


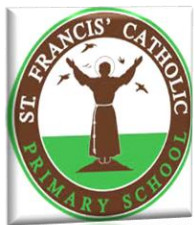


ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP 2022/23 & 2024/25

YEAR GROUP 5/6 YEAR B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| CLASS TOPIC | A Kingdom United | A Kingdom United (Valiant Vikings) | Heroes & Villains | Inventors & Inventions | Beside the Seaside | Beside the Seaside |
| Living, Feeling, Dreaming Big Question  | Are people united? What is Nationality? | Does everyone in our world have equal access to basic human rights? Is everyone treated equally? | What is a hero? | Why should we be in awe of early inventions and technology way ahead of its time? | Do we like to be beside the seaside? How are our oceans changing? How are we going to make a difference as future citizens to change the huge issue of pollution? | |
| Ethical/world thinking  | Explore the struggle of some communities and study the need for equality and acceptance. | Black History Month – a study of the Windrush. Explore how the Windrush generation have contributed to British culture/society. | Are true heroes obvious? Who do we consider to be heroes and why? Who are heroes who have shaped society and was this always for the better? | Some inventions are unbelievable to have been made by such early civilisation. Our technology moves forward quickly but how much do we owe to early inventors? | Explore plastic pollution and the effects of this on sealife and ecology of the ocean. Which sea animals are at risk of extinction and what is being done? (conservation projects) | |
| Extraordinary Ending  | Display for school. Create own legend books and clay eyes. Write to the local artist to publish our work and gain artist feedback. Canal boat trip | Trip to the Jorvik Centre in York. | Shakespeare performance for school. | Lego coding inventions. Use the technology to create own inventions and create a whole school display. | Visit the beach and litter pick. Take pictures of before and after our pick. Create and photograph transient art in the environment using plastic waste. Send poems to author (Mary Earnshaw) | |

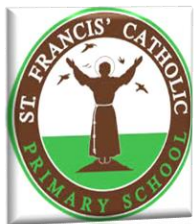


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| <p>Interest generator</p> <p>Hook to inspire/topic launch/ Stickability-what will we remember?</p>  | <p>Explore the awe and wonder of eyes. Introduce involvement of the local artist and working toward the finished product of sending our work to her.</p> | <p>MOSAIC APP –join the Vikings on the Viking ship as they travel to dominate far and distant lands.</p> | <p>Look at a real pig heart.</p> | <p>Visit Liverpool Museum to explore early civilisations and inventions.</p> | <p>Jellyfish and coral tank installed in school for the half term.</p> <p>Aqualease rock pool experience.</p> <p>Cornish Plastic Pollution Coalition Zoom presentation.</p> | |
| <p>RELIGIOUS EDUCATION</p>  | <p>The Kingdom of God Where is the Kingdom of God? Is it for everyone? What is it like? What are the values of the Kingdom? What do we have to do in order to be in the Kingdom of God? What can we do for the Kingdom?</p> <p>Creation & Covenant The purpose of the Creation story and</p> | <p>Justice What is justice? Give an example of someone who has spoken out against injustice. Give an example of someone who works for justice. Why is Christmas important for us? What do you know about the mystery of the Incarnation?</p> <p>Prophecy & Promise</p> | <p>Exploring the Mass What is the New Covenant Jesus made with us? How can we live-out our part in this New Covenant? What are two of the most important parts of the Mass? Explain how going to Mass can help us live our lives more fully. What is the Blessed Sacrament?</p> <p>Galilee to Jerusalem</p> | <p>Jesus, the Messiah How do we know that Jesus is truly God and truly human? Why did Jesus make a New Covenant with us? Why did some of the Jewish authorities not like Jesus? When Jesus was arrested, couldn't he have worked a miracle and escaped? Why did Jesus have to die on a cross?</p> | <p>The Transforming Spirit What was the mission that Jesus gave to the Apostles? What happened at Pentecost? How did the Holy Spirit help the Apostles? What happened to Saul on the road to Damascus? What can we learn from this event?</p> | <p>Called to Serve What is the Sacrament of Confirmation? How does the sacrament help a person who receives it? Give two examples of some people who have received the gifts of the Holy Spirit. What is the Sacrament of Marriage?</p> |

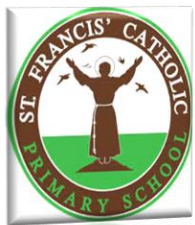


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| | links to Laudato Si and stewardship. The Fall – Christian belief about original sin. Sacrament of Baptism. How belief in God as creator of the universe is compatible with the science of evolution. | The importance of women in salvation history. The Magnificat. The Annunciation – contrasting approaches in the Gospels of Luke 7 Matthew. Roles of women today who are responding to God's call. CAFOD WORKSHOP | Jesus' 7 signs/miracles in John's Gospel. How stories from scripture can speak to people in different ways. The seven sacraments – purpose and symbols. | Desert to Garden Holy Week – in gospel of John. Significance of Jesus washing the disciples' feet. Stations of the cross. Did Jesus have a fair trial? Reflecting on Lent as a time of transforming our own lives. CAFOD WORKSHOP | Who are the successors of St. Peter? To the ends of the Earth John's account of the Resurrection. Consider why it is sometimes difficult to believe what is not seen. Faith and martyrdom. Charities who support those facing injustice and prejudice. | Who is the most inspirational person you have studied? Why? Dialogue and encounter Working together with people of different 'worldviews' for the common good. Stories/accounts from those who follow a Dharmic pathways – explore connections between beliefs, practices and ways of life. CAFOD WORKSHOP |
| Catholic Social Teaching  | Macmillan coffee morning concert. | Children in Need. Christmas Jumper Day – Save the Children. Anti-bullying week – Diana award. Black History Month – links with community groups. | Heartbeat link. NSPCC Number Day | Giving for Lent – fundraiser for Shalom academy. | Litter picking around local area and beach. | Hindu/Sikh/Buddhist visit/workshop. |

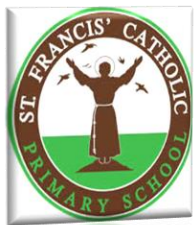


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| | | Remembrance – poppy appeal and preparations for family mass. | | | | |
| Sacraments, Holy Days of Obligation and other significant Days  | St Francis' Feast Day | All Saints Day Christ the King Reconciliation | Epiphany | Palm Sunday Ash Wednesday Reconciliation | Ascension Pentecost Ss Peter and Paul May Procession | Corpus Christi Confirmation |
| PSHE/HRSE  | Rules, rights & responsibilities The importance of self-respect, mutual respect of others in society, our rights as humans/children, responsibility towards others. LTF Module 1 unit 1 Calming the storm module 3 unit 1&2 Catholic Social Teaching | UK Parliament Week 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. | 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 | 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 | 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 & wellbeing issues. | 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. |

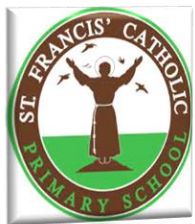


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| | | LTF module 2 unit 2 – friendships and pressure | Dangers of 'health villains' – smoking, drugs etc LTF module 2 unit 3 – Online safety & making good choices | | | Science link – vaccinations, allergies. |
| AUTHOR STUDY/CLASS READ  | Beowulf - Michael Morpurgo | The Wizard of Oz – L. Frank Baum. The Story of the Windrush – KN Chimbiri | Pig Heart Boy Malorie Blackman Macbeth – William Shakespeare | The Invention of Hugo Cabret – Brian Selznick | A Sea Dirge - Lewis Carroll & a selection of sea poems | Carrie's War - Nina Bawden |
| GENRES | Legends from the British Isles Persuasion | Remembrance - Poems with imagery Diary – The Windrush | Older literature Information text hybrid Biography – My Real-life hero | Novel as a theme Magazine: Information text Hybrid Historical story from another culture | Balanced argument/debate Poems based on a theme. | Story told with flashbacks – Titanic Novel as a theme Persuasive letters to MP/supermarkets on issue of single-use plastic. |

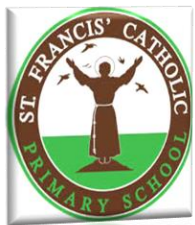


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| MULTI-MODAL WRITING/ CROSS-CURRICULAR  | Write own legend – make into a book (aged & wooden binding) | Create house/building as part of story setting for new chapter of Wizard of Oz – multi-modal writing | Y5 Shakespeare Workshops (Mrs Brice) Debate – pride of Britain style presentations for own hero – class vote Food magazine review Persuasive menus | Invent a mechanical or mechanism to inspire own story Class magazine – edit, photography, selling techniques | Sea poems displayed with artwork of seascapes. Poem recital using puppet pals and own seascape art to animate. | End of year performance – playscript Create a Titanic boat for flashback story. |
| OUTDOOR LEARNING  | | Investigate light and rainbows outdoors for Science | Performance poetry on the outdoor amphitheatre | Falling objects – science investigation from the play equipment | Investigate litter problem around school/church grounds and at the beach. | |
| LOCAL LINK  | Local Lancashire legends Local cities | | Use of locally produced food for DT | Look at local inventors – such as Nick Park | Blackpool study – historical, physical and human influences. | |

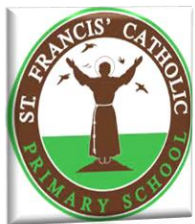


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| NATIONAL LINK  | UK legends – Finn MacCool – the Giant's Causeway UK geography – cities | | Famous chefs in the UK and their impact on food and culture | Famous inventions and inventors from the UK | Seaside towns across the UK | |
| GLOBAL LINK  | Legends from all over the world World geography | Countries in the British Empire | World food and our place in it. | Invention and famous inventors from around the world | Comparing British seaside holidays to holidays abroad – now and in Victorian times. Link this to own holiday experiences. | |
| VISITS/VISITORS  | | Visit from MP Zoom link with author KN Chimbiri Samba band workshop | Paramedic workshop – first aid. Supermarket visit to shop for healthy meal ingredients. | Manchester Science Museum | Fleetwold Museum – Victorian seaside. | Blackpool Tower & circus |
| MATHS  | Place Value of whole numbers Addition & Subtraction | Multiplication & Division: multiples, factors, prime numbers, square/cube numbers. Multiplying and dividing by multiples of 10. | Multiplication & division: formal written methods, problem-solving Fractions: multiplying and dividing fractions, fraction of an amount. | Decimals and percentages. Area & Volume Statistics Year 6: algebra | Shape: properties of 2d and 3d shape, angles Position & direction: coordinates and translations | Negative numbers Converting units: metric and imperial measures, time Volume |

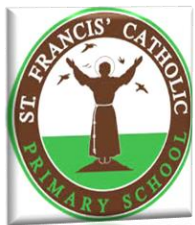


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| | | Fractions: equivalent fractions, improper fractions and mixed numbers, ordering fractions, adding and subtracting fractions. | Measures within topic – recipes/cooking Year 6: ratio | | Year 6: consolidation project | |
| SCIENCE | Light - Recognise that light appears to travel in straight lines Reflections - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Shadows - Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them | | The Human Circulatory System - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Research famous scientists that have impacted on modern medicine. | Forces and falling objects - Explain that unsupported objects will fall towards the earth because of the force of gravity acting between the earth and the falling object. -identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a | | Electricity - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. |

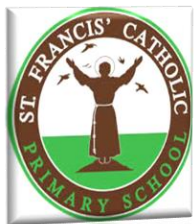


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| | | | | smaller force to have a greater effect. | | |
| | | | | Science Week | | |
| WORKING SCIENTIFICALLY | <p>By exploring the work of scientists.</p> <p>Through scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>By observing / measuring changes to breathing, heart beat and or pulse rates after exercise.</p> <p>By exploring falling paper cones or cup-cake cases.</p> <p>By designing and making [exploring] a variety of parachutes.</p> <p>By carrying out fair tests to determine which designs are the most effective.</p> <p>By exploring resistance in water by making and testing boats of different shapes.</p> <p>By designing and making [creating/inventing/designing] artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.</p> | | | | | |
| GEOGRAPHY  | UK cities, countries and key features/a study of canals: Name and locate countries and cities in the united kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how | The Windrush – countries in the British Empire; effects of the war. | | World Mapping – Islamic Golden Age mapping | Blackpool & other seaside resorts. Location of first railways & impact. Identify human and physical geography land use, economic activities – using a range of maps. Name and locate counties and cities of the United Kingdom. Relate different maps to each other and to aerial photos. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | |

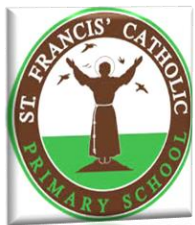


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| | some of these aspects have changed over time. -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | | | | |
| HISTORY  | Britain's settlement by Anglo Saxons and Scots Develop chronologically Secure knowledge and understanding of British, Local and world History. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. The Viking and Anglo-Saxon struggle for the | BLACK HISTORY MONTH Windrush | | Early Islamic civilization – Baghdad c AD900 -A non-European society that provides contrast with British history. Investigate the famous inventors of the Islamic Golden Age and their impact on modern science and history. Investigate the lifestyle, literature and culture of the era. Compare and contrast to what the UK was like at this time in history. | Victorian Holidays & the railway boom. Aspect of British history beyond 1066 - leisure and entertainment Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Learn about our local seaside resort of Blackpool. |

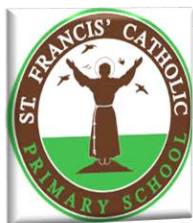


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| | <p>Kingdom of England to the time of Edward the Confessor – Learn about -</p> <ul style="list-style-type: none">• Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066 <p>Investigate Viking lifestyle and culture</p> | | | | | |
|  | <p>National Anthems – Listen to and appraise national anthems of the UK. Write and compose anthem for St. Francis.</p> <p>Benjamin Britten - Listen with attention to a range of high quality live and recorded music, to detail and to</p> | <p>Calypso music Lord Kitchener – <i>London is the place for me</i></p> | | <p>Charanga – Introduction to Keyboards 1</p> | <p>Charanga Y6 Summer 1 ‘You’ve got a friend’ – Listen and appraise the music of Carol King as a female composer and her influence on modern day music</p> <p>Investigate sounds of the seaside and compose background music</p> | <p>Songs for end of year production</p> |

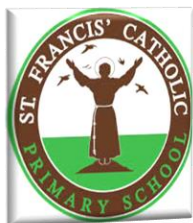


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| | <p>internalise and recall sounds with increasing aural memory.</p> <p>Understanding of the history of music, including Britten; performing</p> <p>Link to Charanga Unit – Benjamin Britten</p> | | | | for their seascape poetry recital | |
| <p>COMPUTING</p>  | <p>IT / DL - Digital Research -</p> <p>Understand computer networks including the internet; such as the world-wide web; and 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.</p> | <p>Anti-Bullying Week –</p> <p>Social media, digital footprint, staying safe online use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.</p> | <p>CP -Lego Coding –</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p>CP -Coding – Purple Mash</p> <p>design, write and debug programs that accomplish specific goals, including controlling 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</p> | <p>IT / DL - digital research</p> <p>Understand computer networks including the internet; such as the world-wide web; and 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;</p> | <p>Age restrictions online, Online Safety -</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.</p> |

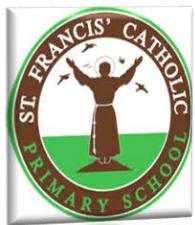


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| | <p>Online Relationships Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (<i>SMART rules</i>).</p> | <p>Online Relationships <i>Anti-bullying Week:</i></p> <p>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.</p> | <p>Online Relationships <i>Safety week:</i></p> <p>Know how information and data is shared and used online.</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> | <p>simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Online Relationships Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>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.</p> | <p>Online Relationships Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> | <p>Online Relationships <i>Human dignity & respecting our own bodies:</i></p> <p>Know how to critically consider their online 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.</p> |
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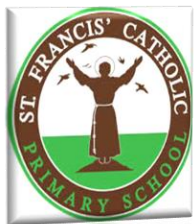


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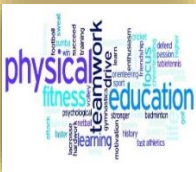

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| <p>ART</p>  <p>Kandinsky Picasso Van Dyck Wallis Lowry</p> | <p>Observational drawing of eyes. Adapt to design dragon eyes. Sculpture - clay dragon eyes. Artist: Lucy Pass.</p> | <p>Black History Month Art - printing</p> | <p>Portraits and self-portraits –Investigate the art of famous artists and their famous portraits (Dyck, and Picasso, contemporary portraits in the National Portrait Gallery website). Create own drawings and painting (my real-life hero) looking at facial proportions.</p> | | <p>Seascape drawing, painting & collage with textiles element Study of artists' work inspired by the sea. Drawing and painting developed into mixed media collage using sea glass/recycled plastic bags. Investigate and compare the seaside art work of seascape artists including Wallis and Lowry.</p> <p>Weaved wall hanging.</p> |
| <p>DESIGN TECHNOLOGY</p>  | | | <p>Hero Chefs! - Learn about influential chefs such as Jamie Oliver and their influence of the schools meals. Investigate schools meals, consider how they fulfil the eatwell plate. Plan, prepare and create a healthy meal for own lunch. Budget and shop for ingredients.</p> | <p>Mechanical Systems – Create a motorised vehicle with gears and pulley. Investigate different materials and use of pulleys and gears to best fit the designed vehicle.</p> | <p>Mechanisms - Create a Blackpool illuminations diorama with movement and lights – cams, electrical circuits.</p> |



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| PHYSICAL EDUCATION  | Lancashire SOW Gymnastics Unit 1 Games – Invasion Games Rugby 1 | Lancashire SOW Dance Unit – Highway Man | Games - Invasion Games Hockey Lancashire SOW Dance Unit – Heroes and Villains | Games - Creative Games Lancashire SOW Gymnastics Unit 2 | Games – Striking and Fielding Cricket | Athletics Lancashire SOW Dance Unit - Seaside |
| MODERN FOREIGN LANGUAGES  | Salut unit 'The Environment' | | Salut unit 'Actions' | | Salut unit 'Holidays' | |
| NOTES | | | | | | |