



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



| Year 5 Spring 2022-2023 | | | | | | | | | | | |
|-------------------------|--|--|---|--|--|--|---|---|--|---|---|
| WEEK | English | Maths | Science | RE | History Geog. | Art & Design | Computing | PE | Music | Spanish | PSHE & RSE |
| Wk1 | <p>Text type: ACTION</p> <p>BASE TEXT: Beowulf by Michael Morpurgo.</p> <p>Creative hook. Imitation phase. Internalising model text.</p> <p>Reading as a reader.</p> | <p>Multiplication and Division</p> <p>Multiply up to a 4-digit number by a 1-digit number.</p> <p>Multiply a 2-digit number by a 2-digit number (area model).</p> <p>Multiply a 2-digit number by a 2-digit number.</p> | <p>Properties and changes of materials</p> <p>Compare materials according to their properties.</p> | <p>Mission</p> <p>Reveal Everyone has a mission- inspirational communities.</p> <p><i>Understand what a 'mission' is and to think what mine might be.</i></p> <p>Good News for the Poor.</p> <p><i>Understanding the basis of Jesus' mission.</i></p> | <p>The Mayans</p> <p>Who were the Mayans?</p> | <p>Mechanical systems:</p> <p>Design a pop-up book.</p> | <p>We are architects</p> <p>Exploring existing art galleries and identifying their features and characteristics.</p> | <p>Tag Rugby</p> <p>Demonstrate the ability to side-step and beat a defender.</p> <p>Gymnastics</p> <p>Perform a range of forward rolls with different start and finishing positions.</p> | <p>Listen & Sing: Nasheed (Islamic song) <i>Madina Tun Nabi</i> and describe the features of the music using music vocabulary.</p> | <p>Different mealtimes</p> <p>Expressions of frequency (always, normally, sometimes, never).</p> | <p>Dreams and Goals</p> <p>Understand that I will need money to help me achieve some of my dreams.</p> |
| Wk2 | <p>Text type: ACTION</p> <p>Reading as a reader.</p> <p>Reading as a writer.</p> <p>Apostrophes. Tenses.</p> | <p>Multiplication and Division</p> <p>Multiply a 3-digit number by a 2-digit number.</p> <p>Multiply a 4-digit number by a 2-digit number.</p> <p>Solve problems</p> | <p>Properties and changes of materials</p> <p>Investigate mixtures and solutions and how to separate them.</p> | <p>Mission</p> <p>What qualities are required to be suitable to share Jesus' mission?</p> <p>What is a diocese?</p> <p><i>Know about The Southwark Diocese.</i></p> | <p>The Mayans</p> <p>Mayans' religious beliefs.</p> | <p>Mechanical systems:</p> <p>Follow design brief to make my pop-up book.</p> | <p>We are architects</p> <p>Creating a virtual structure using Sketch Up.</p> | <p>Tag Rugby</p> <p>Demonstrate an accurate pass when put under pressure by a defender.</p> <p>Gymnastics</p> <p>Perform a backward roll to knees (also starting and</p> | <p>Listen & Sing: Nasheed (Islamic song) <i>Madina Tun Nabi</i> and explore the origins and meaning of the song.</p> | <p>Eating habits and writing AFL</p> | <p>Dreams and Goals</p> <p>Know about a range of jobs carried out by people I know and explore how much people earn in different jobs.</p> |



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|------|--|---|--|--|---|---|---|---|---|--|--|
| | | with multiplication. Short division Divide a 4-digit number by a 1-digit number. | | | | | | finishing in different positions). | | | |
| Wk3 | <p>Text type: ACTION</p> <p>Innovation phase. Children will write an action 'combat' scene between a hero and a mythical creature.</p> <p><i>Cold task for unit 2 – characterisation.</i></p> | <p>Multiplication and Division</p> <p>Divide with remainders Efficient division.</p> <p>Solve problems with multiplication and division.</p> | <p>Properties and changes of materials</p> <p>Investigate which material is the best insulator.</p> | <p>Mission The mission of the Diocese.</p> <p><i>Understand the role of a bishop in a diocese.</i></p> <p>May all be one.</p> <p><i>What can Christians do together to promote unity?</i></p> | <p>The Mayans</p> <p>Mayan number system.</p> | <p>Mechanical systems:</p> <p>Use layers and spacers to cover the working of mechanisms.</p> | <p>We are architects</p> <p>Build a virtual gallery using Sketch Up.</p> | <p>Tag Rugby Demonstrate successful and consistent catching technique when static, moving and under pressure.</p> <p>Gymnastics Perform three stages of handstand with/without support.</p> | <p>Listen & Sing: Nasheed (Islamic song) <i>Madina Tun Nabi</i> and describe the features of the music using music vocabulary.</p> <p>Musical snapshot</p> | <p>Sports introduction. Nouns.</p> | <p>Dreams and Goals</p> <p>Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p> |
| Wk4 | <p>Text type: ACTION</p> <p>Independent Application: Mini writes Hot task.</p> | <p>Fractions</p> <p>Multiply a unit fraction by an integer.</p> <p>Multiply a non-unit fraction by an integer.</p> | <p>Properties and changes of materials</p> <p>Investigate the electrical conductivity of different materials.</p> | <p>Memorial sacrifice</p> <p>Explore <i>How do we keep memories alive?</i></p> | <p>The Mayans</p> <p>Using a range of evidence sources to find information about the Mayans.</p> | <p>Mechanical systems:</p> <p>Create a high-quality product suitable for a target user.</p> | <p>We are architects</p> <p>Add furniture to a virtual gallery.</p> | <p>Tag Rugby Beat a defender consistently by moving the ball into open space.</p> <p>Gymnastics</p> | <p>Listen & Sing: Nasheed (Islamic song) <i>Madina Tun Nabi</i> – explore more examples of this genre.</p> | <p>Sports likes and dislikes (More opinions)</p> | <p>Dreams and Goals</p> <p>Describe the dreams and goals of young people in a culture different to mine.</p> |



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| | Children will write the action scene between a mythical beast and a hero. | Multiply a mixed number by an integer. | | <i>Remembering the Passover.</i> | | | | Perform the steps of a cartwheel. | Perform: introduce a drone and improvise. | | |
| Wk5 | <p>Text type: characterisation</p> <p>Base text: Beowulf by Michael Morpurgo.</p> <p>Creative hook. Imitation phase</p> <p>Internalising model text.</p> <p>Reading as a reader.</p> <p>SPAG: Hyphens to join two words to create an adjective. Semi colons.</p> | <p>Fractions</p> <p>Calculate a fraction of a quantity.</p> <p>Fraction of an amount Step 6.</p> <p>Find the whole</p> <p>Use fractions as operators.</p> | <p>Properties and changes of materials</p> <p>Investigate ways in which different materials can be separated.</p> | <p>Memorial sacrifice</p> <p>The Last Supper.</p> <p><i>What happened at the Last Supper?</i></p> <p><i>The Eucharist is a Memorial.</i></p> | <p>The Mayans</p> <p>Mayan writing system.</p> | <p>Mechanical systems</p> <p>Evaluation and assessment.</p> | <p>We are architects</p> <p>Displaying art in a virtual gallery (Sketch Up).</p> | <p>Tag Rugby</p> <p>Retain the ball when put under pressure in a match scenario.</p> <p>Gymnastics</p> <p>Link two or more gymnastic movements together.</p> | <p>Listen & Sing: Nasheed (Islamic song) <i>Madina Tun Nabi</i></p> <p>Perform: introduce chords to accompany.</p> | <p>What sport I do, or I play?</p> | <p>Dreams and Goals</p> <p>Understand that communicating with someone in a different culture means we can learn from each other.</p> |
| Wk6 | <p>Text type: characterisation</p> <p>Reading as a reader.</p> <p>Reading as a writer.</p> | <p>Decimals and percentages</p> <p>Decimals up to 2 decimal places.</p> <p>Equivalent fractions and decimals (tenths).</p> | <p>Properties and changes of materials</p> <p>Investigate hardness of materials.</p> | <p>Memorial sacrifice</p> <p>The Eucharist is a sacrifice.</p> <p>Eucharistic Prayer II.</p> | <p>The Mayans</p> <p>Mayan diet and food sources.</p> | <p>David Hockney</p> <p>Analyse a famous painting</p> | <p>We are architects</p> <p>Create a virtual tour of the gallery.</p> | <p>Tag Rugby</p> <p>Work collaboratively as a team.</p> <p>Gymnastics</p> <p>Create a sequence using a range</p> | <p>Listen & Sing: Nasheed (Islamic song) <i>Madina Tun Nabi</i> –</p> <p>Perform: perform and appraise.</p> | <p>(Reading AFL)</p> | <p>Dreams and Goals</p> <p>Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways</p> |



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| | | <p>Equivalent fractions and decimals (hundredths).</p> <p>Equivalent fractions and decimals.</p> <p>Thousandths as fractions.</p> | | <p>Respond <i>Sacrifice in daily life.</i></p> | | | | <p>of gymnastic movements practised in previous lessons.</p> | | | <p>we might do this, e.g. through sponsorship.</p> |
| HALF TERM | | | | | | | | | | | |
| Wk 7 | <p>Text type: characterisation</p> <p>Innovation phase: Write a scene which develops the character of either a hero or a mythical creature.</p> | <p>Decimals and percentages</p> <p>Thousandths as decimals.</p> <p>Thousandths on a place value chart.</p> <p>Order and compare decimals (same number of decimal places).</p> <p>Order and compare any decimals with up to 3 decimal places.</p> | <p>Properties and changes of materials</p> <p>Explain why different materials are used for different purposes.</p> | <p>Lent Sacrifice Lent, the opportunity to turn away from evil.</p> <p>The betrayal of Jesus by Judas Iscariot.</p> | <p>Rivers</p> <p>The water cycle (revision).</p> | <p>Paula Rego</p> <p>Understanding meaning in painting.</p> | <p>We are web developers</p> <p>Understand the components of the school's network.</p> | <p>Dance Execute movements of a dance using appropriate dynamics.</p> <p>Hockey Pass, dribble and shoot with control and accuracy in game situations.</p> | <p>Compose and perform: creating a drum groove and notating our own compositions.</p> | <p>Sports I practise or I do a sport?</p> | <p>Healthy Me Know the health risks of smoking and understand how tobacco affects the lungs, liver and heart.</p> |



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| Wk 8 | <p>Text type: characterisation</p> <p>Independent Application.</p> <p>Mini writes. Hot task: Using the film <i>the girl and the fox</i> to stimulate writing that develops the character.</p> | <p>Decimals and percentages</p> <p>Round to the nearest whole number.</p> <p>Round to 1 decimal place Understand percentages.</p> <p>Percentages as fractions.</p> <p>Percentages as decimals.</p> <p>Equivalent fractions, decimals and percentages</p> | <p>Properties and changes of materials</p> <p>Explain the advantage of new materials and how they were invented.</p> | <p>Lent Sacrifice</p> <p>The arrest of Jesus.</p> <p>The sacrifice of Jesus.</p> | <p>Rivers</p> <p>Identifying the features of a river.</p> | <p>Edward Hopper</p> <p>Understanding the story of painting.</p> | <p>We are web developers</p> <p>Understand how messages are routed across a network.</p> | <p>Dance</p> <p>Link the movements to form a Dance. Explore mirroring movements and dancing in unison.</p> <p>Hockey</p> <p>Understand the individual tackling techniques including the block tackle and jab tackle.</p> | <p>Compose and perform: creating a bass line to play alongside the drum groove.</p> | <p>How often do you practise or do a sport?</p> | <p>Healthy Me</p> <p>Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> |



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| Wk 9 | <p>Text type: Poetry</p> <p>The River by Pie Corbett.</p> <p>Grammar: Abstract nouns. Prepositional phrases.</p> <p>Analysing the poem.</p> | <p>Perimeter and area</p> <p>Perimeter of rectangles.</p> <p>Perimeter of rectilinear shapes.</p> <p>Perimeter of polygons.</p> | <p>Properties and changes of materials</p> <p>Identify if a change is reversible and how to reverse it.</p> | <p>Lent Sacrifice</p> <p>Good Friday Crucifixion.</p> <p>Why was Judas condemned to death?</p> | <p>Rivers</p> <p>Erosion and deposition.</p> | <p>Pieter Bruegel</p> <p>Developing analytical skills to respond to a painting.</p> | <p>We are web developers</p> <p>Understand how web pages are written in HTML.</p> | <p>Dance</p> <p>Create a phrase that can be combined with a dance. Work constructively with a partner and/or small group.</p> <p>Hockey</p> <p>Understand how to support others when defending.</p> | <p>Compose and perform: creating a melody to play over the bassline and drum groove.</p> | <p>Conjugate AR ending verbs e.g. practicar.</p> | <p>Healthy Me</p> <p>Know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations.</p> |
| Wk 10 | <p>Poetry - The River by Pie Corbett.</p> <p>Planning and writing own poems.</p> | <p>Perimeter and area</p> <p>Area of rectangles.</p> <p>Area of compound shapes</p> <p>Estimate area.</p> | <p>Properties and changes of materials</p> <p>Learning about the life of a famous scientist and understanding their importance.</p> | <p>Lent Sacrifice</p> | <p>Rivers</p> <p>Exploring how rivers are used.</p> | <p>Leonardo da Vinci</p> <p>Understand how artists use art to tell stories and evoke feelings.</p> | <p>We are web developers</p> <p>Planning a website about online safety.</p> | <p>Dance</p> <p>Explore the term 'Retrograde' (in reverse) and how this can be applied to a dance.</p> <p>Hockey</p> <p>Identify and use tactics to help maintain possession of the ball.</p> | <p>Singing: learning songs for Passover celebration – improve singing / performance techniques.</p> | <p>What sports do others practise or do?</p> | <p>Healthy Me</p> <p>To understand how the media, social media and celebrity culture promotes certain body types.</p> |



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| Wk 11 | <p>Cold task - summer unit 1</p> <p>Reading focus.</p> | <p>Statistics</p> <p>Draw line graphs.</p> <p>Read and interpret line graphs.</p> | <p>Properties and changes of materials</p> <p>Revision and assessment.</p> | <p>Lent Sacrifice</p> <p>Who was responsible for Jesus' death?</p> <p>Why is Easter important to Christians?</p> | <p>Rivers</p> <p>Explore the causes of river pollution and the effect it has on the environment.</p> | <p>Fiona Rae</p> <p>Apply interpretation skills to analyse and respond to an abstract painting.</p> | <p>We are web developers</p> <p>Create content collaboratively for a website.</p> | <p>Dance</p> <p>Perform a dance sequence that incorporates retrograde.</p> <p>Hockey</p> <p>Pass and receive whilst on the move, and under pressure from a defender.</p> | <p>Singing: learning songs for Passover celebration – improve singing / performance techniques.</p> | <p>Listening AFL.</p> | <p>Healthy Me</p> <p>Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> |
| WK 12 | <p>Reading focus.</p> | <p>Statistics</p> <p>Two-way tables.</p> <p>Read and interpret timetables.</p> | | <p>Lent Sacrifice</p> <p>Easter Sunday.</p> <p>Respond.</p> | <p>Rivers</p> <p>Exploring rivers of the world.</p> | <p>Evaluation and Assessment.</p> | <p>We are web developers</p> <p>Adding relevant links and media to web pages.</p> | <p>Dance</p> <p>Perform a dance to an audience. To evaluate a performance, providing constructive feedback.</p> <p>Hockey</p> <p>Apply attacking and defending tactics during a game situation.</p> | <p>Singing: learning songs for Passover celebration – improve singing / performance techniques.</p> | <p>Using a traditional and an online dictionary. Listening AFL.</p> | <p>Healthy Me</p> <p>Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p> |



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| Year 5 | Foundation Subjects Curriculum coverage | | Spring 2022-2023 |
|----------------------------|--|--|------------------|
| Subject and Topic | Key Skills | Key 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>Make links between the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent.</p> <p>Give reasons for religious actions and symbols used during Holy Week and the Easter Vigil.</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> | |
| Science | <p>Sorting, classifying.</p> <p>Recognising and controlling variables where necessary.</p> <p>Planning different types of enquiry to answer questions.</p> <p>Making sensible predictions based on prior knowledge.</p> <p>Choosing the most appropriate equipment.</p> <p>Comparing and grouping together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal).</p> <p>Using knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Making decisions about which measurements to use.</p> <p>Recording data and results using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Presenting findings, including conclusions, causal relationships and explanations of results (in oral and written forms).</p> <p>Using results to identify when further tests and observations might be needed.</p> | <p>Identify properties of materials.</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Know how to recover a substance using dissolving, filtering, evaporation, sieving.</p> <p>Understand and explain reversible, irreversible changes.</p> <p>Identify solubility, solute, solvent, saturation and insoluble.</p> <p>Understand physical and chemical changes.</p> <p>Explore oxidation.</p> <p>Learning about a key scientist- Marie Curie.</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> | |



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| Subject and Topic | Key Skills | Key Knowledge |
| History | <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> | <p>Learn about the Maya civilisation and understanding who they were and when and where they lived.</p> <p>Learn about the religious beliefs and practices of the Maya people and the gods they believed in.</p> <p>Learn about how the Maya invented and used their calendars and number system.</p> <p>Identify and use sources of evidence to learn about the Maya cities and some of the people who explored and documented them.</p> <p>Learn about the Mayan writing system.</p> <p>Learning about the food the ancient Maya people ate and its religious and cultural significance.</p> |
| Geography | <p>Be able to conduct a geographical enquiry.</p> <p>Investigate a river in detail including the effects on the environment and landscape.</p> | <p>Understand and explain the water cycle.</p> <p>Understand the features and course/journey of a river.</p> <p>Understand how rivers erode, transport and deposit materials.</p> <p>Understand why rivers are important.</p> <p>Explore the causes of river pollution and the effect this has on the environment.</p> |
| Computing | <p>Develop familiarity with a simple CAD tool.</p> <p>Develop spatial awareness by exploring and experimenting with a 3-D virtual environment.</p> <p>Develop greater aesthetic awareness.</p> <p>Be able to add content to a web page.</p> | <p>Understand the work of architects, designers and engineers working in 3-D.</p> <p>Learn the name and function of components making up the school's network.</p> <p>Understand how information is passed between the components that make up the Internet.</p> <p>Know what the source code for a web page looks like and how it can be edited.</p> <p>Know how a website can be structured.</p> |
| Design & Technology | <p>Mechanisms</p> <p>Produce a suitable plan for each page of their book.</p> <p>Produce the structure of the book.</p> <p>Assemble the components necessary for all their structures/mechanisms.</p> <p>Hide the mechanical elements with more layers using spacers where needed.</p> <p>Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.</p> <p>Use appropriate materials and captions to illustrate the story.</p> | <p>Mechanisms</p> <p>Develop an understanding of texture through practical making activities.</p> <p>Develop ideas through sketches, enhance knowledge, skill and technique prototypes</p> <p>Express thoughts and feelings about familiar products.</p> <p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p>Understand components of pop-up books.</p> |



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| Art | <p>Articulate and justify answers, arguments and opinions. Participate actively in collaborative conversations. Initiating and responding to comments. Create an abstract piece using personal experiences that reflect own feelings. Reflect on the feelings that a painting evokes. Describe the work of another artist. Understand and describe the story behind a painting. Act out the story behind a picture.</p> | <p>Describe the differences and similarities between different practices and disciplines. Name famous artists. Name different painting styles. Explain differences between different artists' styles. Describing individual sections of the painting. Understanding the narrative and using descriptive language to tell the story. Making connections between their work and that of the artist.</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>Gymnastics Perform different types of rolls: pike forward roll, backward roll to standing pike, pike, press-up and plank. Perform a handstand, cartwheel and round off. Link different movements to create a sequence.</p> <p>Dance Learn different styles of dance and focus on dancing with other people. 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. Develop an awareness of the historical and cultural origins of different dances through a choice of themes.</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>Tag Rugby Know the correct passing technique. Understand how to defend. Identify space and know when to move into space.</p> <p>Gymnastics Know the difference between different rolls. Know where hands and feet should be placed before performing a selection of skills. Understand the importance of stretching and warming up.</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> <p>Hockey Discuss the different passing techniques. Discuss how to work well as a team. Know how to dribble effectively. Identify how they might improve their gameplay.</p> |



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|-------------------|--|---|---|------------------|--|
| Subject and Topic | Key Skills | | Key Knowledge | | |
| Music | <p>Recognise aurally and speak rhythmic patterns.</p> <p>Compose, read and perform rhythmic patterns using simple combinations of SOLFA written rhythmic symbols.</p> <p>Identify how the pulse has been grouped (metre).</p> <p>Improvise and perform simple accompaniments to songs using harmonic devices (drone / simple chords).</p> <p>Begin to show an understanding of how chords are constructed e.g. a simple 3 note triad 1, 3, 5).</p> <p>Continue to use the elements expressively in performances and composition with good control and awareness of effect.</p> <p>Select appropriate sounds in compositions and to accompany songs and pieces.</p> <p>Use own voice / instrument in different ways with good control.</p> <p>Use voice expressively in songs with awareness of effect created.</p> <p>Maintain own melodic and / or rhythmic line with confidence and control with some awareness of the harmonies produced (drones, rounds, quodlibets).</p> <p>Improvise / perform simple accompaniments to songs using given devices (simple chords).</p> <p>Explore different parts of the voice (head / chest) with growing control and awareness.</p> <p>Use and unbroken, relaxed singing tone, using one breath per melodic phrase, develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range.</p> | | <p>Note lengths and silences can be represented by syllables and written notation.</p> <p>Rhythms can be divided into small sections (bars) according to metre.</p> <p>Rhythms can be added to songs to provide accompaniments.</p> <p>In western stave notation notes of different lengths are called, minim, crotchet, quaver, semi-quaver.</p> <p>Pulse can be grouped in different ways (metre).</p> <p>In traditional western music, pitches are named A-G, that is repeated in octaves.</p> <p>Groups of notes played simultaneously “chords” can be used to harmonise a melody.</p> <p>Timbre is an expressive element in music that is used to achieve a particular effect and mood and communicate meaning.</p> <p>An understanding of the text is an integral part of communicating the meaning of a song.</p> <p>Specific vocal techniques can be used to capture different elements of a particular musical genre or style.</p> | | |



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



| Year 5 | Foundation Subjects Curriculum coverage | Spring 2022-2023 |
|--|---|--|
| Subject and Topic | Key Skills | Key Knowledge |
| 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>Identify new words and give opinions about food items.</p> <p>Talk about different meals during the day in school and at home and introduce some verbs. Practise to conjugate ER ending verbs e.g. comer.</p> <p>Talk about different sports, do you do or practise a sport?</p> <p>Practise to conjugate AR ending verbs e.g. practicar.</p> |
| PSHE & Relationships, Sex Education | <p>Explain what racism is.</p> <p>Evaluate the effects of using alcohol and tobacco products.</p> <p>Explain how people from different cultures can learn from each other.</p> <p>Describe and give examples of how our goals and aspirations motivate us to do better.</p> | <p>Recognise and to know what racism is.</p> <p>Understand why racism is wrong.</p> <p>Understand how negative body images impact one's well-being.</p> <p>Understand how cultural differences allow us to learn more about each other.</p> <p>Know what to do in case of an emergency.</p> |