



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 Summer 1 Curriculum Overview 2024-25

English

Key Vocabulary : Earthquake, Tectonic plates, Fault, Epicentre, Seismic waves, Magnitude, Aftershock, Seismograph, Crust, Richter scale.

Key Learning: Finish of Narrative writing on Hugo Cabret

Explanation Text - How to Survive an Earthquake

Key Vocabulary: remnants, emaciated, huddled, pitiful, skeletal

Key Learning: Reading: Unit 2

- Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation). (Applying this to analysing existing informational texts about earthquakes).
- Demonstrate active reading strategies e.g., generating questions to refine thinking. (Essential for understanding complex information about earthquake survival).
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences. (Important for presenting their explanation text clearly).
- Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume, and action so the meaning is clear to an audience. (Could be a culminating task to present their survival guide).

Key Learning: Writing: Explanation Text - How to Survive an Earthquake

- Demarcate complex sentences using commas to clearly explain the sequence of actions and reasons for survival strategies.
- Identify and use brackets and dashes to add extra information or emphasis to key survival points.
- Identifying the audience and purpose of the explanation text (e.g., to inform the general public, to educate on safety procedures).
- Select the appropriate language and structures for an informative text, using clear, concise language and logical organization.
- Note and develop ideas based on research about earthquake safety procedures and present them in a structured way (e.g., using headings, bullet points, numbered lists).
- Think how authors develop characters and settings in films and performances related to disasters (to understand the impact and importance of clear information).
- Assess the effectiveness of their own and others' explanation writing in relation to audience and purpose (e.g., is the information clear, easy to follow, and comprehensive?).

Maths

Maths Unit: Statistics (Year 5)

Key Vocabulary: data, information, represent, table, chart, bar chart, pictogram, tally chart, block diagram, axis, axes, scale, interval, question, answer, compare, interpret, survey, frequency, mode.

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

- Understand what different types of data are (discrete - countable, continuous - measurable).
- Choose appropriate scales for bar charts and time graphs based on the data range.

- Draw and label bar charts and time graphs accurately, including titles and axes.
- Interpret information presented in bar charts and time graphs to answer questions.

Shape and Position and Direction

Key Vocabulary: shape, 2-D, two-dimensional, 3-D, three-dimensional, polygon, quadrilateral, triangle, pentagon, hexagon, octagon, vertex, vertices, edge, face, parallel, perpendicular, horizontal, vertical, diagonal, angle, right angle, acute, obtuse, reflex, degrees, position, direction, left, right, forwards, backwards, clockwise, anticlockwise, turn, rotation, translation, reflection, coordinates, grid, x-axis, y-axis.

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

- Recognise and name common 3-D shapes (cube, cuboid, sphere, cone, cylinder, pyramid).
- Match 3-D shapes to their nets.
- Draw and interpret 2-D representations of 3-D shapes.

Understand angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

- Understand that angles are measured in degrees.
- Identify and classify acute (less than 90°), obtuse (between 90° and 180°), and reflex (greater than 180°) angles.
- Estimate the size of different angles.
- Compare angles using visual estimation and by using a right-angle as a reference.

Geometry - Position and Direction

- Identifying and sorting 3-D shapes based on their properties.
- Matching 3-D shapes to their nets and trying to construct them.
- Drawing 2-D representations of cubes and cuboids on isometric paper.
- Estimating and then measuring angles in the classroom using a protractor.

- Drawing angles of specific sizes (e.g., 30°, 90°, 135°).
- Investigating angles on a straight line and around a point using manipulatives and drawings.
- Playing games involving directions (left, right, forwards, backwards, turns).
- Describing and performing rotations (clockwise, anticlockwise, fractions of a turn).
- Introducing coordinates in the first quadrant through games like Battleships.
- Plotting points to create simple shapes and then describing their vertices using coordinates.
- Translating shapes on a coordinate grid and describing the movement.

Religious Education (RE)

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

Finish - Why is Easter seen as a victory for Jesus?

Key Learning: Lost, Death and Christian Hope

The children will be exploring some of life's big questions linked to the concept of death and what different people believe about it. They will be encouraged to think deeply and sensitively about questions such as: **What is death? What does it mean when something or someone dies? Is death an ending or a beginning?** They will also reflect on ideas about what might happen when we die, where we might go, and what different religions and cultures believe about places like heaven. Through stories, discussion, and respectful sharing of ideas, children will have the chance to explore and express their own thoughts, while learning about a range of beliefs and perspectives in a thoughtful and supportive environment.

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

Geography & History

Finish: Earthquakes and Volcanoes.

Key Vocabulary: legacy, societies, ancient, myth, democracy

Key Learning: Ancient Greece

How did Ancient Greece influence other societies and life today?

Pupils will explore how Ancient Greece has influenced the world around us. They'll discover how the ideas and inventions of the Greeks still shape our lives today. From democracy to philosophy and art, children will learn about the amazing contributions the Greeks made to modern society.

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

Art & Design and Technology

Finish: Pop up Books

Key Vocabulary

Key Learning: Painting and Mixed Media: Portraits

Pupils will explore the world of painting and mixed media, focusing on creating portraits. They'll learn how to use different materials, such as paint, collage, and other media, to create their own unique portraits. By the end of the unit, they will have developed their artistic skills and learned how to express themselves through art.

- **Understanding Portraits** – Pupils will study portraits from different artists and time periods, learning about the features that make a good portrait.
- **Drawing Faces** – They'll learn how to sketch facial features accurately, focusing on proportion, symmetry, and detail.
- **Painting Techniques** – Children will experiment with different painting techniques, such as blending, layering, and shading, to bring their portraits to life.
- **Mixed Media** – Pupils will explore how to combine different materials (e.g., paint, fabric, paper, etc.) to create texture and depth in their artwork.
- **Self-Expression** – Through creating their own portraits, children will learn how art can communicate personality, emotion, and identity

Physical Education (PE)

Key Vocabulary: Sprint, Endurance, Relay, Baton, Pace, Technique, Power, Accuracy, Personal best, Balance.

Key Learning:

Athletics

Pupils build on their previous learning in athletics by developing more control, technique, and understanding of different athletic events. They focus on improving their own performance while learning how to compete fairly and support others. Through a range of running, jumping, and throwing activities, pupils learn the importance of effort, perseverance and personal bests.

Running for speed and endurance – improving sprinting technique, pacing in longer runs, and developing a strong start and finish.

Relay techniques – learning how to pass the baton smoothly and work as a team during relay races.

Jumping skills – focusing on accuracy and control in activities like long jump and high jump.

Throwing for distance and accuracy – developing technique in events like the javelin (foam or vortex), discus, and shot put.

Tracking personal progress – measuring performances and setting personal goals, learning how to evaluate and improve.

Key Vocabulary: overarm, strike, underarm, accuracy

Key Learning: Orienteering/Hothersall Lodge

- **Understanding Basic Orienteering Concepts:** Learning how to read and interpret maps, including symbols, scales, and direction indicators.
- **Using a Compass:** Developing skills in using a compass to navigate and orient themselves in different directions.
- **Planning and Following a Route:** Practicing how to plan a route using a map and then follow it while staying aware of landmarks and directions.
- **Teamwork and Communication:** Working in teams to solve challenges, share map-reading responsibilities, and guide each other through different checkpoints.
- **Developing Spatial Awareness:** Enhancing their ability to think spatially, recognize locations, and orient themselves in unfamiliar environments.
- **Problem-Solving and Decision-Making:** Learning how to make quick decisions when navigating, including adjusting routes based on obstacles or changing conditions.

Personal, Social and Health Education (PSHE)

[Key Vocabulary: drugs, tobacco, illegal](#)

Key Learning:

Finish: Rights and Respect

Pupils will explore what it means to have rights and responsibilities, and how showing respect for others helps build a fair and caring community. They will learn how everyone has the right to be treated equally and kindly, and that with those rights come important duties—like helping others, listening respectfully, and standing up for what is right.

- What's the story?
- Fact or opinion?
- Mo makes a difference
- Rights, respect and duties
- Spending wisely
- Lend us a fiver!

- Local councils

Being my Best

Pupils will explore what it means to be the best version of themselves—at school, at home, and in their wider community. They will learn how their choices, actions, and efforts all add up to help them grow into confident, capable, and caring individuals. Pupils will reflect on their own unique skills and strengths, recognising that everyone has something valuable to offer. Through the lesson "Different Skills," they'll learn to celebrate diversity in talents and how teamwork helps people succeed together. The unit will also focus on independence and responsibility, encouraging children to take greater ownership of their learning, decisions, and roles in "My School Community." They'll discover how small acts—like helping a friend or staying organised—can make a big difference in their own development and in supporting others.

- It all adds up!
- Different skills
- My school community (2)
- Independence and responsibility
- Star qualities?
- Basic first aid, including Sepsis Awareness

Computing

Key Vocabulary : HTML – Hypertext Markup Language, Pixels, RGB colour, WYSIWYG, Design, Brief, Target Audience, Header banner, Navigation bar, the four C's (Challenge, Choice, Change and Chance), Market research and Focus group.

Key Learning: iMedia - iCommunicate L4 - iGraphics

- Pupils will explore the world of web design by learning how websites are planned, created, and presented to industry standards. They will examine different approaches to web design, focusing on layout, user experience (UX), accessibility, and visual consistency. Through studying real-world examples, they will understand how professional websites are structured and styled to meet the needs of various audiences.
- As part of this unit, pupils will learn how to interpret and follow a design brief—just as designers do in the professional world. They will plan their own website by considering the purpose, target audience, and required features. This will include creating wireframes or mockups, selecting appropriate color schemes and fonts, and ensuring a clear and user-friendly layout.
- In addition to design principles, pupils will be introduced to the basics of HTML (HyperText Markup Language), the foundational coding language of the web. They will gain hands-on experience writing HTML code to structure web pages, add headings and paragraphs, create links and lists, insert images, and organize content using elements like divs and sections.

Music

Key Vocabulary: [Lyric](#), [Rhyme Scheme](#), [Verse](#), [Chorus](#), [Bridge](#), [Mood](#), [Structure](#), [Hook](#), [Imagery](#), [Soundtrack](#).

Key Learning: Songwriting with Glockenspiels - L3 - KS2

- Pupils will be introduced to a variety of songwriting techniques, including the use of rhyme schemes, such as AABB, ABAB, and internal rhyme, to give their lyrics structure, rhythm, and impact. They will explore how different rhyme patterns can enhance storytelling, reinforce themes, and create memorable hooks or choruses.
- In addition to working with standard song forms (like verse-chorus-bridge), pupils will also explore less common and alternative song structures. This might include songs with no chorus, through-composed formats, or pieces that follow the

emotional arc of a film scene rather than a traditional musical structure. These approaches will encourage creative thinking and help pupils break away from formulaic writing, allowing them to tailor their songs more effectively to specific moods or story moments.

- Pupils will also study examples of film music and soundtrack songs to understand how lyrics and musical phrasing can reflect character, action, or tone. They'll use this knowledge to write their own song to accompany a piece of film, either individually or collaboratively. Alongside lyrical writing, they may experiment with melody, rhythm, and harmony using instruments or digital audio tools, depending on the resources available.

French

Key Vocabulary: j'ai, tu as, il/elle a, nous avons, vous avez, ils/elles ont, cheveux, blond, noir, brun, blanc, gris, roux, yeux, vert, marron, bleu, gris, ma mère, mon père, ma grand-mère, mon grand-père, ma sœur, mon frère, mon cousin, mon oncle, ma tante, mon ami, 'De quelle couleur as-tu les yeux?', 'De quelle couleur as-tu les cheveux?', cheveux courts, cheveux longs, cheveux raides, cheveux ondulés, cheveux bouclés, j'ai une barbe, j'ai une moustache.

Key Learning: Leisure Time, Sports & Time

Pupils will learn how to describe physical features, such as hair and eye colour, as well as character traits to describe personality. Pupils will practise conjugating familiar verbs in the present tense to describe themselves, their family, and friends. Additionally, pupils will practise French word order to create more complex sentences, using appropriate words in the correct order within a sentence and comparing them to English sentence structures. Pupils will also review the grammar concept of adjectival agreement to ensure that they use the correct gender when describing people. Pupils will play a range of games and work through reading, listening, speaking, 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 tasks 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 as and when required due to the lengths of the books.

Spellings will continue to be given out on a Friday and practised on LBQ and Spelling quiz will be on the following Friday.

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

All children should come to school in full P.E Kit on these days.

Residential trip to Winmarleigh on the 12th of May to 14th May 2025

Thank you
Mr Bloomfield