Year 5 Teaching Sequence 2024 – 2025

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| **Autumn 2024** | **Spring 2025** | **Summer 2025** |
| **CUSP Reading**   * **Shackleton’s Journey**  Blocks 1,2,3 * **Secrets of a Sun King**   **If** – Rudyard Kipling  Blocks 4,5,6 | * **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 | * **The Explorer** Blocks 13, 14,15 * **Five Children and It**  Blocks 16, 17, 18 |
| CUSP Writing Introduce = green (Block A) Revisit = orange (Block B)   * Formal letters of application A * Third person stories set in another culture A * Poems which explore form A * Dialogue in narrative A * Balanced argument A * Poems that use word play A | * Third person stories set in another culture B * Playscripts (Shakespeare retelling) A * Formal letters of application B * Biography A * Poems that use word play B (Enrichment) | * Playscripts B * Dialogue in narrative (first person myths and legends) B * Balanced argument B * Biography B * Poems which explore form B (Enrichment) |
| **Maths - Maths No Problem**   * **Number & Place Value:** *Numbers to 1,000,000* * **Calculations:** *Addition & Subtraction* * **Calculations:** *Multiplication & Division* * **Calculations:** *Word Problems* | **Maths - Maths No Problem**   * ***Statistics:*** *Graphs* * ***Fractions, Decimals & Percentages:*** *Fractions* * ***Fractions, Decimals & Percentages:*** *Decimals* * ***Fractions, Decimals & Percentages:*** *Percentages* * **Geometry - Properties of Shape:** * *Geometry* | **Maths - Maths No Problem**   * **Geometry - Position & Direction:** *Position & Movement* * **Measurement:** *Measurement* * **Measurement:** *Area & Perimeter* * **Measurement:** *Volume* * **Number & Place Value:** *Roman Numerals* |
| **CUSP Science**   * Properties and changes of materials * Animals, including humans | **CUSP Science**   * Forces (Gravity and Galileo) * Earth in space | **CUSP Science**   * Living things and their habitats * Forces (continued) |
| **CUSP Art and Design**   * Drawing and painting Block A * Printmaking Block B | **CUSP Art and Design**   * Textiles and collage Block C * 3D Block D | **CUSP Art and Design**   * Painting Block E * Creative Response Block F |
| **Computing**   * Online safety * Coding * Spreadsheets | **Computing**   * Concept maps * Game creator | **Computing**   * 3D modelling * Databases |
| **CUSP Design and Technology**   * Food and Nutrition Block A * Systems Block B | **CUSP Design and Technology**   * Textiles Block C  *Writing Formal Letters of Application B* * Food and Nutrition Block D  *Geography World Biomes* | **CUSP Design and Technology**   * Structures Block E * Mechanisms Block F *Science Forces* |
| **CUSP Geography**   * World countries – biomes and environmental regions | **CUSP Geography**   * 4 and 6 figure grid references | **CUSP Geography**   * OS maps and fieldwork |
| **CUSP History**   * Ancient Greece | **CUSP History**   * Ancient Greece * Comparison study – Maya and Anglo-Saxons | **CUSP History**   * Comparison study Maya and Anglo-Saxons |
| **CUSP Music – mastering the keyboard**  **Untuned percussion**   * Untuned focus: Musical stories Block A * One piece, different performers Block A   **Singing**   * Singing focus: Introducing structure Block B * Identify parts of a song Block B | **CUSP Music**  **Keyboard**   * Tuned focus: Musical notation 3 Block C * Follow musical notation Block C   **Singing**   * Singing focus: Music technology Block D * Alter pitch and dynamic to create effects Block D | **CUSP Music**  **Range of instruments studied**   * Performance focus: Composition 3 Block E * Perform including an element of composition Block E   **Keyboard**   * Tuned focus: Improvisation Block F * Improvise using repeated patterns Block F |
| **CUSP French**   * Local places (Amenities) * Emotions and numbers 0- 100 | **CUSP French**   * Friends and family * Working together | **CUSP French**   * Playing together (Sports and hobbies) * Eating together (Preparing a meal) |
| **Physical Education**   * Invasion | **Physical Education**   * Dance * Gymnastics | **Physical Education**   * Net, walls, field * Athletics |
| **PSHE – Jigsaw**   * Being Me in My World * Celebrating Difference | **PSHE – Jigsaw**   * Dreams and Goals * Healthy Me | **PSHE – Jigsaw**   * Relationships * Changing Me |
| **RE – Salford Agreed Syllabus of Religious Education**   * What does it mean to be a Muslim in Britain today? * If God is everywhere, why go to a place of worship? | **RE – Salford Agreed Syllabus of Religious Education**   * What do Christians believe Jesus did to ‘save’ people? * What would Jesus do? (Can we live by the values of Jesus in the 21st century?) | **RE – Salford Agreed Syllabus of Religious Education**   * Why do some people believe in God and some people not? * What can be done to reduce racism? Can religion help? |

**Y5 Autumn Teaching Sequence**

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| **YEAR 5 Autumn 2024** | |  | | | **Weekly Science 1.5 hours** | |
| **Sep**  2 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment. | | |  | STRONG START |  |
| 9 | Geography | World countries - biomes and environmental regions  Drawing and painting Block A | | Cycle 1 | What properties do materials have? How do we use them? | **Properties and changes of materials** |
| Art |
| 16 | History | Ancient Greece  Drawing and painting | | What is a solution and what is a mixture? |
| Art |
| 23 | Computing | Online safety  Drawing and painting | | How can we separate materials from a mixture? |
| Art |
| 30 | Geography | World countries - biomes and environmental regions  Food and Nutrition Block A | | How can we separate materials from a solution? |
| DT |
| **Oct**  7 | History | Ancient Greece  Food and Nutrition | | What changes are reversible? |
| DT |
| 14 | Computing | Coding  Food and Nutrition | | What changes are irreversible? |
| DT |
| 21 | **Half Term** | | | | |
| 28 | Geography | World countries - biomes and environmental regions  Printmaking Block B | | Cycle 2 |  |
| Art |
| **Nov** 4 | History | Ancient Greece  Printmaking | |  |  |
| Art |
| 11 | Computing | Coding  Printmaking | | What is the human timeline? | **Animals, including humans** |
| Art |
| 18 | Geography | World countries - biomes and environmental regions  Systems Block B | | How do we change into adults? |
| DT |
| 25 | History | Ancient Greece  Systems | | How do human and animal lifespans compare? |
| DT |
| **Dec**  2 | Computing | Spreadsheets  Systems | |  |
| DT |
| 9 | Geography | World countries – biomes and environmental regions  Ancient Greece | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. | |  |
| History |
| 16 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.  **Term ends Thursday 19th December 2024** | | | | | |

**Y5 Spring Teaching Sequence**

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| **YEAR 5 Spring 2025** | |  | | **Weekly Science** | |
| **Jan** 6 | Geography | 4 and 6 figure grid references  Textiles and collage Block C | Cycle 3 | STRONG START | **Forces** |
| Art |
| 13 | History | Ancient Greece  Textiles and collage | Remember gravity  When is friction helpful and when is it not? |
| Art |
| 20 | Computing | Spreadhseets  Textiles and collage | What’s the effect of  air resistance? |
| Art |
| 27 | Geography | 4 and 6 figure grid references  Textiles Block C | What’s the effect of water resistance? |
| DT |
| **Feb**  3 | History | Ancient Greece  Textiles | Who was Galileo Galilei? |
| DT |
| 10 | Computing | Concept Maps  Textiles | What are the planets in our solar system? |
| DT |
| 17 | **Half Term** | | | | |
| 24 | Geography | 4 and 6 figure grid references  3D Block D | Cycle 4 | How does our view of the Moon change in a lunar month? | **Earth and space** |
| Art |
| **Mar** 3 | History | Comparison study – Maya and Anglo-Saxons  3D | Why does the rotation of Earth result in night and day? |
| Art |
| 10 | Computing | Concept Maps  3D | Why is the Earth’s tilt (axis) responsible for the seasons? |
| Art |
| 17 | Geography | 4 and 6 figure grid references  Food and Nutrition Block D | Review, summarise and present what you know about Earth and Space |
| DT |
| 24 | History | Comparison study – Maya and Anglo-Saxons  Food and Nutrition |  |
| DT |
| 31 | Computing | Game Creator  Food and Nutrition |  |
| DT |
| Easter break  **Easter: 7th April – 22nd April 2025. (21st Easter Monday)** | | | | | |

**Y5 Summer Teaching Sequence**

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| **YEAR 5 Summer 2025** | |  |  | **Weekly Science** | |
| **Apr** 22 | Geography | OS maps and fieldwork  Painting Block E | Cycle 5 | STRONG START | **Living things sand their habitats** |
| Art |
| 28 | History | Comparison study – Maya and Anglo-Saxons  Painting | Life cycle differences – what’s the difference between a mammal and an amphibian? |
| Art |
| **May** 5 | Computing | Game Creator  Painting | Life cycle differences – what’s the difference between an insect and a bird? |
| Art |
| 12 | Geography | OS maps and fieldwork  Structures Block E | What is similar and what is different between the life cycles of a mammal, an insect, an amphibian and a bird? |
| DT |
| 19 | History | Comparison study – Maya and Anglo-Saxons  Strutures | Summer birds – who was Maria Merion and what did she do? |
| DT |
| 26 | Half Term | | | | |
| **Jun** 2 | Computing | Modelling  Structures |  | The science of life - how do living things reproduce? | **Living things sand their habitats** |
| DT |
| 9 | Geography | OS maps and fieldwork  Creative Response Block F | Cycle 6 | Plants and animals: what’s the life process of reproduction? |
| Art |
| 16 | History | Comparison study – Maya and Anglo-Saxons  Creative Response | How do levers help us? | **Forces continued** |
| Art |
| 23 | Computing | Modelling  Creative Response | How do pulleys and gears help us? |
| Art |
| 30 | Geography | OS maps and fieldwork  Mechanisms Block F |  |
| DT |
| **Jul** 7 | History | Comparison study – Maya and Anglo-Saxons  Mechanisms |  |
| DT |
| 14 | Computing | Databases  Mechanisms |  |
| DT |
| 21 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.  **Term ends 23rd July 25.** | | | | |