



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	Maths	Science
<p>Science Fiction Narrative: A science fiction story to entertain an identified audience.</p> <p>An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation (linked to learning opportunities in science).</p> <p>Information Booklets:</p> <p>Key learning: Reading</p> <ul style="list-style-type: none"> • Demonstrate active reading strategies examples, generating questions to refine thinking. • Read books and texts that are 	<ul style="list-style-type: none"> • Measurement: Perimeter and Area Key learning: Measure Perimeter Calculate Perimeter Perimeter of rectilinear shapes Area of rectangles Area of compound shapes Area of irregular shapes • Multiplication and Division Key learning: Multiply 4-digits by 1-digit Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Multiply 4-digits by 2-digits Divide 4-digits by 1-digit Divide with remainders 	<p>Earth</p> <p>Key vocabulary Earth, Sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune</p> <p>Spherical, Solar system, rotates, star, orbits, planets, axis</p> <p>Key learning:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth

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.

- **Fractions**

- Key learning:**

- Equivalent Fractions

- Improper fractions to mixed numbers

- Mixed numbers to improper fractions

- Compare and order fractions less than 1

- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

<ul style="list-style-type: none"> ● Key learning: 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 		
Geography	Art and Design/	Religious Education (RE)
<p><u>Elements of the UK</u></p> <p>Key learning:</p>	<p><u>Create a piece in the style of Andy Warhol (Moonwalk)</u></p> <p><u>Make a paper mache earth model</u></p>	<p><u>Jesus the teacher</u></p> <p>Key vocabulary: Parable, Kingdom of God and Imagery</p>

To be able to extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Key Vocabulary:

The Greenwich meridian, Time zones Northern Hemisphere, coasts, precipitation, Longitude, latitude

What is the Greenwich meridian in relation to the UK and how is it sorted?

- Name and locate an increasing range of places in the world including globally and topically significant features and events.
- Ask and respond to questions that are more casual e.g. Why is that happening in that place? Could it

Key learning:

- learn about the biography of Andy Warhol, artist and painter of Modern Pop.
- to create sketch books to record 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.
- 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

Key learning:

- emphasise Jesus' skills as a great teacher.
- consider carefully the messages of the parables and how they impact on the lives of practising Christians.
- 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 the lives of believers?

happen here

Where is the UK in terms of the hemisphere?

- Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments

What are the biggest mountains in the UK?

- Use a range of maps and other sources of geographical information and select the most appropriate for a task.
- Demonstrate understanding of how and why some features or places are similar or different and how and why they change.
- Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.

work.

- Make objects using paper mache and identify materials used to make paper mache.
- Mix and match colours to create atmosphere and light effects.
- Be able to identify and work with complementary and contrasting colours.
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<p>How does life change for someone who lives by the beach and someone who lives in Darwen?</p> <ul style="list-style-type: none"> Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. <p>Could you give a weather report for the UK looking at a precipitation map?</p>		
<p>Physical Education (PE)</p>	<p>Personal, Social & Health Education (PSHE)</p>	<p>Junior Jam: Computing, music and the arts.</p>
<p><u>Unit 1: Dance- Earthlings</u> <u>Unit 2: Badminton- Net and Wall Games</u> Key learning: Unit 1</p> <ul style="list-style-type: none"> Pupils will have created a solo and demonstrated decision- making 	<p><u>Health and Wellbeing:</u> Basic first aid, accidents, dealing with emergencies</p> <ul style="list-style-type: none"> How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks 	<p>Music: Singing Singing Singing Lite The Arts- Drama Drama Drama Lite</p>

<p>skills in the creation of a new dance with a partner.</p> <ul style="list-style-type: none"> • 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. • Pupils will have selected, structured, rehearsed and performed their dances, demonstrating a broad range of skills acquired throughout the scheme. <p>Unit 2:</p> <ul style="list-style-type: none"> • Demonstrate a forehand shot with some consistency. • Demonstrate a forehand and backhand shot with some consistency. 	<p>or allergic reactions:</p> <ul style="list-style-type: none"> • 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. 	<p>Computing:</p> <p>iAnimate iOffice</p>
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<ul style="list-style-type: none"> • Direct the shuttlecock reasonably well to their partner to continue a rally. • Demonstrate a simple tactic in a net type game (i.e To be able to hit a shuttlecock away from their partner). • Play the game for the core task and incorporate tactics to score points. 		
French	Reminders & Homework	
<p>All about our bodies - describing shapes, art and body parts.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • To name and describe shapes and body parts • To learn prepositions • To revise classroom language and number to 31 • To write and say short sentences 	<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 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 test will be on Friday.</p> <p>Our PE days for this half term will be on a Monday and a Thursday. All children should come to school in full PE kit on these days. Hair which is past</p>	

	shoulder length must always be tied up and jewellery is not to be worn in school.
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