

# Burton End Primary Academy

## Year 5 Long Term Sequence 2024-2025

Autumn 2024		Spring 2025		Summer 2025	
<b>Reading</b>					
Shackleton's Journey (Block 1,2,3) Secrets of the Sun King (Block 4,5,6)		A midsummer night's dream (Block 7) I am not a label (Block 8,9) The Boy in the Tower (Block 10,11,12)		The Explorer (Block 13,14,15) Five Children and It (Block 16,17,18)	
<b>Writing (Block A: Introduce, Block B: Revisit)</b>					
Strong Start Sentence Composition Formal letters of application (A) Third person story set in another culture (A) Poems which explore form (A) Dialogue in a narrative (A) Balanced argument (A) Poems that use word play (A)		Strong Start Sentence Composition Third person story set in another culture (B) Playscripts (Shakespeare retelling) (A) Formal letters of application (B) Biography (A) Poems that use word play (B)		Strong Start Sentence Composition Playscripts (B) Dialogue in a narrative (B) Balanced argument (B) Biography (B) Poems which explore form (B)	
<b>Maths (Maths Mastery)</b>					
<ul style="list-style-type: none"> <li>Reasoning with large whole numbers</li> <li>Problem solving with integer addition and subtraction</li> <li>Line graphs and timetables</li> <li>Multiplication and division</li> <li>Perimeter and area</li> </ul>		<ul style="list-style-type: none"> <li>Fractions and decimals</li> <li>Angles</li> <li>Fractions and percentages</li> <li>Transformations</li> </ul>		<ul style="list-style-type: none"> <li>Converting units of measure</li> <li>Calculating with whole numbers and decimals</li> <li>2D and 3D shape</li> <li>Volume</li> <li>Problem Solving</li> </ul>	
<b>Science</b>					
<ul style="list-style-type: none"> <li>Properties and changes of materials</li> <li>Animals, including humans</li> </ul>		<ul style="list-style-type: none"> <li>Forces (Gravity and Galileo)</li> <li>Earth in space</li> </ul>		<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Forces (continued)</li> </ul>	
<b>Art and Design</b>					
<ul style="list-style-type: none"> <li>Drawing and painting Block A</li> <li>Print Making Block B</li> </ul>		<ul style="list-style-type: none"> <li>Textiles and collage Block C</li> <li>3D Block D</li> </ul>		<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>	
<b>Computing (Unity iPad)</b>					
<ul style="list-style-type: none"> <li>Augmented Reality: Ancient Greek Civilisation</li> <li>Everyone Can Code: For Loops and Variables</li> </ul>		<ul style="list-style-type: none"> <li>Be Internet Legends: Positive Digital Footprints etc</li> <li>Everyone Can Code: Conditional Code</li> </ul>		<ul style="list-style-type: none"> <li>Data and Information: Flat File Databases</li> <li>Everyone Can Create: Podcasts</li> </ul>	
<b>Design and Technology</b>					
<ul style="list-style-type: none"> <li>Food and Nutrition Block A</li> <li>Systems Block B</li> </ul>		<ul style="list-style-type: none"> <li>Textiles Block C</li> <li>Food and Nutrition Block D</li> </ul>		<ul style="list-style-type: none"> <li>Structures Block E</li> <li>Mechanisms Block F</li> </ul>	
<b>Geography</b>					
<ul style="list-style-type: none"> <li>World counties – biomes and environmental regions</li> </ul>		<ul style="list-style-type: none"> <li>4 and 6 figure grid references</li> </ul>		<ul style="list-style-type: none"> <li>OS maps and fieldwork</li> </ul>	
<b>History</b>					
<ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>		<ul style="list-style-type: none"> <li>Ancient Greece</li> <li>Comparison Maya and Anglo Saxons</li> </ul>		<ul style="list-style-type: none"> <li>Comparison Maya and Anglo Saxons</li> </ul>	
<b>Music</b>					
Untuned percussion (Block A) <ul style="list-style-type: none"> <li>Musical stories</li> <li>One piece, different performers</li> </ul> Singing (Block B) <ul style="list-style-type: none"> <li>Introducing structure</li> <li>Identify parts of a song</li> </ul>		Keyboard (Block C) <ul style="list-style-type: none"> <li>Musical notation</li> <li>Follow musical notation</li> </ul> Singing (Block D) <ul style="list-style-type: none"> <li>Music technology</li> <li>Alter pitch and dynamic to create effects</li> </ul>		Range of instruments (Block E) <ul style="list-style-type: none"> <li>Performance focus: composition</li> <li>Perform including an element of composition</li> </ul> Keyboard (Block F) <ul style="list-style-type: none"> <li>Improvisation</li> <li>Improvise using repeated patterns</li> </ul>	
<b>PE</b>					
Indoor: <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> </ul>	Outdoor: <ul style="list-style-type: none"> <li>Football</li> <li>Netball</li> </ul>	Indoor: <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> </ul>	Outdoor: <ul style="list-style-type: none"> <li>Basketball</li> <li>Tennis</li> </ul>	Outdoor <ul style="list-style-type: none"> <li>Athletics</li> <li>Rounders</li> </ul>	Outdoor: <ul style="list-style-type: none"> <li>OAA</li> <li>Cricket</li> </ul>
<b>PSHE</b>					
<ul style="list-style-type: none"> <li>Peer Pressure</li> <li>Smoking</li> <li>Enterprise</li> <li>Adults &amp; Children's Views</li> </ul>		<ul style="list-style-type: none"> <li>Looking Out for Others</li> <li>Anger</li> <li>Image Sharing</li> <li>Adults &amp; Children's Views</li> </ul>		<ul style="list-style-type: none"> <li>Puberty</li> <li>Inclusion &amp; Acceptance</li> <li>First Aid Year 5</li> <li>Adults &amp; Children's Views</li> </ul>	
<b>RE</b>					
Hinduism: Prayer and Worship Sikhism: Belief into action Christianity: Christmas		Sikhism: Beliefs and moral values Hinduism: Hindu Beliefs Christianity: Salvation		Hinduism: Beliefs and moral values Sikhism: Prayer and Worship Christianity: Beliefs and Practices	
<b>French</b>					
<ul style="list-style-type: none"> <li>Local Places (amenities)</li> <li>Emotions and numbers (0-100)</li> </ul>		<ul style="list-style-type: none"> <li>Friends and family</li> <li>Working together</li> </ul>		<ul style="list-style-type: none"> <li>Playing together (sports and hobbies)</li> <li>Eating together (preparing a meal)</li> </ul>	