



St Barnabas

Church of England Primary Academy

A member of **CDARI**

**'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 Summer 1 Curriculum Overview

English

Key Vocabulary :remnants', 'emaciated', 'huddled', 'pitiful' and 'skeletal'.

Key Learning: Narrative-Who Let The God's Out by Maz Evans

Key learning: Reading:Unit 1

- Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.
- Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- Make comparisons within a text e.g. characters' viewpoints of same events.
- Scan for keywords and text marks to locate key information.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Explore themes within and across texts e.g. loss, heroism, friendship.

Key learning; Writing:Unit 1

- use retrieval and inference to understand character.
- Create and punctuate complex sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.
- Blend action, dialogue and description within and across paragraphs.
- Identify the audience and purpose.

- Select the appropriate language and structures.
- Use similar writing models.
- To understand and write using imagery and figurative language.
- _To be able to reread and read ahead to locate clues.

[Key Vocabulary: Prometheus, Zeus, Epimetheus](#)

Key Learning: Playscript: Pandora's Box

Key learning: Reading: Unit 2

- Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation).
- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
- Demonstrate active reading strategies e.g. generating questions to refine thinking.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.

Key learning: Writing: Unit 2

- Demarcate complex sentences using commas and explore ambiguity of meaning.
- Identify and use brackets and dashes.
- Identifying the audience and purpose.
- Select the appropriate language and structures.
- Note and develop ideas.
- Think how authors develop characters and settings in films and performances.
- Assess the effectiveness of your own and others' writing in relation to audience and purpose.

[Key Vocabulary :rectilinear,perimeter,polygons](#)

Key Learning: Perimeter and area:

- Perimeter of rectangles
- Perimeter of rectilinear shapes
- Perimeter of polygons
- Area of rectangles
- Area of compound shapes
- Estimate area

[Key Vocabulary:interpret, scale, axis](#)

Key Learning:Statistics

- Draw line graphs
- Read and interpret line graphs
- Read and interpret tables
- Two-way tables
- Read and interpret timetables

[Key Vocabulary:degrees,protractors](#)

Key Learning:Shape

- Understand and use degrees
- Classify angles
- Estimate angles
- Measure angles up to 180°
- Draw lines and angles accurately
- Calculate angles around a point

- Calculate angles on a straight line
- Lengths and angles in shapes

Religious Education (RE)

Key Vocabulary:Saul, Paul, New Testament, Letter, Mission, Columba, Aidan

Key Learning:Pentecost, what happened next?

- What happened next after Pentecost?
- What is a mission?
- If Paul wrote a letter to the church today what would he say?
- What motivates you to keep going when things are difficult?

Science

Key Vocabulary:habitats,amphibians,mammals,reproduction,mammary gland

Key Learning:Living Things and their habitats

- Understand the life cycles of mammals
- Compare the life cycles of insects and amphibians
- Understand the life cycle of birds and reptiles
- Research and present the life cycle of a creature

History

[Key Vocabulary: legacy, societies, ancient, myth, democracy](#)

Key Learning: Ancient Greece

How did Ancient Greece influence other societies and life today?

- Background information
- Ancient Greek legacy
- What did the Greeks do for us?
- Can we thank the Ancient Greeks for anything in our lives today?

Design and Technology

Key Vocabulary: fibre, digestion, preferences, functional

Key Learning: Serve a salad

- recall and discuss different types of salad.
- identify salad ingredients and sort them into the correct Eatwell Guide food groups.
- explain the key messages from each Eatwell Guide food group.
- explain that a third of the food we eat should come from the Fruit and vegetable group and a third should come from the Potatoes, bread, rice, pasta and other starchy carbohydrates group and explain the key messages from these two food groups.
- recall that foods in the two largest food groups provide fibre and explain the role of fibre in the diet.
- use the internet to research a selection of different salads.
- recall the get ready to cook steps, explain how they should be carried out and why they are necessary.
- prepare ingredients for a salad bar by safely using the bridge hold, claw grip and grating techniques.
- use a range of sensory vocabulary to describe a selection of foods.
- recall foods associated with a selection of countries around the world.
- create a questionnaire to research the requirements and preferences of their salad recipient.
- identify design criteria for a salad based around the requirements of an individual and purpose.
- apply their knowledge, experience and research findings to design a salad which meets their design criteria.
- communicate their salad design through notes and sketches.
- make the salad they have planned safely and hygienically.
- select the correct equipment for different food preparation tasks.
- evaluate their salad against the design criteria and feedback from others.

Physical Education (PE)

Key Vocabulary: Counter balance, tension, extension, transition

Key Learning:

Unit 1:Year 6 Gymnastic Activities 1

- To perform shapes and balances with a partner.
- To demonstrate counter balance and counter tension paired balances using apparatus.
- To demonstrate a group counterbalance.
- To create a gymnastic sequence with counter balances and counter tension with a partner.
- To demonstrate paired and group counter balances in unison.
- To create a sequence of gymnastic actions, paired and group balances.
- To create a sequence of gymnastic actions, paired and group balances.

Key Vocabulary:overarm,strike,underarm,accuracy

Key Learning:Cricket lessons/Hothersall Lodge

Unit 2:

- To demonstrate bowling underarm with accuracy.
- To strike a ball with a cricket bat off a tee.
- To demonstrate bowling overarm with accuracy and consistency in a game.
- To apply tactics in a modified competitive cricket game.

Personal, Social and Health Education (PSHE)

Key Vocabulary: drugs,tobacco,illegal

Key Learning: Health and well-being:

How can drugs common to everyday life affect health?

- Managing risk:legal and illegal drugs

- Managing risk:influences and pressure
- Managing risk:drugs and alcohol in the media
- Smoking-what is normal?

Computing

[Key Vocabulary :: Branding, Visual Branding, Jingle, Brief/Design Brief, Sonic Branding, Marketing, Distribution, Slogan, Customer, Consumer, Target Market, Select Targeting.](#)

Key Learning: Advertise

- Pupils will be introduced to advertising across three different mediums: Print, TV and Radio. Participants will learn how to create radio adverts and sonic branding to suit different products and themes, create a TV advert for a new product and slogan for their product. The outcome will be for pupils to have a series of works surrounding the advertisement industry. Pupils will look at collaborations of different departments in the same company to make a rounded campaign.
- Additional lesson plans are in place for pupils with higher and lower ability, as well as lessons for a longer half term.

Music

[Key Vocabulary:Rhythm, Pulse, Notation, Scales, Dynamics, Expression, Melody, Chords, Harmony, Timing, Accompaniment, Emotion, Performance, Call and Response, Improvisation.](#)

Key Learning:Class Jam

- Level 2 Class Jam will be taught to pupils in upper Key Stage 2 (Years 5 and 6). This course takes pupils' musical knowledge and directs it into creating a dynamic musical performance. Pupils will play Chime bars, African drums, Boomwhackers, Keyboards and accompanied with both vocal and instrumental percussion to recreate famous popular songs. They will learn how dynamics, harmony and melody are used to convey emotions and themes within music and become confident in performing on multiple instruments within an ensemble performance.
- Additional lesson plans are in place for children with higher and lower ability, as well as lessons for a longer half-term.

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: À quelle heure finit/commence le collège?, 'À quelle heure tu te lèves?', et quart, et demie, moins le quart, matin, après-midi, soir, écouter de la musique, danser, chanter, jouer de la guitare, cuisiner, dessiner, peindre, faire du shopping, sortir avec mes amis, aller au cinéma, jouer aux jeux vidéo, jouer aux cartes

Key Learning: Leisure Time, Sports & Time

- Pupils will learn the vocabulary for a range of sports and free time through crafts, games and reading activities. They will learn the correct verb to use for which sports they play and which sports they like or dislike. Pupils will practise this new vocabulary by writing about what sports and leisure activities they like and dislike, the reasons for their opinions, and what time an activity starts and finishes.

Cultural Capital

- Rotary Club Members
- Gymnastics- External
- Elektec Workshop
- Veg Patch-Whitehall Park
- Rev Adam- United Reform Church

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 Monday and Friday.

All children should come to school in full P.E Kit on these days. Children should wear 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 past shoulder length must always be tied up and jewellery is not to be worn in school.

This term, your child will continue bringing home their clarinet to practise 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.

Forest School: Can all children bring their forest school clothes in on Monday. The clothes will then stay in school and can be taken home each Friday to be washed over the weekend if required. This will then prevent children missing their session.

Residential trip to Hothersall Lodge between the 9th of May to 11th May 2023

Thank you

