



YEAR 5

MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 5

Spring 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	
Spring 1	Spring 2	Spring 1	Spring 2
<p>Text: Beowulf – Michael Morpurgo</p> <p>- opening and build up to a fantasy story with a focus on characterisation and action writing</p> <p>Short burst writing- fact file about a fantastical beast</p>	<p>Text: Information text</p> <p>- Writing an information text about a chosen river</p> <p>- Poetry: <i>The River</i> by Pie Corbett</p> <p>Short burst activities</p> <p>Short burst writing: a setting description of a river</p>	<p>Multiplication and Division</p> <p>Fractions B</p>	<p>Decimals and Percentages</p> <p>Perimeter and Area</p> <p>Statistics</p>

Year 5	Foundation Subjects Curriculum coverage		Spring 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	<p>Understand how one's own and others' decisions about memories are informed by beliefs and values.</p> <p>Give reasons why people carry out Jesus' mission in different ways through what they say and do.</p> <p>Describe how dioceses and different Christian communities continue to carry out the work and mission of Jesus.</p> <p>Compare their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it.</p> <p>Respond to questions of how religious teaching affects life and work within a community and diocese.</p> <p>Explain that the Eucharist as a memorial sacrifice of Jesus.</p>	<p>Name the duties of a bishop.</p> <p>Retell the story of the Passover.</p> <p>Know the meaning of a bishop's attire</p> <p>Recall times when memories helped us overcome difficulties.</p> <p>Know how Christians can promote unity.</p> <p>Retell the scriptures of the Holy Week.</p>	



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	Make links between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent. Give reasons for religious actions and symbols used during Holy Week and the Easter Vigil.	
Science	Sorting, classifying. Recognising and controlling variables where necessary. Planning different types of enquiry to answer questions. Making sensible predictions based on prior knowledge. Choosing the most appropriate equipment. Comparing and grouping together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal). Using knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Identify properties of materials. Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Know how to recover a substance using dissolving, filtering, evaporation, sieving. Understand and explain reversible, irreversible changes. Identify solubility, solute, solvent, saturation and insoluble. Explore oxidation. Learning about a key scientist- Marie Curie.
History	Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.	Learn about the Maya civilisation and understanding who they were and when and where they lived. Learn about the religious beliefs and practices of the Maya people and the gods they believed in. Learn about how the Maya invented and used their calendars and number system. Identify and use sources of evidence to learn about the Maya cities and some of the people who explored and documented them. Learn about the Mayan writing system. Learning about the food the ancient Maya people ate and its religious and cultural significance.
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. Understand why rivers are important. Explore the causes of river pollution and the effect this has on the environment.
Computing	Mars Rover 1: Learning that external devices can be programmed by a separate computer. Recognising how the size of RAM affects the processing of data.	Mars Rover 1: Know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.



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	<p>Learning the vocabulary associated with data: data and transmit. Recognising that computers transfer data in binary and understanding simple binary addition. Relating binary signals (Boolean) to the simple character-based language, ASCII. Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. Understanding how data is collected in remote or dangerous places. Understanding how data might be used to tell us about a location. Learn about different forms of communication that have developed with the use of technology.</p> <p>Stop-motion animation: Decomposing animations into a series of images. Decomposing a story to be able to plan a program to tell a story. Using video editing software to animate.</p>	<p>Know what numbers using binary code look like and be able to identify how messages can be sent in this format. Understand that RAM is Random Access Memory and acts as the computer's working memory. Know what simple operations can be used to calculate bit patterns.</p> <p>Stop-motion animation: Know that decomposition of an idea is important when creating stop-motion animations. Understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. Know that editing is an important feature of making and improving a stop motion animation.</p>	
Design & Technology	<p>Designing a pop-up book, which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book. Following a design brief to make a pop up book, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce movement. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement.</p>	<p>Know that mechanisms control movement. Understand that mechanisms can be used to change one kind of motion into another. Understand how to use sliders, pivots and folds to create paper-based mechanisms. Know that a design brief is a description of what I am going to design and make. Know that designers often want to hide mechanisms to make a product more aesthetically pleasing.</p>	
Art	<p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks:</p>	<p>Formal elements: Shape: Shapes can be used to place the key elements in a composition. Line: Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing. Texture: How to create texture on different materials.</p>	



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	<p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Making skills: To know what print effects different materials make. How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. How to combine techniques to create a final composition. How to decide what materials and tools to use based on experience and knowledge.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing: People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	
Physical Education	<p>Tag Rugby Side step. Close down open space quickly. Aim the pass at the target. Eyes tracking the ball's flight. Communication.</p> <p>Sports Leadership Communication & Teamwork.</p>	<p>Tag Rugby Know the correct passing technique. Understand how to defend. Identify space and know when to move into space.</p> <p>Sports Leadership</p>	



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	<p>Planning. Injury prevention.</p> <p>Dance Create, perform and watch dances in a range of styles. Use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Work individually, in pairs, small groups and as a whole class.</p> <p>Hockey Perform the push pass and slap pass. Dribbling - Keep stick and ball close to the body. Change direction. Communication as a team.</p>	<p>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>Dance Understand the terms Unison and Mirroring. Discuss whether movements were clear and in unison. Know that movements can be selected and ordered in a dance.</p> <p>Hockey Discuss the different passing techniques. Know how to dribble effectively. Identify how they might improve their gameplay.</p>
Music	<p>Pitch Recognise aurally differences in pitch between bigger and smaller intervals (jumps) and steps. Begin to recognise 'dot' notation using the full 5- line stave 'ladder' over a range of 5 – 8 notes (up to a, octave). Sing and play short melodic phrases using 'dot' notation. Sing and play songs, which use major, minor and pentatonic scales and begin to identify them aurally. Begin to show an aural understanding of how chords are constructed e.g. a simple 3 note triad e.g. Major Scale steps 1, 3, 5 // 2, 4, 6 / 3, 5, 7 etc.).</p> <p>Dynamics Continue to use dynamics expressively in performances and compositions (vocal and instrumental) with growing control and awareness of their effect. Identify aurally how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary (e.g. fortissimo; pianissimo; mezzo piano; mezzo forte).</p> <p>Timbre Continue to use the elements expressively in performances with good control and awareness of their effect. Distinguish specifically between different sounds (vocal and instrumental) using appropriate descriptive and musical vocabulary.</p> <p>Use own voice / instrument / IT in different ways with good control. Use voice expressively in songs with awareness of effect created.</p> <p>Composing and improvising Improvise and compose short melodies and use 'dot' notation to document them. Improvise and perform simple accompaniments to songs using harmonic devices like ostinato and drone. Improvise and perform simple accompaniments to songs using devices like ostinato, simple chords and arpeggio patterns and sequence. Compose short 3 - 5 note melodies using contrasting major and minor scales (e.g. C major and A minor). Continue to use the elements expressively in composition with good control and awareness of their effect. Select appropriate sounds in compositions and to accompany songs and pieces.</p>	



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	<p>Improvise freely over a drone, developing sense of shape and character, using voice, tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Singing</p> <p>Place the voice with accuracy over a wider pitch range of an Octave + e.g. a range of 11 or 12 pitches.</p> <p>Sing songs, which contain wider jumps (intervals) in pitch.</p> <p>Explore different parts of the voice – ‘head’ and ‘chest’ – with growing control and awareness.</p> <p>Sing rounds, canons and simple harmonic two / three part arrangements, maintaining own part accurately with confidence and growing awareness of how the different parts fit together.</p> <p>Sing songs from a wide range of musical genres and styles.</p> <p>Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances.</p>	
Spanish	<p>Listen and understand the main points of a short passage made up of a few familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple sentences.</p> <p>Write simple sentences. Broaden your vocabulary and ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly.]</p> <p>Speaking by Developing accurate pronunciation and intonation, so that others understand when you are reading aloud or using familiar words and phrases. Presenting ideas and information orally to the teacher / rest of class.</p> <p>Understand basic grammar- including feminine & masculine, conjugation of high frequency verbs, key features and patterns of the language. Broaden your vocabulary by revising and practising the language.</p>	<p>Repeat and recognise the vocabulary for weather in Spanish.</p> <p>Ask and say what the weather is like today.</p> <p>Create a Spanish weather map.</p> <p>Describe the weather in different regions of Spain using a weather map with symbols.</p> <p>Present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p> <p>Describe the weather in Spanish and also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>
PSHE & Relationships, Sex Education	<p>Facilitate a role-play activity, which helps children to explore how pressure is exerted and experienced in day-to-day scenarios.</p> <p>Engage with films, role-play, and discussion activities</p> <p>Have a general understanding of different ways we use the internet,</p> <p>Understand some ways they can stay safe and how to seek help from a trusted adult.</p>	<p>Understand that pressure comes in different forms, and what some of those different forms are</p> <p>Understand what consent and bodily autonomy means</p> <p>Discuss and reflect on different scenarios where it is right to say ‘no’</p> <p>Understand that how we think can affect our feelings and in turn our actions, and that we call this ‘self-talk’.</p>



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	<p>Demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another's bodily privacy and autonomy.</p> <p>Learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</p> <p>Demonstrate understanding that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies.</p> <p>Children will, with prompts, have a degree of confidence in performing the DR ABC primary survey, as well putting someone in the recovery position.</p> <p>Demonstrate an understanding of how girls manage their period.</p>	<p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>Know how to report and get help if they encounter inappropriate materials or messages</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>That abuse violates the rights of children</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</p> <p>About the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco</p> <p>Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies</p> <p>Know that the recovery position can be used when a person is unconscious but breathing</p> <p>Define the terms menstruation, periods and fertility.</p> <p>Understand that girls start periods during puberty.</p> <p>Recognise that fertility is necessary to bring a child into the world.</p> <p>Explain how the menstrual cycle is part of God's plan for creation.</p>