

Year 5

Single Age Sequence

2024 – 2025

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

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