



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 2025-26

English

Key Vocabulary: imagery, metaphor, figurative,

Unit 3: Classical Poetry - The Alchemist letter

Key Learning:

- 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.
- Children are to create a poem based on learnt features from the alchemist letter.

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 demonstrate understanding e.g. through discussion, use of reading journals.
- Explore the 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.

Oliver Twist

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.
- Create a narrative based on Oliver Twist

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 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

Fractions 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

Every Wednesday will feature a Learning by Questions Maths lesson which will allow children to review previous learning.

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

Can I understand the nativity story in the gospel of Matthew?

- Can I understand the nativity story in the gospel of Luke?
- Can I compare and contrast the two nativity gospels of Matthew and Luke?
- Can I understand how the birth of Jesus fits into God's Big Story?
- Can I understand Luke's Song of Mary, 'The Magnificat'?

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, environment, 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 it 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) Counterbalance/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: friendships, relationships, quality, kindness, true happiness.

Key Learning

Valuing differences:

Qualities of friendships

Kind conversations

Happy being me

The land of the Red People

Is it true?

Stop, start, stereotypes

Computing

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

Key Learning

Computing - iMedia - iProgram L3

Pupils will need to understand how programs work. They will create shapes to learn the basics of programming, then move onto fixing or 'debugging' existing computer programs, progressing with their programming knowledge and then developing their own arcade games using many functions that they will learn about during this course.

Music

Key Vocabulary Unison, Harmony, 3-part harmony, Breathing, Posture, Resonance, Articulation, Phrasing, Pitching, Genre, Chordal harmony, Sharp, Flat, Scale. Degree.

Key Learning :

Music - Singing L3

Pupils will learn how to sing in a group setting, and briefly touch on 3-part harmony throughout the practice of singing complex rounds, and later in the course looking at 3-part choral harmony. Pupils will learn in depth about the anatomical factors of singing and understand how to apply these techniques to improve and aid their own singing.

French

Key Vocabulary :

football, tennis, basketball, volley-ball, golf, yoga, bowling, natation, cyclisme, patinage, arts martiaux, 'Quel est ton sport préféré?', 'Mon sport préféré est/sont...', dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, 'Combien y en a-t-il?', Il y a ...', jouer, faire, j'adore, j'aime beaucoup, j'aime, je n'aime pas, je n'aime pas du tout, je déteste, je joue, je fais, tous les jours, parfois, normalement, le week-end, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, parce que c'est, facile, difficile, relaxant, fatigant, amusant, ennuyeux, je ne joue pas, je ne joue pas

Key Learning:

French L3 Unit 2 Sports

Pupils will learn the vocabulary for a range of sports and the correct verb to use for the sports they play, and the sports they do. Through engaging activities, pupils will practice this new vocabulary talking about what sports they like and dislike and justify their opinions using a variety of adjectives. Pupils will reinforce their knowledge of the days of the week and learn different time and frequency phrases to express when or how often they do something in the context of sports. Pupils will revise the numbers up to 100 and how to ask and answer the question 'How many?'. Pupils will play a range of games and work through reading, listening, and writing tasks to consolidate their learning

Reminders and Homework

Homework in Year 5 will consist of reading at least three times per week at home LBQ 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 and 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. 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 Wednesday and a 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. 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.

Thank you