

# Upper KS2 CYCLE 2

## (Y5 Content) 2023 – 2024

Autumn 2023		Spring 2024		Summer 2024	
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li><b>Shackleton's Journey</b> Blocks 1,2,3</li> <li><b>Secrets of a Sun King</b> If – Rudyard Kipling Blocks 4,5,6</li> </ul>		<ul style="list-style-type: none"> <li><b>A midsummer night's dream</b> Block 7</li> <li><b>I am not a label</b> Blocks 8, 9</li> <li><b>The Boy in the Tower</b> (including Daffodils – William Wordsworth) Blocks 10, 11, 12</li> </ul>		<ul style="list-style-type: none"> <li><b>The Explorer</b> Blocks 13, 14,15</li> <li><b>Five Children and It</b> Blocks 16, 17, 18</li> </ul>	
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Third person stories set in another culture A</li> <li>Formal letters of application A</li> <li>Poems that use word play A</li> <li>Dialogue in narrative A</li> <li>Poems which explore form A</li> <li>Balanced argument A</li> </ul>		<ul style="list-style-type: none"> <li>Third person stories set in another culture B</li> <li>Formal letters of application B</li> <li>Playscripts (Shakespeare retelling) A</li> <li>Biography A</li> <li>Poems that use word play B (Enrichment)</li> </ul>		<ul style="list-style-type: none"> <li>Playscripts B</li> <li>Dialogue in narrative (first person myths and legends) B</li> <li>Balanced argument B</li> <li>Biography B</li> <li>Poems which explore form B (Enrichment)</li> </ul>	
<b>Maths</b> <b>Year 5</b> Place Value Addition and Subtraction Multiplication and Division Fractions	<b>Year 6</b> Place Value Addition, Subtraction, Multiplication and Division Fractions Converting Units	<b>Year 5</b> Multiplication and Division Fractions Decimals and Percentages Perimeter /Area Statistics	<b>Year 6</b> Ratio Algebra Decimals Fractions, Decimals and Percentages Area , Perimeter and Volume Statistics	<b>Year 5</b> Shape Position and Direction Decimals Negative Numbers Converting Units Volume	<b>Year 6</b> Shape Position and Direction Consolidation
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Properties and changes of materials (Y5)</li> <li>Animals, including humans (Y5)</li> </ul>		<ul style="list-style-type: none"> <li>Forces (Gravity and Galileo) (Y5)</li> <li>Earth in space (Y5)</li> </ul>		<ul style="list-style-type: none"> <li>Living things and their habitats (Y5)</li> <li>Forces continued (Y5)</li> </ul>	
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and painting Block A (Y5)</li> <li>Printmaking Block B (Y5)</li> </ul>		<ul style="list-style-type: none"> <li>Textiles and collage Block C (Y5)</li> <li>3D Block D (Y5)</li> </ul>		<ul style="list-style-type: none"> <li>Painting Block E (Y5)</li> <li>Creative Response Block F (Y5)</li> </ul>	
<b>Computing – ICT MR P</b> <ul style="list-style-type: none"> <li>Presentations, Web design and EBook creation- Web page design</li> <li>Video Creation- Greenscreen News report</li> </ul>		<ul style="list-style-type: none"> <li>Data Handling- Google Sheets</li> <li>Animation- Animated Scenes</li> <li>Augmented and Virtual reality- Interactive displays</li> </ul>		<ul style="list-style-type: none"> <li>Coding and programming - Micro bit sensors</li> <li>Computer Networks- Search Engine</li> </ul>	
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A (Y5)</li> <li>Systems Block B (Y5)</li> </ul>		<ul style="list-style-type: none"> <li>Textiles Block C (Y5) <i>Writing Formal Letters of Application B</i></li> <li>Food and Nutrition Block D (Y5) <i>Geography World Biomes</i></li> </ul>		<ul style="list-style-type: none"> <li>Structures Block E (Y5)</li> <li>Mechanisms Block F (Y5) <i>Science Forces</i></li> </ul>	
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>World countries – biomes and environmental regions (Y5)</li> </ul>		<ul style="list-style-type: none"> <li>4 and 6 figure grid references (Y5)</li> </ul>		<ul style="list-style-type: none"> <li>OS maps and fieldwork (Y5)</li> </ul>	
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Ancient Greece Myths, Legends, Culture (Y5)</li> </ul>		<ul style="list-style-type: none"> <li>Comparison study – Maya and Anglo-Saxons or Benin (Y5)</li> </ul>		<ul style="list-style-type: none"> <li>Study 5 significant monarchs (Y6)</li> </ul>	
<b>CUSP Music – mastering the keyboard</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Musical stories Block A (Y5)</li> <li>One piece, different performers Block A (Y5)</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing structure Block B (Y5)</li> <li>Identify parts of a song Block B (Y5)</li> </ul>		<b>Music</b> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 3 Block C (Y5)</li> <li>Follow musical notation Block C (Y5)</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Music technology Block D (Y5)</li> <li>Alter pitch and dynamic to create effects Block D (Y5)</li> </ul>		<b>Music</b> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Performance focus: Composition 3 Block E (Y5)</li> <li>Perform including an element of composition Block E (Y5)</li> </ul> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Improvisation Block F (Y5)</li> <li>Improvise using repeated patterns Block F (Y5)</li> </ul>	
<b>Spanish- Language Angels</b> The Date Do you have a pet?		My Home What is the Weather?		At School Me in the World.	
<b>PE</b> <b>Games</b> <b>Invasion games:</b> Tag Rugby - sport specific N/C Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best <b>Dance</b> N/C Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best <b>Games</b> <b>Invasion games:</b> Lacrosse - sport specific		<b>Games</b> <b>Invasion games</b> Netball- sport specific N/C Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <b>Dance</b> N/C Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		<b>Games</b> Cricket sport specific N/C Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <b>Athletics</b> Running jumping throwing N/C Develop flexibility, strength, technique, control and balance N/C Use running, jumping, throwing and catching in isolation and in combination N/C Compare their performances with previous ones and demonstrate improvement to achieve their personal best	

<p>N/C Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending.</p> <p>N/C Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Gym</b> <b>1<sup>st</sup> 6 LOs</b> Floor N/C Develop flexibility, strength, technique, control and balance N/C Compare their performances with previous ones and demonstrate improvement to achieve their personal b</p>		<p><b>Games</b> <b>Net and Wall</b> Tennis sport specific N/C Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Gym</b> <b>2<sup>nd</sup> 6 LOs</b> Vault Apparatus – climbing wall N/C Develop flexibility, strength, technique, control and balance N/C Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>		<p><b>Games</b> <b>Striking and Fielding</b> rounders sport specific N/C Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming</b> N/C Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations</p>	
<p>PSHE-Jigsaw <b>Being me in My World</b></p> <ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other culture</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Smoking, including vaping Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARTT internet safety rules</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<p>RE</p> <p>Why do some people think God exists?</p>	<p>If God is everywhere, why go to a place of worship?</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p>	<p>What does it mean to be a Muslim in Britain today?</p>	<p>Green Religion what can be done about climate and environment?</p>	

UKS2 CYCLE 2		Autumn 2023		Weekly Science	
Sep 4	Geography	World countries – biomes and environmental regions (Y5)		Cycle 1	STRONG START (optional)
	Art	Drawing and painting Block A (Y5)			What properties do materials have? How do we use them?
11	History	Ancient Greece Myths, Legends, Culture (Y5) KN 1, 2, 5, 6, 8			What is a solution and what is a mixture?
	Art	Drawing and painting Block A (Y5)			How can we separate materials from a mixture?
18	Computing				How can we separate materials from a solution?
	Art	Drawing and painting Block A (Y5)			What changes are reversible?
25	Geography	World countries – biomes and environmental regions (Y5)			What changes are irreversible?
	DT	Food and Nutrition Block A (Y5)			
Oct 2	History	Ancient Greece Myths, Legends, Culture (Y5) KN 1, 2, 5, 6, 8			
	DT	Food and Nutrition Block A (Y5)			
9	Computing				
	DT	Food and Nutrition Block A (Y5)			
16	ENRICHMENT Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.				
23	Half Term				
30	Geography	World countries – biomes and environmental regions (Y5)		Cycle 2	
	Art	Printmaking Block B (Y5)			

Nov 6	History	Ancient Greece Myths, Legends, Culture (Y5) KN 1, 2, 5, 6, 8				Y5 Animals, including humans
	Art	Printmaking Block B (Y5)				
13	Computing	Printmaking Block B (Y5)			What is the human timeline?	
	Art					
20	Geography	World countries – biomes and environmental regions (Y5)			How do we change into adults?	
	DT	Systems Block B (Y5)				
27	History	Ancient Greece Myths, Legends, Culture (Y5) KN 1, 2, 5, 6, 8			How do human and animal lifespans compare?	
	DT	Systems Block B (Y5)				
Dec 4	Computing	Systems Block B (Y5)				
	DT					
11	Geography	World countries – biomes and environmental regions (Y5)	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.			
	History	Ancient Greece Myths, Legends, Culture (Y5) KN 1, 2, 5, 6, 8				
18	Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends Thursday 21 <sup>st</sup> December.					

UKS2 CYCLE 2		Spring 2024			Weekly Science		
Jan 1 <small>(start Wed 2/1)</small>	Geography	4 and 6 figure grid references (Y5)		Cycle 3	STRONG START (optional)		Y5 Forces
	Art	Textiles and collage Block C (Y5)			Remember gravity. When is friction helpful and when is it not?		
8	History	Comparison study – Maya and Anglo-Saxons or Benin (Y5)			What's the effect of air resistance?		
	Art	Textiles and collage Block C (Y5)			What's the effect of water resistance?		
15	Computing				Who was Galileo Galilei?		
	Art	Textiles and collage Block C (Y5)					
22	Geography	4 and 6 figure grid references (Y5)					
	DT	Textiles Block C (Y5)					
29	History	Comparison study – Maya and Anglo-Saxons or Benin (Y5)					
	DT	Textiles Block C (Y5)					
Feb 5	Computing						
	DT	Textiles Block C (Y5)					
12	Half Term						
19	Geography	4 and 6 figure grid references (Y5)		Cycle 4	What are the planets in our solar system?		Y5 Earth and space
	Art	3D Block D (Y5)			How does our view of the Moon change in a lunar month?		
26	History	Comparison study – Maya and Anglo-Saxons or Benin (Y5)			Why does the rotation of Earth result in night and day?		
	Art	3D Block D (Y5)			Why is the Earth's tilt (axis) responsible for the seasons?		
Mar 4	Computing						
	Art	3D Block D (Y5)					
11	Geography	4 and 6 figure grid references (Y5)					
	DT	Food and Nutrition Block D (Y5)					
18	History	Comparison study – Maya and Anglo-Saxons or Benin (Y5)					

	DT	Food and Nutrition Block D (Y5)		Review, summarise and present what you know about Earth and Space	
25	Computing				
	DT	Food and Nutrition Block D (Y5)			
Easter break					

UKS2 CYCLE 2		Summer 2024		Weekly Science		
Apr 15	Geography	OS maps and fieldwork (Y5)		Cycle 5	Y5 Living things and their habitats	STRONG START (optional)
	Art	Painting Block E (Y5)				
22	History	Study 5 significant monarchs (Y6)				Life cycle differences – what's the difference between a mammal and an amphibian?
	Art	Painting Block E (Y5)				
29	Computing					Life cycle differences – what's the difference between an insect and a bird?
	Art	Painting Block E (Y5)				
May 6	Geography	OS maps and fieldwork (Y5)				SATS WEEK What is similar and what is different between the life cycles of a mammal, an insect, an amphibian and a bird?
	DT	Structures Block E (Y5)				
13	History	Study 5 significant monarchs (Y6)				Summer birds – who was Maria Merion and what did she do?
	DT	Structures Block E (Y5)				
20	Computing					The science of life – how do living things reproduce?
	DT	Structures Block E (Y5)				
27	Half Term					
Jun 3	Geography	OS maps and fieldwork (Y5)		Cycle 6	Y5 Forces continued	Plants and animals: what's the life process of reproduction?
	Art	Creative Response Block F (Y5)				
10	History	Study 5 significant monarchs (Y6)				How do levers help us?
	Art	Creative Response Block F (Y5)				
17	Computing					How do pulleys and gears help us?
	Art	Creative Response Block F (Y5)				
24	Geography	OS maps and fieldwork (Y5)				
	DT	Mechanisms Block F (Y5)				
Jul 1	History	Study 5 significant monarchs (Y6)				
	DT	Mechanisms Block F (Y5)				
8	Computing					
	DT	Mechanisms Block F (Y5)				
15	Geography	ENRICHMENT - Use these flexible blocks to enrich the curriculum or consolidate Geography / History				
	History					

