

The Good Shepherd
Catholic Primary School



Y5 Long Term
Planning

2023 - 2024

Year 5 2023 – 2024

Autumn 2023	Spring 2024	Summer 2024
RE <ul style="list-style-type: none"> • Domestic Church – Ourselves • Baptism/Confirmation – Life Choices • Advent - Hope 	RE <ul style="list-style-type: none"> • Local Church - Mission • Eucharist – Memorial Sacrifice • Lent - Sacrifice 	RE <ul style="list-style-type: none"> • Pentecost - Transformation • Reconciliation – Freedom and responsibility • Universal Church - Stewardship
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)
Maths		
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 Block A • Printmaking Block B 	<ul style="list-style-type: none"> • Textiles and collage Block C • 3D Block D 	<ul style="list-style-type: none"> • Painting Block E • Creative Response Block F
Computing – school sequence		
CUSP Design and Technology <ul style="list-style-type: none"> • Food and Nutrition Block A • Systems Block B 	<ul style="list-style-type: none"> • Textiles Block C <i>Writing Formal Letters of Application B</i> • Food and Nutrition Block D <i>Geography World Biomes</i> 	<ul style="list-style-type: none"> • Structures Block E • Mechanisms Block F <i>Science Forces</i>
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 Greece 	<ul style="list-style-type: none"> • Ancient Greece • Comparison study – Maya / Benin and Anglo-Saxons 	<ul style="list-style-type: none"> • Comparison study – Maya / Benin and Anglo-Saxons
CUSP Music – mastering the keyboard Untuned percussion <ul style="list-style-type: none"> • Untuned focus: Musical stories Block A • One piece, different performers. Block A Singing <ul style="list-style-type: none"> • Singing focus: Introducing structure Block B • Identify parts of a song Block B 	Music Keyboard <ul style="list-style-type: none"> • Tuned focus: Musical notation 3 Block C • Follow musical notation Block C Singing <ul style="list-style-type: none"> • Singing focus: Music technology Block D • Alter pitch and dynamic to create effects Block D 	Music Range of instruments studied <ul style="list-style-type: none"> • Performance focus: Composition 3 Block E • Perform including an element of composition Block E Keyboard <ul style="list-style-type: none"> • Tuned focus: Improvisation Block F • Improvise using repeated patterns Block F
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 Learning focus <ul style="list-style-type: none"> • Personal • Social Fundamental skill <ul style="list-style-type: none"> • Coordination: Ball Skills • Agility: Reaction/Response • Dynamic Balance: On a Line • Counter Balance: with a Partner 	PE Learning focus <ul style="list-style-type: none"> • Cognitive • Creative Fundamental skill <ul style="list-style-type: none"> • Static Balance: Stance • Coordination: Footwork • Static Balance: Seated • Static Balance: Floor Work 	PE Learning focus <ul style="list-style-type: none"> • Physical • Health and fitness Fundamental skill <ul style="list-style-type: none"> • Dynamic Balance to Agility: Jumping and Landing • Static Balance: One Leg • Coordination: Sending and Receiving • Agility: Ball Chasing
PSHE <ul style="list-style-type: none"> • Get Heartsmart • Don't forget to let love in! 	PSHE <ul style="list-style-type: none"> • Too much selfie isn't healthy! • Don't hold on to what is wrong! 	PSHE <ul style="list-style-type: none"> • Fake is a mistake • No way through isn't true!

