

# Barnfields Primary School



Year 5  
**Curriculum Outline**  
**2024-2025**

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Resilience	Respect	Positivity	Responsibility	Reflection	All 5 Values
Visits/Visitors	RE – Trip to religious place of worship		Black Country Museum		Laches Wood Outdoor Activity Centre - in preparation for Residential in Year 6.	
Learning Celebrations	Showcase of aspect within curriculum		Victorian Taste Testing		Sports Day	
Local Links			The impact of the Victorians in our locality			
Reading (NC)	<p><b>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</b></p> <p><b>Word Reading:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p><b>Comprehension:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>. reading books that are structured in different ways and reading for a range of purposes</li> <li>. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>. recommending books that they have read to their peers, giving reasons for their choices</li> <li>. identifying and discussing themes and conventions in and across a wide range of writing</li> <li>. making comparisons within and across books</li> <li>. learning a wider range of poetry by heart</li> <li>. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>• Understand what they read by: <ul style="list-style-type: none"> <li>. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>. asking questions to improve their understanding</li> </ul> </li> </ul>					

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
  - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - distinguish between statements of fact and opinion
  - retrieve, record and present information from non-fiction
  - 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
  - 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 where necessary
- provide reasoned justifications for their views.

Reading Texts				
Writing Texts				
Writing (NC)	<p>We will decide on SPaG through weekly planning depending on children's needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum:  <b>Writing: Sentence Structure/Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account</li> </ul>			

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

- audience and purpose for writing.
- Expanded phrases and clauses are used to add information or detail.
- Appropriate use of direct and reported speech.
- Tense changes are appropriate and consistently accurate.
- Beginning to use of relative clauses beginning with who, which, where, when whose, that or omitted relative pronoun.
- Beginning to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must).
- Use of commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma).
- Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.
- Some use of brackets, dashes or commas to indicate parenthesis.

**Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)**

- Chooses structure and organisation of text depending on audience and purpose.
- Story structure is well developed, using paragraphs to mark changes of time, scene, action or person.
- Within paragraphs, sequences of events are developed around a main sentence.
- Characters develop through descriptions of appearance, actions and direct or reported speech.
- Use of fronted adverbials of time, place and number to link ideas across paragraphs.
- Tense choice and other devices to build cohesion within and across paragraphs.
- Writing shows consistently effective use of the structure of the chosen non-narrative text type.
- A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs.
- Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.
- Nouns and noun phrases are modified by preposition phrases to expand and develop ideas, information and description.
- Narrator's or character viewpoint is established and controlled.
- Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience.
- Effective use of technical and precise vocabulary for effect (e.g. to inform, persuade, explain).
- Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece).

**Writing: Spelling and Handwriting**

Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) applied.

Audience and Purpose	<p><b>Writing to Entertain</b>  <b>Rain Player by David Wisniewski</b>          Narrative – Maya folktale</p> <p><b>Writing to Inform</b></p>	<p><b>Writing to Entertain</b>  <b>Holes by Louis Sachar</b>          Narrative – adventure (Start reading at the end of A1?)</p> <p><b>Writing to Persuade</b></p>	<p><b>Writing to Entertain</b>  <b>The Houdini Box by Brian Selznick</b>          Narrative - mystery</p> <p><b>Writing to Inform</b></p>	<p><b>Writing to Entertain</b>  <b>The Explorer by Katherine Rundell</b>          Narrative - adventure</p> <p><b>Writing to Inform</b></p>	<p><b>Writing to Entertain</b>  <b>Cosmic by Frank Cottrell-Boyce</b>          Narrative – science fiction/adventure</p> <p><b>Writing to Inform</b></p>	<p><b>Writing to Entertain</b>  <b>The Promise by Nicola Davies</b>          Narrative – story with a message</p> <p><b>Writing to Discuss</b></p>
----------------------	---	---	---	---	--	--

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

	<b>The Genius of The Maya by Izzi Howell</b> Non-Chronological Report	<b>A Christmas Carol by Charles Dickens</b> Persuasive Letter to Scrooge	<b>V&amp;A Queen Victoria by V&amp;A</b> Biography	<b>Survivors by David Long</b> Diary	<b>The Mysteries of the Universe by Will Gater</b> Explanation  <b>Writing to Entertain FArTHER by Grahame Baker-Smith</b> Narrative – family	<b>Barnabus Project by the Fan Brothers</b> Balanced Argument
Mathematics (White Rose)	<b>Number: Place Value</b>  <b>Number: Addition and Subtraction</b>	<b>Number: Multiplication and Division A</b>  <b>Number: Fractions A</b>	<b>Number: Multiplication and Division B</b>  <b>Number: Fractions B</b>	<b>Number: Decimals and Percentages</b>  <b>Measurement: Perimeter and Area</b>  <b>Statistics</b>	<b>Geometry: Shape</b>  <b>Geometry: Position and Direction</b>  <b>Number: Decimals</b>	<b>Number: Decimals</b>  <b>Number: Negative Numbers</b>  <b>Measurement: Converting Units</b>  <b>Measurement: Volume</b>
Science	<b>Living things and their habitats</b>  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  Describe the life process of reproduction in some plants and animals.  <b>Properties and Changes of Materials</b>  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity		<b>Forces</b>  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  Identify the effects of air resistance, water resistance 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.  <b>Earth and Space</b>		<b>Animals including Humans</b>  Describe the changes as humans develop to old age.  Use a timeline to indicate stages in the growth and development of humans.  Learn about the changes experienced in puberty.  Research the gestation periods of other animals and compare them with humans, finding out and recording the length and mass of a baby as it grows.	

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

	<p>(electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the Solar System. Describe the movement of the moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	
History	<p><b>The Mayan Civilisation</b></p> <p>A study into a civilisation that is different to our own.</p>	<p><b>The Victorians</b></p> <p>Victorian culture, significant people and inventions of the time.</p>	<p><b>The British Empire</b></p> <p>Empire, colonisation, trade, travel, focus study of Australia's penal colonies.</p>
Geography	<p><b>Study of Mexico</b></p> <p>A study into Mexico and its location in relation to its neighbouring countries and United Kingdom.</p>	<p><b>Rivers and the Water Cycle</b></p> <p>Features of rivers, and the natural and human ways that rivers change over time.</p>	<p><b>Globalisation and Trade</b></p> <p>Explore trade links between the UK and other countries.</p>
Art	<p><b>Drawing Portraits</b></p>	<p><b>Repeating Prints</b></p>	<p><b>Climate Change through Art</b></p>

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

	<b>Artist Focus: Frida Kahlo</b> Produce a portrait in the style of Frida Kahlo, taking inspiration from the Mexican culture.		<b>Artist Focus: William Morris</b> Create a print inspired by William Morris.		<b>Artist Focus: Mandy Barker and Pamela Longobardi</b> Create a thought-provoking sculpture with a focus on plastic pollution.	
Design and Technology	<b>Frame Structures</b> To design and make a structure that could be used by Mayans for worship.		<b>Culture and Seasonality</b> To make Victorian cakes for hungry guests.		<b>Pulleys and Gears</b> To design and make a plastic pollution catcher for the sea.	
Computing (Kapow Primary)	<b>Computer systems and networks: Search engines</b> To enable children to quickly and accurately find information and become independent learners, they need to develop their searching skills and learn how to identify trustworthy sources	<b>Programming: Music</b> Composing music using code through Sonic Pi, pupils can import samples, add drum beats and compose simple tunes culminating in a 'battle of the bands' using live loops of music	<b>Data handling: Mars Rover 1</b> Pupils explore inputs and outputs as well as Binary numbers to understand how the Mars Rover transmits and receives data and how scientists are able to control it to explore another planet!	<b>Programming: Micro:bit</b> Programming a small device called a micro:bit to display animations or messages on its simple LED display using block coding	<b>Creating media: Stop motion animation</b> Create a stop-motion animation by sharing and then decomposing their ideas	<b>Skills showcase: Mars Rover 2</b> Children learn how the Mars Rover is able to send images all the way back to Earth and experiment with online CAD software to design new tyres for it
MFL (French – Language Angels)	<b>Phonetics 1,2 &amp; 3</b>	<b>La Date (I)</b> The date	<b>As-Tu Un Animal? (I)</b> Do you have an animal?	<b>Chez Moi (I)</b> At my house...	<b>Quel Temps Fait-il? (I)</b> Weather	<b>Les Jeux Olympiques (I)</b>
Music	<b>Livin' on a Prayer</b> Rock Rock Anthems	<b>Classroom Jazz 1</b> Bossa Nova and Swing Jazz, Cantaloupe Flip Fantasia and Improvisation	<b>Make you feel my love</b> Pop Ballads	<b>The Fresh Prince of Bel Air</b> Old-School Hip-Hop	<b>Dancing in the Street</b> Motown.	<b>Reflect, Rewind and Replays</b> Classical
Physical Education	<b>Gymnastics (5HM)</b> <b>Swimming (5CM)</b>	<b>Invasion Games – Tag</b> <b>Rugby (5HM)</b> <b>Swimming (5CM)</b>	<b>Gymnastics (5CM)</b> <b>Swimming (5HM)</b>	<b>Invasion Games – Tag</b> <b>Rugby (5CM)</b> <b>Swimming (5HM)</b>	<b>Dance</b> <b>Athletics</b>	<b>Dance</b>

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

	<b>Playground Games/Leadership Skills</b>	<b>Invasion Games – Netball</b>	<b>Invasion Games - Hockey</b>	<b>Orienteering</b>		<b>Striking and Fielding – Rounders/Cricket</b>
Relationships , Sex and Health Education (Jigsaw PSHE)	<b>Being Me</b> Importance of rules, rights and responsibilities.	<b>Celebrating Difference</b> Direct/indirect bullying and the different forms of discrimination	<b>Dreams and Goals</b> Hope and dreams across cultures	<b>Healthy Me</b> Impact of body image	<b>Relationships</b> Peer Pressure and online safety	<b>Changing Me (Sex Education)</b> Puberty and the importance of physical/emotional health
Religious Education (Staffordshire Agreed Syllabus)	<b>Non-religious beliefs</b> Humanism  How do inspirational people impact how Humanists live today?	<b>Incarnation</b> Christianity  Is the Christmas story true?	<b>Moral Values</b> Sikhi  How are Sikh stories and teachings interpreted today?	<b>Salvation</b> Christianity  How significant is it for Christians to believe God intended Jesus to die?	<b>Prayer</b> Sikhi  What is the best way for a Sikh to show commitment to God?	<b>Beliefs</b> Christianity  What is the best way for a Christian to show commitment to God?

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**