



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 2025-26

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 4: Position and Direction

- Describe position using coordinates
- Plot coordinates
- Draw 2-D shapes on a grid
- Translate on a grid
- Describe translation on a grid

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?

- Why do Christians read the bible?
- What do Christians believe about the bible?
- How has the bible been translated?
- How do Christians use the bible?
- Why is the Torah a sacred text to Jewish people?
- Why is the Qur'an a sacred text to Muslims?

Science

Key Vocabulary: [Evaporation](#), [dissolving](#), [condensing](#), [heating](#), [melting](#), [burning](#), [freezing](#) and [reacting](#)

Key Learning: Material Changes

- What are reversible and irreversible changes?
- What is combustion and how are fires extinguished?
- How can mixing materials result in chemical reactions?
- How can mixtures be separated with evaporation and filtering?
- What is the chemical reaction of rusting and how can it be prevented?

History

Key Vocabulary : [maize](#) [god](#), [codices](#), [stelae](#), [temple](#), [ocelot](#), [hieroglyphs](#), [astronomy](#), [pyramid](#)

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

Key Learning:

- Who are the Maya? When and where did they live?
- What are the key periods in the Maya civilization?
- What challenges did the Maya face while living in the rainforest?

- How are Maya and Anglo-Saxon houses similar and different?
- What are the characteristics of Maya religion and their gods?
- What are the main features and layout of a Maya city?
- Why did the Maya civilization fall into decline?
- What are the 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.

- What is installation art? What are its main features?
- How can everyday classroom objects be used to make an interactive installation?
- To plan and build an original installation with a particular message to communicate.
- To evaluate the aesthetics, building process and effectiveness of their art.

Physical Education (PE)

Key Vocabulary

Gymnastic: sequence, mirroring, tension, extension

Key Learning

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 1: Gymnastic Activities 1

- To explore matched and mirrored shapes with a partner.
- To practise counter balances.
- To develop counter tension balances.
- To combine counter balances and counter tension balances.
- To create and perform a sequence of balances with a partner.

Unit 2: Striking and Fielding

- Underarm throwing and catching.
- Overarm throwing and catching.
- Batting with a stationary ball.
- Batting and bowling.
- Fielding and cricket matches.

Personal, Social and Health Education (PSHE)

[Key Vocabulary ; identity, qualities, stereotypes, individuality](#)

Key Learning:

Me and My Relationships

- Collaboration challenge!
- Give and take
- How good a friend are you?
- Relationship cake recipe
- Our emotional needs
- Being assertive

Computing

Key Vocabulary : Branding, Visual Branding, Jingle, Brief/Design Brief, Sonic Branding, Marketing, Distribution, Slogan, Customer, Consumer, Target Market, Select Targeting

Key Learning: iCommunicate

Pupils will learn to create Radio Broadcasts as well as learning about national and local distribution. They will be learning about TV adverts and how they tie in with other things like Radio ads and print campaigns to create a full marketing strategy. Pupils will also learn about branding, both sonic and print, looking at colour, image, and sound choices of different companies

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 Verse, Chorus, Structure, Rhyme, Soundtrack, Theme, Musical, Couplet, Alternate Rhyme, Strophic, 32 Bar, Brief.

Key Learning : Songwriting with Glockenspiels

Within year 5 pupils will focus on how to write lyrics to existing music. Pupils will write lyrics to a piece of music 'The Lark

Ascending' without knowing any information about the piece other than what it sounds like. When finished, pupils will look at the poem that inspired the music to see if they interpreted the themes the same way. Pupils will also learn different techniques to help write lyrics such as word boards and how to improve vocal melodies using dot notation. Pupils will learn what 'ternary form' is and why people compose/write songs in this style.

French

Key Vocabulary :

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 - Level 3 Unit 1 - Hobbies and Free time

Learning Outcomes:

Pupils will be able to name different free time activities and express their opinions about hobbies. Pupils will be able to justify their opinions using positive and negative adjectives. Pupils will be able to conjugate a range of French regular verbs in the context of hobbies and free time activities

Reminders and Homework

Homework in Year 5 will consist of reading at least three times per week at home 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. The spelling quiz will be on the following Friday. Purple Mash will continue through Autumn 1.

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

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.