



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 5

Autumn 2023-2024

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.

Year 5	Foundation Subjects Curriculum coverage		Autumn 2023
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 pilgrimage for Hindu 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>Hinduism - Beliefs and festivals: Believe in one God, Pilgrimage</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>	
Science	<p>Plan a scientific enquiry to answer questions, including recognising and controlling variables where necessary.</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>	



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	<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>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>Explain why the Battle of Marathon was fought and can give reasons for the defeat of Persia.</p> <p>Understand Greek life and Greek achievements and their influence on the western world.</p> <p>Greek ideas, beliefs and attitudes (especially the role of women).</p> <p>Way of life (grasping that ideas flourished in the society where there were so many slaves to do the hard work).</p> <p>Their legacy, not just an influence on today but on other periods as well (e.g. Victorians and Tudors).</p> <p>Understand that the Olympics were not just athletic events (religion and preparation for war were also critically important).</p> <p>Know that many of the words we use today derive directly from the Greek.</p>	



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		Use our 'equalities texts' to learn about black history and key individuals during this period in history.	
Geography	Identify different types of energy. Describe and explain different energy sources. Make comparisons between renewable and non-renewable energy resources. Ask, research and explain the following questions: which energy sources contribute to environmental damage? Recognise that environments can change and that this can sometimes pose dangers to living things.	Name different types of energy. Understand the difference between renewable and non-renewable energy. Understand which energy sources contribute to sustainability. Know what fossil fuels are and how they differ from each other. Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of 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	Draw a house from observation. Apply observational drawing skills to interpret forms accurately. Use the monoprint technique to create an abstract form. Apply composition skills to develop a drawing into a print. Explore and evaluate the intention of a design.	Name the architects such as Zaha Hadid and Hundertwasser and comment on their work. Understand the role of monuments in our society. Discuss differences between different forms.	



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



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	<p>All perform to the same beat.</p> <p>All perform the same movements.</p>		
Music	<p>Sing songs which contain wider jumps (intervals) in pitch.</p> <p>Place the voice with accuracy over a wider pitch range.</p> <p>Sing rounds, canons and simple harmonic two/three part arrangements, maintaining their own part accurately with confidence and awareness of how the different parts fit together.</p> <p>Sing songs from a wide range of musical genres and styles (sea shanty).</p> <p>Feel and mark the strong beats e.g. to accompany a song.</p> <p>Maintain the pulse accurately in vocal and instrumental performances and compositions.</p> <p>Recognise aurally simple musical structures (verse/chorus).</p> <p>Analyse aurally the melodic and rhythmic structure of a simple song or instrumental piece.</p> <p>Perform simple accompaniments to songs and pieces using suitable devices like ostinato, drone, sequence and simple chords and arpeggio patterns.</p>	<p>Good vocal technique involves awareness of: correct posture; good breath control; accurate intonation and an even tone quality across a wide pitch range; clear diction (articulation); appropriate changes in tone quality (timbre) and texture.</p> <p>The voice is an expressive instrument and can convey a range of emotions to support and communicate the text.</p> <p>Pulse can be organised into strong and weak beats and can be grouped in different ways.</p> <p>Musical ideas can be improvised, fixed and organised in different ways – the process of composition.</p> <p>Harmony is produced using many different techniques and devices (rhythmic ostinato).</p> <p>Rhythms can be layered to create effective accompaniments and compositions.</p> <p>Pitched sounds can be layered in different ways to make different styles of harmony and create a particular mood or effect.</p>	
Spanish	<p>Reading, listening, writing and speaking.</p>	<p>Recognise different colours in Spanish.</p> <p>Recognise, say and use numbers from 1-100 in Spanish in Maths sums, subtractions, time and dates.</p> <p>Write their own age using numbers and months of the year in Spanish.</p> <p>Tell the time in Spanish by consolidating numbers and the 5 timetables.</p> <p>Able to say what they have at breakfast, lunch and dinner times.</p> <p>Talk about Christmas around the world and how other cultures celebrate this special occasion.</p>	



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PSHE & Relationships, Sex Education	<p>Make comparisons between my life and those of others.</p> <p>Evaluate different rules, rights and responsibilities shared in the country I live in and explain how they help individuals and the wider community.</p> <p>Explain why rights and responsibilities contribute to making groups at school or in the community effective.</p> <p>Explain why being part of a community is positive and why it is important that the community is a fair one.</p> <p>Describe and give examples of how our actions affect those of others.</p> <p>Identify people and groups in my country who have different lives to mine.</p>	<p>Understand my rights and responsibilities as a citizen of my country.</p> <p>Understand how an individual’s behaviour can impact a group.</p> <p>Understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>Understand cultural differences and how they can cause conflict.</p> <p>Recognise and to know what racism is.</p> <p>Understand the effect of rumours and name-calling on other people.</p> <p>Know what bullying is and to recognise when it takes place.</p> <p>Know what material wealth is and how it can impact our happiness.</p> <p>Understand the benefits of respecting and enjoying other cultures.</p>	