



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 5

Summer 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	
Summer 1	Summer 2	Summer 1	Summer 2
Meeting tale where the main character learns an important lesson (based on This Morning I Met a Whale – Michael Morpurgo) Persuasive speech writing focus - reduce/reuse/recycle	Persuasive speech oracy focus - gaining and maintaining the attention of the audience Explanation text about an endangered animal.	Shape Position and Direction Decimals	Negative Numbers Converting Numbers and Volume

Year 5	Foundation Subjects Curriculum coverage		Summer 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	<p>Judaism Ask and respond to questions about other faiths Recognise Jewish people pray at home Describe some aspects of prayer for Judaism</p> <p>Give reasons for the actions of Cleopas on the road to Emmaus and for religious actions and symbols connected with Pentecost. Make links between scripture and God's gift of the Holy Spirit and forgiveness. Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them.</p>	<p>Judaism There are times for remembering (The story of the Exodus) The celebration of Passover/Pesach. Belief in one God: the Shema.</p> <p>Name the fruits of the Holy Spirit. Retell the story of Cleopas. Know that we and the world we live in is full of energy, which can be transformed to good use for us and the natural world.</p> <p style="text-align: center;">***</p>	



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	<p>Show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians.</p> <p>Make links to show how feelings and beliefs about the use of transforming energy affects our behaviour and that of others.</p> <p style="text-align: center;">**</p> <p>Make links to show how feelings and beliefs about the relationship of freedom and responsibility affect your behaviour and that of others.</p> <p>Compare your own and other people’s ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer.</p> <p>Show how your own and others’ decisions about freedom and responsibility are informed by beliefs and values.</p> <p>Describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others.</p> <p>Islam Exploring Islam as a religion. Explore how Muslims prepare for Ramadan, Eid. Describe the importance of fasting.</p>	<p>Know how Ten Commandments were given to Moses. Know what it means to be responsible. Recall times when you had to follow rules for your own good and others. State how freedom and responsibility are linked together. Know the importance of the Sacrament of Reconciliation in mending our relationships with God and others.</p> <p>Islam Know what the Qur’an is. Understand the need for fasting. Describe the charity during Ramadan.</p>	
Science	<p>Observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>Compare the life cycles of plants and animals.</p> <p>Compare how different animals reproduce and grow.</p> <p>Draw a timeline to indicate stages in the growth and development of humans.</p> <p>Research the gestation period of other animals and compare them with humans.</p>	<p>Learn about the changes experienced in puberty. Learn about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Describe the changes as humans develop to old age. 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.</p>	
History	<p>Differentiate between different types of historical sources.</p> <p>Compare the reigns of different monarchs.</p> <p>Explore and name the advantages and disadvantages of the British Empire.</p>	<p>Understand that a knowledge of the past is constructed from a range of sources. Describe different types of historical sources. Understand the terms 'Empire', 'Commonwealth' and 'Peasantry' in relation to the reigns of different monarchs. Know how the British Empire contributed to African slavery.</p>	



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Geography	<p>Make money choices.</p> <p>Work effectively within a mini-society demonstrating good teamwork.</p> <p>Effective communication- including active participation and listening.</p> <p>Solve problems (which may include money problems).</p> <p>Critical thinking when coming up with ideas and when problems occur.</p> <p>Collaboration and sharing ideas effectively.</p> <p>Leadership when working within a group.</p> <p>Practise being responsible for managing their own money.</p>		<p>Understand what a society needs to have.</p> <p>Understand law, democracy and trade.</p> <p>Understand the value of money.</p> <p>Understand key financial terminology.</p> <p>Understand how to manage and use money in an increasingly digital or cashless society and how to keep money safe.</p> <p>Recognise how using a bank account keeps money safe and can help them save.</p> <p>Know how to keep track of their money, and set and stick to a budget.</p> <p>Understand some of the ways to manage money.</p>		
Computing	<p>Programming 2: Micro:bit</p> <p>Decomposing a program without support.</p> <p>Predicting how software will work based on previous experience.</p> <p>Writing more complex algorithms for a purpose.</p> <p>Programming an animation.</p> <p>Iterating and developing their programming as they work.</p> <p>Confidently using loops in their programming.</p> <p>Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.</p> <p>Writing code to create a desired effect.</p> <p>Using a range of programming commands.</p> <p>Using repetition within a program.</p> <p>Using logical thinking to explore software more independently, making predictions based on their previous experience.</p> <p>Identify ways to improve and edit programs, videos, images etc.</p> <p>Skills showcase: Mars Rover 2</p> <p>Learning the difference between ROM and RAM.</p> <p>Recognising how the size of RAM affects the processing of data.</p> <p>Understanding the fetch, decode, execute cycle.</p> <p>Learning how the data for digital images can be compressed.</p> <p>Recognising that computers transfer data in binary and understanding simple binary addition.</p> <p>Understanding how bit patterns represent images as pixels.</p>		<p>Programming 2: Micro:bit</p> <p>Know that a Micro:bit is a programmable device.</p> <p>Know that Micro:bit uses a block coding language similar to Scratch.</p> <p>Understand and recognise coding structures including variables.</p> <p>Know what techniques to use to create a program for a specific purpose (including decomposition).</p> <p>Skills showcase: Mars Rover 2</p> <p>Understand that bit patterns represent images as pixels.</p> <p>Understand that the data for digital images can be compressed.</p> <p>Know the difference between ROM and RAM.</p> <p>Understand various techniques that will improve the design of a 3D object (using CAD software).</p>		



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		<p>Using logical thinking to explore software more independently, making predictions based on their previous experience.</p> <p>Independently learning how to use 3D design software package TinkerCAD.</p> <p>Learn about different forms of communication that have developed with the use of technology.</p>			
Art Summer 2		<p>Painting and mixed media: Portraits</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>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>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.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>Painting and mixed media: Portraits</p> <p>Understand how artists use colour to create an atmosphere or to represent feelings in an artwork.</p> <p>Understand how artists create patterns to add expressive detail.</p> <p>Understand how tone can help show the foreground and background in an artwork.</p> <p>Understand how to develop a drawing into a painting.</p> <p>Understand how to create a drawing using text as lines and tone.</p> <p>Understand how to experiment with materials and create different backgrounds to draw on to.</p> <p>Understand how to adapt an image to create a new one.</p> <p>Understand how to combine materials to create an effect.</p> <p>Understand that people make art to portray ideas.</p>	
Design & Technology Summer 1		<p>Food: What could be healthier?</p> <p>Know how a recipe can be adapted to make it healthier.</p> <p>Use keywords to research alternative ingredients for a well-known dish.</p> <p>Based on my research I can suggest healthy substitutions and additions to a recipe.</p> <p>Adapt a traditional recipe.</p> <p>Complete a food product.</p> <p>Use equipment safely, including knives, hot pans and hobs.</p> <p>Carefully follow a method to make a recipe.</p> <p>Know how to chop an onion.</p> <p>Design appealing packaging that reflects my recipe.</p>		<p>Food: What could be healthier?</p> <p>Understand where food comes from.</p> <p>Know that beef is the name of meat from cattle (cows).</p> <p>Know how beef is reared and processed.</p> <p>Have an understanding of the ethical issues around the way in which cattle should be farmed.</p> <p>Understand the term 'healthy'.</p> <p>Know what foods make up a balanced diet.</p> <p>Know that the nutritional value of a recipe can change if you remove, substitute or add additional ingredients.</p> <p>Calculate and compare two adapted Bolognese recipes using a nutritional calculator.</p> <p>Based on this information I can decide which recipe is healthier.</p> <p>Write an amended method for my recipe to incorporate the relevant changes to ingredients.</p> <p>Know how to avoid cross-contamination.</p>	



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Physical Education	<p>Tennis Demonstrate correct technique for forehand and backhand. Swing and follow through. Using the ready position in a game. Directing the ball to move the opponent.</p> <p>Basketball Physical: power and endurance, eye-hand coordination, strength, agility, pivoting. Social: working safely, sharing ideas, patience, teamwork, fair play. Thinking: Providing feedback.</p> <p>Athletics Perform a vertical jump Use the correct throwing technique Running for speed Running for distance Perform fundamental movement skills Sprinting Endurance running Demonstrate power in take-off. Jumping for height Throwing</p> <p>Cricket Play a range of shots, appropriate to where the ball lands Bowl a ball over-arm at a target Attempt to play a range of different shots Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency</p>	<p>Tennis Understanding court position. Which hand should go at the bottom of the racket? Which side of the body do you hit a backhand from? How will you align your body to help you hit in a certain direction?</p> <p>Basketball Explore basketball and its rules. Know the correct passing/shooting technique. Develop an awareness of strength and flexibility when dribbling a ball. Know how to attack and defend. Discuss the different types of passes in basketball. Discuss the different stops - jump and stride. Know how they can better their performance and work well as a team.</p> <p>Athletics Know the difference between running for speed and running for distance. Know the difference between the fundamental movement and sport specific skills Recognise fundamental movement skills Explain the difference between endurance running and sprinting Differentiate between different throwing techniques.</p> <p>Cricket Know the key points when batting, bowling and fielding. Play games effectively, reading situations and responding quickly Use a range of tactics for attacking and defending as batters, bowlers and fielders Identify their own and others' strengths and devise practices that lead to improvement</p>	



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Music	<p>General Musicianship focus</p> <p>Singing</p> <ul style="list-style-type: none"> • Use an 'unbroken', relaxed singing tone, using one breath per melodic phrase. • Develop a focused singing tone with good articulation, pitch-matching (intonation), phrasing and dynamic range. <p>Structure</p> <ul style="list-style-type: none"> • Analyse aurally the melodic and rhythmic structure of a simple song or instrumental piece, noting use of repetition or changes and devices like drone, ostinato, and sequence. • Recognise aurally simple musical structures e.g. canon, round, verse and chorus, rondo, ABA and AABA. • Continue to recognise aurally the use of different scales – major, minor and pentatonic and note the effect created. • Use notation as a support for creative work and performance. <p>Texture</p> <ul style="list-style-type: none"> • Maintain own melodic and / or rhythmic line with confidence and control in 2 and 3- part harmony, with some awareness of the different harmonies produced, using rounds and canons, quodlibets, ostinato phrases, drones and simple harmony lines. <p>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>Composing and improvising</p> <ul style="list-style-type: none"> • Improvise and compose pieces and accompaniments using given structures and devices. • Improvise and perform simple accompaniments to songs and pieces using devices like ostinato, simple chords and arpeggio patterns and sequence. Compose short 'call and response' melodies made from pairs of phrases using a small set of notes suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a set of short (8 beat) pentatonic melodies which use the same rhythm. Layer 2 or more melodies together to create 'polyphonic' harmony. • Working in pairs or small groups, compose a short ternary piece (ABA), with clear contrast between the A and B sections e.g. a change in dynamic, texture of timbre • Compose music to evoke a specific atmosphere, mood or environment. For example, a journey into space or an underwater scene. This could start with a musical stimulus like an excerpt from The Planets (Holst); Interstellar (Hans Zimmer); Major Tom (Bowie); Dawn Interlude from Peter Grimes (Britten); The Aquarium (Saint-Saens); La Mer (Debussy); Pictures At An Exhibition (• Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology 		



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Spanish	<ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody else in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language • Tell somebody in Spanish some key facts about things that animals and plants need to survive in their various habitats. • Tell somebody in Spanish examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. <ul style="list-style-type: none"> • Tell somebody in Spanish what types of animals live in different habitats and what their particular adaptations are to best suit their environment. • Tell (incorporating personal details such as their name and age). <p>Tell somebody in Spanish what types of plants live in different habitats and what their particular adaptations are to best suit their environment</p>	<p>I can say and write whether I live in a house or an apartment with high accuracy.</p> <ul style="list-style-type: none"> • I can say and write where my house or apartment is after I have heard the options available to me. • I can repeat and recognise most of the ten rooms of the house with their correct gender in Spanish. I can possibly spell over half of these words unaided from memory with good accuracy. • I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me <p>I can tell you some of the essential elements that plants and animals need to survive in their habitats, but I may need to be prompted or reminded of first.</p> <ul style="list-style-type: none"> • I can tell you in Spanish a couple of different types of habitats and find examples on a world map, but I can work faster and better with a word bank or a gap fill to help and remind me. • I can tell you in Spanish what animals and plants live and grow in two different types of habitats. • I can say one sentence from memory in Spanish on a plant and animal adaptation but I can say more if I am given a model answer first and then attempt to give two extended sentences. 	
PSHE & Relationships, Sex Education	<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>Engage with questions and activities about the nature of the Holy Trinity.</p> <p>Be able to give ideas about how to share God’s love with others.</p> <p>Describe the basic principles of Catholic Social Teaching</p> <p>Engage in discussions around how and why they have been formed</p> <p>Apply the principles of Catholic Social Teaching to current issues.</p> <p>Find ways in which they can spread God’s love in their community.</p> <p>Take an active part in activities and discussions and consider how their interests, skills and talents could inform future opportunities.</p> <p>Have the opportunity to engage in a time of reflection and prayer.</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>Know that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</p> <p>Know what the seven principles of Catholic Social Teaching are.</p> <p>To have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues.</p> <p>To be able to identify different types of work, understand some of the factors that influence job choices and recognise the harmful effects of stereotyping.</p>	