



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 2024-25

English

Key Vocabulary: prefix, compositions, intonation

Key Learning:

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

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

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

Key learning:

Unit 2 : Persuasive Text : A formal presentation which includes persuasion and information.

Why should we buy fairtrade?

Reading:

- Explain meanings of words within the context of the text.
- Scan for key words and text marking to locate key information.
- Distinguish between statements of fact and opinion within a text.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Analyse the conventions of different types of writing e.g. formal presentations, persuasion.
- Identify how language, structure and presentation contribute to meaning e.g. persuasive speech.
- Explain the effect on the reader of the authors' choice of language.
- Prepare a formal presentation individually or in groups.
- Use notes to support presentation of information.

Writing:

- Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.
- Create complex sentences by using relative clauses with relative pronouns who, which and where.
- Note and develop ideas.
- Draw on reading and research.
- Select appropriate structure, vocabulary and grammar.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure meaning is clear.

Key Vocabulary : representations, area model, consolidate.

Key Learning

Multiplication and division B

- Multiply up to a 4-digit number by a 1-digit number
- Multiply a 2-digit number by a 2-digit number (area model)
- Multiply a 2-digit number by a 2-digit number
- Multiply a 3-digit number by a 2-digit number
- Multiply a 4-digit number by a 2-digit number
- Solve problems with multiplication
- Short division
- Divide a 4-digit number by a 1-digit number
- Divide with remainders
- Efficient division
- Solve problems with multiplication and division

Key Vocabulary; integer, improper fraction, mixed number

Fraction 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

Religious Education (RE)

Key Vocabulary: parable, Kingdom of God Imagery

Finish

Unit 5.2: Christmas

How do our celebrations reflect the true meaning of Christmas?

Key Learning:

Jesus- Teacher

Why do Christians believe Jesus was a great teacher?

- 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?

Science

Key Vocabulary : heliocentric, geocentric, solar system, astronomy, terrestrial planet, gas giants, axis, waxing and waning

Key Learning:

Light and Astronomy

This unit gives children the opportunity to star-gaze by learning more about the Earth and the celestial bodies in our solar system. Starting with an exploration of each planet - from Mercury to Neptune

- Explore the solar system and its planets.
- Understand the heliocentric model of the solar system

- Explain Earth's movement in space.
- Explain the Earth's rotation and night and day.
- Explain the movement of the Moon.
- Design a planet using knowledge gained.

History

[Key Vocabulary : Legacy, chronology, analysing, connections](#)

British History 5 - What was life like in Tudor England

Key Learning:

- Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.
- Make deductions from sources about Anne Boleyn, interpret historical sources and support interpretations with evidence.
- Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.
- Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.
- Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.
- Make deductions using inventories and making judgements as to whether a person was rich or poor.
- Explain how inventories are useful to historians and create a realistic inventory.

Art and Design

[Key Vocabulary: prototypes, exploded diagrams, analytical observational drawing.](#)

Drawing - I need space

Key learning:

- Understand and explain what retrofuturism is.
- Participate in discussions and offer ideas.
- Evaluate images using simple responses, sometimes using formal elements to extend ideas.
- Provide plausible suggestions for how a piece was created.
- Comfortably use different stimuli to draw from.
- Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.
- Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.
- Generate a clear composition idea for a final piece that shows how it will be drawn.
- Apply confident skills to make an effective collagraph print.
- Independently select tools and drawing techniques, with some guidance.

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: dribbling, tactics, defending, competitive

Key Learning

Unit 2 Invasion Games- Hockey

- To show passing a ball to a teammate using a hockey stick.
- To demonstrate dribbling and passing a ball using a hockey stick.
- To demonstrate shooting a ball at a goal.
- To select attacking tactics when playing a hockey type game.
- To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game
- To select attacking tactics when playing a game
- To apply simple attacking and defending tactics when playing a hockey type game.
- To play a role in a competitive modified game
- To select attacking tactics when playing a game

Personal, Social and Health Education (PSHE)

Key Vocabulary : choices, rational, bullying, mental health

Key Learning: Keeping Safe

Children will learn:

- How to stop bullying
- Look at decision making and how that can affect others
- Vaping: Healthy or Unhealthy
- Thinking about safe and unsafe habits
- Lifestyles and choices

Computing

[Key Vocabulary; Workbook, Spreadsheet, Formulas/Formulae, Total, Cells, Rows, Column, Inputting, Filter, Budget, Data Entry/Extraction.](#)

Key Learning:

iMedia - iOffice L3 - iCompany

iCompany is an Excel based course. Pupils will begin with a recap of basic Excel knowledge gained in Level 1 before moving on to more advanced functions within the app. Children will explore the varying aspects of excel and its uses both in school and within the real world. Children will then create spreadsheets, understand formulas and algorithms to predict outcomes within any given spreadsheet.

Music

[Key Vocabulary: Verse, Chorus, Structure, Rhyme, Soundtrack, Theme, Musical, Couplet, Alternate Rhyme, Strophic, 32 Bar, Brief](#)

Music Theory with Keyboards - L3 - KS2

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 well rounded 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: films d'action, films d'horreur, films de science-fiction, westerns, films d'amour, films d'animation, films comiques,](#)

films de guerre, j'adore, j'aime beaucoup, j'aime, je n'aime pas, je n'aime pas du tout, je déteste, mais, et, 'Quel est ton film préféré?', ' Mon film préféré s'appelle... ', une émission sportive, une émission musicale, une émission de télé-réalité, un jeu télévisé, un feuilleton, une série policière, un documentaire, une publicité, la météo, les nouvelles, un, une, des, le, la, les, 'C'est un/une...', amusant/e/s, intéressant/e/s, éducatif/éducative/s,

Key Learning:

L3 - KS2 - Unit 3 - Around the House & at School

Pupils will learn the vocabulary for a range of film and music genres, as well as TV programmes. Through engaging activities, pupils will practise this new vocabulary while discussing their preferences and justifying their opinions using a variety of adjectives. Pupils will also revise how to tell the time in French when discussing a TV schedule. Pupils will also review different grammatical concepts to reinforce their knowledge and improve their skills. 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, practising spellings and LBQ tasks given each week with an optional additional task. 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.

Spellings will continue to be given out on a Friday (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 the following Friday.

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

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
Mr Bloomfield