

# The Good Shepherd Catholic Primary School



## Year 5

Spring Curriculum Newsletter

2025 - 2026

Thank you for all your support through the Autumn Term. We have now created our Spring curriculum newsletter. You will find information about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject.

Mr Maye and Mr Ali

*Dear God,*

*Thank you for all the exciting things this New Year will bring.*

*Thank you for the chance to make changes and set goals.*

*Thank you that you give me a fresh start every day.*

*I know you are beside me to cheer me on.*

*Thank you for this New Year.*

*Amen*



This comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval. The new curriculum resources we have purchased will support teachers in Year 5 to plan and teach History, Geography, Science, Art & Design, French, Design and Technology, English Reading and Writing.

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<b>Local Church – Community: Mission: Life Choices</b>	<p>In this topic, we will look at the experience of community as an essential and enjoyable part of life for people of every age and faith. The cycle of a year and the span of a lifetime contain occasions for regular celebrations as well as unexpected surprises, when people want to celebrate with family, friends and communities. During this topic we will attempt to find the meaning behind big questions such as ‘What inspired people in their mission?’ and ‘What unites Christian communities?’. Throughout the topic we will keep scripture at the heart of our lessons focusing on Luke 4:14 – 22, John 17: 11-12, 20 – 23 and 1 Corinthians 12: 12 – 17, 21, 27.</p>
	<b>Eucharist – Relating: Memorial Sacrifice: Life Choices</b>	<p>During this topic we will make links between the Passover in Exodus, the Last Supper and belief in the Eucharist. The children will be able to use a developing religious vocabulary to give reasons for the religious actions and symbols connected to the Passover and the celebration of the Eucharist. Lastly, we will engage and respond to the questions of life choices in the light of religious teaching about sacrifice. Using scripture from Exodus 13:3 and Luke 22: 14 – 20 to underpin our learning.</p>
	<b>Lent/Easter – Giving: Sacrifice</b>	<p>We will focus on Lent being a season when Christians focus on giving. This helps us to identify with the complete sacrifice of Jesus which is remembered in the liturgy of Holy week, especially the Easter Triduum (Holy Thursday, Good Friday and Holy Saturday – Easter Sunday). During this topic we will be looking at making links such as the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent. We will use scripture from the Holy Gospels to retell the story of Holy Week.</p>
ENGLISH	CUSP CURRICULUM – SEE BELOW	

Maths

	1	2	3	4	5	6	7	8	9	10	11	12
Multiplication /division (U2)	Geometry		Money and decimals (U1)	Place value (U2)	Addition and subtraction (U2)	Multiplication and division (U3)	Fractions (U2)	Percentages				
[1] Revision of unit 1: reasoning, factors and multiples	[1] Angles	[2] Angles	[1] Tenths - revision	[1] Reading and writing numbers to 700,000	[1] Addition and subtraction with decimal numbers to two decimal places (facts for one and related facts) :MQ	[1] Square numbers (revision) :MQ	[1] Addition of related fractions	[1] Percentage equivalents (1/2, 1/4 and 3/4)				
[2] Multiplying by 10 and 100	[4] Angles :MQ	[5] Quadrilaterals	[2] Hundredths, halves and quarters – revision :RTP 5NPV-1	[2]	[2] Problems with decimal numbers to two decimal places	[2] Revision of unit 2	[2] Addition of related fractions (quarters, eighths, halves and sixteenths)	[2] More percentage equivalents (10ths, 5ths and 20ths) :MQ				
[3] Multiplying and dividing by 10, 100 and 1,000	[6] Angles in quadrilaterals :RTP 5G-1	[6] Angles in quadrilaterals	[3] Rounding and comparing - revision	[3] Counting in steps of 10 with numbers > 400,000	[3] Adding lots of numbers	[3] 6 × table and related facts	[3] Addition of related fractions (thirds, sixths and twelfths; fifths, tenths and twentieths)	[3] Applying knowledge of fraction, decimal and percentage equivalents				
[4] Multiplying 4-digit numbers	[7] Drawing shapes	[7] Drawing shapes	[4] Decimal numbers as fractions :RTP 5F-3	[4] Counting in steps of 10 and 100 with numbers > 400,000	[4] Methods for addition	[4] Scaling multiplication and division facts :RTP 5NF-2	[4] Subtraction of related fractions	[4] Word problems involving converting fractions to percentages				
	[8] Coordinates	[8] Coordinates - translation and reflection	[5] Decimal equivalents of thousandths	[5] Counting in steps of 10, 100 and 1,000 with numbers > 400,000	[5] Methods for subtraction :MQ	[5] Multiplying 2-digit numbers by 2-digit numbers (open arrays and grid method)	[5] Subtraction of related fractions	[5] Finding percentages of quantities				
	[9] Coordinates - translation and reflection		[6] Rounding decimals	[6] Reading scales with 2, 4, 5 or 10 intervals :RTP 5NPV-4	[6] Population data problems	[6] Multiplying 2-digit numbers by 2-digit numbers (grid method and expanded column method) :MQ	[6] Multiplying proper fractions by whole numbers					
			[7] Comparing and ordering to two decimal places :RTP 5NPV-3	[7] Ordering and comparing numbers to 700,000	[7] Solving problems	[7] Investigating the multiplication square (more practice with multiplying 2-digit numbers by 2-digit numbers)	[7] Multiplying mixed numbers by whole numbers					
			[8] Comparing and ordering to three decimal places	[8] Negative numbers :MQ	[8] Solving problems	[8] Dividing numbers with up to 4 digits by 8	[8] Multiplying mixed numbers by whole numbers					
			:MQ Y5 quiz covers: Decimal equivalents for tenths, fifths, quarters, halves and thousandths; rounding decimals; comparing and ordering decimals			[9] Dividing numbers with up to 4 digits	[9] Adding, subtracting and multiplying fractions					
						[10] Cube numbers						
						[11] Volume of solid shapes, cubes and cuboids						

Quizzes for lessons at home

[www.Mathsquiz.org](http://www.Mathsquiz.org) login details username- [tgs@mathsquiz.org](mailto:tgs@mathsquiz.org) password- 13579

SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY	<b>Ancient Maya</b>	To complete this topic, pupils will learn about: <ul style="list-style-type: none"> <li>• Where they lived</li> <li>• Significant events</li> <li>• City states</li> <li>• Inventions</li> <li>• What happened to them and link them with the Anglo Saxons.</li> </ul>
GEOGRAPHY	<b>Ordnance Survey Maps</b>	Pupils will learn about: <ul style="list-style-type: none"> <li>• What Ordnance Survey maps are.</li> <li>• Four and six figure grid references.</li> <li>• Contour lines.</li> <li>• What the land is like in our local area.</li> <li>• What the land is like in a contrasting area.</li> </ul>
COMPUTING	<b>Creating media – video production</b>	In this unit, learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.
	<b>Programming A – selection in physical computing</b>	In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design.
MUSIC		CUSP CURRICULUM – SEE BELOW

PE	<p><b>Cognitive</b></p> <p><b>Fundamental Movement Skills</b></p> <p><b>Creative</b></p> <p><b>Fundamental Movement Skills</b></p>	<ul style="list-style-type: none"> <li>• I can develop methods to outwit opponents.</li> <li>• I can suggest patterns of play which will increase chances of success.</li> <li>• I can use awareness of space/others to make good decisions.</li> <li>• I can understand ways (criteria) to judge performance.</li> <li>• I can understand the simple tactics of attacking and defending.</li> <li>• I can explain what I am doing well and I have begun to identify areas for improvement.</li> </ul> <ul style="list-style-type: none"> <li>• Static Balance (Stance)</li> <li>• Coordination (footwork)</li> </ul> <ul style="list-style-type: none"> <li>• I can adapt and adjust my skills, movements or tactics so they are different to others.</li> <li>• I can respond imaginatively to different situations.</li> <li>• I can change tactics, rules or tasks to make activities more fun or more challenging.</li> <li>• I can link actions and develop sequences of movements that express my own ideas.</li> <li>• I can recognise similarities and differences in movements and expression.</li> <li>• I can make up my own rules and versions of activities.</li> </ul> <ul style="list-style-type: none"> <li>• Static Balance (Seated)</li> <li>• Static Balance (Floor Work)</li> </ul>
ART AND DESIGN		CUSP CURRICULUM – SEE BELOW
DESIGN & TECHNOLOGY		CUSP CURRICULUM – SEE BELOW
FRENCH		CUSP CURRICULUM – SEE BELOW

PSHE	<b>Too Much Selfie Isn't Healthy!</b>	<ul style="list-style-type: none"> <li>• I understand there are many different ways I can show love for others.</li> <li>• I can demonstrate ways to love others.</li> <li>• I can think of someone to go to if I feel lonely.</li> <li>• I can suggest things to do to avoid feeling lonely.</li> <li>• I can list some skills needed to listen to others well.</li> <li>• I can suggest ways I can demonstrate honour.</li> <li>• I am starting to understand the purpose and role of groups e.g. charities, raising awareness.</li> <li>• I know what I should and shouldn't share online.</li> <li>• I can suggest ways that I have shown love for others.</li> <li>• I can describe how caring for others makes people feel.</li> </ul>
	<b>Don't Hold on to What's Wrong!</b>	<ul style="list-style-type: none"> <li>• I can describe forgiveness.</li> <li>• I can explain why forgiveness keeps my heart healthy.</li> <li>• I can describe some practical steps I could take to resolve conflict.</li> <li>• I can describe how different emotions feel.</li> <li>• I can explain why emotions are important.</li> <li>• I can describe some healthy ways to respond to my mistakes.</li> <li>• I can recognise bullying behaviours.</li> <li>• I can suggest ways to deal with bullying.</li> <li>• I can list different types of negative emotion.</li> <li>• I can identify when I am experiencing negative emotion.</li> <li>• I can suggest ways that will help me when I am experiencing negative emotion.</li> </ul>
HOMEWORK	<b>Reading</b>	Reading individually or to an adult every day. It is beneficial to discuss what your child is reading with them as reading comprehension (rather than the ability to decode words) is our focus in Key Stage 2.
	<b>Spellings</b>	Spellings will be sent home on a Monday. This is for practice at home on the skills that have been learnt during the week and will be tested the following Monday.

# Art & Design

Lesson 1	Lesson 2	Lesson 3
Exploration of materials, texture and natural objects	Explicit teaching of techniques such as loom making and raffia work	Applying knowledge, skills and techniques

At the end of this block, pupils will ...	
Know:	Be able to:
<p>Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture</p> <p>Textile comes from the Latin word, <i>texere</i>, meaning to braid, weave or construct</p>	<p>Combine fabrics in a range of ways</p> <p>Weave, braid and construct art using natural objects</p>



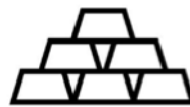

*Leaf Cloth Series – Leaf Cloth Dance 1 and Woodland*  
by Lesley Richmond

In this block, pupils will take inspiration from natural objects to create textile art. They will combine collage and appliqué techniques to create work that depicts textured surfaces. Pupils will use a variety of materials including items from nature.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Pupils will be able to:

- tell a story using collage and textiles
- paint directly onto fabric
- weave with a range of materials



**Prior Learning**

- combine media to create texture and pattern
- make observational drawings from natural objects

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and techniques	Explicit teaching of techniques	Applying knowledge, skills and techniques

At the end of this block, pupils will ...	
Know:	Be able to:
An armature can be used to create a piece of 3D art	Use armatures to produce 3D forms
Clay can be joined by a score and slip method	Join two or more pieces of clay



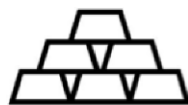
*Family of Man*  
by Barbara Hepworth (1970)

In this block, pupils will develop visual spatial skills as they look at the shape and form of 3D objects. They will use papier-mache as well as develop skills to manipulate clay.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Pupils will be able to:

- identify primary, secondary and complementary colours
- use the technique of decoupage



Prior Learning

- make impressions in a smooth clay surface
- roll and cut clay
- construct 3D forms from wire

## Food and Nutrition – Block D

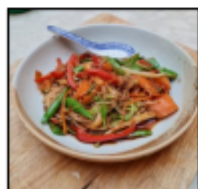
### What can you learn from different cultures' diets?

- This block is set in the context of the CUSP Geography unit 'World countries'.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3	At the end of this block, pupils will ...	
Exploring diets from different cultures	Exploring how a stir-fry is nutritious	Exploring health qualities of spices	<b>Know:</b>	<b>Be able to:</b>
Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Applying skills	How foods can be used as medicines	Roll and shape ingredients
Evaluating outcomes	Evaluating outcomes	Evaluating outcomes	How eating food from different countries can help us be healthy	Slice and ribbon a range of vegetables Stir-fry vegetables



*Summer rolls*



*Stir-fry*



*Bombay potatoes*

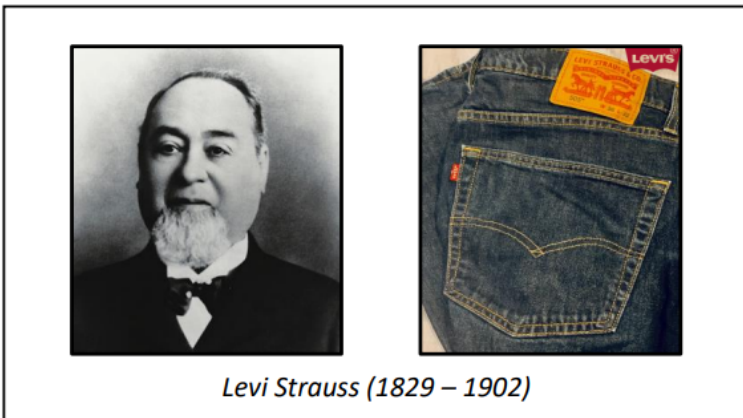
In this block, pupils will look to different countries to see what can be learnt from different cultures. The recipes chosen showcase how certain foods can contribute to good health and wellbeing. Pupils will also learn how modern British food represents an eclectic mix of cultures.

# Textiles – Block C

## Which fabric is ideal for creating a functional and hardwearing lunch bag?

- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Identification of problem  Exploring materials	Specific teaching of skills relating to the brief	Application of skills  Evaluation and adaptation



At the end of this block, pupils will ...	
Know:	Be able to:
How to waterproof cotton fabric  Which fabrics are both functional and hardwearing	Use beeswax to waterproof cotton fabric  Repurpose a pair of jeans

In this block, pupils will consider the durability of fabrics. They will design and make a functional and hardwearing lunch bag. They will create fair tests to investigate the properties of a range of fabrics and consider insulation and waterproofing.

# English

## Third person stories set in another culture (Block B)

At the end of this unit, pupils will ...	
Know:	Be able to:
Reporting clauses convey the mood of characters	Interweave cultural references to establish context
Short sentences add pace to a narrative	Use and sustain the third person



## Formal letters of application (Block B)

At the end of this unit, pupils will ...	
Know:	Be able to:
The subjunctive is used to formally make a request or suggest a possibility	Use and sustain a formal tone
How language can be adapted to persuade	Structure a formal letter in clear paragraphs



## Playscripts - Shakespeare retelling (Block A)

At the end of this unit, pupils will ...	
Know:	Be able to:
Who Shakespeare was and why he is so significant to British heritage	Write a synopsis of a Shakespearian play
A synopsis is often written in the present tense to convey a sense of immediacy	Write concisely in the third person



## Biography (Block A)

At the end of this unit, pupils will ...	
Know:	Be able to:
A biography tells the story of someone's life  How to form the perfect form of the past and present tenses	Sustain the third person  Add additional information using relative clauses  Plan and write a well-structured biography



At the end of this unit, pupils will ...	
Know:	Be able to:
Word play is a poetic device that enhances meaning through the sound of words  Collective nouns are singular nouns that refer to a group of people, animals or things	Identify examples of word play, including homophones, and explain their intended impact on the reader  Use word play to engage and amuse the reader

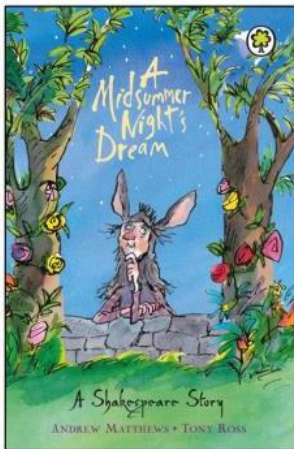


## Poems that use word play (Block B)

# Reading

Week 1	Week 2
Focus on the core text for predicting and a personal response	Focus on the core text for summarising and understanding themes
Focus on some biographies, a commentary and an extract from the original play for retrieval	Focus on a narrative, a report and a poem for inference

At the end of this unit, pupils will ...	
Know:	Be able to:
Answers do not always need to be in full sentences	Analyse questions carefully to understand what is required
The wording in questions may not match that in the text	Summarise a paragraph or longer section of text

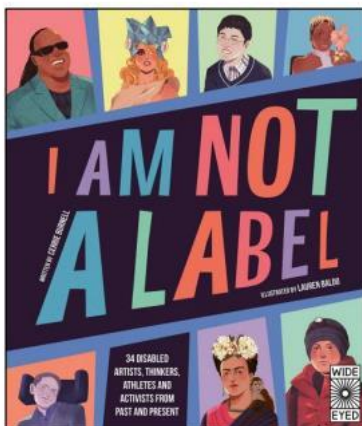


This modern re-telling of Shakespeare's classic love story brings together the worlds of humans and fairies. Beginning in Athens, it focuses on the four characters of Hermia, Helena, Demetrius and Lysander. Hermia is due to marry Demetrius but loves Lysander and Helena is in love with Demetrius. Much of the action takes place in the magical woodland world of Oberon, King of the Fairies, where we meet the impish fairy, Puck. The intervention of Puck leads to confusion and hilarious consequences, causing various characters to fall in love with the wrong partner. In the end, magic puts things right.

## A Midsummer Night's Dream

Week 1	Week 2
Focus on the core text for comparing and authorial intent	Focus on the core text for predicting and a personal response
Focus on a narrative, a report and a discussion for retrieval	Focus on an extended narrative and a poem for inference

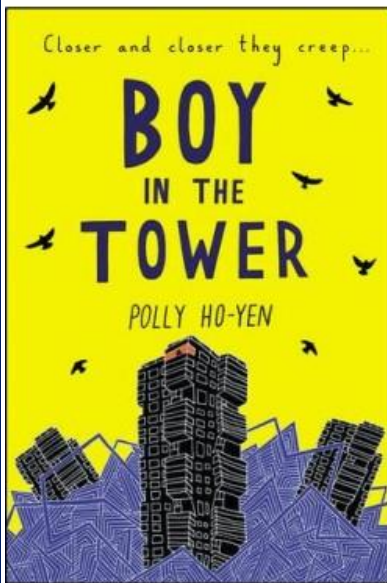
At the end of this unit, pupils will ...	
Know:	Be able to:
The protagonist is the main character in a story, film or play	Orally rehearse responses before writing them
Narratives are not always written chronologically	Explain how a piece of evidence supports a point



This is an anthology which examines the lives of a range of disabled artists, athletes, scientists and activists from across the generations. The author's motivation is to ensure that people with a disability are represented in children's literature. As she says, "Everyone deserves to see someone like them in a story or achieving great things." Each of the profiles inspires with stories of perseverance, resilience and courage, to name but a few. Illustrated beautifully, this book will help to overcome misconceptions and prejudice and to communicate the importance of inclusivity.

Week 1	Week 2
Focus on the core text for comparing and a personal response	Focus on the core text for predicting and authorial intent
Focus on a poem, a fact file and a set of instructions for retrieval	Focus on a speech, a section of dialogue and a report for inference

At the end of this unit, pupils will ...	
Know:	Be able to:
Some stock phrases to support interpreting evidence	Identify some techniques used in poetry and explain their intended effect
A range of techniques used to end chapters and motivate the reader to read on	Use inference to support summarising a paragraph



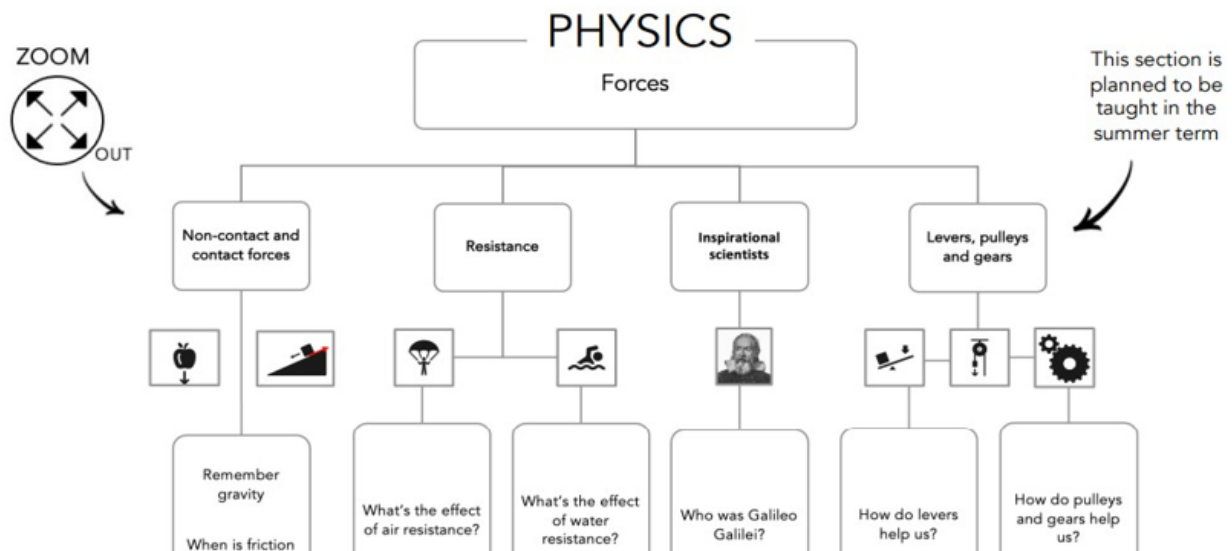
The story centres on an ordinary boy, Ade, who lives with his mum at the top of a tower block. One day, buildings around them begin to fall down. Told to evacuate the city, people leave, including his best friend, Gaia. However, Ade's mum, who is agoraphobic, won't leave the flat. Soon, it becomes clear that menacing plants, called Bluchers, are responsible. Trapped in his tower block, Ade draws on all of his resilience to look after himself and his mum whilst he watches the Bluchers move ever closer. Meanwhile, he befriends some other residents who have also remained and, together, they demonstrate the power of love and friendship to survive against the odds. A thought-provoking and heart-warming introduction to dystopic fiction that pupils will love.

Sensitive content warning: Teachers should review the key themes in the book to ensure that the text is suitable for their pupils.

# Science

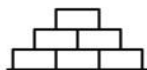
## PHYSICS

Is the study of matter, forces and motion, sound, light and waves, electricity and magnetism and Earth in Space.



Pupils will be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.



Previous learning – curriculum narrative

**Science Y3**  
Forces

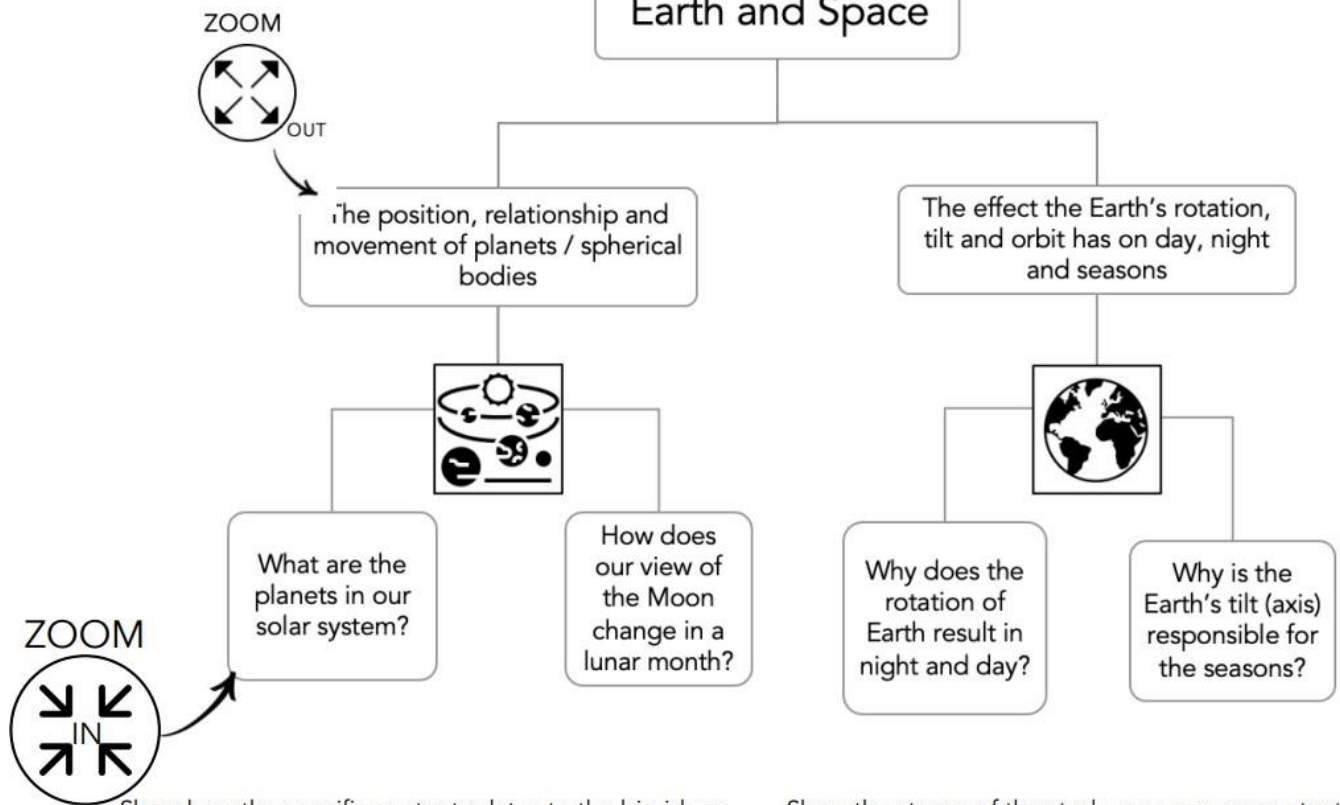
**Science Y4**  
Electricity  
States of matter  
Sound

**Science Y5**  
Earth and space

**Science Y5**  
Properties and changes of materials

# PHYSICS

## Earth and Space



Show how the specific content relates to the big ideas.

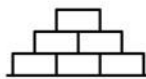
Show the stages of the study, one sequence at a time.

### Earth and Space

Pupils will be taught to:

- describe the movement of the Earth and other planets relative to the Sun in the solar system.
- describe the movement of the moon relative to the Earth.
- describe the Sun, the Earth and the Moon as approximately spherical bodies.
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across.

### Previous learning



Year 3  
Stone Age – Iron Age

Year 4  
Light

Year 5  
Maya civilisation

# French

## Overview of the block

Year 5 Block C: Friends and family	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
Week 1	Using <b>le, la, l', les</b> with known nouns Revisiting the possessive adjectives <b>mon, ma</b> and <b>mes</b> Introducing two family members	Revisiting alternative phonic code in French	Pronunciation focus			Introducing a second French children's story
Week 2			Rehearsing simple sentences using <b>avoir</b>	Reading and translating simple sentences including <b>avoir</b>		Introducing a second French translation of an English story
Week 3	Revisiting <b>grand</b> and <b>petit</b> Revisiting two family members Introducing three more family members		Identifying the French words for family members and matching labels to images			Exploring the importance of family in France
Week 4	Revisiting known family members Introducing <b>ami</b> Teaching the reflexive verb <b>s'appeler</b>				Writing a simple introduction to your family or friends	Exploring key French family traditions and activities
Week 5	Revisiting <b>être</b> in the third person singular		Giving simple descriptions of a family member or friend	Reading and matching simple descriptions of a family member or friend		
Week 6 (optional – suggestions for enrichment)						
Grammatical constructs introduced	Definite articles Position of size adjectives					

## Overview of the block

Year 5 Block D Working together	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
Week 1	Revisiting known verbs Teaching two new verbs	Pronouncing: <b>ai</b> <b>aïlle</b> <b>ais</b> <b>euse</b> <b>ô</b> <b>ière</b>	Pronunciation focus			Introducing the importance of tourism in France
Week 2			Reading and saying sentences in the first and second person to match images of known verbs			
Week 3	Revisiting known forms of <b>être</b> Introducing new professions		Reading and translating sentences including known professions and locations			Understanding France's place in Europe
Week 4	Revisiting known professions Introducing more professions and locations				Writing sentences using <b>être</b>	Introducing significant French brands
Week 5	Revisiting known professions and family members Introducing <b>qui</b> in a relative clause		Giving simple introductions to fictional family members	Reading and matching sentences using <b>qui</b> and <b>être</b>		Introducing significant French achievements and innovations
Week 6 (optional – suggestions for enrichment)						
Grammatical constructs introduced	Relative clause – <b>qui</b> er verbs in the first, second and third person					



## Year 5 Music: Musical notation 3 – Block C

- This is a 5-week sequence with a sixth week available for enrichment, extension or revisiting.
- The outline and structure of the block is as follows:

Week 1	Week 2	Week 3	Week 4	Week 5
Introduce the keyboard	Introduce the 5-finger position	Play Pachelbel's Canon	Play melodies in the 5-finger position	Perform Pachelbel's Canon



Johann Pachelbel (1653 – 1706)

At the end of this block, pupils will ...	
Know:	Be able to:
The stylistic features of Baroque music	Play melodic patterns from standard stave notation
The 5-finger position on an electronic keyboard	Create a class performance using keyboards

CUSP Music Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
Year 2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
Year 3 Mastering the glockenspiel	Singing	Untuned percussion	Singing	Glockenspiel	Glockenspiel	Range of instruments studied
Year 4 Mastering the glockenspiel	Untuned percussion	Singing	Glockenspiel	Singing	Glockenspiel	Range of instruments studied
Year 5 Mastering the keyboard	Untuned percussion	Singing	Keyboard	Singing	Range of instruments studied	Keyboard
Year 6 Mastering the keyboard	Singing	Untuned percussion	Singing	Keyboard	Keyboard	Range of instruments studied

# Year 5 Music: Composition 3 – Block E

- This is a 5-week sequence with a sixth week available for enrichment, extension or revisiting.
- The outline and structure of the block is as follows:

Week 1	Week 2	Week 3	Week 4	Week 5
Listen and respond	Sing and improvise	Sing and improvise	Compose and notate	Rehearse, perform and evaluate



*River Flows in You – Yiruma*

**At the end of this block, pupils will ...**

**Know:**

That ternary form (ABA)  
is a compositional  
structure

**Be able to:**

Use compositional  
devices such as motif and  
ostinato to develop a  
composition

CUSP Music Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
Year 2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
Year 3 Mastering the glockenspiel	Singing	Untuned percussion	Singing	Glockenspiel	Glockenspiel	Range of instruments studied
Year 4 Mastering the glockenspiel	Untuned percussion	Singing	Glockenspiel	Singing	Glockenspiel	Range of instruments studied
Year 5 Mastering the keyboard	Untuned percussion	Singing	Keyboard	Singing	Range of instruments studied	Keyboard
Year 6 Mastering the keyboard	Singing	Untuned percussion	Singing	Keyboard	Keyboard	Range of instruments studied