


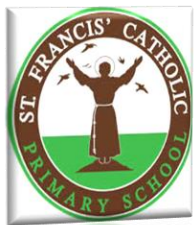


ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP 2023/2024

YEAR GROUP 5/6 YEAR A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Earthlings	Food Glorious Food	Survival!	Survival!	Faster, Higher, Stronger	Faster, Higher, Stronger
Living, Feeling, Dreaming Big Question 	Does your gender or race determine what you can do in life?	Are people around the world given a fair deal for the food they grow?	Why do some people and animals struggle to survive? What are the long-term effects of deforestation?		Is it right to cheat for victory?	Is image important?
Ethical/world thinking 	NASA and equality – jobs for all! National Space Week	Fairtrade – how important is it to ensure everyone is given a fair deal? Fairtrade workshop.	Explore the fairness of resources around the world: lack of food and water, shelter. Conservation of green spaces and rainforests for the sake of animals and civilisation. As stewards of Creation what can we do to help?		Many competitors have cheated, and still do, by taking performance enhancing drugs. What are the reasons this is wrong?	Explore influencers and the effect role models has on current life and self-esteem, especially with regard to social media. Is this reality?
Extraordinary Ending 	Newspaper reports/blogs for Kid's Zone about the crash landing. Put equality posters made on the children's notice board.	'Oliver' musical performance for the school. Children take ownership of our Fairtrade Friday stall. Buy and sell other goods using their budget.	David Attenborough-inspired Puppet Pals voice over animal report. Create own habitat corner with own adaptation Modroc animal and make the Puppet Pals video with the scene and written report behind.		Host own Olympic games in school.	

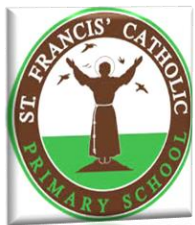


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<p>Interest generator</p> <p>Hook to inspire/topic launch/ Stickability-what will we remember?</p> 	<p>Aircraft remains in The Millennium. Children dressed as forensic scientists and attend the crash scene. Watch the CCTV footage of the spaceship hovering over the woods and landing.</p>	<p>Play the Banana Game to understand how money is distributed fairly/unfairly.</p>	<p>Watch camel rap adaptation video and carousel other animals which have adapted to survive.</p> <p>Watch Attenborough footage about the Amazon</p>	<p>Use MOSAIC APP to travel to Ancient Greece. Explore life there.</p>		
<p>RELIGIOUS EDUCATION</p> 	<p>Creation How the World Began God is the Creator The Fall Stewards of the Earth God's great Helpers God's great Gifts</p> <p>Creation and Covenant The Moses Story – The Burning Bush, The Ten Commandments and the two most important commandments (Love your neighbour CST).</p>	<p>God's Covenants What is a Covenant? God's Covenant with Abraham The Exodus God's Covenant with the Israelites The Prophets' Message The New Covenant</p> <p>Prophecy & Promise David's life and importance. Significance and imagery of</p>	<p>Inspirational People Jesus, our Saviour To be a Disciple The Beatitudes Living the Beatitudes The Presence of God Proclaiming the Faith Handing over to God Seeking God's Will Be Saints not Celebrities Eucharist</p> <p>Galilee to Jerusalem The Beatitudes. A parable about living out Jesus' law.</p>	<p>Reconciliation The Ripple Effect Mary Untangles Knots of Sin God's Love and Forgiveness The Meaning of Sin The Sacrament of Reconciliation Forgiveness takes Courage</p> <p>Desert to garden Ash Wednesday symbols & actions. What is sin? Examination of conscience.</p>	<p>Life in the Risen Jesus Guarding the Tomb The Resurrection The Spirit in the Church Jesus is with Us Prayer Importance of Prayer</p> <p>To the ends of the Earth Gifts of the Holy Spirit; Sacrament of Confirmation. Mary as an example of discipleship.</p>	<p>Other Faiths The Church Teaches What We Believe Judaism Jewish Celebrations Jews and Christians Islam Prayer & Fasting Christians & Muslims</p> <p>Dialogue & Encounter Origins of The Old Testament (Judaism). The importance of the Old Testament for Christians.</p>

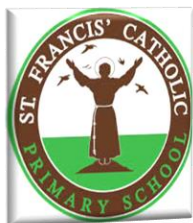


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	God's covenants throughout history.	shepherds – servant leadership. Prayer – rosary, psalms, O antiphons. CAFOD WORKSHOP	The Transfiguration. Prayer – Our Father (the 7 petitions).	Jesus' temptation in the wilderness and links to our own lives. CAFOD WORKSHOP	Representations of the Holy Spirit in scripture and art.	Key scripture in Judaism. CAFOD WORKSHOP
Catholic Social Teaching 	Macmillan coffee morning concert Rights and responsibilities – Unicef Rights for Every Child.	Children in Need fundraiser and blog. Giving in advent - Food bank collection. Carols in local care home. Anti-bullying week – Diana award. Fairtrade workshop.	Conservation work NSPCC Number Day	Lent – foodbank collection.	Visit to care home – playing board games/cards	Judaism workshop – Virtual school visits.
Sacraments, Holy Days of Obligation and other significant Days 	St Francis	All Saints Day Christ the King Reconciliation	Epiphany	Palm Sunday Ash Wednesday Reconciliation	Ascension Pentecost Ss Peter and Paul May Procession	Corpus Christi Confirmation

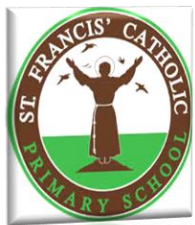


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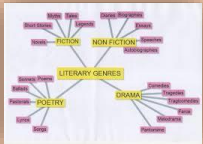


<p>PSHE/HRSE</p> 	<p>Rules, rights & responsibilities The importance of self-respect, mutual respect of others in society, our rights as humans/children, responsibility towards others.</p> <p>LTF Module 1 unit 1 Calming the storm module 3 unit 1&2 Catholic Social Teaching</p>	<p>UK Parliament Week</p> <p>Anti-bullying week What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes – how they can be unfair; differences and similarities between people; equalities.</p>	<p>Safety Week How can I stay safe online and using social media? Recognising risks of relationships online; harmful content & contact, how to report; benefits of limiting screen time; how to stay safe around water and call for help; basic first aid</p>	<p>How can I help myself and others? Effects of bullying on mental wellbeing; where and how to seek support over concerns about own or others mental wellbeing</p>	<p>How can money affect us? Finance and its role in people's lives – being a critical consumer, meaning of interest, loan, debt, tax, allocation of resources and the effect on communities and individuals, research and debate health & well-being issues.</p> <p>Bikeability – road safety</p>	<p>Changes & Choices What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; taking responsibility for our own health and wellbeing. Changes in adolescent body – facts about puberty and the menstrual cycle. Science link – vaccinations, allergies.</p> <p>LTF module 1 unit 2 - girls' and boys' bodies; emotional changes and feelings.</p>
<p>AUTHOR STUDY/CLASS READ</p> 	<p>Phoenix - SF Said</p> <p>Whodunit? Detective Stories Chosen - Philip Pullman. (Sherlock Holmes)</p>	<p>Oliver Twist – Charles Dickens</p>	<p>The Explorer - Katherine Rundell</p> <p>or</p> <p>Running Wild - Michael Morpurgo</p>		<p>Short Stories – Greek Myths</p>	

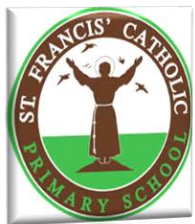


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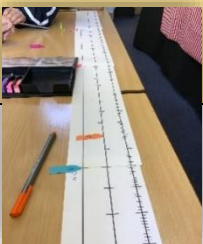
GENRES 	Science Fiction Information booklets Shakespeare Report Writing Newspaper report	Stories with historical settings Films and play scripts Classic narrative poetry. Instruction writing	Fiction Non-fiction (Fact file) Biography	Explanation text Narrative Persuasive Discussion	Myths Reports	Poems with figurative language Play scripts
MULTI-MODAL WRITING/ CROSS-CURRICULAR 	Papier mache planets for exciting writing Space Journals UFO scene report – forensic study of scene in school – interviews and newspaper reports Y5 Shakespeare Workshops (Mrs Brice Governor)	Recipe book Y5 Performance Poetry Workshops – Mrs Brice	Survival Story – DT make a raft/vehicle used in story Design a species – fact file – use Modroc to make 3D model of species (DT) Habitat corners	Rainforest layers model with explanation text		End of year performance - playscript
OUTDOOR LEARNING 	Alien Landing in Millennium Shakespeare drama on amphitheatre	Popcorn/ marshmallows in millennium – irreversible changes (Science)	Survival Day – Survival Skills, den building etc.			

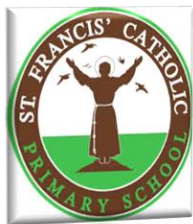


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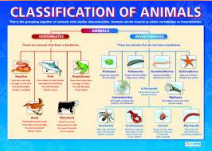
LOCAL LINK 	Alston Observatory	Local food suppliers	Compare and contrast local area to story setting (rainforest).	Classify plants around school – church garden, millennium Plants in local area		Preston Sports Arena
NATIONAL LINK 	British Space developments – Tim Peake	UK Parliament Week Jamie Oliver's School Meal Campaign	National efforts on global warming/ deforestation & nature reserves in UK			The Olympics Stadium that was built in London for the 2012 Olympics and how it has been used after.
GLOBAL LINK 	Time Zones in different countries	Focusing on countries that provide the UK with Fairtrade foods.	Countries all around the World- Focus on countries within the class novel. Exploring the world around us, those with various climates/environments. Global warming & deforestation			Where and when the Olympics began. Look at the country that the next Olympics will be in.
VISITS/VISITORS 	Visit to Alston Observatory	Visit from MP	Blackpool Zoo visit – Evolution & Inheritance Workshop	Formby Sculptures		Tower Wood; Preston Sports Arena
MATHS 	Place Value of whole numbers Addition & Subtraction	Multiplication & Division: multiples, factors, prime numbers, square/cube numbers. Multiplying	Multiplication & division: formal written methods, problem-solving	Decimals and percentages. Area & Volume Statistics	Shape: properties of 2d and 3d shape, angles	Negative numbers Converting units: metric and imperial measures, time

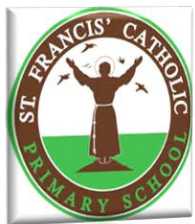


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	Topic – planet maths – scale drawing, measures	and dividing by multiples of 10. Fractions: equivalent fractions, improper fractions and mixed numbers, ordering fractions, adding and subtracting fractions. Measures within topic – recipes/cooking	Fractions: multiplying and dividing fractions, fraction of an amount. Year 6: <i>ratio</i>	Year 6: <i>algebra</i>	Position & direction: coordinates and translations Year 6: <i>consolidation project</i>	Volume
SCIENCE 	Earth and Space - -Describe the movement of the earth, and other planets, relative to the sun in the solar system. -describe the movement of the moon relative to the earth. -describe the sun, earth and moon as approximately spherical bodies -use the idea of the earth's rotation to explain day and	Standalone unit on Material Properties – comparative / fair tests of everyday materials. Materials – Reversible and Irreversible changes -Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity	Evolution and Inheritance - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants	Classification - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics		Animals including humans – growth and development of humans -Describe the changes as humans develop into old age. -Describe the life process of reproduction in some plants and animals.

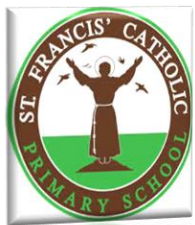


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	<p>night and the apparent movement of the sun across the sky.</p>	<p>(electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. -use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the 	<p>are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Life cycle changes in animals and plants; naturalists (e.g. David Attenborough)</p> <ul style="list-style-type: none"> -Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird -Describe the life process of reproduction in some plants and animals.. 		
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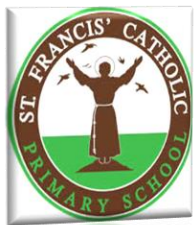


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		formation of new materials, and that this kind of change is not usually reversible				
WORKING SCIENTIFICALLY	<p>By researching the gestation periods other animals and comparing them with humans.</p> <p>By finding out and recording the length and mass of a baby as it grows.</p> <p>By comparing the time of day at different places on the Earth through internet links and direct communication.</p> <p>By creating simple models of the solar system.</p> <p>By constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day.</p> <p>By finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks [research].</p> <p>By observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes.</p> <p>By researching and discussing how chemical changes have an impact on our lives, for example cooking.</p> <p>By discussing [researching] the creative use of new materials such as polymers, super-sticky and super-thin materials.</p> <p>By observing and raising questions about local animals and how they are adapted to the environment.</p> <p>By comparing how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels.</p> <p>By analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p> <p>By observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).</p> <p>By asking pertinent questions.</p> <p>By suggesting reasons for similarities and differences.</p> <p>By trying to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</p> <p>By observing changes in an animal over a period of time (for example, by hatching and rearing chicks).</p> <p>By comparing how different animals reproduce and grow.</p>					

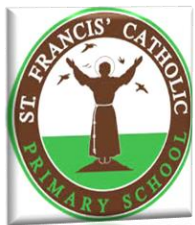


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GEOGRAPHY 		World food – where does food come from? -locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	World's countries and key features – research -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Contrasting region – Amazon Basin, Use maps to locate the world's rainforest, biomes-locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Ancient Greece (including sport) -Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied.	
HISTORY 		A local History Study - Archives for St Francis school – what were school dinners like in the early days of our school? Photo evidence, interviews with Grandparents			Ancient Greece - (including the olympics) -Ancient Greece – A study of Greek life and achievements and their influence on the	

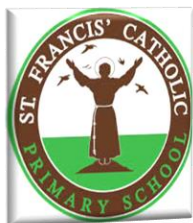


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		who attended school – primary/secondary sources			western world.	
		BLACK HISTORY MONTH				
MUSIC 	Lancashire SOW Unit – Music in the style of John Williams – Listen to and appraise music composed by John Williams. Using instruments children create their own theme music for a piece of Earthling writing.		Charanga Y5 Aut 1 'Livin' on a Prayer'		Lancashire SOW Unit Music Moods – Investigate music for different moods and occasions. Evaluate whether types and styles of music improve performance and outcomes.	
COMPUTING 	CS -Lego Coding – space rovers select, use and combine a variety of software (including internet services) on a range of digital devices to design and	Anti-bullying week – social media, digital footprint, staying safe online use technology safely, respectfully and responsibly; recognise	IT / DL - digital research Understand computer networks including the internet; such as the world-wide web; and the opportunities they	CS -Coding – Purple Mash design, write and debug programs that accomplish specific goals, including controlling	IT / DL - digital research Understand computer networks including the internet; such as the world-wide web; and	Online Safety - Age restrictions online Know how to use technology safely, respectfully and responsibly; recognise

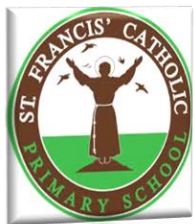


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	create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create a range of programs to present data and information; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	or simulating physical systems; solve problems by decomposing them into smaller parts □ use sequence, selection, and repetition in programs; work with variables and various forms of input and output □ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	the opportunities they offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create a range of programs to present data and information; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.
	Online Relationships Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others	Online Relationships <i>Anti-bullying Week:</i> Know that the same principles apply to online relationships as to face-to-face relationships, including the	Online Relationships <i>Safety week:</i> Know how information and data is shared and used online. Know the rules and principles for keeping	Online Relationships Know how to critically consider their online friendships and sources of information including	Online Relationships Know the rules and principles for keeping safe online, how to recognise risks, harmful content and	Online Relationships <i>Human dignity & respecting our own bodies:</i> Know how to critically consider their online

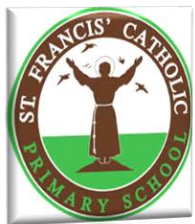


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	online including when we are anonymous. Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (<i>SMART rules</i>).	importance of respect for others online including when we are anonymous.	safe online, how to recognise risks, harmful content and contact, and how to report them. Know that people sometimes behave differently online, including by pretending to be someone they are not.	awareness of the risks associated with people they have never met. Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	contact, and how to report them.	friendships and sources of information including awareness of the risks associated with people they have never met. Know that people sometimes behave differently online, including by pretending to be someone they are not.
ART  Rousseau Talbot Pollock Kandinsky Miro Rothko	Drawing and Painting developed into abstract paintings. Experiment with printing and paint to create texture on Papier mache planets. Investigate famous abstract artists: Pollock, Kandinsky, Miro and Rothko - and their individual style of abstract art.	Still Life – Drawing and painting inspired by local artist Andrew Talbot	Camouflage in the natural world – Habitat corner – use photography, digital art and drawing to create habitat scene incorporating camouflage. Modroc animal sculpture. Study famous artists Henry Rousseau Ruth Daniels and use of camouflage art.	Mothers Day cards – observational drawing of daffodil.	Figure drawing developed into 3D sculpture – Inspired by the artwork and sculptures of Antony Gormley	

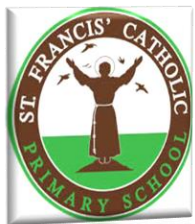


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Daniels Gormley						
DESIGN TECHNOLOGY 		Food – food from another culture - variety of cooking techniques. understand and apply the principles of a healthy and varied diet prepare and cook a variety dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Textiles – Combining fabrics to create a purposeful Amazon explorer piece of kit.		
PHYSICAL EDUCATION 	Dance - Perform dances using a range of movement patterns. - compare their	Gymnastics - Develop flexibility, strength, technique, control and balance [for example,	Net and wall skills - Use running, jumping, throwing and catching in isolation and in combination	Invasion games -Use running, jumping, throwing and catching in isolation and in combination.	Fielding & Striking Play competitive games, modified where appropriate and apply basic principles suitable	Athletics - Use running, jumping, throwing and catching in isolation and in combination



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	<p>performance with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Astronaut Training – circuits: strength & stamina</p>	<p>through athletics and gymnastics)</p> <p>- compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>-Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>- compare their performance with previous ones.</p> <p>Swimming – Year 5</p>	<p>for attacking and defending</p> <p>- compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Develop flexibly, strength, technique, control and balance</p> <p>- compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Outdoor Adventure Activities – Towerwood experience take part in outdoor and adventurous activity challenges both individually and within a team</p>
<p>MODERN FOREIGN LANGUAGES</p> 	<p>European Languages Day – French Day –</p> <p>Carousel of activities & run a French café listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions;</p>	<p>Food – Salut unit 'Eating out'</p> <p>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Speak in sentences, using</p>	<p>Animals & descriptions</p> <p>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>		<p>Salut unit 'Hobbies'</p> <p>-Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and</p>	



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	express opinions and respond to those of others; seek clarification and help*	familiar vocabulary, phrases and basic language structures			neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these	
NOTES						