



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 2 Curriculum Overview 24-25

English

Key Vocabulary : internal monologue, theme, prefixes, pronouns, complex sentences

Key Learning:

Unit 1: Novel as a Theme

- A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.
- An action scene about an invention.
- A short story or chapter for a novel about an invention.

Key learning; Writing - Persuasive Text -

- Identify and use persuasive language techniques, such as emotive language, rhetorical questions, and repetition, to convince the reader.
- Structure a persuasive letter effectively, including a clear introduction, well-organised arguments, and a strong conclusion.
- Use formal language and an appropriate tone, considering the audience and purpose of the letter.
- Support arguments with evidence and reasons, using facts, examples, and logical reasoning to strengthen persuasion.
- Edit and improve writing for clarity and impact, ensuring correct grammar, punctuation, and sentence structure to enhance persuasiveness.

- Use a range of sentence structures, including modal verbs (e.g., should, must, ought to) and conditionals (e.g., If we do this, then...) to strengthen arguments.
- Include a clear call to action, encouraging the reader to take a specific step or change their opinion based on the arguments presented.

Key Vocabulary ; evaluate, subordinating conjunctions,

Key Learning:

Hugo Cabret - Create an invention (fiction)

- Develop a detailed invention idea, explaining its purpose, how it works, and its impact, using expanded noun phrases.
- Use descriptive language and precise vocabulary, including technical nouns and powerful adjectives, to bring the invention to life.
- Write a clear explanation text, using adverbials of time and cause (e.g., *Firstly, As a result, Consequently*) to sequence ideas logically.
- Incorporate persuasive techniques, including modal verbs (e.g., *must, should, could*) and rhetorical questions to convince the reader of the invention's usefulness.
- Include labelled diagrams and annotations, using imperative verbs.
- Use a variety of sentence structures, including relative clauses.
- Edit and improve writing for clarity and accuracy, checking for correct punctuation of direct speech, commas for clarity, and subject-verb agreement.

Unit 2: Explanation text (links with Geography)

- How do you survive an earthquake?
- How does an earthquake erupt?
- How does a volcano erupt?

Key learning: Reading:

- Respond appropriately to the contributions of others in light of differing viewpoints
- Identify how talk varies with age, familiarity, gender and purpose

- Explain how ideas are developed in non-fiction texts
- Use knowledge of different organisational features of texts to find information effectively
- Read extensively favourite authors or genres and experiment with other types of text
- Interrogate texts to deepen and clarify understanding and response
- Listen to, read and discuss a range of explanation texts.
- Orally retell an explanation.
- Analyse and evaluate texts looking at language, structure and presentation.
- Analyse and evaluate how specific information is organised within an explanation text.

Key learning; Writing:Unit 2

- Explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show time - when, later, after, after that, before, meanwhile, first of all, following this, eventually, next (recap and extend from Y4 Key Learning).
- Explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show cause and effect – because, if, therefore, as a result, this causes, which causes, consequently.
- Use commas to mark clauses in complex sentences.
- Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan.
- Use paragraphs to organise writing in non-fiction text.
- Link ideas across paragraphs.
- Generate and select from vocabulary banks e.g. subordinating conjunctions to show time; subordinating conjunctions to show cause and effect; technical language

Maths

Key Vocabulary : area model, representation, remainders

Key Vocabulary :

Key Learning:

Decimals and Percentages

- Decimals up to 2 decimal places

- Equivalent fractions and decimals (tenths)
- Equivalent fractions and decimals (hundredths)
- Equivalent fractions and decimals
- Thousandths as fractions
- Thousandths as decimals
- Thousandths on a place value chart
- Order and compare decimals (same number of decimal places)

Perimeter and Area

- Calculate the perimeter of rectilinear shapes by measuring and adding the lengths of sides, including when lengths are missing.
- Find the area of rectangles, squares, and compound shapes by counting squares and using multiplication.
- Use the formula for area (length \times width) for rectangles and apply it to solve real-life problems.
- Compare and estimate the area and perimeter of different shapes, using standard units (cm^2 , m^2) and reasoning about their properties.
- Solve multi-step problems involving area and perimeter, including finding missing lengths when given partial measurements.
- Apply knowledge of area and perimeter in real-life contexts, such as designing a garden or planning a floor space, explaining their reasoning clearly.

Statistics

- Interpret and complete tables, including timetables, extracting key information to answer questions accurately.
- Read, interpret, and compare data presented in line graphs, understanding trends and drawing conclusions.
- Draw line graphs to represent continuous data, ensuring appropriate scales and accurate plotting.
- Solve comparison, sum, and difference problems using information presented in tables, including timetables and graphs.
- Interpret and create two-way tables and bar charts, using them to compare different sets of data.
- Explain findings from data using mathematical reasoning, identifying patterns, trends, and anomalies in graphs and tables.

Religious Education (RE)

Key Vocabulary :Victory, triumph, resurrection, sacrifice, salvation and redeemer.

Finish - Why is Jesus considered to be a good teacher?

Key Learning; Easter- Victory

Why do Christians believe that Easter is a celebration of victory?

Key Questions

- Why do Christians believe that Easter is a celebration of victory?
- In what ways is Christ's death and resurrection a victory?
- What is Jesus victorious over and why?
- How does his victory affect the lives of Christians today?
- How do the events and services that take place in churches during Holy Week and Easter reflect Christian belief that Jesus' death and resurrection was a victory?
- What did Jesus do to save human beings

Science

Key Vocabulary : Gravity,air resistance,water resistance,friction, surface, force, effect, accelerate,decelerate, mechanism, pulley, gear.

Key Learning: Forces- friction and air resistance and mechanism

- Explore gravity and the life and work of Isaac Newton
- Examine the connection between air resistance and parachutes
- Explore factors which affect an object's ability to resist water

- Investigate the effects of friction on different surfaces
- Investigate mechanisms – levers and pulleys
- Investigate mechanisms – gears

Geography

Key Vocabulary: boundaries, erupted, crater, ash cloud, volcanic bombs

Key Learning: Earthquakes and Volcanoes

- Find out about the structure of the Earth and label a diagram.
- Describe what happens at the boundaries between the Earth's plates.
- Describe and explain the key features of a volcano.
- Locate a range of famous volcanoes and find out
- some key facts, including when the volcanoes last Erupted.
- Evaluate the advantages and disadvantages of living near a volcano.

Design and Technology

Key Vocabulary : circuit, negative, positive, friction,propellers.

Key Learning: Moving Books

- Explore and understand different mechanisms, such as levers, sliders, pivots, and linkages, to create movement within a book.
- Design a moving book with a clear purpose and audience, planning how the mechanisms will enhance the storytelling or

interactive experience.

- Measure, cut, and assemble materials accurately, using appropriate tools safely to construct the book and its moving parts.
- Use a range of joining and strengthening techniques, ensuring that moving parts function effectively and withstand repeated use.
- Evaluate and refine the design, testing the moving elements and making improvements based on feedback.
- Reflect on the effectiveness of the final product, considering both the functionality of the moving parts and the overall presentation of the book.

Physical Education (PE)

Key Vocabulary : sequence, balance, counter tension, canon

Key Learning:

Unit 1: Gymnastic Activities 2

- To adapt a gymnastic sequence using apparatus and perform it with a partner.
- To create a gymnastic sequence with counter balances and counter tension with a partner using canon.
- To create a gymnastic sequence with counter balances and counter tension with a partner in canon using apparatus.
- To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus.
- To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus.

Key Vocabulary: navigate, compass, route, control

Unit 2: Football

- Develop accurate passing and receiving skills, using different types of passes (e.g., short pass, long pass) to maintain possession.

- Improve dribbling and ball control, using both feet to navigate around defenders and move effectively across the pitch.
- Demonstrate effective attacking and defending techniques, including positioning, tackling, and marking opponents.
- Apply teamwork and communication skills, working collaboratively to create space, support teammates, and make strategic decisions.
- Develop shooting accuracy and power, using different techniques to strike the ball effectively towards the goal.
- Understand and follow the basic rules of football, including fair play, sportsmanship, and the role of different positions on the pitch.

Personal, Social and Health Education (PSHE)

Key Vocabulary : vaping, risk taking, substances, thinking, aspirations

Finish of Keeping Safe

Key Learning: Rights and Respect

- What's the story? – Understand how the media presents information and identify ways to question and evaluate what we see, hear, and read.
- Fact or opinion? – Recognise the difference between facts, opinions, and beliefs, developing critical thinking skills to assess information.
- Mo makes a difference – Explore how small actions can have a big impact on others, understanding the importance of kindness, responsibility, and making positive contributions to the community.
- Rights, respect, and duties – Learn about individual rights and responsibilities, understanding how respecting others helps create a fair and inclusive society.
- Spending wisely – Develop an understanding of money management, including budgeting, saving, and making informed spending choices.
- Lend us a fiver! – Explore the concepts of borrowing, lending, and interest, learning how financial decisions can have long-term consequences.

Computing

Key Vocabulary : Flip book, Hand Drawn, Squash and Stretch, Motion Pathways, Composite, Two Dimensional, Vector art.

Key Learning: iMedia - iCreate L3 - Advanced i2D

- Pupils will learn to refine the skills learnt in i2D. This course includes more detailed hand-drawn animation and teaches the pupils to create more rounded pieces including backgrounds and movement pathways. Pupils will focus on character design, plot development and how characters interact.

Music

Key Vocabulary : Percussion, Kick, Snare, Hi Hat, Crotchet, Quaver, Rest, Pedal, Standard Time, Half, Time, Genre, Off Beat.

Key Learning: Electric Drums

- Over this course the pupils will be able to play steady drum beats using three different sections of a drum kit, either as soloist, pairs or an ensemble. They will be able to compose their own musical parts by utilising different drums and cymbals across their drum kit, as well as sight read rhythms composed by other groups

Bolton Music Service:

Extra Music Activities: Clarinets

This is a 33 week programme, including a Performance Week at the end of each term. The Music Specialist will work to deliver these sessions. The children will learn how to play the clarinet.

French

Key Vocabulary: les haricots verts, la pomme, le croissant, la crêpe, la crème brûlée, le bœuf, bourguignon, la baguette, la salade aux fruits, la tarte tatin, la tarte aux framboises, les petits pois, la tarte aux noix, la glace, le poulet rôti, la chou-fleur, le brioche, le petit four, la bouillabaisse

Key Learning: Food and Eating Out

- Pupils will learn the vocabulary for a wide range of foods as well as revising ones they already know. Pupils will also further their knowledge of how to order food and drinks in the context of a café or restaurant by role playing and learning phrases such as asking for the bill, complaining or complimenting the food. They will also be able to talk about what food is healthy and why it is healthy.

Reminders and Homework

• **Homework**

- Homework in Year 5 will consist of reading at least three times per week at home, learning spellings and completing an LBQ task weekly to consolidate learning.
- Please can all parents/carers ensure that the school reading records are signed, and dated and page numbers added so that when following up in class, we know where the children are up to. Their books need to be in school every day.
- The children's reading records will be checked weekly, from Friday to Friday.
- Children will have the opportunity to change reading books throughout the week.
- In KS2, the children can sign books themselves, but we would appreciate parents overseeing this. If the children cannot complete homework at home, we will make time for them in school so that they don't miss out, but please note this will most likely be during golden time on a Friday.

Spelling

- Spellings will continue to be given out on a Friday (displayed on the class page 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. For the rest of the week, the class will complete spelling sessions, based on the specific focus for the week. We will then complete a spelling quiz on Friday, in their red spelling book. It is important to keep up with weekly spellings, as I will be expecting to see the children applying the spelling rules taught each week to their written work in class.

P.E.

- Our PE days for this half term will be on a Monday and a Wednesday
- All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery is not worn in school either.

Other Reminders

- All medicines, including lip balms, must be sent to the office. Children are not allowed to administer the use of these by themselves.
- Children should only bring water or clear flavoured water into school in their water bottles.
- Please ensure that your child is bringing in a healthy snack for break time.
- Important messages are to be sent directly to the school office, such as appointments or a change of pick up.

Thank you
Mr Bloomfield