs and Questions**

Pupils will learn a wide range of hobbies to talk about what they like or don't like to do in their free time using different opinion phrases. They will also learn how to form the present tense in French and how to conjugate regular verbs in order to form simple sentences about what they do in their free time. Pupils will also revise the days of the week, seasons, and weather conditions in French. Pupils will play a range of games and work through reading, listening, and writing tasks to consolidate their learning.

## **Reminders and Homework**

Homework in Year 5 will consist of reading at least three times per week at home, practising complementing Learning by questions 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 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. 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.