



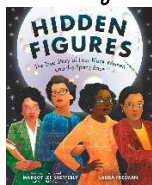
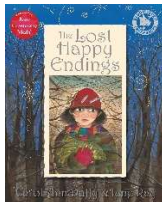
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Ribchester St Wilfrid's C. E. Primary School

Curriculum Map

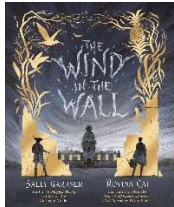
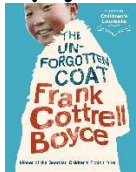
Wyre (Year 5/6)

2026-2027 (Even/Odd)

	Autumn		Spring		Summer	
Maths	Year 5 - place value, addition and subtraction, multiplication and division (A), fractions (A) Year 6 - place value, addition, subtraction, multiplication and division, fractions (A and B), converting units		Year 5 - multiplication and division (B), fractions (B), decimals and percentages, perimeter and area, statistics Year 6 - ratio, algebra, decimals, fractions, decimals and percentages, area, perimeter and volume, statistics		Year 5 - shape, position and direction, decimals, negative numbers, converting units, volume Year 6 - shape, position and direction, consolidation and problem solving	
English	Autumn 1 Journeys and Migration Leila and the Blue Fox  Extended blog entry	Autumn 2 Conservation and Preservation The Hidden Forest  Balanced discussion	Spring 1 Inspiration and Activism Hidden Figures  Non-chronological report on the life and	Spring 2 Dystopian Worlds Robot Girl  Science-fiction narrative Discussion / debate,	Summer 1 Fate and Fortune The Lost Happy Ending  Prequel- alternative perspective Letter, poetry,	Summer 2 A Sense of Place Night Mail  Poem with similar structure Summaries, analysis and performances



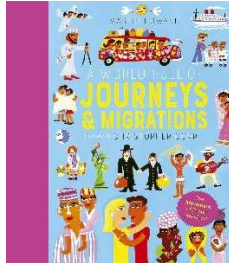
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	Poetry, informal message, formal letter, short information text, diary entry, narrative and action scenes, tweet Windrush Child  Persuasive pitch to the local council Informal letter, diary entry, formal letter, advice, (optional poem and personal response)	Artwork description, thought bubble, diary entry, research notes, non-chronological report (in letter form) Can we save the tiger?  Discussion text Letter, explanation, persuasive poster, persuasive speech, simple poem	achievements of the women and history of NASA/NACA Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character descriptions, opinion pieces Suffragettes, The Battle for Equality  Persuasive Campaign Formal letters, diary entries, balanced arguments, speeches, short news report	character comparisons, dialogue, email in role, setting description, advice letter, action scene, book review Paradise Sands  Narrative prequel Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation between characters, book review	passage of direct speech, diary entry, story ending The Wind in the Wall  Extended Gothic narrative Horror film poster, figurative writing, character/setting descriptions, old English letter, dialogue	The Unforgotten Coat  Own version 'issues and dilemmas' narrative Diary entries, explanations (sci experiment), dialogue, non-chronological reports
	Autumn 1 'A World full of Journeys and Migrations'	Autumn 2 'Beetle Boy' M.G. Leonard Narrative	Spring 1 'The invention of Hugo Cabert'	Spring 2 'Caged Bird (within poetry of young people)'	Summer 1 'Cogheart' Peter Bunzl Narrative	Summer 2 'Incredible Journeys' Levison Wood Non-Fiction



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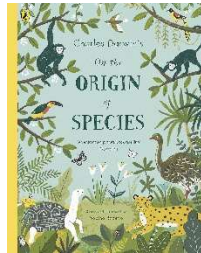
Martin Howard
Non Fiction



'On the Move'
Michael Rosen
Poetry



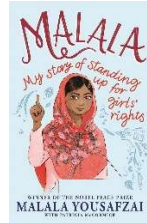
'On the Origin of
Species' Sabina Radeva
Non- Fiction



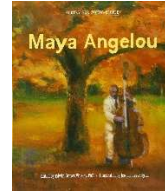
Brian Selznick
Narrative: Picture book



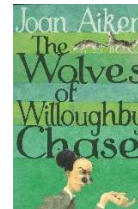
'Malala: My story of
Standing up for Girls'
Rights'
Malala Yousafzai
True Story Narrative



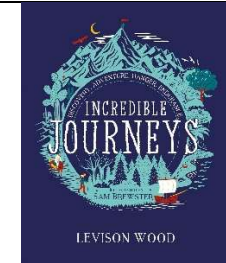
Maya Angelou
Poetry



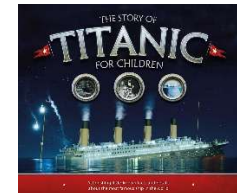
'The Wolves of
Willoughby Chase'
Joan Aiken
Narrative



'The Listeners'
Walter De La Mare
Poetry



'The story of the Titanic
for Children'
Joe Fullman
Non- Fiction





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Science White Rose Science Cycle A	Electricity <i>Sustainability:</i> Renewable energy Light <i>Sustainability:</i> Light pollution		Animals, including humans		Living things in their environment: Classification and Life Cycles	
	All children take part in Forest School throughout the whole year. There is a separate Forest School curriculum.					
RE Questful RE	Unit 6.1: Life as a Journey	Unit 5.8: Daniel Unit 6.2: How Do Christians Prepare for Christmas?	Unit 6.3A: Why Was The Exodus Such a Significant Event in Jewish and Christian History?	Unit 6.3: How and Why Do Christians Celebrate The Eucharist?	Unit 5.9: St Paul	Unit 6.7: How Does Having Faith Affect People's Lives?
Geography KAPOW		Why does population change? (Cycle B)		Would you like to live in the desert? (Cycle A)		Can I carry out an independent fieldwork enquiry? (Cycle B)
History KAPOW	British History 4: Were the Vikings raiders, traders or something else?		British History 5: What was life like in Tudor England? (Cycle A)		British History 6: What was the impact of World War 2 on the people of Britain?	



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	(Cycle A)				(Cycle A)	
Art KAPOW	Painting and mixed media: Portraits (Cycle B)		Craft and design: Architecture (Cycle A)		Sculpture and 3D: Making memories (Cycle B)	
DT KAPOW Cycle A		Textiles: stuffed toys		Structures: Bridges		Cooking and Nutrition: Developing a recipe
Computing Cycle A	Systems and searching - To know that computers can be connected together to form systems - To know the role of computer systems in our lives - To know that there are a range of search engines	Video production - To identify digital devices that can record video - To know how to capture video using a range of techniques - To know the importance of creating a storyboard - To know that video can be improved through reshooting and editing	Programming: Selection in physical computing Use BBC Microbits	Communication and collaboration - To know how data is transferred across the internet - To know how sharing information online can help people to work together - To recognise how we communicate using technology	Webpage creation - To know some features of a web page - To know about ownership and use of images (copyright) - To recognise the need to preview pages - To outline the need for a navigation path - To recognise the implications of linking	Introduction to spreadsheets - To know how to create a data set in a spreadsheet - To know that formulas can be used to produce calculated data



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	- To know how search engines select results - To know how search results are ranked	To consider the impact of the choices made when making and sharing a video			to content owned by other people	
	Managing Online Information - To explain how search engines work and how results are selected and ranked. - To explain how to use search technologies effectively. - To explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. - To explain what is meant by 'being sceptical' - To evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	Online Relationships - To give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). - To explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. - To describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). - To explain how someone can get help if they are having problems and identify when to tell a trusted adult.			Managing Online Information - To explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. - To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). - To understand the concept of persuasive design and how it can be used to influence peoples' choices. - To demonstrate how to analyse and evaluate the validity of 'facts' and	



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	• To explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. • To identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. • To describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). • To explain what is meant by the term 'stereotype' • To identify, flag and report inappropriate content.	• To explain how sharing something online may have an impact either positively or negatively • To describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • To describe how things shared privately online can have unintended consequences for others, e.g. screen-grabs. • To explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. Copyright and Ownership • To assess and justify when it is acceptable to use the work of others.	information and I can explain why using these strategies are important. • To explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. • To describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. • To describe the difference between online misinformation and dis-information. • To explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. • To explain why information that is on a large number of sites may still be inaccurate or untrue. • To identify, flag and report inappropriate content. Online Relationships • To give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).
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		• To give examples of content that is permitted to be reused and know how this content can be found online. • To demonstrate the use of search tools to find and access online content which can be reused by others. To demonstrate how to make references to and acknowledge sources I have used from the internet.	• To explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. • To describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). • To explain how someone can get help if they are having problems and identify when to tell a trusted adult. • To explain how sharing something online may have an impact either positively or negatively • To describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • To describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
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Music Year 6 KAPOW Cycle A	Film Music	Composition notation (Theme: Ancient Egypt)	Musical Theatre	Theme and variations (Theme: Pop Art)	Songs of World War 2	Composing and performing a Leavers' song
MFL French KAPOW Cycle A	Unit 1: Portraits - describing in French	Unit 2: Meet my French family	Unit 3: Clothes - getting dressed in France	Unit 4: French weather	Unit 5: Exploring the French-speaking world	Unit 6: Planning a French holiday



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PSHE SCARF Coram	Year 5 Me and My Relationships	Year 5 Valuing Difference	Year 5 Keeping Safe	Year 5 Rights and Respect	Year 5 Being my Best	Year 5 Growing and Changing
	- I know a range of examples of our emotional needs and can explain why they are important. - I know why these qualities are important. - I know a few examples of how to stand up for myself (be assertive) and can say when I might need to use assertiveness skills.	- I know examples of different faiths and cultures. - I know positive things about having these differences. - I know how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	- I know examples of things that might influence a person to take risks online. - I know that I have a choice. - I know the percentage of people aged 11-15 years old that smoke in the UK (3%) - I know reasons why some people think it's a lot more than this.	- I know examples of some of the rights and respect of others' rights I have as I grow older, at home and school. I know real examples of each that relate to me. - I know a few different examples of things that I can take ownership of to keep myself healthy. - I know that local councils have to make decisions about how money is spent on things	- I know an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something. - I know several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	- I know what resilience is and how it can be developed. - I know ways that I can prepare for changes I know when I need help and can identify trusted adults in my life who can help me.



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PE - coach	Y5/6 Striking and fielding - Cricket	Y6 Gymnastics 2	Y5/6 Invasion games - Hockey	Y5/6 Invasion Games: Creative Games	Y5/6 Invasion Games - Football	Y5/6 Athletics
PE - class teacher	Y5/6 Dance: Robin hood	Y5/6 Invasion Games: Netball	Y5/6 Net and Wall - Tennis	Y6 Net and wall - Badminton	Y5/6 OAA Teambuilding	Y5/6 Striking and Fielding: Rounders
PE: Swimming	Year 5/6 also do an additional Swimming block this year. This will be done when the pool has availability and other PE blocks will be substituted.					