

UKS2 CYCLE 2 (Y5 Content)

Mixed Age Sequencing 2024 – 2025

Autumn 2024	Spring 2025	Summer 2025
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 (Y5) Animals, including humans (Y5) 	<ul style="list-style-type: none"> Forces (Gravity and Galileo) (Y5) Earth in space (Y5) 	<ul style="list-style-type: none"> Living things and their habitats (Y5) Forces continued (Y5)
CUSP Art and Design <ul style="list-style-type: none"> Drawing and painting Block A (Y5) Printmaking Block B (Y5) 	<ul style="list-style-type: none"> Textiles and collage Block C (Y5) 3D Block D (Y5) 	<ul style="list-style-type: none"> Painting Block E (Y5) Creative Response Block F (Y5)
Computing – school sequenced		
CUSP Design and Technology <ul style="list-style-type: none"> Food and Nutrition Block A (Y5) Systems Block B (Y5) 	<ul style="list-style-type: none"> Textiles Block C (Y5) <i>Writing Formal Letters of Application B</i> Food and Nutrition Block D (Y5) <i>Geography World Biomes</i> 	<ul style="list-style-type: none"> Structures Block E (Y5) Mechanisms Block F (Y5) <i>Science Forces</i>
CUSP Geography <ul style="list-style-type: none"> World countries – biomes and environmental regions (Y5) 	<ul style="list-style-type: none"> 4 and 6 figure grid references (Y5) 	<ul style="list-style-type: none"> OS maps and fieldwork (Y5)
CUSP History <ul style="list-style-type: none"> Ancient Greece Myths, Legends, Culture (Y5) 	<ul style="list-style-type: none"> Comparison study – Maya and Anglo-Saxons or Benin (Y5) 	<ul style="list-style-type: none"> Study 5 significant monarchs (Y6) Or Battle of Britain (Y6)
CUSP Music – mastering the keyboard Untuned percussion <ul style="list-style-type: none"> Untuned focus: Musical stories Block A (Y5) One piece, different performers Block A (Y5) Singing <ul style="list-style-type: none"> Singing focus: Introducing structure Block B (Y5) Identify parts of a song Block B (Y5) 	Music Keyboard <ul style="list-style-type: none"> Tuned focus: Musical notation 3 Block C (Y5) Follow musical notation Block C (Y5) Singing <ul style="list-style-type: none"> Singing focus: Music technology Block D (Y5) Alter pitch and dynamic to create effects Block D (Y5) 	Music Range of instruments studied <ul style="list-style-type: none"> Performance focus: Composition 3 Block E (Y5) Perform including an element of composition Block E (Y5) Keyboard <ul style="list-style-type: none"> Tuned focus: Improvisation Block F (Y5) Improvise using repeated patterns Block F (Y5)
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)
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 	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 	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

<ul style="list-style-type: none"> • Democracy, having a voice, participating <p>Celebrating Difference</p> <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 	<ul style="list-style-type: none"> • Supporting others (charity) • Motivation <p>Healthy Me</p> <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 	<ul style="list-style-type: none"> • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules <p>Changing Me</p> <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
<p>Religious Education</p> <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
<p>Enrichment Opportunities</p> <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
<p>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</p>		
<p>Christian Values</p> <p>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>Global Dimension Themes</p> <p>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</p>		