



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 5 Autumn 2021											
WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1	<p>Talk for Writing: UNIT FOCUS: Suspense.</p> <p>BASE TEXT: The Spiderwick Chronicles – Lucinda’s Secret by Holly Black.</p> <p>MODEL TEXT: Opening and build up focusing on creating suspense Creative hook and Oral rehearsal.</p>	<p>Place Value: Numbers to 10,000. Roman numerals Round to nearest 10, 100, 1000 (possibly 2 lessons).</p>	<p>Forces Introduction to forces.</p>	<p>Prayer of dedication.</p> <p>Introduction to topics.</p> <p>Ourselves A deepening awareness of ‘Who I am’.</p>	<p>Vikings Understand what the terms ‘Invading’ and ‘Settling’ mean, and explore the relationship between these.</p>	<p>Introduction to sketchbooks and drawing a line.</p>	<p>We are game developers: Introduction of topic Explore online games we use.</p>	<p>Netball: Pass and receive a range of different passes on the move.</p> <p>Football. Pass, dribble and shoot with control in game situations.</p>	<p>Rhythm: Note lengths and silences can be represented by rhythmic syllables. Singing: place voice comfortably, with awareness, so there is free vocal quality throughout pitch range.</p>	<p>Greetings Introduction to basic greetings and saying your name.</p>	<p>Being me in the world Know how to set new challenges positively.</p>
Wk2	<p>Talk for Writing: UNIT FOCUS: Suspense. Reading as a reader. Reading as a writer.</p>	<p>Place Value: Numbers to 100,000. Compare and order numbers to 100,000. Round numbers within 100,000 (2 lessons). Numbers to million.</p>	<p>Forces: Investigating the link between weight and mass. Skill focus: measuring and recording results</p>	<p>Ourselves You are a holy people.</p> <p>The qualities God gives us and wants us to develop</p>	<p>Vikings: Understand where the Vikings came from and how they travelled.</p>	<p>Design Little inventors.</p>	<p>We are game developers Decide style of game-plan.</p>	<p>Netball: Perform the footwork and pivoting technique when receiving a ball at speed.</p> <p>Football Understand individual defending techniques.</p>	<p>Rhythm: Note lengths and silences can be represented by rhythmic syllables. Singing: place voice comfortably, with awareness, so there is free vocal quality throughout pitch range.</p>	<p>Question words.</p>	<p>Being me in the world Understand my rights and responsibilities as a citizen of my country.</p>



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Wk3	<p>Talk for Writing:</p> <p>Co-construct toolkit.</p> <p>NFER READING COMPREHENSION.</p> <p>WALTON FIRS THURS/FRI.</p>	<p>NFER: 3 maths papers</p> <p>WALTON FIRS THURS/FRI</p>	<p>Forces</p> <p>Investigate the effects of air resistance.</p>	<p>Ourselves</p> <p>Our unique God given qualities and gifts and our appreciation of difference.</p> <p>Christians are called to be like God</p>	WALTON FIRS	<p>Drawing:</p> <p>Picture the poet.</p>	<p>We are game developers:</p> <p>Create backgrounds and sprites.</p>	<p>Netball:</p> <p>Develop ideas and techniques to mark opponents and close down space as a small group.</p> <p>Football</p> <p>Able to work collaboratively (in pairs) to defend a target.</p>	<p>Rhythms can be added to songs to provide effective accompaniment .</p> <p>Singing: place voice comfortably, with awareness, so there is free vocal quality throughout pitch range.</p>	<p>The 5 timetables.</p>	<p>Being me in the world</p> <p>Understand my rights and responsibilities as a citizen of my country and as a member of my school.</p>
Wk4	<p>Talk for Writing:</p> <p>UNIT FOCUS: Suspense.</p> <p>Boxing up.</p> <p>Begin innovated write.</p> <p>COMPLETE COLD TASK FOR NEXT UNIT.</p>	<p>Place Value:</p> <p>Counting in 10s, 100s, 1000s, 10000s, 100000s. Compare and order numbers to one million. Round numbers to one million. Negative numbers. <i>End of unit assessment.</i></p>	<p>Forces:</p> <p>Investigate the effect of water resistance.</p> <p>(Planning, investigation)</p>	<p>God as a loving parent.</p>	<p>Vikings:</p> <p>Understand why the Vikings invaded and settled in parts of England.</p>	<p>Drawing:</p> <p>Packaging collage 1</p>	<p>We are game developers:</p> <p>Add sound and graphics. Write code.</p>	<p>Netball:</p> <p>Perform the correct shooting technique.</p> <p>Football</p> <p>Able to identify and use tactics to help your team keep the ball.</p>	<p>Rhythms can be added to songs to provide effective accompaniment .</p> <p>Singing: specific vocal techniques can be employed to capture different elements of a musical genre or style.</p>	<p>Asking and giving the time.</p> <p>The European Day of Languages.</p>	<p>Being me in the world</p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel.</p>



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Wk5	<p>Talk for Writing:</p> <p>UNIT FOCUS: Suspense. Finish innovated write.</p> <p>Hot task.</p>	<p>Addition and Subtraction:</p> <p>Add whole numbers with more than 4 digits (column method). Subtract whole numbers with more than 4 digits (column method). Round to estimate and approximate (possibly 2 lessons).</p>	<p>Forces</p> <p>Investigate the effect of water resistance.</p> <p>(Conducting investigation, recording results and conclusion).</p>	<p>Judaism</p> <p>The celebration of Passover / Pesach.</p>	<p>Vikings:</p> <p>Learn about the Viking invasions of Britain and the raid of the monasteries.</p>	<p>Painting:</p> <p>Packaging collage 2</p>	<p>We are game developers:</p> <p>Write and test code</p>	<p>Netball Understand the boundaries for individual players. Football Able to effectively use the attacking principles of play to score 'goals'.</p>	<p>Rhythm can be combined with pitch to make melody and provide harmonic accompaniment . Singing: specific vocal techniques can be employed to capture different elements of a musical genre or style.</p>	<p>Days of the week (consolidation from Y3 and 4).</p>	<p>Being me in the world Understand how an individual's behaviour can impact on a group.</p>
Wk6	<p>Talk for Writing:</p> <p>Unit Focus: Discussion text.</p> <p>Model Text: Do elves exist?</p> <p>Creative hook and Oral rehearsal.</p>	<p>Addition and Subtraction:</p> <p>Inverse operations (addition and subtraction) – 2 lessons? Multi-step addition and subtraction problems – 2 lessons. <i>End of unit assessment.</i></p>	<p>Forces:</p> <p>Investigate the effect of friction.</p>	<p>Judaism</p> <p>Belief in one God: the Shema.</p>	<p>Vikings:</p> <p>Discover how the Viking settlement of England affected the Anglo-Saxons. (<u>Danelaw/King Alfred</u>).</p>	<p>How artists work</p>	<p>We are game developers</p> <p>Demonstrate /show games to the class.</p>	<p>Netball: Know the basic rules, positions and court boundaries in a High 5 Netball game. Football Apply defending and attacking principles of play within a game situation.</p>	<p>Rhythm can be combined with pitch to make melody and provide harmonic accompaniment . Singing: specific vocal techniques can be employed to capture different elements of a musical genre or style.</p>	<p>Months of the year (consolidation from Y3 and 4).</p>	<p>Being me in the world Understand how democracy and having a voice benefits the school community and know how to participate in this.</p>



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Wk 7	<p>Talk for Writing:</p> <p>Unit Focus: Discussion text.</p> <p>Reading as a reader. Reading as a writer.</p>	Consolidation.	<p>Forces:</p> <p>Introduction to mechanisms (to link in with Autumn 2 D&T unit).</p>	<p>Life Choices Is commitment important? Understand that we all have a mission.</p> <p>The Different Ways of Living Our Mission. Design a job description for the role of an apostle.</p>	<p>Vikings:</p> <p>Use a range of primary and secondary sources to find out about Vikings and their way of life.</p>	Assessment and evaluation.	<p>We are game developers:</p> <p>Evaluate games.</p>	<p>Netball: Consolidation.</p> <p>Football Consolidation.</p>	<p>Rhythm can be combined with pitch to make melody and provide harmonic accompaniment .</p> <p>Singing: specific vocal techniques can be employed to capture different elements of a musical genre or style.</p>	Reading AFL	<p>Being me in the world Understand cultural differences and how they can cause conflict.</p>
HALF TERM											
Wk 8	<p>Talk for Writing:</p> <p>Unit Focus: Discussion text.</p> <p>Co-construct toolkit. Boxing up. Begin innovated write.</p> <p>COLD TASK FOR NEXT UNIT.</p>	<p>Statistics:</p> <p>Read and interpret line graphs. Draw line graphs. Use line graphs to solve problems.</p>	<p>Earth and Space:</p> <p>Learn about the position of the planets in our Solar System, relative to the sun.</p>	<p>Life Choices</p> <p>The Sacrament of Marriage; The Promises. Understand the sacrament of marriage.</p> <p>The Blessing of Rings. Understand the importance of the blessing of the rings.</p>	<p>Energy and sustainability</p> <p>Understand different types of Energy.</p>	<p>Mechanisms Introduction to topic</p> <p>What are cams?</p>	<p>We are cryptographers Introduction to topic.</p>	<p>Basketball: Dribble with a basketball.</p> <p>Tag Rugby Demonstrate the ability to side-step and beat a defender.</p>	<p>Rhythm: rhythm can be represented using written notation of different kinds.</p> <p>Singing: Develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range.</p>	<p>What do you have for breakfast?</p>	<p>Celebrating difference Recognise and to know what racism is.</p>



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Wk 9	<p>Talk for Writing:</p> <p>Unit Focus: Discussion text.</p> <p>Finish innovated write.</p> <p>Hot task.</p>	<p>Statistics: Read and interpret tables. Two-way tables. Timetables (2 lessons). <i>End of unit assessment.</i></p>	<p>Earth and Space: Learn how the planets in the Solar System differ.</p>	<p>Life Choices</p> <p>How to show love to One Another in marriage.</p> <p>Understand that some people are called to serve God.</p>	<p>Energy and sustainability</p> <p>Understand what non-renewable energy is and where it comes from.</p>	<p>Mechanisms</p> <p>Analysing the movement created by different types of cam mechanisms.</p>	<p>We are cryptographers</p> <p>Be familiar with semaphore and Morse code. Understand the need for private information to be encrypted.</p>	<p>Basketball Use a range of techniques to pass a basketball successfully.</p> <p>Tag Rugby Demonstrate an accurate pass when put under pressure by a defender.</p>	<p>Rhythm: rhythm can be represented using written notation of different kinds. Singing: Develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range.</p>	<p>Food vocabulary and introduce opinions.</p>	<p>Celebrating difference Understand the effect of rumours and name-calling on other people.</p>
Wk 10	<p>Talk for Writing: FOCUS: Tale of Fear MODEL TEXT: The Nightmare Man by Pie Corbett.</p> <p>Creative hook and oral rehearsal.</p>	<p>Multiplication and Division: Multiples. Factors. Common factors. Prime numbers. Square numbers.</p>	<p>Earth and Space: Able to describe the Sun, Earth and Moon as approximately spherical bodies.</p>	<p>Advent Hope What does it mean to live in hope?</p> <p>Able to explain the symbolism of the Advent Wreath.</p>	<p>Energy and sustainability</p> <p>Understand advantages and disadvantages of renewable energy.</p>	<p>Mechanisms Viewing toys with cams.</p>	<p>We are cryptographers Transmitting information in semaphore.</p>	<p>Basketball: Know how to pivot. Move effectively around the court</p> <p>Tag Rugby Demonstrate successful and consistent catching technique when static, moving and under pressure.</p>	<p>Rhythm: rhythm can be represented using written notation of different kinds. Singing: Develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range.</p>	<p>More food and opinions</p>	<p>Celebrating difference Know what bullying is and to recognise when it takes place.</p>



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Wk 11	<p>Talk for Writing FOCUS: Tale of Fear. Reading as a reader. Reading as a writer.</p>	<p>Multiplication and Division Cube numbers. Multiply by 10, 100, 1000. Divide by 10, 100, 1000. Multiples of 10, 100, 1000. <i>End of unit assessment.</i></p>	<p>Earth and Space Able to explain day and night.</p>	<p>Advent Hope Recognise important symbols on the Jesse Tree. Understand the depth of Mary's belief in God.</p>	<p>Energy and sustainability Know what sustainable development means and how we can live more sustainably. Understand what environmental issues are facing our planet and what the solutions are.</p>	<p>Mechanisms Creating a plan for a toy with a cam mechanism.</p>	<p>We are cryptographers Morse code reference sheets and decoding.</p>	<p>Basketball. Use strategies to keep possession of the ball. Tag Rugby Beat a defender consistently by moving the ball into open space.</p>	<p>Rhythm: rhythm can be represented using written notation of different kinds. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text.</p>	<p>Listening AFL.</p>	<p>Celebrating difference Know what material wealth is and how it can impact our happiness.</p>
Wk 12	<p>Talk for Writing FOCUS: Tale of Fear. Co-construct toolkit. Boxing up. Begin innovated write.</p>	<p>Perimeter and Area Measure perimeter. Calculate perimeter.</p>	<p>Earth and Space Understand how the Earth's rotation causes shadows to change throughout the day.</p>	<p>Advent Understand a light in the darkness brings hope. Explain the importance of waiting patiently.</p>	<p>Energy and sustainability Understand the environmental issues such as overuse of natural resources.</p>	<p>Mechanisms Designing a toy with cams.</p>	<p>We are cryptographers Using the Caesar cipher to create and crack codes.</p>	<p>Basketball Know how to mark a player effectively. Get free from a defender. Tag Rugby Retain the ball when put under pressure in a match scenario.</p>	<p>Dynamics: dynamics are expressive elements in music. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text.</p>	<p>FOOD at home and at school</p>	<p>Celebrating difference Understand the benefits of respecting and enjoying other cultures.</p>



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Wk 13	<p>Talk for Writing FOCUS: Tale of Fear.</p> <p>Finish innovated write.</p> <p>Hot task.</p>	<p>Perimeter and Area Area of rectangles. Area of compound shapes. Area of irregular shapes. <i>End of unit assessment.</i></p>	<p>Earth and Space Phases of the Moon.</p>	<p>Advent Understand how scripture and Christian belief have been fulfilled.</p> <p>What does it mean to live in hope?</p>	<p>Energy and sustainability Know how to increase sustainability in the home.</p>	<p>Mechanisms Designing a toy with cams</p>	<p>We are cryptographers Substitution ciphers and frequency analysis.</p>	<p>Basketball Apply our basketball skills when playing as part of a team in a game. Evaluate performance. Tag Rugby Work collaboratively as a team.</p>	<p>Dynamics Dynamics are expressive elements in music. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text.</p>	<p>Using a traditional and an online dictionary. Listening AFL</p>	<p>Celebrating difference</p>
Wk 14	<p>Poetry Theme: Winter.</p> <p>Model text: The Magic Box.</p> <p>COLD TASK FOR NEXT UNIT.</p>	<p>Consolidation/revisit topics as required.</p>	<p>Consolidation/assessment.</p>	<p>Assessment</p>		<p>Mechanisms Evaluate the toys and their cams.</p>	<p>We are cryptographers Security on the web Assessment and evaluation.</p>	<p>Basketball Consolidation. Tag Rugby Consolidation.</p>	<p>Dynamics: dynamics are expressive elements in music. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text.</p>	<p>Christmas Tradition</p>	<p>Celebrating difference</p>



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Year 5		Foundation Subjects Curriculum coverage		Autumn 2021
Subject and Topic	Key Skills	Key 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 Passover for Jewish people.</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 makes us unique.</p> <p>Understand that despite our differences we are still God's children/people.</p> <p>Name the contents of the Seder Plate.</p> <p>Retell the story of the Passover.</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>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>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</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>		



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History	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</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.</p>		<p>Continue to develop a chronologically secure knowledge and understanding of the invasion and settling of the Vikings.</p> <p>Establish where the Vikings travelled from and how.</p> <p>Understand why they invaded certain areas of Britain and the raid of the monasteries.</p> <p>Use a range of primary and secondary sources to understand how the Vikings lived.</p>	
Geography	<p>Identify different types of energy.</p> <p>Describe and explain different energy sources.</p> <p>Make comparisons between renewable and non-renewable energy resources.</p> <p>Ask, research and explain the following questions: which energy sources contribute to environmental damage?</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>		<p>Name different types of energy.</p> <p>Understand the difference between renewable and non-renewable energy.</p> <p>Understand which energy sources contribute to sustainability.</p> <p>Know what fossil fuels are and how they differ from each other.</p> <p>Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	
Computing	<p>Design, write and debug programs that accomplish specific goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables.</p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Work with various forms of input and output.</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs.</p>		<p>Understand computer networks including the Internet.</p> <p>Understand how networks can provide multiple services, such as the World Wide Web.</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour. C.5.1.3.</p> <p>Know a range of ways to report concerns and inappropriate behaviour.</p>	



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Art	<p>Children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to 'think' like an artist.</p>		<p>Develop observational drawing. Design a new invention. Create a continuous line drawing. Create a collage and draw this from observation. Successfully upscale a drawing and paint accurately. Use imagination and visualisation to create an original piece of artwork.</p>	
Design & Technology	<p>Begin to use cams, pulleys or gears to create movement. Create a plan for a toy with a cam mechanism. Take a user's view into account when designing. Use cross-sectional planning and annotated sketches. * Use selected tools/equipment with good level of precision, accurately assemble, join and combine materials/components. Clearly explain how parts of product will work. Test and evaluate the effectiveness of the toy.</p>		<p>Understand what a mechanism is. Able to label the different parts of a cam mechanism. Research and analyse a range of toys with cam mechanisms.</p>	
Physical Education	<p>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.</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>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.</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.</p>	



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	<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>Football Pass and shoot with control. Use different parts of feet. Track opponent who has the ball and move towards them. Identify where your partner is at all times. Communicate with team mates.</p>		<p>Tag Rugby Know the correct passing technique. Understand how to defend. Identify space and know when to move into space.</p> <p>Football Understand different kicking techniques. Understand how and when to move into space. Understand how to defend. Understand how to attack.</p>	
Music	<p>Recognize aurally and speak SOLFA rhythmic patterns. Improvise and compose rhythmic patterns 2 bars in length in 4-metre. Read and perform rhythmic patterns using simple combinations of SOLFA. Continue to demonstrate the relationship between different pitches using SOLFA hand signs. Continue to use timbre expressively in performances. Maintain own melodic line with confidence and control in 2 part harmony with some awareness of the different harmonies produced. Sing rounds, canons, simple harmonic 2 part arrangements maintaining own part accurately. Sing songs with wider intervals in pitch. Use a wide range of dynamic contrast expressively in performances (vocal and instrumental).</p>		<p>Rhythm: Note lengths and silences can be represented by rhythmic syllables. Rhythm: can be combined with pitch to make melody and provide harmonic accompaniments. Rhythm: rhythm can be represented using written notation of different kinds. Singing: place voice comfortably, with awareness, so there is free vocal quality throughout pitch range. Singing: specific vocal techniques can be employed to capture different elements of a musical genre or style. Singing: Develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text. Dynamics: dynamics are expressive elements in music.</p>	



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Spanish	Reading, listening, writing and speaking.	<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>
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 on 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>