



St Paul's CE Academy

Curriculum Map 2026-2027

Year 5						
	7	7	6	5	7	6
Learning Journey Topic	What is coastal erosion?	Vikings and Anglo Saxons	How do volcanoes affect the lives of people of Hiemaey?	Childhood in Victorian Britain	Why are mountains so important?	Crime and Punishment
WOW	Coast Trip Coastguard / RNLI / Cliff watch		Video	Artefacts		Invite Police in to talk.
Finale		Soup making	Space VR	Victorian role play lesson In costume	RW visit	Forensic visit
Linked curriculum areas	Geography, English	English, History	English, Geography	English, History	English, Geography	English, History
Discrete subjects	PE, RE, PSHE, Science	PE, RE, PSHE	PE, RE, PSHE, Science	Music, PE, RE, PSHE	Music, PE, RE, PSHE	Music, PE, RE, PSHE
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quality Texts	Talk for Writing text - Mowgli and Rocketeer rescue Newspaper reports on natural disasters	Talk for Writing text - invasion Information texts about dragons	Extract from The First Men on the Moon by HG Wells Information text about planets	Extract from the Woman in White by Wilkie Collins	Opening doors - extract from Great expectations by Charles Dickens Everest: the remarkable story	Opening doors - extract from Alice's adventures in wonderland by Lewis Carroll
English - Writing outcomes	<u>Talk for Writing - Mowgli</u> - Beating the monster story with description focus <u>Talk for Writing - Rocketeer rescue</u> - Recount - newspaper report	<u>Talk for Writing - invasion</u> - Write a suspense story	<u>Opening doors:</u> - Write to entertain - story writing - Creating a sense of awe and wonder/ tense and vivid moments <u>Talk for Writing:</u> - Write a persuasive text	<u>Opening doors:</u> - Write a mystery story - Suspense	<u>Opening doors:</u> - Write a frozen in time story <u>Talk for Writing:</u> - Write to inform	<u>Opening doors:</u> - Write a story with humour

Grammar	Sentence structures: simple, compound and complex Types of sentences (2A and 3 ED) Expanded noun phrases and openers.	Dialogue -ing openers Relative clauses Parenthesis ()	Embedded relative clauses	-ed/ -ing verb openers	Modal verbs; ISPACED openers	Hyphenated words Semi-colons
Handwriting and Presentation	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent
Destination Reader	Floodland - Marcus Sedgwick Range of DR strategies and skills	Beowulf - Michael Morpurgo Range of DR strategies and skills	The Jamie Drake Project Range of DR strategies and skills	The Vanishing Trick - Jenni Sprangler Range of DR strategies and skills	Everest: the remarkable story Range of DR strategies and skills	Holes - Louis Sacher Range of DR strategies and skills

Maths Number (including problem solving, using & applying in context) (60% of each term)	<u>Place value:</u> - Roman numerals to 1,000 - Numbers to 10,000 - Numbers to 100,000 - Numbers to 1,000,000 - Read and write numbers to 1,000,000 - Powers of 10 10/100/1,000/10,000/100,000 more or less - Partition numbers to 1,000,000 - Number line to 1,000,000 - Compare and order numbers to 1,000,000 - Round to the nearest 10, 100 or 1,000 - Round within 100,000 - Round within 1,000,000	<u>Multiplication and division:</u> - Multiples - Common multiples - Factors - Common factors - Prime numbers - Square numbers - Cube numbers - Multiply by 10, 100 and 1,000 - Divide by 10, 100 and 1,000 - Multiples of 10, 100 and 1,000.	<u>Multiplication and division</u> - Multiply up to a 4-digit number by a 1-digit number - Multiply a 2-digit number by a 2-digit number (area model) - Multiply a 2-digit number by a 2-digit number - Multiply a 3-digit number by a 2-digit number - Multiply a 4-digit number by a 2-digit number - Solve problems with multiplication - Short division - Divide a 4-digit number by a 1-digit number - Divide with remainders - Efficient division - Solve problems with multiplication and division.	<u>Decimals and percentages:</u> - Decimals up to 2 decimal places - Equivalent fractions and decimals (tenths) - Equivalent fractions and decimals (hundredths) - Equivalent fractions and decimals - Thousandths as fractions - Thousandths as decimals - Thousandths on a place value chart - Order and compare decimals (same number of decimal places) - Order and compare any decimals with up to 3 decimal places - Round to the nearest whole number - Round to 1 decimal place - Understand percentages - Percentages as fractions - Percentages as decimals - Equivalent fractions, decimals and percentages.	<u>Decimals:</u> - Use known facts to add and subtract decimals within 1 - Complements to 1 - Add and subtract decimals across 1 - Add decimals with the same number of decimal places - Subtract decimals with the same number of decimal places - Add decimals with different numbers of decimal places - Subtract decimals with different numbers of decimal places - Efficient strategies for adding and subtracting decimals - Decimal sequences - Multiply by 10, 100 and 1,000 - Divide by 10, 100 and 1,000 - Multiply and divide decimals - missing values.	<u>Negative numbers:</u> - Understand negative numbers - Count through zero in 1s - Count through zero in multiples - Compare and order negative numbers - Find the difference.
	<u>Addition and subtraction:</u> - Mental strategies - Add whole numbers with more than four digits - Subtract whole numbers with more than four digits - Round to check answers - Inverse operations (addition and subtraction) - Multi-step addition and subtraction problems - Compare calculations - Find missing numbers	<u>Fractions:</u> - Find fractions equivalent to a unit fraction - Find fractions equivalent to a non-unit fraction - Recognise equivalent fractions - Convert improper fractions to mixed numbers - Convert improper fractions to mixed numbers - Convert mixed numbers to improper fractions - Compare fractions less than 1 - Order fractions less than 1 - Compare and order fractions greater than 1 - Add to a mixed number - Add two mixed numbers - Subtract fractions - Subtract from a mixed number - Subtract from a mixed number - breaking the whole - Subtract two mixed numbers	<u>Fractions:</u> - Multiply a unit fraction by an integer - Multiply a non-unit fraction by an integer - Multiply a mixed number by an integer - Calculate a fraction of a quantity - Fraction of an amount - Find the whole - Use fractions as operators			
Measurement				<u>Perimeter and area:</u> - Perimeter of rectangles - Perimeter of rectilinear shapes - Perimeter of polygons - Area of rectangles - Area of compound shapes		<u>Converting units:</u> - Kilograms and kilometres - Millimetres and millilitres - Convert units of length - Convert between metric and imperial units - Convert units of time

				Estimate area.		- Calculate with times tables <u>Volume:</u> - Cubic centimetres - Compare volume - Estimate volume - Estimate capacity.
Geometry					<u>Shape:</u> - Understand and use degrees - Classify angles - Estimate angles - Measure angles up to 180° - Draw lines and angles accurately - Calculate angles around a point - Calculate angles on a straight line - Lengths and angles in shapes - Regular and irregular polygons 3-D shapes <u>Position and direction:</u> - Read and plot coordinates - Problem solving with coordinates - Translation - Translation with coordinates - Lines of symmetry.	
Statistics				<u>Statistics:</u> - Draw line graphs - Read and interpret line graphs - Read and interpret tables - Two-way tables - Read and interpret timetables.		

Science	Animals including Humans – changes to humans as they develop to old age Current Scientist: Dr Aarti Sehdev Dr Steve Jones (Geneticist)	Materials Current Scientist: Rafsan Chowdhury Dr Raquel Prado Spencer Silver, Arthur Fry and Alan Amron (Post-It Notes)	Space Historical Scientist: Galileo Claudius Ptolemy and Nicolaus Copernicus (Heliocentric vs Geocentric Universe) Neil Armstrong (First man on the Moon) Helen Sharman (First British astronaut) Tim Peake (First British ESA astronaut)	Forces Historical Scientist: Andre Marie Ampere Isaac Newton (Gravitation) Archimedes of Syracuse (Levers) John Walker (The Match)	Animals and their habitats – comparing life cycles, reproduction of some plants and animals. Current Scientist: Tanesha Allen David Attenborough (Naturalist and Nature Documentary Broadcaster)	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments
Computing	<u>Databases</u> (4 weeks) Children will learn to: - Understand what a database is. - Design and create a database. - Build queries to find information. - Solve problems using a database.	<u>Game creator</u> Children will learn to: - Evaluate the features of a successful video game. - Plan a game in 2DIY3D. - Design and use game sprites. - Add features to a game world and check playability. - Evaluate games created by others.	<u>Quizzing</u> Children will learn to: - Explore different types of quizzes and identify their features, strengths and weaknesses. - Explore the features of 2Quiz and experiment with creating quiz questions. - Explore additional features of quizzes, such as title screens and content pages. - Apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. - Be able to refine, test and share completed quizzes.	<u>Coding</u> Children will learn to: - Understand some ways that code can be simplified so that it is easier to read and runs more efficiently. - Program a computer simulation using 2Code. - Know what decomposition and abstraction are in Computer Science. - Understand what a function is and how functions work in code. - Understand what datatypes are and how they are used when coding with variables.	<u>Spreadsheets</u> Children will learn to: - Refresh and extend understanding of formulae and functions from previous learning. - Use formulae in 2Calculate to convert measurements between different units. - Use 2Calculate to create and interpret line graphs that show how data changes over time. - Analyse weather data by using spreadsheets to identify patterns. - Use spreadsheets to plan and budget for an	<u>Word processing</u> Children will learn to: - Format text in a new Word document and then save it with an appropriate filename. - Learn how to edit text and apply more advanced formatting. - Learn how to adjust the layout of a Word document. - Learn how to insert and format images in Word. - Use tables in Word to organise information. - Combine Word skills to create and review a factsheet.

				Read code, predict outcomes and identify and fix bugs.	event. Use a spreadsheet to plan a holiday.	
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ICT Skills	Information Technology	Computer Science	Information Technology	Computer Science	Information Technology	See Information Technology
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E-Safety Lesson plans saved on planning	To understand the potential risks associated with divulging personal information to people they do not know, especially people they have met online.	To develop an awareness of the potential dangers of using mobile phones be able to take appropriate action.	Be aware of the potential impact of cyberbullying and help them reflect on their own online behaviours.	Be aware of the potential impact of cyberbullying and help them reflect on their own online behaviours.		
History		Vikings - I can explain what life was like in Britain before the Viking invasion. - I can demonstrate an understanding of the Viking invasion of Britain and the tools they used to be successful. - I can summarise what Viking settlements were like and explain the impact of these on the Anglo-Saxons. - I can explain who 'King Alfred' was and why he was seen as great. - I can make an informed judgement on King Alfred. - I can explore and explain what Viking life in Britain was like and summarise how this came to an end - I can summarise how Britain became a unified country.		Children in Victorian Britain. - I can make reasoned judgements about what life was like for children. - I can explain what life was like for poor children. - I can evaluate changes that took places in the 19th century for children. - I can compare schooling from the Victorian and modern time periods. - I can investigate leisure time during the Victorian period. - I can explain what daily life was like.		Crime and Punishment. - I can discuss broad trends of crime and punishment from the Romans to the 21st Century. - I can demonstrate an understanding of crime and punishment in the Roman period. - I can demonstrate an understanding of crime and punishment in the Anglo-Saxon and Viking period. - I can demonstrate an understanding of medieval crime and punishment. - I can demonstrate an understanding of crime and punishment early modern period.
Geography	Identify and describe the various features of the coast (cliffs, arch, cave, stack, stump). - Offer reasons why the coast line changes and what causes it. Explain why coastal drift happens. Explore the various ways that coastal drift is counteracted. Explore what happens to a coast line as coastal erosion effects it and the consequences for the community.		During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify, recognise and describe, using appropriate		Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps;	

			subject vocabulary, where Saethor takes his dog Tiry for a walk each day; • Identify, describe and compare and contrast the countries of Europe; • Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; • Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; • Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey; • Understand the stages in the manufacture of an economic activity - fish processing - together with what export, import and trade entails; • Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.		• Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago; • Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward; • Understand why Scotland is an attractive winter sports centre. • Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements; • Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover; • Explain how the movement of plates of the Earth's crust can form ranges of fold mountains; • Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953; • Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains; • Reflect upon, evaluate evidence and reach a conclusion judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; • Measure, record, compare and	
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					contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations	
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Art	<u>Seascapes, painting and collage.</u> In this unit, the children will: • Explore lines of different sizes and thicknesses using a range of materials (e.g. chalk, pastels, pens, crayons, paint) • Use drawing exercises to focus an exploration of observational drawing, mark-making patterns and shapes. • Show pattern and texture by adding dots and lines. • Work at a scale • Colour your work neatly, following the lines. • Draw things in the real world whilst observing • Sketch before painting to combine line and colour. • Create a colour palette based on colours observed in the natural or man-made world. • Use the qualities of watercolour/poster/ acrylic paints to create visually interesting pieces. • Combine colours, tones, and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.		<u>Sculptures</u> In this unit, the children will: • Use different types of pencils and lines, tones (light and dark) texture patterns and form. • Use a variety of different techniques to add effects such as reflection, shadow and direction of light. • Use a variety of mediums to draw with. • Use drawing exercises to focus on developing skills and confidence • Choose a style of drawing suitable for the work. • Consider background, foreground and subject. • Observational drawings are accurate using perspective and/shading for depth texture and realism • Show life-like qualities and understand proportion. • Use tools to carve and add shapes, textures and patterns. • Combine visual and tactile qualities. • Use frameworks e.g. wire or moulds, to provide stability and form. • Construct with a variety of materials to make an architectural model / diorama.	<u>Printing</u> William Morris. In this unit, the children will: • Explore lines of different sizes and thicknesses using a range of materials (e.g. chalk, pastels, pens, crayons, paint) • Use drawing exercises to focus an exploration of observational drawing, mark-making patterns and shapes. • Show pattern and texture by adding dots and lines. • Work at a scale • Colour your work neatly, following the lines. • Draw things in the real world whilst observing. • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.		
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Design Technology		<u>Viking soup</u> <u>Designing</u> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. <u>Making</u> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Make, decorate and present the food product appropriately for the intended user and purpose. <u>Evaluating</u> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.			<u>Electronic game</u> <u>Designing</u> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <u>Making</u> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <u>Evaluating</u> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed	<u>Making a kite</u> <u>Designing</u> • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <u>Making</u> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <u>Evaluating</u> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

					ground-breaking electrical systems and components.	Consider the views of others to improve their work.
Music	Ukelele lessons. Play chords on the ukulele clearly and accurately.	Ukelele lessons. Play a simple chord progression with accuracy and fluency.	Ukelele lessons. Play chords on the ukulele clearly and accurately. Play a simple chord progression with increasing accuracy and	Ukelele lessons. Play chords on the ukulele clearly and accurately. Play a simple chord progression with increasing accuracy and	Ukelele lessons. Play chords on the ukulele clearly and accurately. Perform with accuracy and fluency from graphic and simple staff notation.	Ukelele lessons. Play chords on the ukulele clearly and accurately. Perform with accuracy and fluency from graphic and simple staff notation.
			fluency. Perform with accuracy and fluency from graphic and simple staff notation.	fluency. Perform with accuracy and fluency from graphic and simple staff notation.	Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others Perform by following a conductor's cues and directions. Songwriting: Write lyrics for 2 line verse and 2 line chorus from a given stimulus. Compose accompaniment to lyrics using known chords on the ukulele. C,F,G7, Am, C7	Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others Perform by following a conductor's cues and directions. Songwriting: Write lyrics for 2 line verse and 2 line chorus from a given stimulus. Compose accompaniment to lyrics using known chords on the ukulele. C,F,G7, Am, C7

Religious Education	What does it mean if Christians believe God is Holy and loving? Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. PSALM 103 ISAIAH 6 1 JOHN 4:7-13 PROVERBS 6: 16-19 LUKE 23:33-34 Including church visit Tues 13th Oct am	Why do Christians believe Jesus is the Messiah? Weigh up how far the idea of Jesus as the 'Messiah' - a Saviour from God - is important in the world today and. If it is true, what difference that might make in people's lives, giving good reasons for their answers Isaiah 7 ¹⁴ Isaiah 9 ⁶⁻⁷ Isaiah 11 ¹⁻⁵ Micah 5 ² Matt 1 ¹⁸ - 2¹².	Why do Hindus try to be good? Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	What do Christians believe Jesus did to save people? Weigh up the value and impact of ideas of sacrifices in their own lives and the world today. Articulate their own response to the idea of sacrifice, recognising different points of view.	Why do some people believe in God and some people not? Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different ways on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. Make connections between belief and behaviour in their own lives, in the light of their learning.	How do Christians decide how to live and what would Jesus do? Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. Articulate their own responses to the issues studied, recognising different points of view
P.E	<u>Gymnastics</u>	<u>Badminton</u>	<u>Dance</u>	<u>Football</u>	<u>Athletics</u>	<u>Cricket</u>
PSHE/ RSHE/ Equality and Diversity	<u>Me and My Relationships</u> - Collaboration challenge - Give and take - Communication - How good a friend are you? - Relationship cake recipe - Our emotional needs - Being assertive	<u>Valuing difference</u> - Qualities of friendship - Kind conversations - Happy being me - The land of the red people - Is it true? - Stop, start, stereotypes	<u>Keeping safe</u> - Sport bullying - Play, like, share - Decision dilemmas - Vaping: healthy or unhealthy - Would you risk it?	<u>Rights and respect:</u> - What's the story? - Fact or opinion? - Mo makes a difference - Rights, respect and duties - Spending wisely - Lend us a fiver!	<u>Being my best:</u> - It all adds up! - Different skills - My school community - Independence and responsibility - Star qualities - Basic first aid, including Sepsis awareness	<u>Growing and changing:</u> - How are they feeling? - Taking notice of our feelings - Dear Ash - Growing up and changing bodies - Changing bodies and feelings - Help! I'm a teenager - get me out of here!
Community links Wider community	Church visit Courageous advocacy - Sierra Leone					Sussex police visit
Foreign Languages	Me and others: singular 'être' and regular adjectives	Me and others: singular 'être' and regular adjectives	What I and others have: singular 'avoir' and nouns	What I and others have: singular 'avoir' and nouns	What I and others do: singular regular -er verbs	Numbers: 'il y a', plural nouns