



St Barnabas

Church of England Primary Academy

A member of **CDARI**

**Year 5 Spring 1 Curriculum
Overview 2025-26**

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'

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.

Writing

- The use of colons and commas to write lists
- The structure of a letter
- Using rhetorical questions, adjectives and adverbs to create an emotional connection to the reader
- Continued development of complex sentence structure, with conjunctions and clauses.

Key Vocabulary : Glossary, sub-headings, captions, index page, factual,

Unit 2:Non Fiction Report;

- Mountains - Links in with Geography

Key learning reading:

- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- 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 e.g. through discussion, use of reading journals.
- Distinguish between statements of fact or opinion within a text.
- Through close reading of the text, reread and read ahead to locate clues to support understanding.
- Scan for key words and text to locate key information.

Key learning writing:

- Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.
- Create and punctuate complex sentences using -ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.
- Create and punctuate complex sentences using -ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.
- Select the appropriate language and structures.
- Use similar writing models.
- Note and develop ideas.
- Draw on reading and research.

- Use organisation and presentational devices e.g. underlining, bullet points, headings.
- Proofread for spelling and punctuation errors.

Maths

Key Vocabulary: improper fraction, equivalent, compare fractions, non-unit fractions

Fraction A

- Order fractions less than 1
- Compare and order fractions greater than 1

Key Vocabulary : representations, area model, consolidate,

Key Learning

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 Learning:

Jesus- Teacher

Why do Christians believe Jesus was a great teacher?

- Why did Jesus teach through parables?
- What can we learn by analysing a range of parables?
- How do they help us to understand Christian beliefs?
- How do parables impact the lives of believers?

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.

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 support 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.

Art and Design

Key Learning: Painting and Mixed Media: Portraits

Pupils will explore the world of painting and mixed media, focusing on creating portraits. They'll learn how to use different materials, such as paint, collage, and other media, to create their own unique portraits. By the end of the unit, they will have developed their artistic skills and learned how to express themselves through art.

- **Understanding Portraits** – Pupils will study portraits from different artists and time periods, learning about the features that make a good portrait.
- **Drawing Faces** – They'll learn how to sketch facial features accurately, focusing on proportion, symmetry, and detail.
- **Painting Techniques** – Children will experiment with different painting techniques, such as blending, layering, and shading, to bring their portraits to life.
- **Mixed Media** – Pupils will explore how to combine different materials (e.g., paint, fabric, paper, etc.) to create texture and depth in their artwork.
- **Self-Expression – Through creating their own portraits, children will learn how art can communicate personality, emotion, and identity**
- Independently select tools and drawing techniques, with some guidance.

Physical Education (PE)

Key Learning:

Unit 1: Gymnastic Activities 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

apparatus

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

[Key Vocabulary: dribbling, tactics, defending, competitive](#)

Key Learning

Unit 2 Invasion Games- Hockey

- 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 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

Personal, Social and Health Education (PSHE)

[Key Vocabulary : choices, rational, bullying, mental health](#)

Key Learning: Keeping Safe

Children will learn:

- Spot bullying
- Play, like, share 1
- Play, like, share 2

- Decision dilemmas
- Vaping: healthy or unhealthy?
- Would you risk it?

Computing

Key Learning:

iMedia - Level 3 iSecure – iCompany

iCompany is a spreadsheet-based course. Pupils will begin with a recap of basic spreadsheet knowledge gained in Level 1 before moving on to more advanced functions within the app. Their task is to act as movie producers and decide on a style of animated movie to put into production. Working in pairs, pupils will start by inputting and analysing data allowing them to make important production decisions. The class will develop their spreadsheet skills and learn how to successfully use a variety of advanced functions within a spreadsheet.

Keywords: Workbook, Spreadsheet, Formulas/Formulae, Total/s, Cells, Rows, Column, Data, Inputting, Filter, Budget, Data Entry/Extraction.

Music

Level 3 – Music Theory with Keyboards

Key Learning:

Music Theory Level 3 will teach pupils key musical skills to enhance their understanding of music and engagement in music making. During this course, pupils will develop their understanding of musical notation, exploring stave notation within the octave and looking at more complex rhythmic notation and time signatures. Pupils will also develop and practice using their aural skills through investigating major and minor tonality and learning how to play music by ear.

Keywords: Major, Minor, Rhythmic Notation, Time Signature, Stave Notation, Pitch, Treble Clef, Octave, Chords, Triads, Accompaniment, Melody, Timbre, Aural Skills, Improvisation, Conductor, Classical, Woodwind, Brass, Strings, Percussion, Orchestra

French

Key Learning:

Level 3 Unit 3 - TV, Music, and Movies

Pupils will learn the vocabulary for a range of film and music genres, as well as TV programmes. Through engaging activities, pupils will practice this new vocabulary while discussing their preferences and justifying their opinions using a variety of adjectives. Pupils will also revise how to tell the time in French when discussing a TV schedule. Pupils will also review different grammatical concepts to reinforce their knowledge and improve their skills. Pupils will play a range of games and work through reading, listening, and writing tasks to consolidate their learning.

Keywords: films d'action, films d'horreur, films de science-fiction, westerns, films d'amour, films d'animation, films comiques, films de guerre, j'adore, j'aime beaucoup, j'aime, je n'aime pas, je n'aime pas du tout, je déteste, mais, et, 'Quel est ton film préféré?', ' Mon film préféré s'appelle... ', une émission sportive, une émission musicale, une émission de télé réalité, un jeu télévisé, un feuilleton, une série policière, un documentaire, une publicité, la météo, les nouvelles, un, une, des, le, la,

Reminders and Homework

Homework in Year 5 will consist of reading at least three times per week at home, practising spellings and LBQ tasks given each week. 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. These can be revised at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. The spelling quiz will be on the following Friday.

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

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 Mealor