



# 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

English	Maths	Science
<p><b><u>Amazon Adventures</u></b></p> <ul style="list-style-type: none"> <li>● <b><u>Unit 1- Narrative – Stories from other cultures</u></b></li> <li>● <b><u>Unit 2- Non Fiction – Debate – a persuasive speech</u></b></li> </ul> <p><b>Key learning: Reading:Unit 1</b></p> <ul style="list-style-type: none"> <li>● Explore meaning of words in context.</li> <li>● Use suffixes to understand meanings e.g., -ible, -able, -ibly, -ably.</li> <li>● Demonstrate active reading strategies e.g. generating questions to</li> </ul>	<p><b><u>Properties of shape</u></b></p> <p><b><u>Key learning:</u></b></p> <ul style="list-style-type: none"> <li>● Identify angles</li> <li>● Compare and order angles</li> <li>● Measure angles in degrees</li> <li>● Measuring with a protractor (1)</li> <li>● Measuring with a protractor (2)</li> <li>● Drawing lines and angles accurately</li> <li>● Calculating angles on a straight line</li> <li>● Calculating angles around a point</li> <li>● Triangles</li> <li>● Quadrilaterals</li> <li>● Calculating lengths and angles in shapes</li> <li>● Regular and irregular polygons</li> </ul>	<p><b><u>Animals including Humans – Human Life Cycles</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>Changes, develop/development, grow/growth, baby, toddler, young, teenager, adult, old age, timeline, stages, puberty, gestation periods, compare</p> <p><b><u>Key learning:</u></b></p> <ul style="list-style-type: none"> <li>● How do our bodies change as we grow?</li> <li>● How do we change as we move from children to</li> </ul>

<p>refine thinking, noting thoughts in a reading journal.</p> <ul style="list-style-type: none"> <li>• Express preferences about a wider range of books including modern fiction and traditional stories.</li> <li>• Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>• Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>• Explain the effect on the reader of the authors' choice of language.</li> <li>• Explore themes within and across texts e.g. other cultures, nature.</li> </ul> <p><b><u>Key learning: Writing: Unit 1</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning about 3-D shapes</li> </ul> <p><b><u>Position &amp; direction</u></b></p> <p><b><u>Key learning:</u></b></p> <ul style="list-style-type: none"> <li>• Describe position</li> <li>• Draw on a grid</li> <li>• Position in the first quadrant</li> <li>• Translation</li> <li>• Translation with coordinates</li> <li>• Lines of symmetry</li> <li>• Complete a symmetric figure</li> <li>• Reflection</li> <li>• Reflection with coordinates</li> </ul> <p><b><u>Converting units</u></b></p> <p><b><u>Key learning:</u></b></p> <ul style="list-style-type: none"> <li>• Kilometres</li> <li>• Kilograms and kilometres</li> <li>• Millimetres and millilitres</li> <li>• Metric units</li> <li>• Imperial units</li> <li>• Converting units of time</li> </ul>	<p>teenagers to adulthood?</p>
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- 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.
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- 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.

**Key learning: Reading Unit 2**

- Use suffixes to understand

- Timetables

**Volume: Key learning:**

- What is volume?
- Compare volume
- Estimate volume
- Estimate capacity

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: Unit 2**

- Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.

<ul style="list-style-type: none"> <li>• Create complex sentences by using relative clauses with relative pronouns when and that.</li> <li>• Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.</li> <li>• Identify the audience and purpose.</li> <li>• Select the appropriate language and structures.</li> <li>• Use similar writing models.</li> <li>• Use devices to build cohesion, e.g. firstly, furthermore, as a consequence.</li> </ul>		
<b>History</b>	<b>D.T</b>	<b>Religious Education (RE)</b>
<u><b>The Mayan civilization</b></u>	<u><b>3D Structures and Moving Mechanisms</b></u> <u><b>-Popular mechanics</b></u>	<u><b>Women in the Old Testament</b></u>

### Key Vocabulary

civilisation, drought, ritual, jaguar, scribes, codices, maize, cacao beans

### Key questions:

- Why do you think we study the Mayan empire in school?
- When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?
- What was life like at the height of the Mayan Civilization?
- How can we possibly know what it was like 1,000 years ago?
- If the Maya were so civilised, why then did they believe in human Sacrifice?

### Becoming a designer of machines

### Key Vocabulary

pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, cams, levers

### Key learning:

- by participating in the challenge to create mechanical machines (toys, or a counter) the pupils become engineers and learn about mechanical engineering, with a focus on the transmission and transformation of motion. During this unit, pupils manipulate real objects to explore simple machines (cams, levers, gears) and use them as tools to understand how an object works. The pupils use simple materials to test all their hypotheses and ideas and then improve them. Pupils work in groups

### Key Vocabulary

Ruth, Esther, Purim and the names of the other women that we choose to study.

### Key learning:

- widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story.
- to reflect upon the actions of these women and consider what we can learn from their stories.

### 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 do the right thing?
- Where does this story fit into God's big story?

<ul style="list-style-type: none"> <li>• How can we solve the riddle of why the Mayan empire ended so quickly?</li> </ul>	<p>and present and discuss their proposals. This process is seen as a way to interest pupils in science and engineering, no matter what difficulties they may face. The activities are linked with a story and pupils need to solve a challenge. The final evaluation lesson enables pupils to discuss whether they have created an object that works</p>	
<p><b>Physical Education (PE)</b></p>	<p><b>Personal, Social &amp; Health Education (PSHE)</b></p>	<p><b>Junior Jam: Computing, music and the arts.</b></p>
<ul style="list-style-type: none"> <li>• <b><u>Unit 1: striking And Fielding Games - Cricket</u></b></li> <li>• <b><u>Unit 2: Athletics</u></b></li> </ul> <p><b><u>Key learning: Unit 1</u></b></p> <ul style="list-style-type: none"> <li>• To demonstrate bowling underarm</li> </ul>	<p><b><u>Health and Well-being</u></b></p> <ul style="list-style-type: none"> <li>• How will we grow and change?</li> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual</li> </ul>	<ul style="list-style-type: none"> <li>• iMedia - iTech iControl</li> <li>• Music - Singing</li> <li>• The Arts - Dance</li> </ul>

with accuracy.

- To catch a ball when fielding.
- To strike a ball with a cricket bat off a tee.
- To bowl an overarm with accuracy.
- To demonstrate a bowl overarm with accuracy.
- To strike a ball with a cricket bat off a tee with consistency.
- To bowl an over-arm with accuracy in a game.
- To apply a tactic in a cricket type game.
- To demonstrate bowling overarm with accuracy in a game.
- To strike a ball with a cricket bat in a game.
- To use tactics in a cricket type game.
- To demonstrate bowling overarm with accuracy and consistency in a game.
- To apply tactics in a modified competitive cricket game.

wellbeing, erections and wet dreams

- How puberty can affect emotions and feelings
- How personal hygiene routines change during puberty
- How to ask for advice and support about growing, changing and puberty



**Key learning; Unit 2**

- To perform running techniques for short and long distances.
- To perform a pull and push throw.
- To take off and land one foot to one foot (same and other).
- To perform a pull throw.
- To develop running for a distance
- To take off and land one foot to two.
- To perform a push throw.
- To develop running for speed.
- To take off and land using a combination of jumps.
- To perform a sling throw.
- To develop running techniques at different speeds.
- To take off and land using a hop, step and jump.
- To perform a heave throw.
- To develop running techniques.
- To take part in an athletics event and record times and distances.

French	Reminders & Homework
<p>The children will use dictionaries to look up different instruments. They will use opinions in the context of different types of music, and to give reasons why, using 'parce que' (because). They will use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources</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 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> <p>Clarinets to be in school for our music lesson on Friday.</p>

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