

'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'



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

Year 5 Summer 1 Curriculum Overview 2025-26

English

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?).

Key Learning: Who lets the God's out?

Children will be using the exciting and humorous novel *Who Let the Gods Out* by Maz Evans as a stimulus to write their own myth.

As they read the story, they will explore how the author weaves together elements of ancient Greek mythology with a modern-day setting, introducing characters such as gods, goddesses, mythical creatures and heroic figures. Through guided reading and class discussions, pupils will identify the key features of a myth, including powerful beings, moral lessons and quests or challenges faced by the main character. They will analyse how Maz Evans creates vivid descriptions, builds suspense and uses humour to engage the reader. Drawing on these techniques, children will plan and write their own myth, inventing original characters and settings while incorporating traditional mythological themes. They will also have the chance to edit and improve their writing, focusing on vocabulary choices, sentence structure, and narrative flow. This unit not only encourages creativity and imagination but also deepens pupils' understanding of ancient Greek culture and storytelling traditions, helping them to make meaningful connections between history and literature.

Maths

Perimeter and Area

- Calculate the perimeter of rectilinear shapes by measuring and adding the lengths of sides, including when lengths are missing.
- Find the area of rectangles, squares, and compound shapes by counting squares and using multiplication.
- Use the formula for area (length $\times$ width) for rectangles and apply it to solve real-life problems.
- Compare and estimate the area and perimeter of different shapes, using standard units (cm^2 , m^2) and reasoning about their properties.
- Solve multi-step problems involving area and perimeter, including finding missing lengths when given partial measurements.
- Apply knowledge of area and perimeter in real-life contexts, such as designing a garden or planning a floor space, explaining their reasoning clearly.

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.

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 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

Finish: Forces- friction and air resistance and mechanism

- Explore factors which affect an object's ability to resist water
- Investigate the effects of friction on different surfaces
- Investigate mechanisms – levers and pulleys
- Investigate mechanisms – gears

[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?

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

Drawing - Depth, emotion and movement

Exploring how drawing can express emotion, movement and depth

Children take inspiration from artists Charlie Mackesy and Elizabeth Catlett. They use expressive lines and marks to convey feeling and energy, develop shading techniques to show depth and form, and investigate composition through drawing and printmaking. This leads to a final piece that combines personal ideas with artist influence.

Use various types of lines to emphasise emotion or draw attention.

- Describe how artists have shown emotion.
- Describe how artists have created an effective composition using a focal point and balance.
- Use colour and line to convey emotion or movement in their sketch.
- Design a print, considering the composition carefully.
- Use a combination of marks to create tone and depth.
- Describe how artists use tone to show depth in their artwork.
- Create an effective printing plate.
- Reflect and improve their sketchbook experiments and final work.

Physical Education (PE)

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

Key Learning:

Athletics

Across the six lessons, pupils develop key athletics skills in running, jumping, and throwing through a progressive sequence of activities. They begin by practising running techniques for different distances and basic push and pull throws, before building jumping skills from simple one-foot take-offs and landings to more complex combinations, including hop, step and jump. Throwing techniques also progress from pull and push throws to sling and heave throws, while running develops from distance to speed and varied pacing. The unit culminates in pupils taking part in an athletics event where they apply their skills and record their performances. Throughout, there is a strong focus on character development, with pupils building self-motivation and determination by setting goals, practising to improve, and persevering when challenges arise.

Key Vocabulary: Map, orienteering, control marker, route, navigate, direction, compass (N, NE, E, SE, S, SW, W, NW), orientate/set map, position, symbol/key, start, finish, score event, time limit, decision-making, accuracy, record, teamwork, responsibility, evaluation

Key Learning:

Orienteering

Across the six lessons, pupils progressively develop their orienteering skills, beginning with learning how to keep a map set and orientated while moving, and then applying this to navigate simple courses. They build their understanding by using the 8 points of a compass, planning efficient routes, and locating control markers accurately. As the unit progresses, pupils take on more independence by planning which controls to visit during score events, making decisions under time constraints, and recording answers accurately. The unit culminates in pupils confidently navigating a course while evaluating their performance and identifying ways to improve. Throughout, there is a strong focus on character development, with pupils demonstrating cooperation through teamwork and shared ideas, responsibility in completing tasks accurately, and evaluation to reflect on and improve their performance.

Personal, Social and Health Education (PSHE)

Key Learning:

Finish: 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 : MC; DJ; DJ Kool Herc; Rap; Nu Skool \(New school\); Old Skool \(Old School\); Synthesisers; Genre; Grand Master Flash; Sampling; Hook.](#)

Key Learning: iHip-Hop

This workshop focuses on the origin and progression of Hip- Hop as a musical movement. Students will study the basic elements of the genre and develop their sampling and audio editing skills to create their own original Hip-Hop track. As well as using 'GarageBand', other Apps will be introduced so participants can add their own drum rhythms, loops and sampled sounds to their compositions. Students will progress to creating lyrics to rap, speak or sing accompanying their tracks

Music

Key Vocabulary: Tempo, Dynamic, Djembe, Goblet Drum, Bass, Tone, Slap, Rhythm, Pulse, Beat, Improvise, Solo, BPM, Polyrhythm

Key Learning: African Drumming

Our African drumming courses are designed to introduce young people to the music of a different culture. The sessions teach participants a little bit of history of the djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. Participants will focus on developing their time keeping through playing different rhythms and polyrhythms as a group and as a solo performer. KS2 sessions will also concentrate on performance techniques that will enhance their playing as well as building stamina and confidence

French

Key Vocabulary: '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, j'ai des taches de rousseur, je porte des tresses, je porte des lunettes, il/elle porte des lunettes, 'Comment as-tu des cheveux?', 'je n'ai pas...', 'il/elle n'a pas...', mais, et, je suis,

Key Learning: Physical Descriptions and personality

Pupils will learn how to describe physical features, such as hair and eye colour, as well as character traits to describe personality. Pupils will practice 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, two LBQ tasks (Maths and English) 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 the spelling quiz will be on the following Friday.

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

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

Residential trip to Winmarleigh on the 11th of May to 13th May 2026

Thank you
Mr Meador