



# Blessed Robert Widmerpool CVA - Advent Term Curriculum Map 2025-26



**Religious Education**

- Mission
- Memorial sacrifice
- Sacrifice



**RSHE**

- DARE – drug awareness,
- Internet safety

**English:**  
Whole Class Reading texts: Brightstorn and The Wind in the Willows

**Additional Reading Texts:** Oh Maya Gods by Maz Evans, Daily life in the Maya Civilizations by Nick Hunter

**Writing genres:** Newspaper article, Recount, Poetry

**SPaG:** Tenses, passive voice, vocabulary, subjunctive mood, inverted commas, commas for clarity and parenthesis, dashes, colons, semi-colons, hyphens, paragraphs, modal verbs, adverbs, prepositions



**Maths**

- **Multiplication and Division**
  - Multiplying by 1, 2, 3 and 4 digit numbers
  - Solve problems with multiplication
  - Divide with remainders
  - Short division
- **Fractions**
  - Multiplying fractions
  - Fractions of amounts
  - Finding the whole
- **Decimals and Percentages**
  - Decimals as fractions
  - Percentages as fractions



**Science – Animals Including Humans**

- Describe the changes as humans develop to old age
- *Animals, including Humans (this builds on the learning in Living things and their habitat)*
- 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

Describe the ways in which nutrients and water are transported within animals, including humans



Year 5  
How had America Thrived?

**Computing**

- Identify possible dangers online and learn how to stay safe and recognise what appropriate behaviour is when collaborating with others online.
- Recognising that information on the internet might not be true or correct and learning ways of checking validity
- Learn to use an online community safely.
- Create an animation about digital safety.
- Developing searching skills to help find relevant information on the internet.
- Learning how to use search engines effectively to find information focussing on keyword searches and evaluating search returns.

**PE**

Multisport (Wednesday)

Key skills to include; agility, balance, coordination, speed, endurance, strength, flexibility, special awareness, team work and communication

Year 5  
How had America Thrived?

**Art**  
Andy Warhol (colour)

- Know how to overprint to create different patterns
- Explain why specific techniques have been used and how to use feedback to make amendments and improvements to art.
- Know which media to use to create maximum impact. Shape, form, model and join.
- Explain the style of art used and how it has been influenced by a famous artist.
- To explain why they have chosen a specific style, media or technique and the impact this has on their final outcome.

**DT – Food and Nutrition**

- Know the **preparing** processed of slicing, mixing, weighing/measuring, grating, serving and adding/substituting and the **cooking** processed of baking, boiling, frying, grilling, griddling, steaming, poaching.
- Understand the difference between a **savoury and sweet** dish
- Revise the food groups, portion recommendations and benefits of each group (nutrients, water, fibre, balance needed for health)
- Know when food comes from (*grown, raised, caught*) **Yr 6 and what it mean to eat sustainably**
- Know about the seasonality of foods according to seasons and hemispheres (see Knowledge Organiser for explanations and examples)

**History – Ancient Mayans**

- **Appreciate the range of Mayan achievements**
- **Suggest at least 2 valid reasons for the growth of the Maya** e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.
- **Know what life was like** at the height of the Mayan civilization
- **Explain** that we know what it was like there 1,000 years ago because of the **range of evidence** left behind
- Use their contextual knowledge of Mayan life to **make informed judgements** as to possible uses of mystery objects; learn how to **make deductions** about the purpose of an object from its physical clues.
- **Explain why human sacrifice was practised** i.e. they appeased their gods with the human blood collected from the human sacrifice.
- **Y6 give competing explanations** (e.g. drought, over-population, warfare, poor land, popular discontent, disease) about why the empire ended so

**Geography: - North America**

- **Identify countries within North America and states within the USA**
- **Identify key human and physical characteristics** within the countries of North America
- **Explain** why parts of the Rockies are protected from development and which animals are endangered
- **Begin to understand climate change and its recognise its effects** on the southern states of the US
- **Compare** New York State, New York City and where I live.  
**Y6**
- **Explain the effects of climate change** on the southern states on US in terms of hurricanes and flooding
- Identify the **position and significance of lines of latitude**, including the Equator and the Tropics of Cancer and Capricorn.
- Use **lines of longitude and latitude** to find places in North America and around the world; understand **Time Zones**



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quickly and know that it is difficult to be certain as to the reason, without written records.

- Y6 make informed judgements and reach a conclusion for one or more reason from the evidence available

### Music

- To be able to compose and improvise in using a musical instrument
- To be able to play an instrument; Toot or Duce
- To perform a variety of musical pieces to an audience
- To singing in an orchestral choir led by Mr Davies

### French

#### **Getting to know you:**

Apply previous skills and knowledge of topic areas such as spellings and jobs and they will have a chance to recap their prior knowledge from Y3 and Y4. Learn to express their emotions and to talk about the future, using two different tenses. Apply new and old grammar knowledge to new topics

#### **All about ourselves:**

Apply previous knowledge of topic areas such as clothes and the body. Develop their vocabulary and learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. Learn to talk about their emotions and health, increasing their conversational skills

### Visits and Visitors

- Partake Maya Day