



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 Spring 2 Curriculum

Overview 2023-24

English

[Key Vocabulary : Glossary, sub-headings, captions, index page, factual.](#)

Key learning:

Unit 2 : Persuasive Text : A formal presentation which includes persuasion and information.

Why should we buy fairtrade?

Reading:

- Explain meanings of words within the context of the text.
- Scan for key words and text marking to locate key information.
- Distinguish between statements of fact and opinion within a text.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Analyse the conventions of different types of writing e.g. formal presentations, persuasion.
- Identify how language, structure and presentation contribute to meaning e.g. persuasive speech.
- Explain the effect on the reader of the authors' choice of language.
- Prepare a formal presentation individually or in groups.
- Use notes to support presentation of information.

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 who, which and where.
- Note and develop ideas.
- Draw on reading and research.

- Select appropriate structure, vocabulary and grammar.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure meaning is clear.

Unit 1: Science Fiction Narrative: A science fiction story to entertain an identified audience.

Reading

- Demonstrate active reading strategies examples, generating questions to refine thinking.
- Read books and texts that are structured in different ways for a range of purposes.
- Check that the book makes sense to them and demonstrate understanding examples, through discussion, use of reading journals.
- Through close reading of the text, reread and read ahead to locate clues to support understanding.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).
- Explain the effect on the reader of the author's choice of language.
- Participation in discussions about books that are read to them and those they can read for themselves, building in their own and others' ideas and challenging views courteously.

Maths

Key Vocabulary : representations, area model, consolidate,

Key Learning

Finish Fraction A

Multiplication and division B

- Multiply up to a 4-digit number by a 1-digit number
- Multiply a 2-digit number by a 2-digit number (area model)
- Multiply a 2-digit number by a 2-digit number
- Multiply a 3-digit number by a 2-digit number
- Multiply a 4-digit number by a 2-digit number
- Solve problems with multiplication
- Short division

- Divide a 4-digit number by a 1-digit number
- Divide with remainders
- Efficient division
- Solve problems with multiplication and division

Key Vocabulary: integer, improper fraction, mixed number

Fraction B

Multiply a unit fraction by an integer

- Multiply a non-unit fraction by an integer
- Multiply a mixed number by an integer
- Calculate a fraction of a quantity
- Fraction of an amount
- Find the whole
- Use fractions as operators

Religious Education (RE)

Key Vocabulary: parable, Kingdom of God Imagery

Key Learning:

Finish Christmas around the world - Unit 5.7

Jesus- Teacher

Why do Christians believe Jesus was a great teacher?

- Why did Jesus tell this story?
- What can we learn from this story?
- How does this story help us to understand Christian beliefs?
- How does this story impact the lives of believers?

Key Vocabulary :Victory, triumph, resurrection, sacrifice, salvation and redeemer.

Key Learning: Easter- Victory

Why do Christians believe that Easter is a celebration of victory?

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 the lives of Christians today?
- How do the events and services that take place in churches during Holy Week and Easter reflect Christian belief that Jesus' death and resurrection was a victory?
- What did Jesus do to save human beings

Science

Key Vocabulary : heliocentric, geocentric, solar system, astronomy, terrestrial planet, gas giants, axis, waxing and waning

Key Learning: Light and Astronomy

This unit gives children the opportunity to star-gaze by learning more about the Earth and the celestial bodies in our solar system. Starting with an exploration of each planet - from Mercury to Neptune

- Explore the solar system and its planets.
- Understand the heliocentric model of the solar system
- Explain Earth's movement in space.
- Explain the Earth's rotation and night and day.
- Explain the movement of the Moon.
- Design a planet using knowledge gained.

Key Vocabulary : Gravity, air resistance, water resistance, friction, surface, force, effect, accelerate, decelerate, mechanism, pulley, gear.

Key Learning: Forces- friction and air resistance and mechanism

- Explore gravity and the life and work of Isaac Newton
- Examine the connection between air resistance and parachutes
- 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

History

Key Vocabulary : Legacy, chronology, analysing, connections

British History 5 - What was life like in Tudor England

Key Learning:

- Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.
- Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.
- Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.
- Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.
- Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.
- Make deductions using inventories and making judgements as to whether a person was rich or poor.
- Explain how inventories are useful to historians and create a realistic inventory.

Design Technology

Key Vocabulary : circuit, negative, positive, friction,propellers,

Key Learning: Mechanical systems and pop up books

Key Learning:

- Produce a suitable plan for each page of their book.
- Produce the structure of the book.
- Assemble the components necessary for all their structures/mechanisms.
- Hide the mechanical elements with more layers using spacers where needed.
- Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.
- Use appropriate materials and captions to illustrate the story

Physical Education (PE)

Key Vocabulary :Cooperation, unison, sequence, counter balances, duet

Key Learning

Unit 1 Dance- Earthlings

- Pupils will have created a solo and demonstrated decision-making skills in the creation of a new dance with a partner.
- Pupils will have well-structured group dances depicting their planet.
- Pupils have increased teamwork skills, spatial awareness and timing. Pupils have a group dance which follows a narrative.
- Pupils have created dances using different formations and performed in unison.
- Pupils demonstrate creative skills and decision making in the creation of a new duet.

Key Vocabulary: map, directions, tactics, time and distance

Key Learning: Orienteering

Personal, Social and Health Education (PSHE)

Key Vocabulary:

Key Learning: Rights and Respect

Key Learning:

- What rights do we all have as human beings?
- How best to show respect?
- Rights, respect and duties
- How to spend wisely
- How to learn and respect each other and equal members of society

Computing

Key Vocabulary; animation, flip books, vector art

Key Learning:

iMedia - iCreate L3 - Advanced 2iD

This module looks into early 2D animation and its development over time. Pupils will start with basic flip books before developing different skills to produce a 2D piece of vector art that will envisage and encompass their creative and imaginative designs. The children will carry on developing these ideas and create animations that reflect their chosen story and using algorithms to create movement and excitement.

Music

Key Vocabulary: Verse, Chorus, Structure, Rhyme, Soundtrack, Theme, Musical, Couplet, Alternate, Rhyme, Strophic, 32 Bar, Brief

Songwriting with Glockenspiels - L3 - KS2

Key Learning:

Pupils will write lyrics to a piece of music 'The Lark Ascending' without knowing any information from the piece other than what it sounds like. When finished pupils would look at the poem that inspired the music to see if they interpret the themes the same

way. Pupils will also learn different techniques to help write lyrics such as word boards and how to improve vocal melodies using dot notation. Pupils will learn what 'ternary form' is and why people compose/write songs in this style.

French

Key Vocabulary: poulet, crème glacée, jus d'orange, pain, poisson, gâteau, riz, eau, fromage, saucisses, hamburger, bonbons, viande, oeuf, lait, fruits, légumes, fruits de mer, céréales, pain grillé, yaourt, sandwich, salade, soupe, frites, chocolat chaud, un thé, un café, un jus d'orange, j'adore, j'aime beaucoup, j'aime, je n'aime pas, je n'aime pas du tout, je déteste, miam miam!, ew!, prendre le petit-déjeuner, déjeuner, dîner, je prends le petit déjeuner, il/elle prend le petit déjeuner, nous prenons le petit déjeuner, je mange, il/elle mange,

Key Learning: L3 - KS2 - Unit 4 - Food & Eating Out

Pupils will enhance their current knowledge of food & drink vocabulary by reviewing and learning new terms, as well as discussing their food preferences using appropriate opinion phrases. Pupils will also describe the food they consume during the three main meals of the day and mention the respective time. Additionally, they will practise: expressing the cost of different foods and drinks; asking and answering questions to engage in meaningful conversations about foods and drinks in the context of describing meals and asking for the price; and ordering food in a restaurant by using the vocabulary they have learnt and the sentence 'I would like'. This unit will also introduce them to cultural differences in eating habits between France and the UK.

Reminders and Homework

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. 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 as and when required.

Spellings will continue to be given out on a Friday (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 quiz will be on the following Friday.

Our PE days for this half term will be on a Monday and Tuesday due to orienteering. Please can all children bring a suitable choice of footwear as they will be outside for this unit. 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 joggers or black shorts. 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.

Thank you
Mr Bloomfield