

Year 5

Single Age Sequence

2024 – 2025

| Autumn 2024 | Spring 2025 | Summer 2025 |
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| CUSP Reading <ul style="list-style-type: none"> Shackleton's Journey Blocks 1,2,3 Secrets of a Sun King If – Rudyard Kipling Blocks 4,5,6 | <ul style="list-style-type: none"> A midsummer night's dream Block 7 I am not a label Blocks 8, 9 The Boy in the Tower (including Daffodils – William Wordsworth) Blocks 10, 11, 12 | <ul style="list-style-type: none"> The Explorer Blocks 13, 14,15 Five Children and It Blocks 16, 17, 18 |
| CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> Third person stories set in another culture A Formal letters of application A Poems that use word play A Dialogue in narrative A Poems which explore form A Balanced argument A | <ul style="list-style-type: none"> Third person stories set in another culture B Formal letters of application B Playscripts (Shakespeare retelling) A Biography A Poems that use word play B (Enrichment) | <ul style="list-style-type: none"> Playscripts B Dialogue in narrative (first person myths and legends) B Balanced argument B Biography B Poems which explore form B (Enrichment) |
| Mathematics Y5 <ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division A Fractions A | <ul style="list-style-type: none"> Multiplication and Division B Fractions B Decimals and percentages Perimeter and area Statistics | <ul style="list-style-type: none"> Shape Position and Direction Decimals Number (Negative number) Converting units Measurements (Volume) |
| CUSP Science <ul style="list-style-type: none"> Properties and changes of materials Animals, including humans | <ul style="list-style-type: none"> Forces (Gravity and Galileo) Earth in space | <ul style="list-style-type: none"> Living things and their habitats Forces continued |
| CUSP Art and Design <ul style="list-style-type: none"> Drawing and painting Block A Printmaking Block B | <ul style="list-style-type: none"> Textiles and collage Block C 3D Block D | <ul style="list-style-type: none"> Painting Block E Creative Response Block F |
| Computing Digital Citizenship <ul style="list-style-type: none"> Be Internet Legends: Protect your stuff Project: Digital Citizenship presentation Computer Science <ul style="list-style-type: none"> Purple Mash: Coding (Unit 5.1) | Information Technology <ul style="list-style-type: none"> Apple Everyone Can Create: Photo- Collage Composition Project: Create a personalised collage Computer Science <ul style="list-style-type: none"> Apple Everyone Can Code Puzzles: Commands Functions | Information Technology <ul style="list-style-type: none"> Apple Everyone Can Create: Video- Tutorials Project: Create a teaching show Computer Science <ul style="list-style-type: none"> *Apple Everyone Can Code Puzzles: For Loops Variables |
| CUSP Design and Technology <ul style="list-style-type: none"> Food and Nutrition Block A Systems Block B | <ul style="list-style-type: none"> Textiles Block C <i>Writing Formal Letters of Application B</i> Food and Nutrition Block D <i>Geography World Biomes</i> | <ul style="list-style-type: none"> Structures Block E Mechanisms Block F <i>Science Forces</i> |
| CUSP Geography <ul style="list-style-type: none"> World countries – biomes and environmental regions | <ul style="list-style-type: none"> 4 and 6 figure grid references | <ul style="list-style-type: none"> OS maps and fieldwork |
| CUSP History <ul style="list-style-type: none"> Ancient Greece | <ul style="list-style-type: none"> Ancient Greece Comparison study – Maya / Benin and Anglo-Saxons | <ul style="list-style-type: none"> Comparison study – Maya / Benin and Anglo-Saxons |
| CUSP Music – mastering the keyboard Untuned percussion <ul style="list-style-type: none"> Block A - Untuned focus: Musical stories Block A - One piece, different performers Singing <ul style="list-style-type: none"> Block B - Singing focus: Introducing structure Block B - Identify parts of a song | Music Keyboard <ul style="list-style-type: none"> Block C - Tuned focus: Musical notation 3 Block C - Follow musical notation Singing <ul style="list-style-type: none"> Block D - Singing focus: Music technology Block D - Alter pitch and dynamic to create effects | Music Range of instruments studied <ul style="list-style-type: none"> Block E- Performance focus: Composition 3 Block E - Perform including an element of composition Keyboard <ul style="list-style-type: none"> Block F - Tuned focus: Improvisation Block F - Improvise using repeated patterns |
| CUSP French <ul style="list-style-type: none"> Local places (Amenities) Emotions and numbers 0- 100 | French <ul style="list-style-type: none"> Friends and family Working together | French <ul style="list-style-type: none"> Playing together (Sports and hobbies) Eating together (Preparing a meal) |

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| Physical Education <ul style="list-style-type: none"> Football Volleyball Dance Badminton | <ul style="list-style-type: none"> Hockey Gymnastics Basketball Tag rugby | <ul style="list-style-type: none"> Athletics Fitness Cricket OAA |
| Personal Social Health Education Being Me in My World <ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating Celebrating Difference <ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | Dreams and Goals <ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation Healthy Me <ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Relationships <ul style="list-style-type: none"> Self- recognition and self-worth Building self esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules Changing Me <ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| Religious Education <ul style="list-style-type: none"> 5.1 How and why do Christians read the Bible? 5.2 Christmas. The Gospels of Matthew and Luke | <ul style="list-style-type: none"> 5.3 Jesus the Teacher 5.4 Why do Christians believe that Easter is a celebration of Victory? | <ul style="list-style-type: none"> 5.5 Exploring the lives of significant women in the Old Testament 5.6 Loss, death and Christian hope |
| Enrichment Opportunities <ul style="list-style-type: none"> MOSI or Catalyst Museum Community and agents of change projects with agreed charity/organization Visit a Synagogue | <ul style="list-style-type: none"> Great Greek Visitor Jodrell Bank extravaganza or Space Dome in School Y5 Outdoor Adventure Residential (Spring or Summer) | <ul style="list-style-type: none"> Y5 Outdoor Adventure Residential (Spring or Summer) Orienteering in a forest Debate in the council chambers |
| Raise money for charity Be an entrepreneur Visit a place of beauty Take part in a performance Learn with an author Perform a dance Play in a competitive sport event Showcase Learning Celebration | | |
| Values Throughout the year children have opportunities to reflect, discuss and learn about all our values through assemblies, Religious Education and the wider curriculum. Our values include professional, compassionate, loyal, kind, respect and responsible. | | |
| Global Dimension Themes Famine, Community links and roles, Human rights and fairness, Lent appeal Fairtrade, Change for the better, Clean Air, Poverty, Human rights and justice Sustainability for the future, Homelessness, Fairness in the world, Change for the better, Clean water | | |