



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 5 Autumn 2025-2026

In order to help our pupils **‘KNOW MORE and REMEMBER MORE’** we revisit knowledge that has been taught in a variety of ways. Each lesson starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the ‘SJF Know More, Remember More Gameshow/Quiz’. This informs teachers’ assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long-term memory of each pupil, helping to embed that significant knowledge.

English		Maths	
Autumn 1	Autumn 2	Autumn 1	Autumn 2
Narrative: suspenseful opening and build-up	Narrative: a tale of fear	Place Value	Multiplication and Division A
Discussion Text: Was Athens a Fairer City-State Than Sparta	Poetry: The Magic Box	Addition and Subtraction	Fractions A

Year 5	Foundation Subjects Curriculum coverage		Autumn 2025
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	<p>Explain what makes us unique.</p> <p>Describe, talk about their talents and recognise them in others.</p> <p>Understand that we are all made in the likeness and image of God and recognise the diversity amongst the followers of Jesus.</p> <p>Describe the qualities that God wants us to develop.</p> <p>Explain the symbolism of the Passover.</p> <p>Analyse the importance of the Passover for Jewish people.</p> <p>Demonstrate an understanding and respect for all faiths.</p> <p>Demonstrate a tolerance and value for all faiths.</p> <p>Recognise, describe and use some religious words and phrases.</p> <p>Showing insight by having an informed opinion on why having hope is important.</p> <p>Understand the significance of Jesus’ birth.</p>	<p>Name different talents and qualities that make us unique.</p> <p>Understand that despite our differences we are still God’s children/people.</p> <p>Understand how God cares for his people.</p> <p>Understand that there are times for remembering. Learn about Pesach.</p> <p>Name the contents of the Seder Plate.</p> <p>Retell the story of the Passover.</p> <p>Know the meaning of some religious phrases.</p> <p>Recall times when having hope helped us to overcome difficulties.</p> <p>Retell the Christmas Story.</p>	



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Science	<p>Plan a scientific enquiry to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results using scientific diagrams and labels.</p> <p>Use previous test results to make predictions for future investigations.</p> <p>Draw conclusions, using relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p>Explore and understand the effects of air resistance and water resistance.</p> <p>Explore the effects of friction on movement and find out how it slows or stops moving objects.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>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>Using a range of secondary sources to find out information on life in Ancient Greece.</p> <p>Recognise the importance of archaeological evidence as well as written and spoken, e.g.: myths and legends as well as surviving buildings.</p> <p>Be able to deduce information about the Ancient Greeks from text.</p> <p>Use an atlas to locate the parts where the Ancient Greeks inhabited.</p> <p>Draw inferences from evidence on pots going beyond the literal.</p> <p>Be critical when looking at evidence – knowing that sometimes books disagree, e.g.: on whether women did the shopping, and that it is often difficult to be certain so we have to use tentative language, e.g.: perhaps.</p>	<p>Locate Ancient Greece, Crete, Athens and Sparta on a map.</p> <p>Place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC -the Golden Age.</p> <p>Understand that Ancient Greece consisted of city states such as Athens and Sparta who were rivals.</p> <p>Explain the reasons why Athens was so dominant.</p> <p>Greek ideas, beliefs and attitudes (especially the role of women).</p> <p>Understand that the Olympics were not just athletic events (religion and preparation for war were also critically important).</p> <p>Explain why the Battle of Marathon was fought and can give reasons for the defeat of Persia</p> <p>Know that many of the words we use today derive directly from the Greek..</p>	
Geography	Identify different types of energy.	Name different types of energy.	



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	<p>Describe and explain different energy sources.</p> <p>Make comparisons between renewable and non-renewable energy resources.</p> <p>Ask, research and explain the following questions: which energy sources contribute to environmental damage?</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>		<p>Understand the difference between renewable and non-renewable energy.</p> <p>Understand which energy sources contribute to sustainability.</p> <p>Know what fossil fuels are and how they differ from each other.</p> <p>Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>		
Computing	<p>We are game developers</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables.</p> <p>We are cryptographers</p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Work with various forms of input and output.</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs.</p>		<p>We are game developers</p> <p>Understand computer networks including the Internet.</p> <p>Understand how networks can provide multiple services, such as the World Wide Web.</p> <p>We are cryptographers</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour. C.5.1.3.</p> <p>Know a range of ways to report concerns and inappropriate behaviour.</p>		
Art	<p>Draw a house from observation.</p> <p>Apply observational drawing skills to interpret forms accurately.</p> <p>Use the monoprint technique to create an abstract form.</p> <p>Apply composition skills to develop a drawing into a print.</p> <p>Explore and evaluate the intention of a design.</p>		<p>Name the architects such as Zaha Hadid and Hundertwasser and comment on their work.</p> <p>Understand the role of monuments in our society.</p> <p>Discuss differences between different forms.</p>		
Design & Technology	<p>Join different components to create a circuit.</p> <p>Design and create a product powered by a motor.</p> <p>Develop and improve a product.</p> <p>Analyse a product.</p>		<p>Use and understand the names of circuit components.</p> <p>Give an example of a product that uses a certain component.</p> <p>Describe the purpose of different circuit components.</p> <p>Explain how to improve a product.</p>		



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Physical Education	<p>Netball Use running, jumping, throwing and catching in isolation and in combination in the context of passing the ball in netball. Improve and refine catching and throwing in netball. Develop flexibility, strength, technique, control and balance.</p> <p>Sports Leadership Communication & Teamwork. Planning. Injury prevention.</p> <p>Football Pass and shoot with control. Use different parts of your feet. Track the opponent who has the ball and move towards them. Identify where your partner is at all times. Communicate with teammates.</p> <p>Dance Mirroring a partner. Space between dancers. Dance facing another person. Dance in a line. All move in the same direction. Performing in unison. All move at the same time. All perform to the same beat. All perform the same movements.</p>	<p>Netball Know how to catch a netball in different ways. Know how to pivot. Understand the footwork rule in netball. Apply basic principles suitable for attacking and defending in the context of marking and shooting in netball.</p> <p>Sports Leadership Children learn the characteristics of being a good sports leader and how to apply these when leading a group of younger pupils. Children will also learn how to plan, deliver and evaluate sports activities.</p> <p>Football Understand different kicking techniques. Understand how and when to move into space. Understand how to defend. Understand how to attack.</p> <p>Dance Understand the terms Unison and Mirroring. Discuss whether movements were clear and in unison. Discuss if the performers remained in a line. Know that movements can be selected and ordered in a dance.</p>	



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Music	<p>General Musicianship focus</p> <p>Pulse</p> <ul style="list-style-type: none"> • Feel and mark the strong beats e.g. as part of an instrumental accompaniment to a known song. • Maintain the pulse accurately in vocal and instrumental performances and compositions. • Identify aurally how the pulse has been grouped (metre) e.g. in 2s, 3s, 4s etc. • Identify aurally well-known musical 'styles' which are partly defined by how the pulse is grouped and marked e.g. march, waltz, lullaby, reggae. <p>Tempo</p> <ul style="list-style-type: none"> • Use tempo expressively in performances and composition with control and awareness of its effect. • Describe and compare different kinds of music using appropriate musical vocabulary. <p>Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding.</p> <p>Duration</p> <ul style="list-style-type: none"> • Recognize aurally and speak rhythmic patterns e.g. using combinations of SOLFA rhythmic syllables: ta-ah-ah-ah, ta-ah-ah, ta-ah, ta, te-te, ti-ri-ti-ri and rests. <p>Identify aurally metres of 2,3 and 4 beats in a bar.</p> <p>Instrumental focus</p> <p>Trumpet</p> <ul style="list-style-type: none"> • Discipline of playing and importance of posture (1 feet, 2 grip, 3, arms, 4 mouth) • Embouchure – how to prepare and warm up • clarity of sound • learning note C D E • improving tone • creating a consistent tone • Training the embouchure for higher notes • CDE and adding F and G • Composing and improvising <p>Improvise a more complex rhythmic pattern in a 4 or 8 beat phrase</p> <p>Improvise and compose more complex rhythmic patterns and combine these to make longer phrases and rhythm pieces.</p> <ul style="list-style-type: none"> • Compose, read and perform rhythmic patterns e.g. using simple combinations of SOLFA written rhythmic symbols for: 4, 3, 2, 1, ½ and ¼ beat notes. • Begin to combine rhythm / pitch notation using a simplified staff (2 or 3 lines) to compose and perform short melodies using a limited range of pitches e.g. Steps 1-5 of the Major or Minor scale or the Pentatonic scale (<i>vocal and instrumental and using appropriate Music Technology</i>). 		



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Spanish	<p>Retain new vocabulary in the form of 15 nouns for items of clothing with their indefinite article/determiners.</p> <p>Apply adjectival agreement rules (gender and plurality) to correctly describe our clothes by colour.</p> <p>Put together the new vocabulary, including the 1st person verb conjugation of 'llevar' (to wear) and the conjunction 'y' (and) to create extended sentences about what we wear in 4 different scenarios.</p> <p>Present these sentences in front of the class or in small groups.</p> <p>Learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.</p> <p>Work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in Spanish and creating more personalised responses.</p>	<p>Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in Spanish.</p> <p>Understand more about adjectival agreement when describing the colours of items of clothing.</p> <p>Express what we wear in 4 different scenarios in Spanish using the verb 'llevo' (I wear/I'm wearing) and the conjunction 'y' (and).</p> <p>Recognise and recall the 7 days of the week in Spanish.</p> <p>Recognise and recall the 12 months of the year in Spanish.</p> <p>Recognise and recall numbers 1-31 in Spanish.</p> <p>Ask what the date is and say the date in Spanish.</p> <p>Ask somebody when their birthday is and say when our own birthday is in Spanish</p> <p>Recall from memory a wider range of nouns and indefinite articles/ determiners for common foods, snacks and drinks in a typical Spanish cafetería, improving our cultural knowledge of Spain.</p> <p>Understand better how to make nouns plural in Spanish. Improve our knowledge of Spanish currency.</p> <p>Order in Spanish what we would like to eat and drink in a role-play</p>	
PSHE & Relationships, Sex Education	<p>Actively engage with the story, activities and discussions each day.</p> <p>Be able to recall and articulate their learning.</p> <p>Engage with the film and discussion questions.</p> <p>Work effectively as a community.</p> <p>Make choices that have a positive impact on their health and wellbeing.</p> <p>Explain the difference in changes that boys and girls experience during puberty.</p> <p>Say why they are valuable to our community.</p>	<p>Know that we were created individually by God who cares for us and wants us to put our faith in Him.</p> <p>Recognise that physically becoming an adult is a natural phase of life.</p> <p>Know that lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan.</p> <p>Recognise that similarities and differences between people arise as they grow and mature.</p> <p>Understand that by living and working together ('teamwork') we create community.</p> <p>Recognise that there are many different types of family set up.</p> <p>Understand that self-confidence arises from being loved by God (not status, etc.)</p> <p>Recognise that human beings are different to other animals.</p> <p>Learn the unique growth and development of humans, and the changes that girls and boys will experience during puberty.</p>	



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		<p>Understand the need to respect their bodies as a gift from God to be looked after well and dressed appropriately.</p> <p>Understand the need for modesty and appropriate boundaries.</p> <p>Understand how to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>	