



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 5

Summer 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	Summer 2023-2024
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. Show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians. Make links to show how feelings and beliefs about the use of transforming energy affects our behaviour and that of others. **</p> <p>Make links to show how feelings and beliefs about the relationship of freedom and responsibility affect your behaviour and that of others. Compare your own and other people's ideas about questions concerning the use of freedom and responsibility and know that these questions are</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> <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.</p>



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	<p>sometimes difficult to answer. Show how your own and others' decisions about freedom and responsibility are informed by beliefs and values. 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. Islam Exploring Islam as a religion. Explore how Muslims prepare for Ramadan, Eid. Describe the importance of fasting.</p>	<p>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. Compare the life cycles of plants and animals. Compare how different animals reproduce and grow. Draw a timeline to indicate stages in the growth and development of humans. 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. Compare the reigns of different monarchs. 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. Work effectively within a mini-society demonstrating good teamwork. Effective communication- including active participation and listening. Solve problems (which may include money problems). Critical thinking when coming up with ideas and when problems occur. Collaboration and sharing ideas effectively. Leadership when working within a group. Practise being responsible for managing their own money.</p>	<p>Understand what a society needs to have. Understand law, democracy and trade. Understand the value of money. Understand key financial terminology. Understand how to manage and use money in an increasingly digital or cashless society and how to keep money safe. Recognise how using a bank account keeps money safe and can help them save. Know how to keep track of their money, and set and stick to a budget. Understand some of the ways to manage money.</p>	
Computing	<p>Programming 2: Micro: bit Decomposing a program without support. Predicting how software will work based on previous experience. Writing more complex algorithms for a purpose. Programming an animation. Iterating and developing their programming as they work. Confidently using loops in their programming. Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. Writing code to create a desired effect. Using a range of programming commands. Using repetition within a program. Using logical thinking to explore software more independently, making predictions based on their previous experience. Identify ways to improve and edit programs, videos, images etc.</p> <p>Skills showcase: Mars Rover 2 Learning the difference between ROM and RAM. Recognising how the size of RAM affects the processing of data. Understanding the fetch, decode, execute cycle. Learning how the data for digital images can be compressed.</p>	<p>Programming 2: Micro: bit Know that a Micro: bit is a programmable device. Know that Micro: bit uses a block coding language similar to Scratch. Understand and recognise coding structures including variables. Know what techniques to use to create a program for a specific purpose (including decomposition).</p> <p>Skills showcase: Mars Rover 2 Understand that bit patterns represent images as pixels. Understand that the data for digital images can be compressed. Know the difference between ROM and RAM. Understand various techniques that will improve the design of a 3D object (using CAD software).</p>	



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	<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>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.</p> <p>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>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>



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	<p>Know how to chop an onion. Design appealing packaging that reflects my recipe.</p>	<p>Know that the nutritional value of a recipe can change if you remove, substitute or add additional ingredients. Calculate and compare two adapted Bolognese recipes using a nutritional calculator. Based on this information I can decide which recipe is healthier. Write an amended method for my recipe to incorporate the relevant changes to ingredients. Know how to avoid cross-contamination.</p>
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</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</p>



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	<p>Attempt to play a range of different shots</p> <p>Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency</p>	<p>Use a range of tactics for attacking and defending as batters, bowlers and fielders</p> <p>Identify their own and others' strengths and devise practices that lead to improvement</p>	
Music	<p>Continue to use the elements expressively in performances and composition with good control and awareness of effect.</p> <p>Continue to use appropriate musical vocabulary to describe the use of musical elements in a wide range of music.</p> <p>Begin to combine rhythm and pitch notation using a simplified stave to compose and perform short melodies using a limited range of pitches.</p> <p>Sing and play songs which use major / minor / pentatonic scales and begin to identify them aurally.</p> <p>Recognise aurally difference in pitch between bigger and smaller intervals / jumps.</p> <p>Identify aurally well-known musical 'styles' which are partly defined by how the pulse is grouped (e.g. march, waltz, lullaby, reggae).</p> <p>Improvise and compose pieces and accompaniments using given structures and devices.</p>	<p>Rhythm can be represented using written notation of different kinds.</p> <p>Pitch can be represented using various forms of notation including graphic scores and the western stave.</p> <p>Melodies are constructed using a variety of pitched patterns called scales – each has its own distinct sound and musical characteristics (e.g. major / minor / pentatonic).</p> <p>Pitches can be raised or lowered using sharps # and flats <i>b</i>.</p> <p>Pulse can be grouped in different ways (metre).</p> <p>Musical ideas can be improvised, fixed and organised in different ways.</p>	
Spanish	<p>Listening, reading, speaking/singing and writing. Recognising feminine and masculine nouns, singular and plural. Using adjectives to describe nouns.</p> <p>Adjectival agreement.</p>	<p>Learn different Instruments and music in Spanish. Use of the dictionary. Create your own song.</p>	
PSHE & Relationships, Sex Education	<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>Exploring different types of families.</p> <p>Describe different types of love.</p>	<p>Describe the changes as humans develop to old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Know what it means to grow socially, emotionally and spiritually.</p> <p>Understand that not all families are the same (consisting of a man and a woman).</p> <p>Understand that there are different types of love.</p>	