



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 2 Curriculum Overview 2022-23

English

Key Vocabulary : relative pronoun, determiners, complex sentences, preposition, possessive apostrophe.

Key Learning

Unit 1: Narrative

- Stories with Historical Settings/ New chapter or scene linked to novel/story with historical setting.

Key learning reading:

- Listen to and discuss a range of fiction which they might not choose to read themselves.
- Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.
- Explore meaning of words in context.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary.

Key learning writing:

- Create and punctuate complex sentences using-ing openers.
- Select the appropriate language and structures.

- Use similar writing models.
- Think how authors develop characters and settings in books.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

[Key Vocabulary : Glossary, sub-headings, captions, index page, factual.](#)

Unit 2:Non Fiction Report:

- Mountains-Links in with Geography

Key learning reading:

- Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- 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.
- Distinguish between statements of fact or opinion within a text.
- Through close reading of the text, reread and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.

Key learning writing:

- Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.
- Create and punctuate complex sentences using -ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.
- Create and punctuate complex sentences using -ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.
- 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 and punctuation errors.

Maths

Key Vocabulary: factors, cube numbers, common multiples, square numbers, prime numbers.

Key Learning

Year 5: Multiplication and division A

- Multiplication and Division
- Common multiples
- Factors
- Common factors
- Prime numbers
- Square numbers
- Cube numbers
- Multiply by 10, 100 and 1,000

Key Vocabulary: improper fraction, equivalent, compare fractions, non-unit fractions

Fraction A

- Find fractions equivalent to a unit fraction
- Find fractions equivalent to a non-unit fraction
- Recognise equivalent fractions
- Convert improper fractions to mixed numbers
- Convert mixed numbers to improper fractions
- Compare fractions less than 1
- Order fractions less than 1

- Compare and order fractions greater than 1

Religious Education (RE)

Key Vocabulary; Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation, and salvation.

Key Learning; The aim of this unit is to give children a Biblical perspective on the nativity story. Deepen children's understanding of what Christians believe to be the true meaning of Christmas. Increase pupil's knowledge and understanding of the place of the incarnation in God's Big Story.

Unit 5.2: Christmas;How do our celebrations reflect the true meaning of Christmas?

- Where in the Bible is the Christmas story?
- How does the nativity story/birth of Jesus fit into God's Big Story?
- Why are the stories in Matthew and Luke similar/different?
- How do our celebrations reflect the true meaning of Christmas?
- Where do the ideas of including a donkey and a stable in the story come from?

Science

Key Vocabulary ; conducts energy,insulates energy,durable, magnetic, evaporating

Key Learning; Properties of Materials

- Explore the hardness of materials
- Discover materials that are soluble in water
- Investigate the solubility of materials
- Explore how mixtures can be separated by filtering, sieving, evaporating or magnets

Geography

Key Vocabulary; summit,landform, mountain range, hill,plates,volcanoes, fold, valley,climate, avalanche,equator,environemnet, Himalayas, porters, Seven Summits,mountain ranges,region

Key Learning; Mountains

- What is a Mountain?
- How are mountains made?
- What is it like on a Mountain?
- What are Uk's highest Mountains like?
- What is like on the Himalayas?
- What can I find out about the world's highest mountains?

Design and Technology

Key Vocabulary; design,functionality, authentic, user, purpose, design specification,design brief, innovative, evaluate,

Key Learning: Design and make a Christmas themed cushion

- To investigate and analyse different types of cushions
- To explore different ways to join fabric using sewing skills
- To explore different ways to decorate fabric using sewing skills
- To explore different ways to create fastenings
- To design a cushion cover
- To make and evaluate a cushion cover

Physical Education (PE)

Key Vocabulary; Cooperation, solo dance, sequence, counter balances, duet

Key Learning

Unit 1 Dance- Food, Glorious Food

- Pupils will have created short dance sequences based on action words
- Pupils will have worked well with others, made group decisions and created (and performed) a group dance using their solo dances.
- Pupils will have learnt and demonstrated a range of counter balances and/or lifts with a partner. Pupils will also have explored the use of to the floor SPREAD – they may lie on the floor spread out, STRETCH – they may stretch their arms, legs, whole body REST – finish in a rested position Kitchen items (brought in by staff) Counter balance/Lift handout props in the creation of a dance.
- Pupils will have developed their duets with the options suggested, and take and use constructive feedback.
- Pupils will perform the full dance without teacher guidance. Some pupils will offer suggestions on the finalisation of the dance. All pupils will set and work towards a target for improvement

Key Vocabulary ;tactics, consistency,forehand,backhand, shuttlecock,rally

Unit 2 Badminton

- To demonstrate a forehand shot with some consistency.
- To demonstrate a forehand and backhand shot with some consistency.
- To direct the shuttlecock reasonably well to their partner to continue a rally.
- To demonstrate a simple tactic in a net type game (i.e. To be able to hit a shuttlecock away from their partner.)
- To demonstrate a simple tactic in a net type game (i.e. To be able to hit a shuttlecock away from their partner.)
- To play the game for the core task and incorporate tactics to score points.

Personal, Social and Health Education (PSHE)

Key Vocabulary; decisions, accounts, saving, debt.

Key Learning

Living in the wider world

- How people make decisions about spending and saving money and what influences them.
- How to keep track of money so people know how much they have to spend or save
- How people make choices about ways of paying for things they want and need.
- How to recognise what makes something 'value for money' and what this means to them

Computing

Key Vocabulary; : Algorithm; Bug; Debug/Debugging; Branch; "Real-World Programming"; Conditional; Variable; Endless Runner

Key Learning;

Pupils will know how to effectively debug their own work, how to spot errors in the code and have enough knowledge to know how to change it. They will also have an understanding of real-world programming solutions.

Music

Key Vocabulary; Major, Minor, Rhythmic Notation, Time Signature, Stave Notation, Pitch, Treble Clef, Octave, Chords, Triads, Accompaniment, Melody, Timbre, Aural Skills, Improvisation, Conductor, Classical, Woodwind, Brass, Strings, Percussion,

Orchestra

Key Learning:

Pupils will be able to read stave notation on the treble stave from middle C – C. Pupils will put this into practice through learning musical phrases and songs using keyboards. Pupils will become wellrounded musicians through developing their aural skills and improvisational skills. Pupils will understand how to perform as an ensemble and will develop their understanding of the traditional orchestra

French

Key Vocabulary: la musique indie, le violon, la guitare, la flûte, la trompette, la batterie, le piano, la harpe, le trombone, la clarinette, 'Je voudrais...', 'Tu veux aller au cinéma?', 'C'est combien?'

Key Learning

Course Objectives: Pupils will learn the vocabulary for genres of TV programme, movie, music and musicians as well as different types of musical instruments. Pupils will practise writing sentences by giving their opinions on all of the new vocabulary, as well as giving reasons for their preferences. In the case of music and musicians pupils will listen to a range of French songs. Pupils will also role play buying items and going to the cinema.

Outcomes for the course: They will practise and apply this new knowledge in role plays such as a group of friends deciding on a film to see or a family choosing what to watch on TV

Reminders and Homework

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. 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 on 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 quiz will be on Friday.

Our PE days for this half term will be on a Monday and a Thursday.

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/navy shorts. 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.

This term, your child will be bringing home their clarinet to practice at home every Friday (providing consent has been given). However, the clarinet has to be back in school for their next music lesson with Mr Gardiner so, please remind your child to bring it into school on Thursday or on the day.

Thank you