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 WritingIntroduce = 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*
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| **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)
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| **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 studyMaya 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
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| **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
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| **PSHE – Jigsaw*** Being Me in My World
* Celebrating Difference
 | **PSHE – Jigsaw*** Dreams and Goals
* Healthy Me
 | **PSHE – Jigsaw*** Relationships
* Changing Me
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| **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?
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**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 regionsDrawing 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 GreeceDrawing and painting | What is a solution and what is a mixture? |
| Art |
| 23 | Computing | Online safetyDrawing and painting | How can we separate materials from a mixture? |
| Art |
| 30 | Geography | World countries - biomes and environmental regionsFood and Nutrition Block A | How can we separate materials from a solution? |
| DT |
| **Oct**7 | History | Ancient GreeceFood and Nutrition | What changes are reversible? |
| DT |
| 14 | Computing | CodingFood and Nutrition | What changes are irreversible? |
| DT |
| 21 | **Half Term** |
| 28 | Geography | World countries - biomes and environmental regionsPrintmaking Block B | Cycle 2 |  |
| Art |
| **Nov**4 | History | Ancient GreecePrintmaking |  |  |
| Art |
| 11 | Computing | CodingPrintmaking | What is the human timeline? | **Animals, including humans** |
| Art |
| 18 | Geography | World countries - biomes and environmental regionsSystems Block B | How do we change into adults? |
| DT |
| 25 | History | Ancient GreeceSystems | How do human and animal lifespans compare? |
| DT |
| **Dec**2 | Computing | SpreadsheetsSystems |  |
| 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 referencesTextiles and collage Block C | Cycle 3 | STRONG START | **Forces** |
| Art |
| 13 | History | Ancient GreeceTextiles and collage | Remember gravityWhen is friction helpful and when is it not? |
| Art |
| 20 | Computing | SpreadhseetsTextiles and collage | What’s the effect ofair resistance? |
| Art |
| 27 | Geography | 4 and 6 figure grid referencesTextiles Block C | What’s the effect of water resistance? |
| DT |
| **Feb** 3 | History | Ancient GreeceTextiles | 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 references3D 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 Maps3D | Why is the Earth’s tilt (axis) responsible for the seasons? |
| Art |
| 17 | Geography | 4 and 6 figure grid referencesFood 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 CreatorFood 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 fieldworkPainting 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 CreatorPainting | Life cycle differences – what’s the difference between an insect and a bird? |
| Art |
| 12 | Geography | OS maps and fieldworkStructures 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 | ModellingStructures |  | The science of life - how do living things reproduce? | **Living things sand their habitats** |
| DT |
| 9 | Geography | OS maps and fieldworkCreative 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 | ModellingCreative Response | How do pulleys and gears help us? |
| Art |
| 30 | Geography | OS maps and fieldworkMechanisms Block F |  |
| DT |
| **Jul**7 | History | Comparison study – Maya and Anglo-Saxons Mechanisms  |  |
| DT |
| 14 | Computing | DatabasesMechanisms |  |
| DT |
| 21 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.**Term ends 23rd July 25.** |