



# 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 25-26

### 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.

**Writing:**

- **Final piece is the children create an invention**
- **Journal**
- **Setting description**

**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 Learning:**

### **Fractions 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

### **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 ( $\text{length} \times \text{width}$ ) for rectangles and apply it to solve real-life problems.
- Compare and estimate the area and perimeter of different shapes, using standard units ( $\text{cm}^2$ ,  $\text{m}^2$ ) 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.

## Religious Education (RE)

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

**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:**

**Light and Astronomy**

- Explain the movement of the Moon.
- Design a planet using knowledge gained.

**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 : criteria, design, input, mechanism, model, motion, reinforce, research](#)

### 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 :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: 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, thunking, 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.

## Music

**Key Vocabulary : Ukulele, Strings, Tablature, Chords, Strumming Patterns, Chord Progression, Major, Minor, Scales, Slide, Hammer On, Muted Strings, Dexterity**

**Key Learning: Ukulele**

By the end of the course pupils will be able to confidently play songs on the ukulele using a chord progression. Pupils will know how they can use different playing techniques to create an interesting and exciting performance. The pupils will also be able to read and perform from tablature confidently and will understand how scales can be performed on string instruments.

## French

**Key Vocabulary:** poulet, crème glacée, jus d'orange, pain, poisson, gâteau, riz, eau, fromage, saucisses, hamburger, bonbons, viande, oeuf, lait, fruits, légumes, fruits de mer, céréales, pain grillé, yaourt, sandwich, salade, soupe, frites, chocolat chaud, un thé, un café, un jus d'orange.

### **Key Learning:Food and Eating Out**

Pupils will gain knowledge of a broad range of foods and drinks, enabling them to confidently express their preferences. They will practise the ability to form simple present tense sentences, particularly in the first-person singular, allowing them to describe their eating habits during breakfast, lunch, and dinner. Students will be able to state the time at which they eat each meal, as well as effectively communicate what they would like to eat and drink to order in a restaurant through role-play exercises. They will also acquire the knowledge of pricing vocabulary, enabling them to confidently discuss the cost of food and drinks. Students will also review grammatical concepts, including singular and plural forms, which will help them convey their ideas more accurately.

### **Reminders and Homework**

- **Homework**
- Homework in Year 5 will consist of reading at least three times per week at home, learning spellings and completing at least one 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. 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 handwriting 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 Wednesday and a Friday.
- 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 Mealor