



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 2 Curriculum Overview

English

Key Vocabulary: Myth, Hero, Quest, God/Goddess, Immortal, Mortal, Prophecy, Oracle, Underworld, Thunderbolt, Transformation Legend, Power, Creature, Ancient

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

Key Vocabulary; refugees, migrants, analysis, opponents, cultures, balanced argument, fronted adverbials,

Key Learning: Debate: Should we allow refugees in our country?

Key Learning Reading

- Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes.
- Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).
- Explain the effect on the reader of the authors' choice of language.
- Participate in debates on an issue related to reading.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.

Key Learning 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 when and that.
- Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.
- Identify the audience and purpose.
- Select the appropriate language and structures.
- Use similar writing models.
- Use devices to build cohesion, e.g. firstly, furthermore, as a consequence.

Unit 2-

Key Learning : Stories from other cultures- Boy at the back of the class

Key Learning Reading

- Explore the meaning of words in context.

- Use suffixes to understand meanings e.g., -ible, -able, -ibly, -ably.
- Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
- Express preferences about a wider range of books including modern fiction and traditional stories.
- Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence.
- Make comparisons within a text e.g. characters' viewpoints of same events.
- Explain the effect on the reader of the authors' choice of language.
- Explore themes within and across texts e.g. other cultures, nature.

Key Learning Writing

- Identify and use dashes to indicate parenthesis e.g. in less formal writing: The cake was lovely - delicious in fact- so I had another slice.
- Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs.
- Blend action, dialogue and description within and across paragraphs.
- Create and punctuate complex sentences using -ed openers.
- Create and punctuate complex sentences using -ing openers
- Plan their writing by noting and developing ideas.
- Draw on reading and research.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure consistent subject and verb agreement.

Maths

Key Vocabulary: translation, coordinates.

Key Learning: Position and direction

- Read and plot coordinates

- Step 2 Problem solving with coordinates
- Step 3 Translation
- Step 4 Translation with coordinates
- Step 5 Lines of symmetry
- Step 6 Reflection in horizontal and vertical lines

Key Vocabulary

Key Learning:Decimals

- Use known facts to add and subtract decimals within 1
- Step 2 Complements to 1
- Step 3 Add and subtract decimals across 1
- Step 4 Add decimals with the same number of decimal places
- Step 5 Subtract decimals with the same number of decimal places
- Step 6 Add decimals with different numbers of decimal places
- Step 7 Subtract decimals with different numbers of decimal places
- Step 8 Efficient strategies for adding and subtracting decimals

Key Vocabulary ; metric, imperial units,

Key Learning: Converting units

- Kilograms and kilometres
- Step 2 Millimetres and millilitres
- Step 3 Convert units of length
- Step 4 Convert between metric and imperial units
- Step 5 Convert units of time

- Step 6 Calculate with timetables

Religious Education (RE)

Finish: Loss, 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.

Key Vocabulary: Jochebed, Deborah, Abigail, Rahab, Hannah, Ruth, Esther and Purim.

Key Learning: Women in the Old Testament

Key Questions

- What can I learn from this story?
- Why is this a significant moment? Why is this woman important?
- In which values and beliefs are the actions of the women rooted?
- Did she make the right choice?
- Where does this story fit into God's big story?

Science

Key Vocabulary : gestation, foetus, adolescent, reproduce, dependent, puberty, cataract, memory, neurodegenerative, lifestyle, keratin

Key Learning: Human Life Cycles

- Identify and describe the key stages of a mammal's life cycle, including birth, growth, reproduction, and death.
- Explore and compare the gestation periods of a range of mammals, considering how size and development time are linked.
- Investigate physical development through activities such as measuring the hand span of differently aged children and drawing conclusions from data.
- Learn about the physical and emotional changes experienced during puberty, including changes in the body, hygiene needs and emotional wellbeing.
- Understand that all humans grow and develop at different rates, and that change is a normal and healthy part of the life cycle.
- Discuss the importance of self-care during puberty and identify trusted adults to speak to when they have questions or concerns.
- Make connections between human development and that of other mammals to deepen understanding of biological life cycles.

History

Key Vocabulary : Polis, Democracy, Philosophy, Mythology, Acropolis, Agora, Olympics, Temple, Tyrant, Phalanx, Oracle, Trireme, Citizen, Drama, Hoplite

Key Learning: What is the legacy of the Ancient Greek Civilization?

In this unit, children will explore the fascinating world of Ancient Greece. They will learn to describe the key features of Ancient

Greek civilization, including its geography, culture and way of life. They will identify and sequence the main historical periods within Ancient Greek history. Children will make inferences about the roles and personalities of the Greek gods and carry out independent research on a chosen deity. They will compare the city-states of Athens and Sparta, recognising their similarities and differences. As part of their study of governance, they will understand the different types of democracy and explain how democracy worked in Athens. Children will also be introduced to the concept of philosophy, exploring what it means and learning about the important contributions of philosophers such as Socrates, Plato and Aristotle. Finally, they will identify the many legacies of Ancient Greece and explain how these continue to influence the modern world.

Design Technology

Key Vocabulary : Beef, Cattle, Farm, Production, Recipe, Ingredients, Nutritional value, Healthy, Modify, Flavor, Texture, Measure Chop, Simmer, Sauce

Key Learning: Cooking and nutrition: Developing a recipe

In this unit, children will learn to describe the entire process of beef production, starting from how cattle are raised on farms to how the meat reaches the supermarket or kitchen. They will research a traditional recipe for bolognese sauce, exploring its origins and typical ingredients. Using this knowledge, children will then make thoughtful changes to the recipe, considering flavour, texture, or dietary needs. They will also learn about the nutritional value of different ingredients and how to select healthier options to improve the recipe's overall nutrition. Finally, children will apply their learning by preparing and cooking their own version of bolognese sauce, practicing key cooking skills such as chopping, measuring, seasoning, and simmering, while gaining confidence in the kitchen.

Physical Education (PE)

Key Vocabulary ; striking, accuracy, fielding, catching, tactics, space, time, movement, pace, speed, flight

Key Learning: Striking And Fielding - Rounders

In this unit, children will develop a range of key skills needed for rounders and similar games. They will learn to demonstrate accurate underarm bowling, both in practice and during gameplay, ensuring they can control the direction and speed of the ball. Pupils will practice catching a ball confidently while fielding and throwing the ball overarm with accuracy to teammates. They will also develop their batting skills by striking the ball off a tee and learning where best to hit the ball during a game to gain an advantage. Throughout the unit, children will explore and apply tactical thinking to improve their performance in rounders-type games, combining their bowling, catching, throwing, and striking skills effectively in a team setting.

Key Learning - Athletics

In this athletics unit, children will develop fundamental movement skills essential for track and field events. They will learn to sprint with control and speed, improving their running technique for short-distance races. Pupils will practise different jumping skills, including long jump and high jump, focusing on take-off, flight and landing safely. They will also develop throwing techniques for events such as javelin or shot put, working on accuracy and power. Throughout the unit, children will build their stamina and endurance through longer distance running and will learn how to pace themselves effectively. They will also explore the importance of warming up, cooling down, and following rules for safe and fair competition. This unit encourages children to set personal goals, improve their fitness, and work collaboratively in team events and relays.

Personal, Social and Health Education (PSHE)

Finish: Being my Best!

Key Vocabulary : hygiene, puberty, menstruation, Pubic Hair

Key Learning: Growing and Changing

In this unit on Growing and Changing, children will explore the complex emotions that come with growing up and how to take notice of their feelings. They will engage with activities like writing letters in the style of *Dear Ash* to express thoughts and concerns about change. The unit will cover the physical and emotional changes that happen during puberty, helping children understand how their bodies develop and why their feelings might fluctuate. Through discussions and resources such as *Help! I'm a teenager – get me out of here!* Pupils will gain confidence in managing these changes and learn strategies to support their wellbeing during this important stage of growing up.

- How are they feeling?
- Taking notice of our feelings
- Dear Ash
- Growing up and changing bodies
- Changing bodies and feelings
- Help! I'm a teenager - get me out of here!

Computing

[Key Vocabulary:Robotics, Industry, External Device, Pitch, Yaw, Roll, Efficiency, Gyroscope, Motor, Ballast, Accelerate, Microprocessor, Conditionals, Interpret.](#)

Key Learning: iMedia - iTech iControl

During this course, children will learn to code and control an external device, applying their programming skills to real-world scenarios. They will explore how external factors—such as uneven flooring, lighting or surface texture—can influence the performance of their robot and will develop strategies within their code to compensate for these variables. Children will also investigate the role of robotics in modern industries, including manufacturing, logistics and healthcare and use this understanding to design a robot that meets a specific set of functional requirements. As part of their practical application, Children will use

conditional statements, loops and sensor data to program their robot to navigate a physical maze constructed in the classroom. The maze, designed by the instructor, will challenge students to think critically, problem-solve and refine their code iteratively in response to real-time testing and feedback.

Music

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

Key Learning: Singing L3 - KS2

Children 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. Children will understand how to better use their own voices through the understanding and application of anatomical factors. Children will experience the joys of singing in 3-part harmony with others and understand how harmonies are created and the health benefits of singing with others. Children will know how to use dynamics in order to add tension and interest to their singing. Additional lesson plans are in place for children with higher and lower ability, as well as lessons for a longer half-term.

French

Key Vocabulary: une gomme, un taille-crayon, vert, rouge, jaune, bleu, marron, gris, rose, orange, blanc, violet, noir, 'C'est un/ une...', 'Qu'as-tu dans ton sac/ ta trousse?', 'Dans mon sac/ ma trousse j'ai...', Français, Anglais, art, informatique, géographie, histoire, musique, éducation physique, sciences, mathématiques, 'Quel est ton sujet préféré?', 'Mon (mes) sujet(s) préféré(s)

est/sont...', 'Mes sujets préférés sont... et ...', 'Et toi?', j'adore, j'aime beaucoup, j'aime, je n'aime pas, je n'aime pas du tout, je déteste, intéressant(s), facile(s), amusant/e/s, utile(s), inutile(s), difficile(s), ennuyeux/ennuyeuse (s), important/e/s, 'parce que c'est...', 'parce qu'ils sont...'

Key Learning: L3 - KS2 - Unit 6 Friendships & Personalities

Children will improve their French communication skills by incorporating vocabulary related to school locations, school supplies, and subjects into their existing knowledge. They will learn how to use this new vocabulary to answer questions such as 'Where are you/Where is he/she?' or 'What do you have in your backpack?'. Additionally, they will practise French indefinite articles with the names of school supplies while revising colours to describe them. Children will practise expressing opinions about them in both singular and plural forms, justifying those opinions using appropriate adjectives. Children will review the concept of adjectival agreement to ensure that they use the correct gender and number when describing school supplies and subjects.

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.

Thank you
Mr Bloomfield