

YEAR 5 PENTECOST TERM 2026

Curriculum Map

A decorative graphic consisting of several parallel white lines of varying thicknesses, slanted diagonally from the bottom-left towards the top-right, located in the lower right quadrant of the page.

RELIGIOUS EDUCATION

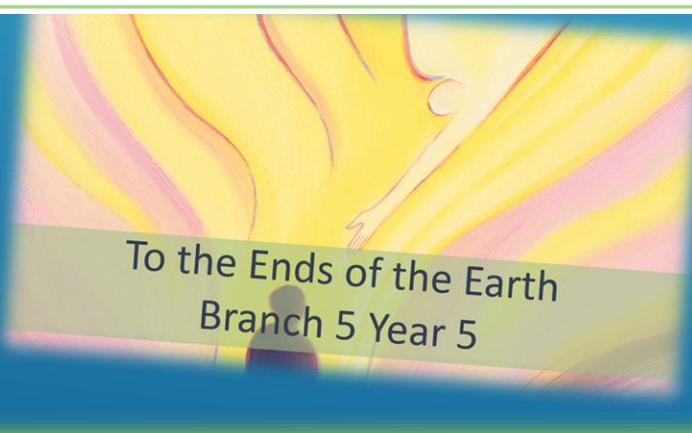
Year 5 Branch 5 To the Ends of the Earth

These resources are designed to respond to the Religious Education Directory for Year 5, branch 5 To the Ends of the Earth. The resource is designed to be used in conjunction with the RED – 'To Know you more clearly' year 5 document, which gives detail on content and delivery. The resource has been structured into 6 blocks, each based around one learning focus. This will allow schools some freedom with how long they choose to spend on each objective.

- Hear** - The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. Catholic children's Bibles should be used to share this scripture. The scripture that the children will explore in this branch is:
 - Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) • Pentecost (Acts 2:1-8, 14-18) • The gifts of the Spirit Paul (1 Cor 12:4-11) • Baptism in the Spirit (Acts 8:14-16)
- Believe** - This section details the Catholic belief and teaching related to the scripture or church teaching being studied and suggested ways to share this with the children. 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114) • The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed. • The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit. • Mary is an example of discipleship. • The Holy Spirit appears under different names and signs through Scripture
- Live** - This section has a range of activities that you could use to help the children to understand how Catholics respond to the scripture and belief and to enable them to better understand it and how they are also invited to live it out in their own lives. Some examples of artistic symbolic representation of the Holy Spirit.
 - An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others.
- Celebrate** - The actions, signs, prayers, and symbols of the Catholic rite of Confirmation. • The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries remember what followed the Resurrection. • 'Come Holy Spirit, fill the hearts of your faithful prayer

Vocabulary - the key words for the children to learn, use and understand in this topic are:-

Confirmation, discipleship, Holy Spirit, anoint, chrism, Bishop, baptismal grace.



To the Ends of the Earth
Branch 5 Year 5

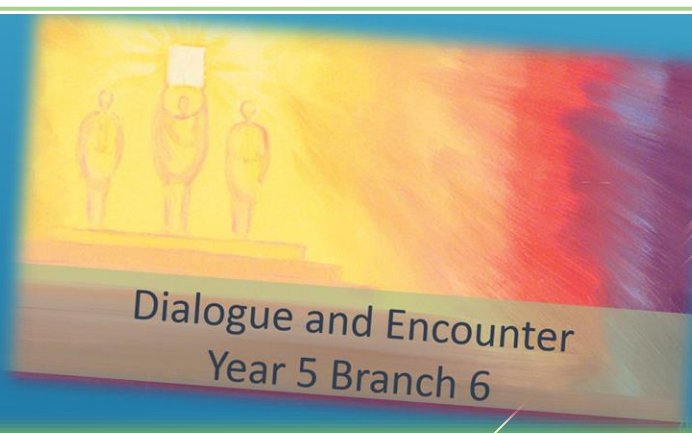
Year 5 Branch 6 Dialogue and Encounter

These resources are designed to respond to the Religious Education Directory for Year 5, branch 6 Dialogue and Encounter. The resource is designed to be used in conjunction with the RED – 'To Know you more clearly' year 5 document, which gives detail on content and delivery. The resource has been structured into 6 blocks, each based around one learning focus. This will allow schools some freedom with how long they choose to spend on each objective.

- Dialogue** - By the end of this unit of study, pupils will know that the Church teaches:
 - The many different writers of the Bible were inspired by the Holy Spirit.
 - What Christians call the Old Testament originates in Hebrew scriptures.
 - The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.
- By the end of this unit of study, pupils will know:
 - The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers.
 - God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.
- Encounter** - By the end of this unit of study, pupils will have encountered the following:
 - That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., <https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/>).
 - That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator.
 - Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One').
 - A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case

Vocabulary - the key words for the children to learn, use and understand in this topic are:-

Old Testament, New Testament, Bible, Tanakh, Shema, Mezuzah



Dialogue and Encounter
Year 5 Branch 6

RSE

The children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God's presence in their daily lives.

The Midnight Fox

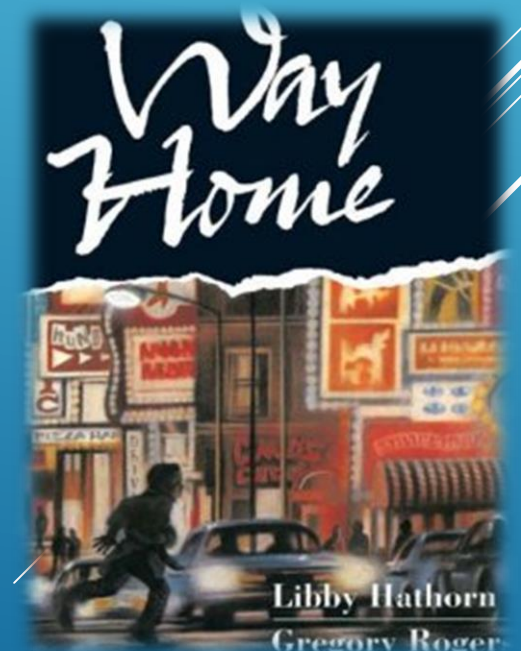
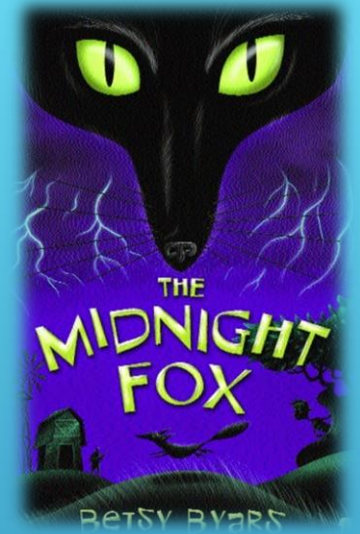
This classic children's novel, written in 1970 by the American writer Betsy Byars, tells the compelling story of Tom, a boy who is sent, very reluctantly, to stay with his aunt and uncle on their farm. Readers experience his sense of wonder at the beauty of nature as he observes the beautiful sight of a black fox and her cub. The harsh reality of life in the country is revealed as Tom's concern for the fox and her cub come into conflict with his aunt and uncle's attempts to protect their farm stock. The children will learn to broaden their understanding of writers' use of language; write in role in order to explore and develop understanding of character.

The Highwayman

This narrative poem, written in 1913, tells a tragic tale of love, jealousy and bravery. With evocative language, a powerful rhythm and strong patterning, it is ideal for performance. Children will consider the historical context of the poem and the characters and setting. They will develop an understanding of the story told in the poem and plot the main events. Children also look closely at unfamiliar language and investigate word meanings.

Way Home

Shane is a boy who lives alone on the streets. We don't realise this until the end of the book, when he takes the cat he has found back home with him to a shelter filled with his possessions, to be his friend. Shane's fast paced story is told to the cat. The illustrations in this picture book are very evocative, full of symbols and meanings that add to what we learn about Shane and his life. Children will empathise with a character and explore possible reasons for his actions and consider decisions he might make. We will narrative plot, settings, characters and draw inferences to aid understanding.



ENGLISH

This term, Year 5 will be looking at shape, which will include recognising different angles and measuring using protractors. They will be reading and plotting co-ordinates and exploring translation, reflection in horizontal and vertical lines and symmetry. During our work on decimals they will be finding efficient methods for adding and subtracting, describing decimal sequences, beginning to solve problems with missing values and revisiting their understanding of multiplying and dividing by multiples of 10. In conversion of measurements the children will be able to convert between units of length, weight and time. In each lesson the children will have the opportunity to extend and challenge their understanding through a series of reasoning questions

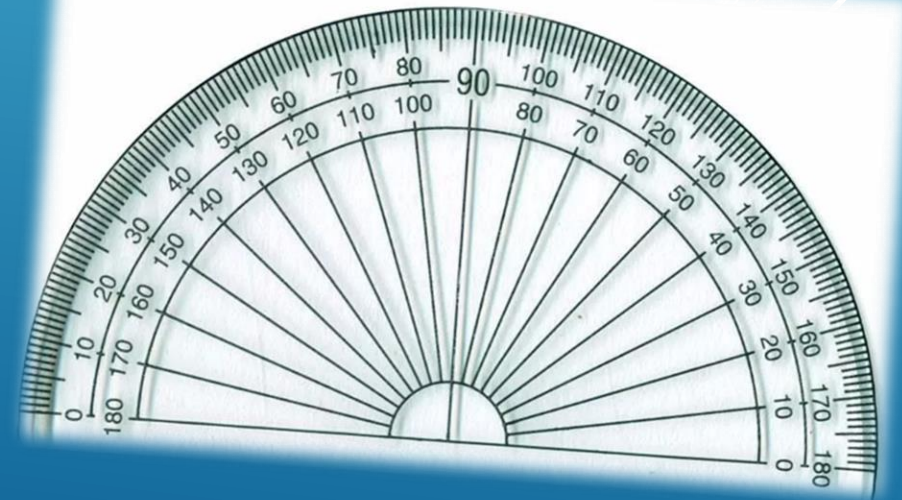
5.6 3.1 2.65
9.3 0.7 1.24
8.2 0.1 2.2
0.12 7.7 0.3

1000g = 1 kilogram

1000ml = 1 litre

100cm = 1 metre

MATHS



Animals Including Humans

This unit focuses on the changes that human beings experience as they develop to old age. It tackles some sensitive subjects including puberty and death. Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. The final investigation will be about the changes to the body as humans get older, as well as comparing the life expectancy of different animals.

Living Things and Their Habitats

This 'Living Things and Their Habitats' unit will teach our children about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their work in Year 3 by playing a game to name the parts of a flower. The children will have the opportunity to take cuttings from plants, creating clones of the parent plant. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning. Furthermore, the children will find out about Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, comparing their life cycles. Finally, the children will explore the life cycles of birds, and will write and star in their own wildlife documentary comparing the life cycles of different living things.



SCIENCE



Brazil

This term, Year 5 will be learning about the country Brazil.

The children will be learning about the location; the land; the environment and climate; the culture; the people; the different cities of Brazil; the economy and tourism in Brazil.

Over the course of the Summer term, In Art and DT, the children will also be looking at Brazilian inspired art.

This term, we will continue to work towards our end product – a Brazil day!

Useful links

<https://www.natgeokids.com/uk/discover/geography/countries/country-fact-file-brazil/>

<http://www.activityvillage.co.uk/brazil>



HUMANITIES

In music, we will be using our knowledge of dynamics and tempo to add musical expression when using instruments and voices. We will recognise the changes in dynamics and tempo when listening to music and explain the effect they have. We will be singing songs and creating group compositions that have contrasting sections, based on the world around us.



MUSIC

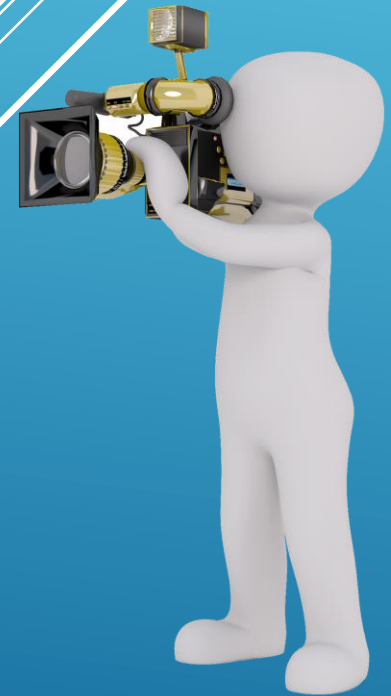
The children will learn to retrieve a ball, using long barrier and throw with control over a long distance. They will play in games of rounders and consider the position of fielders to take in to account the strengths and weaknesses of the opposition. In athletics they will perform a variety of track and field events. They will also prepare for sports day and some will be required to assisting in the running of Year 3 and 4 Sports Day.



The children will use Espresso coding to using numbers to represent things such as how fast things are moving, and where they are. Showing an understanding of Speed, direction and coordinates. Then they will learn how computers can generate random numbers and how these can be used in simulations.

The final topic is Film making.

Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.



COMPUTING

- Homework – MyMaths, Reading Eggs, spelling and handwriting homework is given out on Fridays and is checked on Wednesdays. Children are also expected to read every night.
- This term we will be visiting Longridge Activity Centre. A letter will be sent to parents with further details in due course.



ADDITIONAL INFORMATION