



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 5

Autumn 2026-2027

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.

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

Year 5		Foundation Subjects Curriculum coverage	Autumn 2026
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	Retell the story of Moses, focusing on the commandments. Retell and reflect on the account of God's call of Moses. Ask questions about the commandments and explain their meaning. Ask questions about the Ten Commandments and explain their meaning, making links with how following the commandments can help people live good and happy lives. Discuss what loving our neighbour means for Christians today and express a view on the common good.	Explain the meaning of the word 'covenant' with specific reference to a scripture story. Describe what a covenant is with reference to Noah, Abraham and/or Moses. Talk about sin, explaining what makes a choice sinful and why. Identify how a virtue is a positive habit and how it can help someone lead a good and happy life? Identify things that lead to real happiness. Make links between the Ten Commandments and Jesus' summary of the Law.	



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	Talk about the common good and reflect on how it inspires action either in themselves or through the examples of others.	Use developing specialist vocabulary to describe God's covenant with Moses, talk about the importance of the Ten Commandments and make links with Jesus' summary of the Law.
Science	Plan a scientific enquiry to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results using scientific diagrams and labels. Use previous test results to make predictions for future investigations. Draw conclusions, using relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Explore and understand the effects of air resistance and water resistance. Explore the effects of friction on movement and find out how it slows or stops moving objects. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 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. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
History	Using a range of secondary sources to find out information on life in Ancient Greece. Recognise the importance of archaeological evidence as well as written and spoken, e.g.: myths and legends as well as surviving buildings. Be able to deduce information about the Ancient Greeks from text. Use an atlas to locate the parts where the Ancient Greeks inhabited. Draw inferences from evidence on pots going beyond the literal. 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.	Locate Ancient Greece, Crete, Athens and Sparta on a map. Place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC -the Golden Age. Understand that Ancient Greece consisted of city states such as Athens and Sparta who were rivals. Explain the reasons why Athens was so dominant. Greek ideas, beliefs and attitudes (especially the role of women). Understand that the Olympics were not just athletic events (religion and preparation for war were also critically important). Explain why the Battle of Marathon was fought and can give reasons for the defeat of Persia Know that many of the words we use today derive directly from the Greek..
Geography	Be able to conduct a geographical enquiry. Investigate a river in detail including the effects on the environment and landscape.	Understand and explain the water cycle. Understand the features and course/journey of a river. Understand how rivers erode, transport and deposit materials.



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		Understand why rivers are important. Explore the causes of river pollution and the effect this has on the environment.	
Computing	We are game developers Design, write and debug programs that accomplish specific goals. Solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables. We are cryptographers Use logical reasoning to explain how some simple algorithms work. Work with various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs.	We are game developers Understand computer networks including the Internet. Understand how networks can provide multiple services, such as the World Wide Web. We are cryptographers Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. C.5.1.3. Know a range of ways to report concerns and inappropriate behaviour.	
Art	Justify their opinions of installation artworks. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive	Understand that an art installation is often a room or environment in which the viewer 'experiences' the art all around them Recognise that the size and scale of three-dimensional artwork change the effect of the piece. Understand that shapes can be used to place the key elements in a composition and help to create compositions with depth. Understand that creating a foreground, middle-ground and background creates depth, making artwork look like it has space and distance. S	
Design & Technology	Join different components to create a circuit.	Use and understand the names of circuit components. Give an example of a product that uses a certain component.	



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	Design and create a product powered by a motor. Develop and improve a product. Analyse a product.	Describe the purpose of different circuit components. Explain how to improve a product.
Physical Education	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. Sports Leadership Communication & Teamwork. Planning. Injury prevention. 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 team mates. 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.	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. 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. Football Understand different kicking techniques. Understand how and when to move into space. Understand how to defend. Understand how to attack. 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.



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Music	Pulse - 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.	Know that the pulse is a strong and steady beat and can be marked in different ways, and that grouping can define the style (e.g. march, waltz, lullaby, reggae etc..) Know that using tempo can express the feeling of a piece of music or create a desired effect. Know that playing in time means all performers playing together at the same speed and requires playing the notes for the correct duration as well as at the correct speed/tempo. Know that rhythms can be read and performed, and that symbols or sounds can be used to represent rhythms and note duration.
	Tempo - 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. - Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding	Know that rhythms and music can be grouped into bars to combine longer phrases. Know that good vocal technique involves awareness of: correct posture; good breath control; accurate intonation; clear diction (articulation); appropriate changes in tone quality (timbre) and texture. Know that the voice is an expressive instrument and can convey a range of emotions to support and enhance the text.
	Duration - 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. - Identify aurally metres of 2,3 and 4 beats in a bar.	Know how sound is produced on a trumpet and the importance of posture & breathing in creating sound.
	Trumpet - Make a sound on the trumpet and recognise how to change the sound.	
Spanish	Retain new vocabulary in the form of 15 nouns for items of clothing with their indefinite article/determiners. Apply adjectival agreement rules (gender and plurality) to correctly describe our clothes by colour. 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. Present these sentences in front of the class or in small groups.	Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in Spanish. Understand more about adjectival agreement when describing the colours of items of clothing. Express what we wear in 4 different scenarios in Spanish using the verb 'llevo' (I wear/I'm wearing) and the conjunction 'y' (and). Recognise and recall the 7 days of the week in Spanish. Recognise and recall the 12 months of the year in Spanish.



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	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. 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.	Recognise and recall numbers 1-31 in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when our own birthday is in Spanish 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. Understand better how to make nouns plural in Spanish. Improve our knowledge of Spanish currency. Order in Spanish what we would like to eat and drink in a role-play
PSHE & Relationships, Sex Education	Actively engage with the story, activities and discussions each day. Be able to recall and articulate their learning. Engage with the film and discussion questions. Work effectively as a community. Make choices that have a positive impact on their health and wellbeing. Explain the difference in changes that boys and girls experience during puberty. Say why they are valuable to our community.	Know that we were created individually by God who cares for us and wants us to put our faith in Him. Recognise that physically becoming an adult is a natural phase of life. 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. Recognise that similarities and differences between people arise as they grow and mature. Understand that by living and working together ('teamwork') we create community. Recognise that there are many different types of family set up. Understand that self-confidence arises from being loved by God (not status, etc.) Recognise that human beings are different to other animals. Learn the unique growth and development of humans, and the changes that girls and boys will experience during puberty. Understand the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately. Understand the need for modesty and appropriate boundaries. 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.