



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- Spring 2 Curriculum Overview

English	Maths	Science
<p><u>Inventors and Inventions</u></p> <ul style="list-style-type: none"> ● <u>Novel as a Theme: Unit 1:</u> A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction. ● <u>Magazine: Unit 2:</u> Information Text Hybrid; A page for a Magazine <p>Key learning: Reading:Unit 1</p> <ul style="list-style-type: none"> ● Create complex sentences by using relative clauses with pronouns who, and where e.g. Sam, who had remembered his wellies, was first to jump in the 	<p><u>Multiplication and Division</u></p> <p>Key learning:</p> <ul style="list-style-type: none"> ● Multiply 4-digits by 1-digit ● Multiply 2-digits by 2-digits ● Multiply 3-digits by 2-digits ● Multiply 4-digits by 2-digits ● Divide 4-digits by 1-digit ● Divide with remainders <p><u>Fractions</u></p> <p>Key learning:</p> <ul style="list-style-type: none"> ● Equivalent Fractions ● Improper fractions to mixed numbers ● Mixed numbers to improper fractions ● Compare and order fractions less 	<p><u>Forces and Friction</u></p> <p>Key Vocabulary</p> <p>Gravity, air resistance, water resistance, friction, surface, force, effect, accelerate, decelerate, mechanism, pulley, gear.</p> <p>Key learning:</p> <ul style="list-style-type: none"> ● Explain that unsupported objects fall towards the Earth because of the force of the gravity acting between the Earth and the falling object. ● Identify the effects of air-resistance, water resistance

river. The house, where the robberies had taken place, stood on the hill.

- Use knowledge of root words to understand meanings of words.
- Apply knowledge of prefixes to understand meaning of new words.
- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.
- Explore themes within and across texts e.g. loss, heroism, friendship.
- Making comparisons within a text e.g. characters' viewpoints of same events.
- Read books that are structured in different ways for a range of purposes.
- Explore the meaning of words in context.
- Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
- Infer characters feelings, thoughts and motives from their actions

than 1

Decimals & Percentages

Key learning:

- Decimals up to 2 d.p.
- Decimals as fractions (1)
- Decimals as fractions (2)
- Understand thousandths
- Thousandths as decimals
- Rounding decimals
- Order and compare decimals
- Understand percentages
- Percentages as fractions and decimals
- Equivalent F.D.P.

and friction, that act between moving surfaces.

- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

and justifying inferences with evidence.

- Predict what might happen from information stated and implied.
- Summarise main ideas drawn from more than one paragraph and identifying key details which support this.
- Explain the effect on the reader of the authors' choice of language.
- Distinguish between statements of fact or opinion within a text.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.
- Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation).

Key learning; Writing:

- Plan their writing by:
Using similar writing models.
Thinking how authors develop characters

and settings (in books, films and performances).

- Blend action, dialogue and description within and across paragraphs.
- 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.
- Proofread for spelling and punctuation errors.

Key learning: Reading Unit 2

- Through shared and independent reading, examine information magazines.
Model active reading strategies by:
speaking aloud thoughts whilst reading a short text or extract.
- using tentative language, e.g. I

wonder whether...; Maybe...; At first I thought...but now I think perhaps...

- Explore meaning of words in context: Can you work out the meaning by looking at the sentence? What type of word is it? Does the root word help? Can they think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the dictionary definition, can you explain what the word means in the context of this sentence?
- Encourage the children to check that the text makes sense to them and demonstrate their understanding by giving an oral or written summary. Justify opinions and elaborate by referring to the text. (Point + Evidence + Explanation).

Key learning: Writing:

- Use shared writing techniques to

<p>model a section at a time with the children. Focus_on skills - creating complex sentences by using relative clauses with pronouns 'which' and 'whose'.</p> <ul style="list-style-type: none"> • Children follow the modelling each day from the whole class focus and use their own plan to inform writing. • Use AFL, marking and feedback to adjust shared writing focus daily. • Model the editing and improving process. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. 		
History	Design and Technology	Religious Education (RE)
<p style="text-align: center;"><u>Ancient Greece:</u> <u>Key Vocabulary</u> Mythology, religion, philosophy, culture heroes, wars</p> <p><u>Key learning:</u> Pupils will explore why Ancient Greece has had such a long and dramatic</p>	<p><u>Food and Technology</u></p> <p><u>Serve a Greek Salad</u></p> <p><u>Key learning:</u> Pupils will be learning about different types of salads and ingredients used in</p>	<p><u>Easter: Why do Christians believe that Easter is a celebration of Victory?</u></p> <p style="text-align: center;"><u>Key Vocabulary</u> Victory, triumph, resurrection, sacrifice, salvation and redeemer.</p> <p><u>Key learning:</u></p>

legacy as well as working as history detectives to piece together the fragments from the past. Because most of the accessible evidence comes in the form of pots. The main foci throughout should be: Ideas, Beliefs, attitudes (esp. the role of women); Way of life (contrasting Athens with Sparta and grasping that ideas flourished in a society where there were so many slaves to do the hard work!)

Investigate the timeline and four main periods of the Greek Empire. Explore different kinds of historical sources and evaluate their usefulness. Marvel at Alexander the Great and the empire under his leadership. Learn about trading and design, research lifestyle and clothing, and study key Ancient Greek buildings. Find out about the historical background of Aesop and his fables. Research democracy. Examine the exciting Olympics and its modern legacy.

Key questions:

salads around the world. They will also be learning about healthy eating and how to prepare foods safely. They will then use what they have learned to design and make a Greek salad.

- recall and discuss different types of salad.
- identify salad ingredients and sort them into the correct Eatwell Group food groups.
- explain that around 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

Explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death.

Key Questions

- Why do Christians believe that Easter is a celebration of victory?
- In what ways is Christ's death and resurrection a victory?
- What is Jesus victorious over and why?
- How does his victory affect us today?
- What did Jesus do to save human beings?

- How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?
- Theseus and the Minotaur: Is there any evidence for the legend?
- What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?
- What was life like for women in Ancient Greece?
- Why was Athens able to be so strong at this time?

carried out and why they are necessary.

- prepare ingredients for a salad bar by safely using the bridge hold, claw grip and grating techniques.
- 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.
- make the salad they have planned safely and hygienically
- evaluate their salad against the design criteria and feedback from others.

Physical Education (PE)	Personal, Social & Health Education (PSHE)	Junior Jam: Computing, music and the arts.
<p><u>Unit 1: Invasion Games -Hockey</u> <u>Unit 2: Gymnastics - Activities 2</u></p> <p><u>Key learning: Unit 1</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Relationships:</u> <u>Friendships; relationships; becoming independent; online safety</u></p> <ul style="list-style-type: none"> • Learn about the different types of relationships people have in their lives. • How friends and family communicate together; how the internet and social media can be used positively • How knowing someone online differs from knowing someone face-to-face • How to recognise risk in relation to friendships and keeping safe. 	<ul style="list-style-type: none"> • Music - Ukeleles L1 • The Arts - Singing L2 • Computing - iCreate L2

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.

Key learning; Unit 2

- To adapt a gymnastic sequence using apparatus and perform it with a partner.
- To create a gymnastic sequence with counter balances and counter tension with a partner using canon.
- To create a gymnastic sequence with counter balances and counter tension with a partner in canon using apparatus.
- To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using

- Learn about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends of family.
- How to respond if a friendship is making them feel worried, unsafe or uncomfortable.
- How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.

<p>apparatus.</p> <ul style="list-style-type: none"> ● To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus. <ul style="list-style-type: none"> ○ 		
French	Reminders & Homework	
<ul style="list-style-type: none"> ● All about our bodies - describing shapes, art and body parts. <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> ○ To name and describe shapes and body parts ○ To learn prepositions ○ To revise classroom language and number to 31 ○ To write and say short sentences <p>➤</p>	<p>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.</p> <p>Reading books will be changed on a Wednesday, 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 test will be on Friday.</p> <p>Our PE days for this half term will be on a Monday and a Thursday. All children should come to school in full P.E Kit on these days. Children should be</p>	

	<p>wearing their normal house coloured P.E T-Shirt with black or navy tracksuit pants or leggings. 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.</p>
--	---