



St. Teresa's Catholic Primary School  
**UKS2 Curriculum Map**  
**Autumn Term 1 - 2025**

**CORE SUBJECTS**

**R.E.**

**Covenant and Creation**

**Our topic is:** Creation and Covenant

The children will revisit the Genesis Creation story as told from the Bible, which emphasises God's spirit and the power of His word in bringing order from chaos. We will also be discussing the importance of caring for Creation, and thinking about the covenants God made with his people in order to grow His kingdom.



**English**

The first English unit for the autumn term is based on the book, 'Windrush Child' by Benjamin Zaphaniah. The book is working towards writing a biography based on Leonard's life. Our outcome for this unit is a biography of Leonard's life.



The second English unit for the autumn term is based on the poem, 'The Highwayman' by Alfred Noyes. Our outcome for this unit is write a narrative story.



**Mathematics**

In Year 5, we will focus on:

- Place Value
- Addition and subtraction
- Multiplication and division
- Mental arithmetic/mental calculations

In Year 6, we will focus on:

- Place Value
- Addition, subtraction, multiplication and division
- Mental arithmetic/mental calculations

Please Refer to the White Rose yearly maths overview on the maths page of our school website.

<https://www.st-teresas-penwortham.lancs.sch.uk/mathematics/>



**Computing**

**Art**

**PSHE – This includes Health Education**

We will focus on:



**Networks**

- To understand what a computer network is and identify examples of networks at home, school and in the wider world.
- To understand the difference between the internet and the World Wide Web and explore the services they provide.
- To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully.
- To explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms.

**Databases**

- To understand what a database is.
- To design and create a database.
- To build queries to find information.
- To solve problems using a database.

**Make your voice heard. The key skills are:**

- Collect a good range of imagery, adding annotated notes and sketches.
- Create a tile that is full of pattern, symbols and colours that represents themselves.
- Discuss ideas to create light and dark through drawing techniques.
- Explain the term chiaroscuro.
- Apply chiaroscuro to create light and form through a tonal drawing.
- Identify a cause and decide what message they want to convey.
- Review sketchbook and creative work to develop a drawn image.
- Review and revisit ideas to develop their work.



**This term, we will be focusing on: Families and Relationships. The skills we will be focusing on are:**

- Learning that families are varied and differences must be respected.
- Understanding physical and emotional boundaries in friendships.
- Exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations.
- Learning about bereavement.



**Music**

**PE**

**MfL**

**Dancing in the street**

- The children will listen and appraise: Dancing In The Street
- They will compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.

**For the first half term we will be focusing on:**

**Swimming (Year 5)**  
**OAA (Year 6)**

Within this unit the children will be:

- To orienteer efficiently recapping the skills of: holding the map in both hands; setting/orientating the map; folding and thumbing the map to maintain position.

**The theme for this term is: French Monsters**

- Use a dictionary to research the meaning of relevant vocabulary.
- Recognise and sort nouns by gender and number, and to explain the

The performance will include one or more of the following:  
Improvisations, Instrumental performances and compositions allowing the children to perform and share.

- To understand point-to-point orienteering (also known as classic orienteering and linear orienteering).
- To understand the concept of map memory and control flow and apply these skills when orienteering.

### **Gymnastics**

Within this unit the children will be:

- To perform partner balances.
- To create a simple sequence of matched and mirrored partner balances.
- To perform a range of counter-balance actions with a partner.
- To know the difference between counter balance and counter tension.
- To perform a range of counter-tension actions with a partner.
- To create a gymnastic sequence with counter balances and counter tension with a partner.
- To create a gymnastic sequence with counter balances and counter tension with a partner.
- To evaluate and recognise their own success.

effect this may have on an adjective.

- Modify sentences to use the correct articles/pronouns (**un/une** and **il/elle**) according to gender.
- Unscramble jumbled sentences without any errors in word order.
- Recognise rules of agreement in longer phrases.
- Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.