

# The Good Shepherd Catholic Primary School



## Year 5

Autumn Curriculum  
Newsletter

**OUR LADY  
IMMACULATE**  
CATHOLIC ACADEMIES TRUST

In this booklet, we have included some information we feel you may find useful 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. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Rainbow

*Father, creator of all,  
you 'ordered the earth' to bring forth  
life and crowned its goodness by  
creating family life.  
Teach us the beauty of human  
love, show us the value of  
family life  
and help us to live in  
peace with everyone.  
Amen*

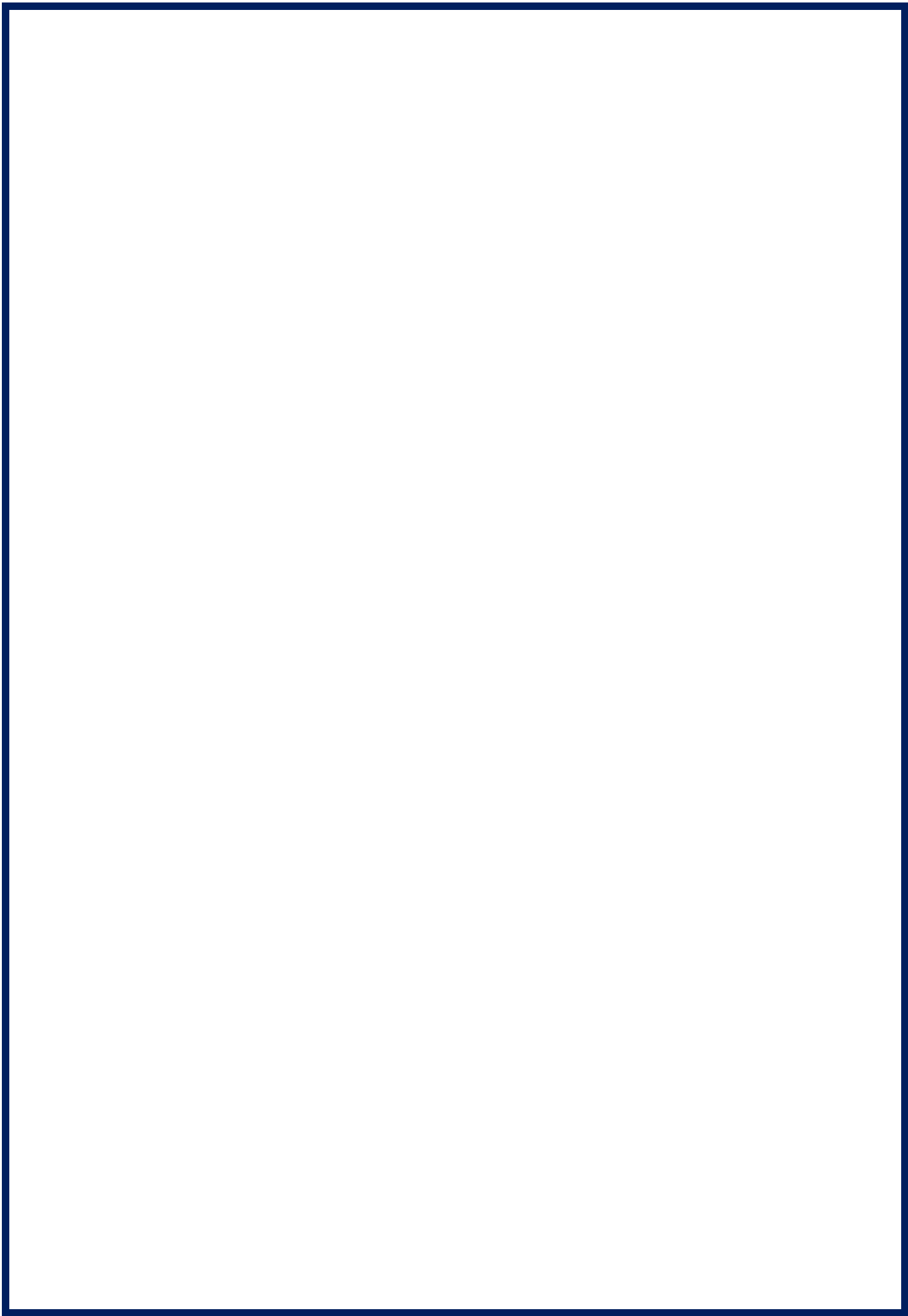
### Launch of CUSP Curriculum 2022

We have decided to implement the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

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, Design and Technology, English Reading and Writing.

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<b>Saint Christopher/ Saint Francis</b>	To begin our year, each class will spend one lesson focusing on our school mission statement and how each child lives out our mission. We will also be looking at our class saints St. Christopher and St. Francis.
	<b>Domestic Church – Family: Ourselves</b>	During our first topic, 'Ourselves', we will be learning that each person is made in the image and likeness of God. To know ourselves and to appreciate that our value and uniqueness is central to our wellbeing. Using scripture from Genesis and the Colossians, we will focus on the qualities God gives us and wants us to develop.
	<b>Baptism/Confirmation – Belonging: Life Choices</b>	After, we will move onto our second topic 'Life Choices'. We will learn that through Baptism the Christian is called to a life of holiness and to the mission of spreading the Good News. That life may be lived out in different ways. For some it will be through marriage. Whatever life choices are made, the Christian is called to a commitment of holiness and service of others.
	<b>Judaism - Passover</b>	During this term will also be focusing on an alternative faith. We will focus on Judaism, more specifically Passover. We will look into the seder plate and the different foods.
	<b>Advent/Christmas – Loving: Hope</b>	Lastly, we will move onto our topic of Hope during Advent. We will learn that Advent is a time of waiting in hope. We will use Jeremiah to learn about the anticipation before Jesus was born. At Christmas we celebrate the birth of Jesus as told in Matthew and Luke's Gospels. We end our topic understanding that we now wait in hope for Christ to come again.
ENGLISH		CUSP CURRICULUM – SEE BELOW
MATHS	<b>Decimals</b>	<ul style="list-style-type: none"> <li>Explaining and comparing tenths and hundredths in a range of ways, including fractions and decimals.</li> <li>Use their understanding to convert between measurements of length.</li> <li>Problem solving.</li> <li>Calculations and rounding with decimal numbers.</li> </ul>
	<b>Money</b>	<ul style="list-style-type: none"> <li>Explaining and representing quantities of money.</li> <li>Comparing and calculating with amounts of money.</li> <li>Converting between pounds and pence.</li> <li>Finding efficient methods for calculation.</li> </ul>
	<b>Negative Numbers</b>	<ul style="list-style-type: none"> <li>Interpreting numbers that equal more or less than zero.</li> <li>Reading and writing negative numbers.</li> <li>Looking at negative numbers in a range of contexts.</li> <li>Interpreting graphs and using coordinate grids.</li> </ul>
	<b>Short Multiplication and Division</b>	<ul style="list-style-type: none"> <li>Written calculation for multiplication and division.</li> <li>Estimating answers.</li> <li>Problem solving.</li> </ul>
	<b>Area and Scaling</b>	<ul style="list-style-type: none"> <li>Explaining, measuring, calculating and comparing the area of shapes.</li> <li>Comparing and describing measurements of mass, capacity and time, using knowledge of multiplication and division.</li> </ul>
SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – SEE BELOW
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING	<b>Vector Drawing</b>	Children will be learning about Vector Drawing using Google Drawings online. In this unit, learners start to create vector drawings.





## Overview of the block

Year 5 Block A Local places	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
Week 1	Introducing aller Revisiting school locations Introducing local locations	Revisiting alternative phonic code in French	Pronunciation focus			Revisiting locational knowledge about France
Week 2	Introducing new locations		Saying simple sentences aloud fluently	Reading and interpreting simple phrases using known vocabulary		Introducing the Euro
Week 3	Revisiting aller Revisiting locations Introducing directions: left, right, straight on, first, next			Reading and matching phrases to their meaning Reading simple sentences with known vocabulary		Learning about one significant French city and simple French maps
Week 4	Revisiting aller and locations Introducing new locations Introducing the question: where are you going? Introducing you go				Writing aller in the first and second person	Learning about two significant French landmarks and simple French maps
Week 5	Revisiting aller and locations Introducing compass points Introducing s'il vous plait		Giving simple directions	Reading and interpreting simple directions		
Grammatical constructs introduced	er verbs – conjugation including vous form					

## Overview of the sequence

The teaching sequence is based on two French lessons lasting a minimum of 15 minutes each per week.

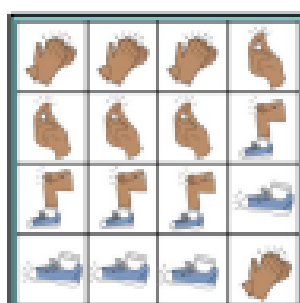
5-week cycle	Vocabulary and Phonics	Oracy	Reading	Writing
Week 1	✓	✓		
Week 2		✓	✓	
Week 3	✓		✓	
Week 4	✓			✓
Week 5	✓	✓	✓	
Week 6	Flexible content for revisiting and enrichment			



## Year 5 Music: Untuned percussion – Block A

- 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	Introduce the 6/8 time signature	Experiment with sound	Structure a soundscape	Perform a musical story



Body percussion

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

**Know:**

The terms simple time, compound time and motif

How to notate a simple rhythmic motif

**Be able to:**

Clap back and perform rhythms in compound time, e.g. 6/8

Select sounds to create a desired effect

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: Introducing structure – Block B

- 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
Identify structure	Sing in harmony	Add an accompaniment	Sing a canon	Rehearse, record and evaluate



Paloma Faith  
English singer and actress

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

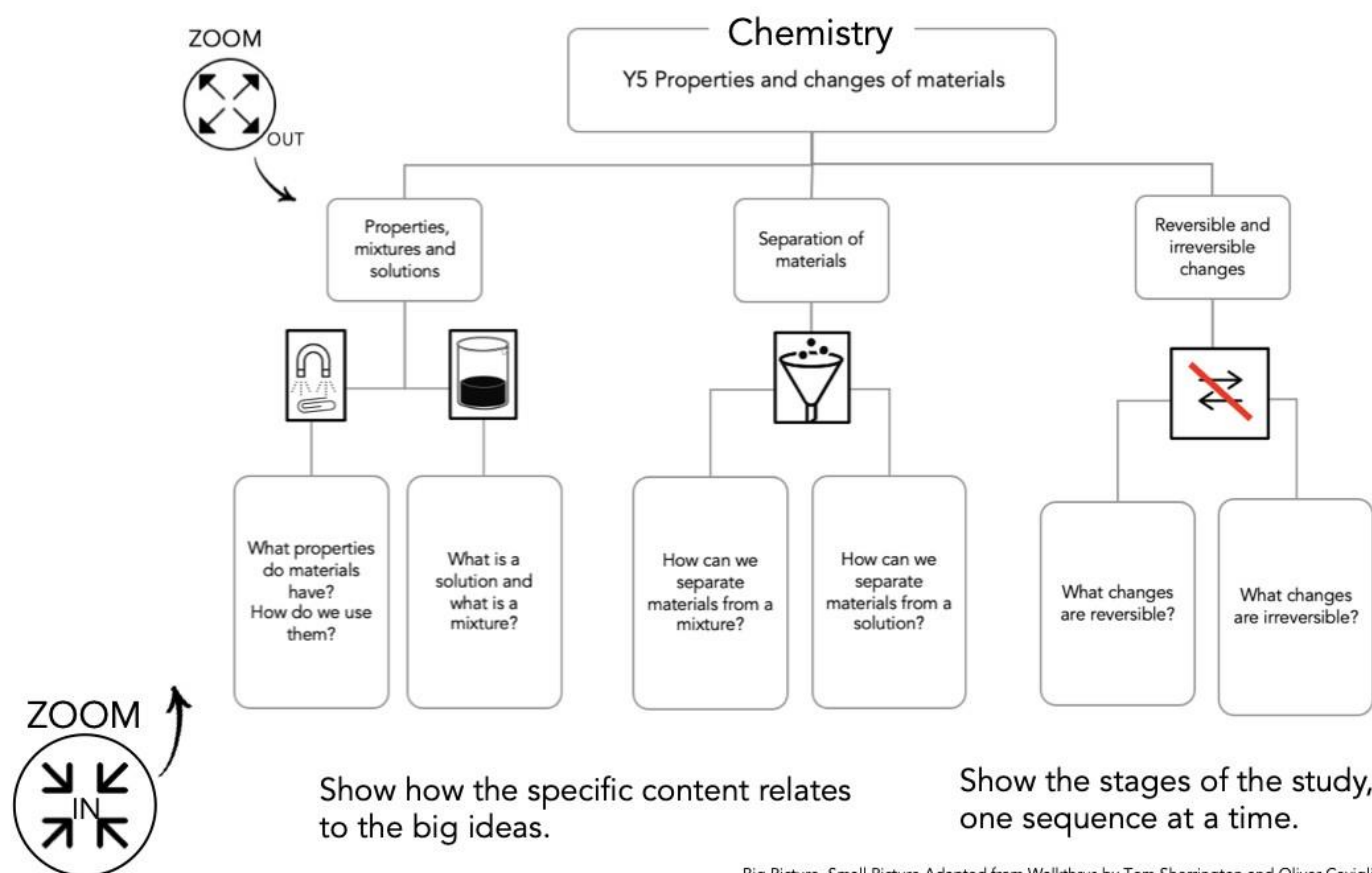
Know:	Be able to:
The stylistic features of pop music	Describe music in terms of its structure
The terms soprano, alto and countermelody	Sing songs in two-part harmony and rounds in three parts

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



## CHEMISTRY

Chemistry is the study of the composition, behaviour and properties of matter, and of the elements of the Earth and its atmosphere.  
(BBC Bitesize)

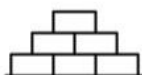


Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

### Previous learning – curriculum narrative

Science / Geography Y4  
Water cycle

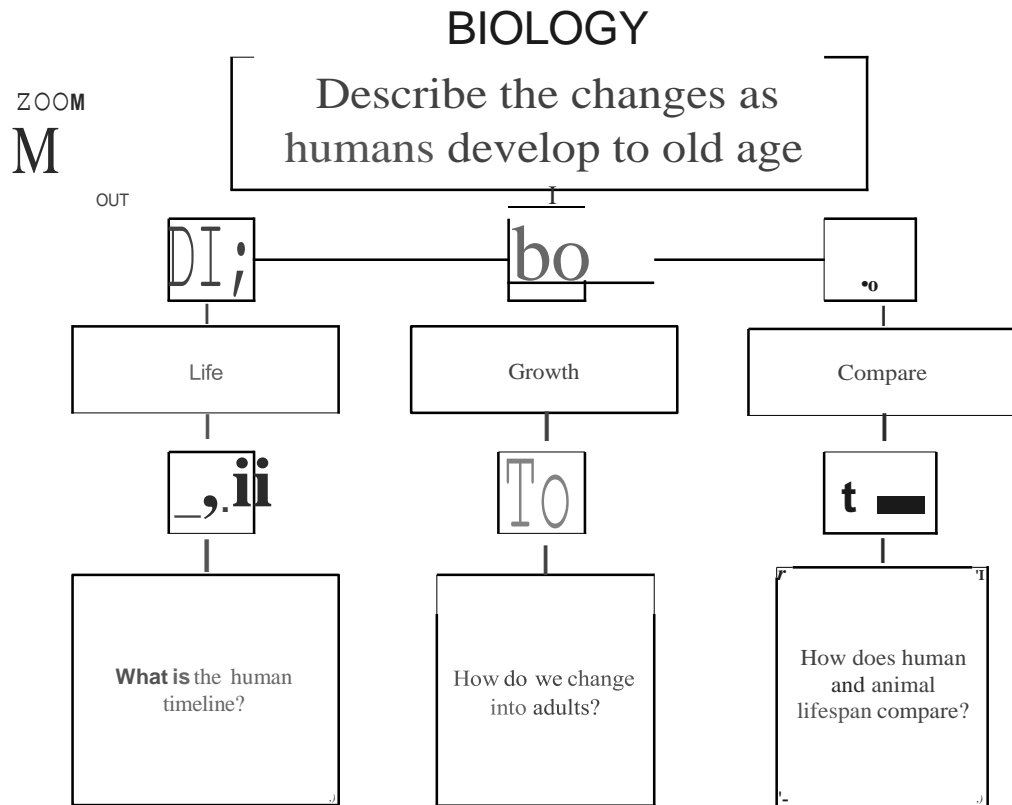
Science Y4  
Electricity



Science Y4  
States of matter

Science Y5  
Earth and space

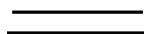
BIOLOGY  
|  
The study of living things



Show how the specific content relates to the big ideas.

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

Prior learning - Curriculum narrative



Year 2  
Animals, including humans  
notice that animals, including humans, have offspring  
which grow into adults

Year 3  
Animals, including humans  
skeletons for growth and support

# History

## HISTORY

The study of the past - learning about people, places, events and changes.

### CIVILISATION

A large group of people who follow similar laws, religion and rules.

Great civilisations have cities, architecture, laws, culture and art.

### POWER

The power to advance technology, architecture and the arts.

The power over and between city-states.

Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.

Power struggle: Athens vs Sparta  
Alexander the Great – unified power.

War with the Persians.

### DEMOCRACY

A form of government voted for by the people.

Although some citizens of Athens could vote, it wasn't a true democracy.

Sparta wasn't ruled tyrannically – it had rules, and they were brutal!

### KNOWLEDGE

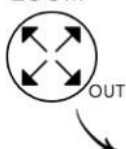
The formulation and advanced use of knowledge by great thinkers.

Mathematical theories, science and astronomy were forged by great thinkers, including:

Pericles  
Socrates  
Archimedes

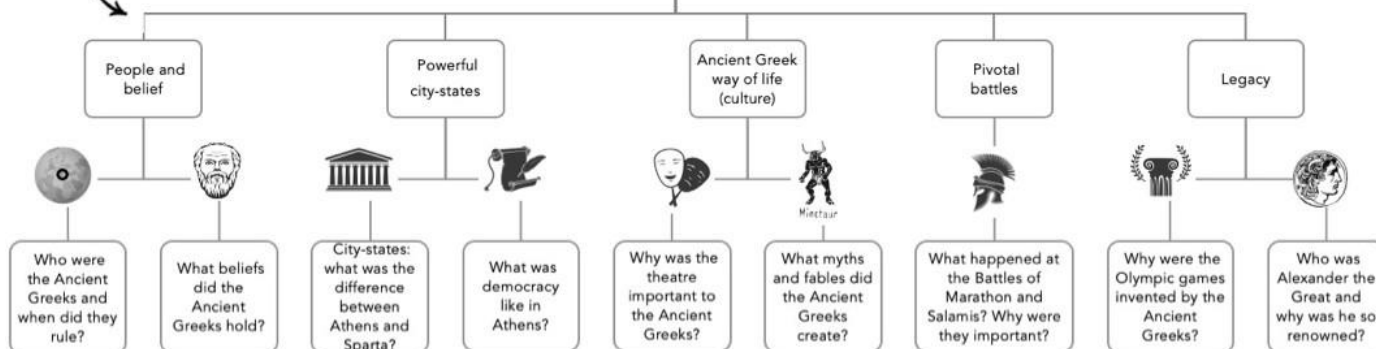
Great designers and engineers built phenomenal buildings.

ZOOM



## CIVILISATION | POWER | DEMOCRACY | KNOWLEDGE

Achievements of the Ancient Greeks



Pupils should be taught about: **Ancient Greece** – a study of Greek life and achievements and their influence on the western world

### Previous learning: curriculum narrative

#### Year 3 History

Stone age to the Iron Age

Introduce Rome and the impact on Britain

#### Year 4 History

Britain's settlement by Anglo-Saxons and Scots

#### Year 4 History

Viking and Anglo-Saxon struggles

Ancient Egyptians

#### Year 4 Geography

Latitude and Longitude

# Geography

## GEOGRAPHY

Geography is the study of where places are found, what they are like, and the relationships between people and their environments.

### LOCATION

The locational position of a place in context to where it is found in the world, continent, country, region, county, city town or village

### PLACE

What a place is like and how it is connected to other places.

### PHYSICAL FEATURES

The natural environment  
Shaped by nature

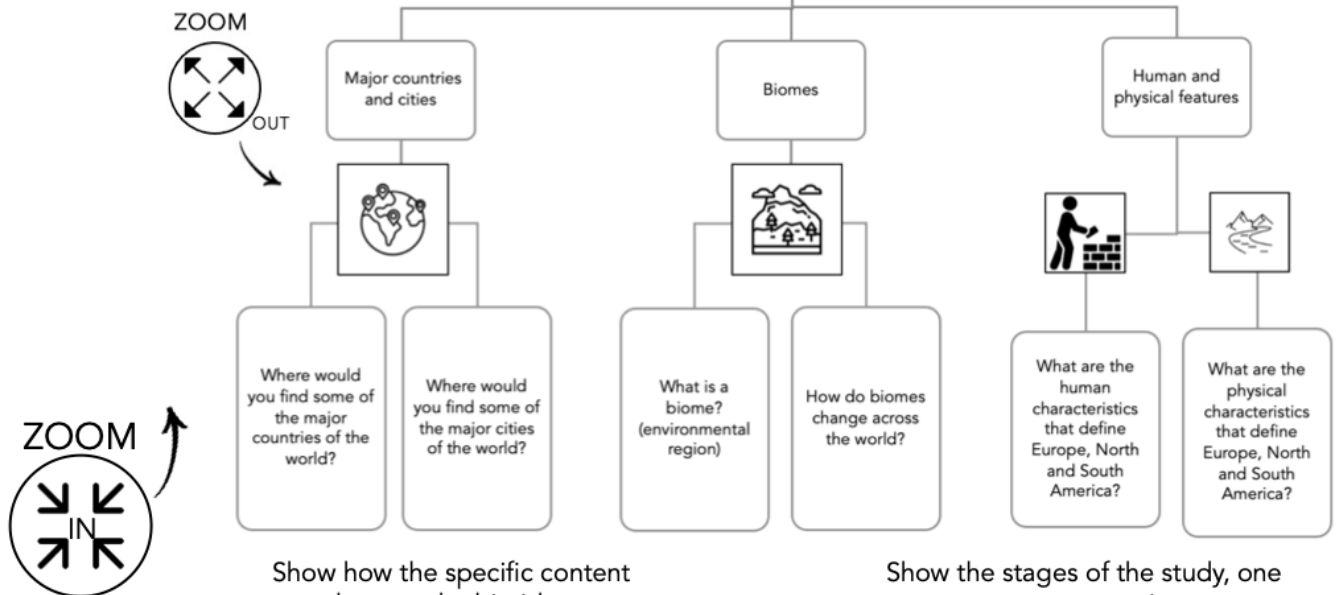
### HUMAN FEATURES

The built environment  
Made by humans

## LOCATION & PLACE

## HUMAN & PHYSICAL FEATURES

World countries and biomes



Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

### Previous learning

#### Year 3

Human and physical study  
UK Study  
OS maps and skills

#### Year 4

Latitude and longitude  
Rivers  
Water cycle  
Map skills using environmental regions



# Art & Design

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

At the end of this block, pupils will ...	
Know:	Be able to:
What is meant by <i>subtractive drawing</i>	Combine drawing techniques, making informed decisions based on knowledge of what could happen
What abstract art is	Transfer and enlarge an image
Lines can be used to suggest harmony	Work in the style of an artist



*Green Town* (1978)



*Blue Blues* (1994)

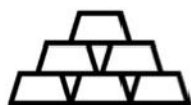
by Friedensreich Hundertwasser

In this block, pupils will learn a new technique called *subtractive drawing*. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.

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:

- refine drawing skills to focus on lines and details
- make detailed thumbnail drawings using a pencil or paint





**Prior Learning**

- understand that abstract art is more about shape, colour and expressing feelings than being a realistic depiction
- make secondary and tertiary colours

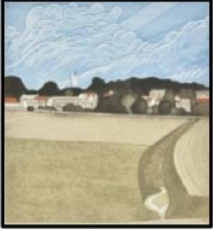


Lesson 1	Lesson 2	Lesson 3
Exploration of materials	Explicit teaching of techniques of reduction printing	Application of knowledge and techniques previously learned

At the end of this block, pupils will ...	
Know:	Be able to:
Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last	Create reduction prints and explain and record the process

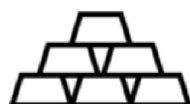
Grevy's Zebra and Campbell's Soup Can by Andy Warhol

Shingle Street and Orford by John Brunson

In this block, pupils will learn a new printing process. This learning will be spread over the first two lessons. In Lesson 3, pupils will combine this new skill with printing techniques learned previously.

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



**Prior Learning**

Pupils will be able to:

- explain what a monoprint is

- understand stencilling, impression and collagraph block printing methods

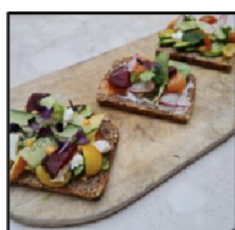
## Design and Technology

Lesson 1	Lesson 2	Lesson 3
Exploring nutrition	Exploring diets from different cultures	Exploring diets from different cultures
Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Applying skills
Evaluating outcomes	Evaluating outcomes	Modifying and improving

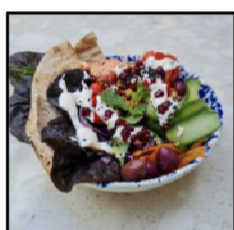
At the end of this block, pupils will ...	
Know:	Be able to:
Some foods and key ingredients from other cultures	Make, roll and cook a flatbread
How other cultures' food can be nutritious	Prepare a range of vegetables
	Present foods to a high standard



*Flatbread and garlic butter*



*Smørrebrød*



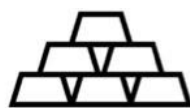
*Mezze bowl*

In this block, pupils will look to Middle Eastern and Danish foods for inspiration and consider what they can learn from the diets of different cultures. They will learn how to make flatbreads and use a range of techniques to make delicious, appetising food.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

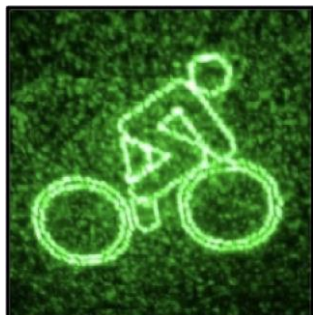
- use knife skills safely to prepare a range of vegetables



**Prior Learning**

- knead, roll and shape dough
- use the claw and bridge techniques confidently

Lesson 1	Lesson 2	Lesson 3
Understanding and selecting materials	Using fixings and fastenings	Using knowledge of programming to control a product



Emily Brooke  
Inventor of the *Laserlight* bike light projector

At the end of this block, pupils will ...	
Know:	Be able to:
Technology can be used to program and control a product	Combine elements of their design knowledge to fulfil a brief

In this block, pupils will draw on the knowledge they have learnt so far to design and make a road safety belt. Pupils will write a simple program for a micro:bit and evaluate their outcome against the design brief.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

- describe the properties of materials
- identify and attach fastenings



**Prior Learning**

- understand and use simple algorithms
- design and debug simple programs



## Writing

- Third person stories set in another culture
- Formal letters of application
- Poems that use word play
- Dialogue in narrative
- Poems which explore form
- Balanced argument

### Third person stories set in another culture

Week 1	Week 2	Week 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of the extended task	Execution of the extended task and focused editing teaching

### Formal letters of application

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

### Poems that use word play

Week 1
Explicit teaching of the grammatical structures and text conventions required
Execution of extended task and focused editing teaching

### Dialogue in narrative

Week 1	Week 2	Week 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Execution of the extended task and focused editing teaching

### Poems which explore form

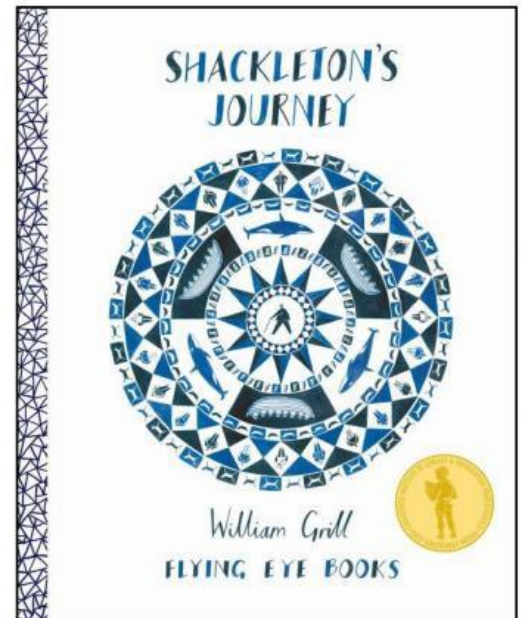
Week 1
Explicit teaching of the grammatical structures and text conventions required
Execution of extended task and focused editing teaching

### Balanced argument

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

## Reading

- Shackleton's Journey
- Secrets of a Sun King
- If – Rudyard Kipling



Week 1	Week 2
Focus on the core text for summarising and authorial intent	Focus on the core text for comparing and giving a personal response
Focus on a letter, a report and an interview for retrieval	Focus on a poem, an internal monologue and a narrative for inference

Week 1	Week 2
Focus on the core text for predicting and understanding themes	Focus on the core text for summarising and a personal response
Focus on an extended narrative and a diary extract for retrieval	Focus on a news report, a poem and a playscript for inference

Week 1	Week 2
Focus on the core text for comparing and authorial intent	Focus on the core text for predicting and understanding themes
Focus on a report, an advertisement and a persuasive speech for retrieval	Focus on an information leaflet, a biography and a poem for inference

This beautifully illustrated book tells of Ernest Shackleton's incredible expedition as he attempted to cross Antarctica. After much preparation, he set off in 1914 with his crew on *Endurance*. However, the boat became grounded in the polar ice and Shackleton and his crew faced many challenges in a fight to survive, including having to evacuate *Endurance* and row across treacherous seas to seek help. This is a story of heroism, human endurance and the value of teamwork. The text is clear and informative but it is the art work which dominates and allows the reader to engage with and understand Shackleton's amazing adventures and achievements.

## Secrets of a Sun King /If - Rudyard Kipling

Set in 1922, the story simultaneously tells of Howard Carter's search for the tomb of Tutankhamun and the adventures of the main character, Lil, who opens a mysterious package found on her grandfather's doorstep. Inside, she finds an Egyptian artefact, sent by a famous Egyptologist who has just been found dead - perhaps a victim of the so-called curse of Tutankhamun. With her friends, Tulip and Oz, she sets off to return the artefact to its rightful place in Egypt, in the hope that it will stop the alleged curse. Their time in Egypt reveals both ancient and personal secrets and culminates in an interesting encounter with Howard Carter, whose private persona turns out to be somewhat different to his public one.



Week 1	Week 2
Focus on the core text for summarising and understanding themes  Focus on a report, some museum labels and an advertisement for retrieval	Focus on the core text for comparing and authorial intent  Focus on a balanced argument, a sports commentary and a discussion for inference

Week 1	Week 2
Focus on the core text for comparing and a personal response  Focus on a set of instructions, a narrative extract and a fact sheet for retrieval	Focus on the core text for summarising and authorial intent  Focus on the poem <i>If</i> and a news report for inference