

2023 – 2024

Year 5 2023 – 2024 curriculum sequence on a page

| Autumn 2022 | Spring 2023 | Summer 2023 |
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| CUSP Reading <ul style="list-style-type: none"> Shackleton's Journey Secrets of a Sun King If – Rudyard Kipling | <ul style="list-style-type: none"> A midsummer night's dream I am not a label The Boy in the Tower Daffodils – William Wordsworth | <ul style="list-style-type: none"> The Explorer Five Children and It |
| 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 | <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) |
| Maths <ul style="list-style-type: none"> Reasoning with large whole numbers Addition and subtraction Multiplication and division Fractions and decimals Fractions and percentages | Maths <ul style="list-style-type: none"> Transformations Line graphs Perimeter and area Angles Converting units of measures | Maths <ul style="list-style-type: none"> Calculating whole numbers and decimals 2D and 3D shapes Volume Problem solving |
| 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 Printmaking | <ul style="list-style-type: none"> Textiles and collage 3D | <ul style="list-style-type: none"> Painting Creative Response |
| Computing Online Safety <ul style="list-style-type: none"> Online safety Y5 (all lessons) | Programming <ul style="list-style-type: none"> Programming: music (L1 – 4) Creating media <ul style="list-style-type: none"> Stop motion animation (L1-4) | Computer systems and networks <ul style="list-style-type: none"> Search engines (L1-4) Data Handling <ul style="list-style-type: none"> Mars Rover 1 (L1, 2, 4) |
| CUSP Design and Technology <ul style="list-style-type: none"> Food and Nutrition Systems | <ul style="list-style-type: none"> Textiles Food & Nutrition (Was Block F) | <ul style="list-style-type: none"> Structures Mechanisms (Was Block D) |
| 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 Greeks | <ul style="list-style-type: none"> Ancient Greeks | <ul style="list-style-type: none"> Comparison study – Maya and Anglo-Saxons. |
| CUSP Music 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 | 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 | 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) |
| PE <ul style="list-style-type: none"> Gymnastics Basketball Dance Tag rugby | PE <ul style="list-style-type: none"> Netball Hockey Football Cricket | PE <ul style="list-style-type: none"> Tennis Rounders Athletics OAA |

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| PSHE <ul style="list-style-type: none"> • Family and Relationships • Safety and the changing body | PSHE <ul style="list-style-type: none"> • Health and well-being • Citizenship | PSHE <ul style="list-style-type: none"> • Economic well-being |
| RE <ul style="list-style-type: none"> • Why is the gospel such good news for Christian? • What does the Qur'an reveal to Muslims about Allah and his guidance? | <ul style="list-style-type: none"> • What spiritual pathways to moksha are written about in Hindu scriptures? • How did Buddha teach his followers to find enlightenment? | <ul style="list-style-type: none"> • What is the great significance of the Eucharist to Christians? • What is Holiness for Jewish people: a place, a time, an object, or something else? |