

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading –</b> <ul style="list-style-type: none"> <li>• <b>Beegu</b> Block 1</li> <li>• <b>Where the Wild Things Are</b> Blocks 2, 3</li> <li>• <b>The Storm Whale</b> Block 4</li> <li>• <b>The Owl and the Pussycat</b> – Edward Lear Block 5</li> <li>• <b>Aesop’s Fables</b> – The Boy Who Cried Wolf Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Tale of Peter Rabbit</b> Blocks 7,8</li> <li>• <b>Look Up!</b> Block 9</li> <li>• <b>Here We Are</b> Blocks 10, 11</li> <li>• <b>Chocolate Cake</b> – Michael Rosen Block 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>There’s a Rangtan in my bedroom</b> Blocks 13, 14</li> <li>• <b>And Tango Makes Three</b> Block 15</li> <li>• <b>The Lion Inside</b> Block 16</li> <li>• <b>Aesop’s Fables</b> – The Hare and the Tortoise Block 17</li> <li>• <b>The Proudest Blue</b> Block 18</li> </ul>
<b>School’s choice modules:</b> <a href="#">Rapunzel Block 19</a> , <a href="#">Too much stuff Block 20</a>		
<b>CUSP Writing</b> Introduce = <b>green</b> (Block A) Revisit = <b>orange</b> (Block B)  <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme A</li> <li>• Setting descriptions A</li> <li>• Instructional writing A</li> <li>• Stories with familiar settings A</li> <li>• Poetry: playing with language A</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• Recount from personal experience A</li> <li>• Informal letters A</li> <li>• Poetry on a theme (nature) A</li> <li>• Stories with a familiar setting B</li> <li>• Recount from personal experience B</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme B (Enrichment)</li> <li>• Informal letters B</li> <li>• Setting descriptions B</li> <li>• Poetry on a theme (nature) B (Enrichment)</li> <li>• Instructional writing B</li> <li>• Poetry – playing with language B</li> </ul>
<b>School’s choice modules:</b> <a href="#">Shape poems and calligrams A and B</a>		
<b>Maths</b>		
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Seasonal changes and daily weather</li> <li>• Introduce Plants – (trees)</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday materials</li> <li>• Revisit 1: Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Revisit 2: Plants, Animals including humans (or alternative focus for insecure knowledge)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A</li> <li>• Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking Block C</li> <li>• Textiles Block D</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Block E</li> <li>• Collage Block F</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>• Everyone Can Create: Light and Shadows in Photography</li> <li>• Everyone Can Code Early Learners: Functions and Loops</li> </ul>	<ul style="list-style-type: none"> <li>• Online Safety: Smartie the Penguin</li> <li>• Scratch Jr: Creating a Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Technology All Around Us</li> <li>• Everyone Can Create: Patterns and Shapes</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Mechanisms Block A <i>Instructional writing A</i></li> <li>• Structures Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block C <i>Animals including humans</i></li> <li>• Materials Block D</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles Block E <i>Hot and cold places</i></li> <li>• Food and Nutrition Block F <i>Instructional writing B</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Continents</li> <li>• Oceans</li> <li>• Countries of UK</li> </ul>	<ul style="list-style-type: none"> <li>• Capital cities of UK</li> <li>• Seas around UK</li> <li>• Hot and cold places</li> </ul>	<ul style="list-style-type: none"> <li>• Hot and cold places</li> <li>• Mapping and fieldwork</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>• The lives of significant people (<i>Mary Anning and David Attenborough</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>)</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Being together in music Block A</li> <li>• Control the voice – nursery rhymes Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing rhythm and pulse Block B</li> <li>• Representing sounds pictorially Block B</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Introducing pitch Block C</li> <li>• Identify changes in sounds (high/low) Block C</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing tempo and dynamic Block D</li> <li>• Identify changes in sounds (fast/slow, loud/soft) Block D</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Exploring emotions through music Block E</li> <li>• Responding to music Block E</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Tuned focus: Introducing tempo and dynamic 2 Block F</li> <li>• Control and describe tempo and dynamic Block F</li> </ul>
PE	PE	PE
PSHE	PSHE	PSHE
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>• Christianity – God / creation</li> <li>• Incarnation</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity - Incarnation</li> <li>• Christianity - Salvation</li> </ul>	<ul style="list-style-type: none"> <li>• Judaism - Shabbat</li> <li>• Judaism - Rosh Hashanah and Yom Kippur</li> </ul>

**Suggested Sequence KS1**

YEAR 1 Autumn 2024		Strong start Science Geography and History = 3 lessons each		Science (1.5 hours)		
Sep 2	Geography	Continents, Oceans, UK countries, capital cities and seas		Cycle 1	STRONG START	Seasonal changes and daily weather
	Art	Drawing Block A				
9	History	Changes within living memory			What are the four seasons?	
	Art	Drawing				
16	Computing	Everyone Can Create: Light and Shadows in Photography			What's the weather like in Autumn, Winter, Spring and Summer?	
	Art	Drawing				
23	Geography	Continents, Oceans, UK countries, capital cities and seas			Why does day become night?	
	DT	Mechanisms Block A				
30	History	Changes within living memory		What makes a tree?		
	DT	Mechanisms				
Oct 7	Computing	Everyone Can Create: Light and Shadows in Photography		What trees live around my school?		
	DT	Mechanisms				
14	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.					
21	<b>Half Term</b>					
28	Geography	Continents, Oceans, UK countries, capital cities and seas		Cycle 2	What's the difference between trees?	Introduce Plants – evergreen and deciduous trees
	Art	Painting Block B				
<b>November - Festival of the Spoken Word (Oracy) Dates to be confirmed</b>						
Nov 4	History	Changes within living memory		Cycle 3	What is an animal?	Introduce Animals, including humans
	Art	Painting				
11	Computing	Everyone Can Code Early Learners: Functions and Loops			What types of animals are there?	
	Art	Painting				
18	Geography	Continents, Oceans, UK countries, capital cities and seas			What types of animals are there?	
	DT	Structures Block B				
25	History	Changes within living memory			What is similar and what is different?	
	DT	Structures				
Dec 2	Computing	Everyone Can Code Early Learners: Functions and Loops		What does food tell us about an animal?		
	DT	Structures		What makes me an animal? What senses do I have?		
9	Geography	Continents, Oceans, UK countries, capital cities and seas	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	Changes within living memory				
16	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. Possible term ends <b>Friday 20<sup>th</sup> December 2024</b>					

**Suggested Sequence KS1**

YEAR 1 Spring 2025				Science		
Jan 6	Geography	Continents, Oceans, UK countries, capital cities and seas		Cycle 3	Introduce Materials	
	Art	Printmaking Block C				
13	History	The lives of significant people				What are materials?
	Art	Printmaking				
20	Computing	Online Safety: Smartie the Penguin				What are things made of in school?
	Art	Printmaking				
27	Geography	Hot and cold places				How can I describe materials?
	DT	Food and Nutrition Block C				
Feb 3	History	The lives of significant people <b>February - Art Festival</b>		Which materials are waterproof and which are not?		
	DT	Food and Nutrition				
10	Computing	Online Safety: Smartie the Penguin		Which materials are transparent and which are opaque?		
	DT	Food and Nutrition				
17	<b>Half term</b>					
24	Geography	Hot and cold places		Cycle 4	Revisit Animals including humans	
	Art	Textiles Block D				
Mar 3	History	The lives of significant people				What's the best material for the job? Why?
	Art	Textiles				
10	Computing	Scratch Jr: Creating a Quiz				Revisit and name it
	Art	Textiles				
17	Geography	Hot and cold places				Describe it
	DT	Materials Block D				
24	History	The lives of significant people		Sort it		
	DT	Materials				
31	Computing	Scratch Jr: Creating a Quiz				
	DT	Materials				
<b>Easter – possible dates are 7<sup>th</sup> April – 22<sup>nd</sup> April 2025. (21<sup>st</sup> Easter Monday)</b>						

Suggested Sequence KS1

YEAR 1 Summer 2025			Science			
Apr 22	Geography	Hot and cold places	Cycle 5	STRONG START	Plants	
	Art	3D Block E				
28	History	More lives of significant people		What are the parts of a plant?		
	Art	3D				
May 5	Computing	Technology All Around Us		What are wild plants and where do you find them?		
	Art	3D				
12	Geography	Hot and cold places		What are garden plants and where do find you them?		
	DT	Textiles Block E				
19	History	More lives of significant people				
	DT	Textiles				
26	Half Term					
Jun 2	Computing	Technology All Around Us <b>June – Food Festival</b>	Cycle 6		Plants Remember it	
	DT	Textiles				
9	Geography	Mapping and fieldwork		Animals, including humans Remember it		Revisit Plants, Animals including humans, Seasonal change and weather
	Art	Collage Block F				
16	History	More lives of significant people		Animals, including humans Elaborate it		
	Art	Collage				
23	Computing	Everyone Can Create: Patterns and Shapes		Plants Remember it		Class focused science to address misconceptions or deepen understanding
	Art	Collage				
30	Geography	Mapping and fieldwork				
	DT	Food and Nutrition Block F				
Jul 7	History	School study				
	DT	Food and Nutrition				
14	Computing	Everyone Can Create: Patterns and Shapes				
	DT	Food and Nutrition				
21	ENRICHMENT - Use these flexible blocks to enrich the curriculum – Term possibly ends 23 <sup>rd</sup> July 25.					

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Grandad's Island Block 1</li> <li>Aesop's Fables - The Goose that laid the Golden Eggs Block 2</li> <li>Mrs Noah's Pockets Block 3</li> <li>Paddington Blocks 4, 5</li> <li>The Christmas Pine - Julia Donaldson Block 6</li> </ul>	<ul style="list-style-type: none"> <li>The Quangle Wangle's Hat - Edward Lear Block 7</li> <li>Coming to England Block 8</li> <li>The Street Beneath My Feet Block 9</li> <li>Rhythm of the Rain Blocks 10, 11</li> <li>Little People Big Dreams (DA) Block 12</li> </ul>	<ul style="list-style-type: none"> <li>Fantastically Great Women Who Changed the World Blocks 13, 14</li> <li>Aesop's Fables – The Sun and The Wind Block 15</li> <li>Fantastic Mr Fox Blocks 16, 17, 18</li> </ul>
<b>School's choice modules:</b> <a href="#">Somebody Crunched Colin Block 19</a> , <a href="#">The Last Tree Block 20</a> , <a href="#">Planet Full of Plastic Block 21</a>		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Character descriptions A</li> <li>Poems developing vocabulary A</li> <li>Simple retelling of a narrative A</li> <li>Formal invitations A</li> <li>Stories from other cultures A</li> </ul>	Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Poetry on a theme (humorous) A</li> <li>Non-chronological reports A</li> <li>Formal invitations B</li> <li>Character description B</li> <li>Recount from personal experience A</li> <li>Poems developing vocabulary B (Enrichment)</li> </ul>	Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Non-chronological reports B</li> <li>Recount from personal experience B</li> <li>Simple retelling of a narrative B</li> <li>Stories from other cultures B</li> <li>Poetry on a theme (poems about change) B (Enrichment)</li> </ul>
Maths		
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Uses of everyday materials</li> <li>Revisit Living things and their habitats / materials</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Revisit Living things and their habitats / Animals, including humans</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A</li> <li>Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking Block C</li> <li>Textiles and collage Block D</li> </ul>	<ul style="list-style-type: none"> <li>3D Block E</li> <li>Creative Response Block F</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Drawing People and Places</li> <li>Everyone Can Code Early Learners: Variables and App Design</li> </ul>	<ul style="list-style-type: none"> <li>Online Safety: Smartie the Penguin</li> <li>Scratch: Musical Actions and Sequences</li> </ul>	<ul style="list-style-type: none"> <li>The Internet</li> <li>Everyone Can Create: Photo Collages</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles Block A</li> <li>Food and Nutrition Block B <i>Sci Living things</i></li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms Block C</li> <li>Materials Block D <i>Sci Use of Everyday materials</i></li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block E</li> <li>Structures Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Human and Physical features</li> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> <li>Fieldwork and map skills</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and map skills</li> <li>Compare a different non-European location to our locality - Amazon Rainforest</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Events beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> <li>Revisit – Events beyond living memory (or alternative focus for insecure knowledge)</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Experimenting with sounds 2 Block A</li> <li>Representing sounds pictorially Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Being together in music 2 Block B</li> <li>Control the voice – sing as a choir Block B</li> </ul>	Music <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Introducing rhythm and pulse 2 Block C</li> <li>Compose short patterns Block C</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing pitch 2 Block D</li> <li>Control and describe pitch Block D</li> </ul>	Music <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Tuned focus: Introducing tempo and dynamic 2 Block E</li> <li>Control and describe tempo and dynamic Block E</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Exploring emotions through music 2 Block F</li> <li>Choose sounds to create an effect Block F</li> </ul>
PE	PE	PE
PSHE	PSHE	PSHE
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Christianity - What did Jesus teach?</li> <li>Christianity - Christmas - Jesus as gift from God</li> </ul>	<ul style="list-style-type: none"> <li>Judaism – Passover</li> <li>Islam – Prayer at home</li> <li>Christianity – Easter and the Resurrection</li> </ul>	<ul style="list-style-type: none"> <li>Judaism – The Covenant / Rites of Passage and good works</li> <li>Islam – Community and belonging / Hajj</li> </ul>

**Suggested Sequence**

YEAR 2 Autumn 2024		Art and Design   Geography   History   DT   CPU		Science 1.5 hours		
Sep 2	Geography	Human and physical features	Cycle 1	STRONG START		Living things and their habitats
	Art	Drawing Block A		What is alive and what is not?		
9	History	Events beyond living memory – Great Fire of London		What do all living things have in common?		
	Art	Drawing		Where do plants and animals live?		
16	Computing	Everyone Can Create: Drawing People and Places		What plants and animals live in our local environment?		
	Art	Drawing		What are food chains? How are they connected?		
23	Geography	Human and physical features		Why do plants and animals need each other?		
	DT	Textiles Block A				
30	History	Events beyond living memory - Great Fire of London				
	DT	Textiles				
Oct 7	Computing	Everyone Can Create: Drawing People and Places				
	DT	Textiles				
14	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.					
21	Half Term					
28	Geography	Human and physical features	Cycle 2	REMEMBER: what is an animal?		Animals, including humans
	Art	Painting Block B				
<b>November - Festival of the Spoken Word (Oracy) Dates to be confirmed</b>						
Nov 4	History	Events beyond living memory - Great Fire of London	Cycle 2	How do animals change as they mature?		Animals, including humans
	Art	Painting		How do we change as we mature?		
11	Computing	Everyone Can Code Early Learners: Variables and App Design		What do all animals need to stay alive?		
	Art	Painting		Keeping healthy: why do we exercise?		
18	Geography	Compare a small part of the UK to a non-European location		Keeping healthy: why do we eat different types of food?		
	DT	Food and Nutrition Block B				
25	History	Events beyond living memory - Great Fire of London				
	DT	Food and Nutrition				
Dec 2	Computing	Everyone Can Code Early Learners: Variables and App Design				
	DT	Food and Nutrition				
9	Geog	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					
16	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 possibly <b>Friday 20<sup>th</sup> December 2025</b>					

**Suggested Sequence**

YEAR 2 Spring 2025				Science		
Jan 6	Geography	Compare a small part of the UK to a non-European location		Cycle 3	Uses of everyday materials	
	Art	Printmaking Block C				
13	History	Significant historical events, people, places in our locality.				What are materials used for? Categorise and compare wood, metal, plastic and glass.
	Art	Printmaking				
20	Computing	Online Safety: Smartie the Penguin				What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric.
	Art	Printmaking				
27	Geography	Compare a small part of the UK to a non-European location				What happens when we squash, bend, twist or stretch a material?
	DT	Mechansims Block C				
Feb 3	History	Significant historical events, people, places in our locality. <b>February - Art Festival</b>				What's the right material for the job?
	DT	Mechansims				
10	Computing	Online Safety: Smartie the Penguin		What's the best absorbent material?		
	DT	Mechansims				
17	<b>Half term</b>					
24	Geography	Compare a small part of the UK to a non-European location		Cycle 4		
	Art	Textiles and collage Block D				
Mar 3	History	Significant historical events, people, places in our locality.		Cycle 4	Revisit Living things and their habitats / materials	
	Art	Textiles and collage				
10	Computing	Scratch: Musical Actions and Sequences				
	Art	Textiles and collage				
17	Geography	Fieldwork and map skills				
	DT	Materials Block D				
24	History	Significant historical events, people, places in our locality.				
	DT	Materials				
31	Computing	Scratch: Musical Actions and Sequences				
	DT	Materials				
<b>Easter – possible dates are 7<sup>th</sup> April – 22<sup>nd</sup> April 2025. (21<sup>st</sup> Easter Monday)</b>						

**Suggested Sequence**

YEAR 2 Summer 2025			Science		
Apr 22	Geography	Fieldwork and map skills	Cycle 5	Plants	STRONG START
	Art	3D Block E			
28	History	Significant historical events, people, places in our locality.			How do seeds germinate and what happens?
	Art	3D			
May 5	Computing	The Internet			What happens when bulbs sprout?
	Art	3D			
12	Geography	Fieldwork and map skills			What do plants need to thrive and be healthy?
	DT	Food and Nutrition Block E			
19	History	Significant historical events, people, places in our locality.	What can happen if plants don't get the things they need?		
	DT	Food and Nutrition			
26	Half Term				
Jun 2	Computing	The Internet <b>June – Food Festival</b>	What do I notice about plants around the school? How are they healthy? How are they unhealthy?	Plants	
	DT	Food and Nutrition			
9	Geography	Compare a different non-European location to ours – Amazon rainforest	Show what you know How do seeds and bulbs grow? What do plants need to be healthy?	Plants	
	Art	Creative Response Block F			
16	History	Revisit – Events beyond living memory			
	Art	Creative Response			
23	Computing	Everyone Can Create: Photo Collages	How do seeds and bulbs grow?	Revisit Living things and their habitats / Animals, including humans	
	Art	Creative Response			
30	Geography	Compare a different non-European location to ours – Amazon rainforest	What do I know about animals, including humans?		
	DT	Structures Block F			
Jul 7	History	Revisit – Events beyond living memory	What do plants need to thrive and be healthy?		
	DT	Structures			
14	Computing	Everyone Can Create: Photo Collages			
	DT	Structures			
21	ENRICHMENT - Use these flexible blocks to enrich the curriculum – Term possibly ends 23 <sup>rd</sup> July 25.				



Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Greta and the Giants Block 1</li> <li>Pebble in my Pocket Blocks 2,3</li> <li>Leon and the Place Between Blocks 4,5</li> <li>'Twas the Night before Christmas Anon Block 6</li> </ul>	<ul style="list-style-type: none"> <li>Sam Wu is Not Afraid of the Dark Blocks 7, 8, 9 (includes My Shadow Robert Louis Stephenson)</li> <li>Operation Gadgetman Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>Dancing Bear Blocks 13, 14, 15</li> <li>The Magician's Nephew Blocks 16, 17, 18</li> </ul>
<b>School's choice modules: The Little Prince Blocks 19 and 20, The Great Food Bank Heist Block 21, 22, 23</b>		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Poetry on a theme (emotions) A</li> <li>First person narrative descriptions A</li> <li>Non-chronological reports A</li> <li>Formal letters to complain A</li> <li>Performance poetry (including poetry from other cultures) A</li> <li>Dialogue through narrative (historical stories) A</li> </ul>	Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Third person narrative (animal stories) A</li> <li>Non-chronological reports B</li> <li>Advanced instructional writing A</li> <li>Performance poetry (including poetry from other cultures) B (Enrichment)</li> <li>First person narrative descriptions B</li> </ul>	Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Third person narrative (animal stories) B</li> <li>Formal letters to complain B</li> <li>Dialogue through narrative (historical) B</li> <li>Poetry on a theme (emotions) B (Enrichment)</li> <li>Advanced instructional writing B</li> </ul>
Maths		
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Animals, including humans</li> <li>Revisit Rocks (or alternative focus for insecure knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Forces and magnets</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>Plants continued...</li> <li>Light</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and painting Block A</li> <li>Printmaking 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>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Your First Movie</li> <li>Scratch: Using Loops and Repetition</li> </ul>	<ul style="list-style-type: none"> <li>Be Internet Legends: Online Reputation, Passwords &amp; Behaviour and Opinions and Differences</li> <li>Scratch: Selection in Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Taking Control of Spreadsheets</li> <li>Everyone Can Create: Artistic Adjectives</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles Block A</li> <li>Food and Nutrition Block B (Science – Animals including humans)</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms Block C (Science – Forces and magnets Writing – Advanced instructional writing A)</li> <li>Food and Nutrition Block D (Science – Animals including humans)</li> </ul>	<ul style="list-style-type: none"> <li>Systems Block E</li> <li>Structures Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>KS2 fieldwork and map skills – physical and human geography</li> <li>OS map skills and fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>UK Study</li> </ul>	<ul style="list-style-type: none"> <li>UK Study continued</li> <li>Revisit countries, counties and regions of the UK (or alternative focus for insecure knowledge)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> <li>Rome and the impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>Rome and the impact on Britain</li> </ul>
<b>CUSP Music - mastering the glockenspiel</b> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing texture Block A</li> <li>Sing parts in an ensemble (e.g. rounds) Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm Block B</li> <li>Recognise beats in a bar (time signatures/metre) Block B</li> </ul>	Music <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: The history of singing Block C</li> <li>Singing for togetherness e.g. folk songs, war chants, hymns Block C</li> </ul> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation Block D</li> <li>Introduce the staff Block D</li> </ul>	Music <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Composition Block E</li> <li>Compose in pairs Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Performance focus: Introducing timbre Block F</li> <li>Perform as an ensemble (range of instruments) Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Greetings and the classroom</li> <li>Colours, emotions and numbers (0-10)</li> </ul>	<ul style="list-style-type: none"> <li>Introductions and questions</li> <li>Working together (Following instructions)</li> </ul>	<ul style="list-style-type: none"> <li>Playing together (Asking to play)</li> <li>Eating together</li> </ul>
PE		
Jigsaw PSHE		
Discovery RE <ul style="list-style-type: none"> <li>Hinduism – Divali</li> <li>Sikhism - The Amrit Ceremony and the Khalsa</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Christianity – The miracles of Jesus</li> <li>Christianity - Forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism - Hindu Beliefs / Pilgrimage to the River Ganges</li> <li>Sikhism - Sharing and Community / Prayer and Worship</li> </ul>

Suggested Sequence

YEAR 3 Autumn 2024				Weekly Science		
Sep 2	Geography	KS2 fieldwork and map skills – physical and human geography		Cycle 1	Rocks	
	Art	Drawing and painting Block A				STRONG START
9	History	Stone Age – Iron Age				How are rocks formed?
	Art	Drawing and painting				
16	Computing	Everyone Can Create: Your First Movie				What types of rocks are there?
	Art	Drawing and painting				
23	Geography	KS2 fieldwork and map skills – physical and human geography				Can rocks change?
	DT	Textiles Block A				
30	History	Stone Age – Iron Age				How can we test a rock to see if it is limestone or chalk?
	DT	Textiles				
Oct 7	Computing	Everyone Can Create: Your First Movie		Is soil just dirt? What makes soil?		
	DT	Textiles				
14	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. Geography or History focus if you require.			How are fossils formed?		
21	<b>Half Term</b>					
28	Geography	KS2 fieldwork and map skills – physical and human geography		Cycle 2	Animals, including humans	
	Art	Printmaking Block B				What effect does the food we eat have?
<b>November - Festival of the Spoken Word (Oracy) Dates to be confirmed</b>						
Nov 4	History	Stone Age – Iron Age		Animals, including humans		
	Art	Printmaking			Where is my skeleton and what does it do?	
11	Computing	Scratch: Using Loops and Repetition			Where are my muscles and what do they do?	
	Art	Printmaking				
18	Geography	OS map skills and fieldwork				
	DT	Food and Nutrition Block B				
25	History	Stone Age – Iron Age			How are rocks formed and what types are there?	
	DT	Food and Nutrition				
Dec 2	Computing	Scratch: Using Loops and Repetition			Remember: how can rocks change?	
	DT	Food and Nutrition				
9	Geography	OS map skills and fieldwork	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.	Remember: how are fossils formed and how do we know?	Revisit Rocks	
	History	Y3 Stone Age – Iron Age				
16	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. <b>Term ends possibly Friday 20<sup>th</sup> December 2025</b>					

**Suggested Sequence**

YEAR 3 Spring 2025			Weekly Science		
Jan 6	Geography	UK Study	Cycle 3	Forces and magnets	<b>STRONG START</b>
	Art	Textiles and collage Block C			
13	History	Stone Age – Iron Age			What are contact forces?
	Art	Textiles and collage			
20	Computing	Be Internet Legends: Online Reputation, Passwords & Behaviour and Opinions and Differences			How do surfaces affect the motion of an object?
	Art	Textiles and collage			
27	Geography	UK Study			How does friction affect moving objects?
	DT	Mechanisms Block C			
Feb 3	History	Stone Age – Iron Age <b>February - Art Festival</b>			What is a non-contact force? How is this different to a contact force?
	DT	Mechanisms			
10	Computing	Be Internet Legends: Online Reputation, Passwords & Behaviour and Opinions and Differences	How do magnets attract and repel?		
	DT	Mechanisms			
17	<b>Half term</b>				
24	Geography	UK Study	Cycle 4	Plants	Which materials are magnetic? Forces and magnetism summary
	Art	3D Block D			
Mar 3	History	Rome and the impact on Britain			What are the parts of a flowering plant? What do they do?
	Art	3D			
10	Computing	Scratch: Selection in Quizzes			Do all plants need the same things to thrive and grow?
	Art	3D			
17	Geography	UK Study			How do leaves make food for the plant?
	DT	Food and Nutrition Block D			
24	History	Rome and the impact on Britain			
	DT	Food and Nutrition			
31	Computing	Scratch: Selection in Quizzes			
	DT	Food and Nutrition			
Easter break <b>Easter – possible dates are 7<sup>th</sup> April – 22<sup>nd</sup> April 2025. (21<sup>st</sup> Easter Monday)</b>					

**Suggested Sequence**

YEAR 3 Summer 2025			Weekly Science			
Apr 22	Geography	UK Study continued	Cycle 5	<b>STRONG START</b>	Plants	
	Art	Painting Block E				
28	History	Rome and the impact on Britain		How does water move through a plant?		
	Art	Painting				
May 5	Computing	Taking Control of Spreadsheets		What do flowers do?		
	Art	Painting				
12	Geography	UK Study continued		What is pollination?		
	DT	Systems Block E				
19	History	Rome and the impact on Britain				
	DT	Systems				
26	<b>Half Term</b>					
Jun 2	Computing	Taking Control of Spreadsheets	Cycle 6		Light	
	DT	Systems				
9	Geography	Revisit countries, counties and regions				Do we need light to see things? Remember: what are light sources and what are not light sources?
	Art	Creative Response Block F				
16	History	Rome and the impact on Britain				How are shadows formed?
	Art	Creative Response				
23	Computing	Everyone Can Create: Artistic Adjectives				What happens to the size of a shadow when the object moves closer to, or away
	Art	Creative Response				
30	Geography	Revisit countries, counties and regions				
	DT	Structures Block F				
Jul 7	History	Rome and the impact on Britain				
	DT	Structures				
14	Computing	Everyone Can Create: Artistic Adjectives				
	DT	Structures				
21	ENRICHMENT - Use these flexible blocks to enrich the curriculum – <b>Term possibly ends 23<sup>rd</sup> July 25.</b>					

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> Blocks 1, 2</li> <li><b>School's choice:</b> either The Raven Block 18 or school's choice module – see below)</li> <li><b>The Girl who stole an Elephant</b> Blocks 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> Block 12, 13, 14</li> <li><b>The Boy at the back of the class</b> Blocks 9, 10, 11</li> </ul>	<ul style="list-style-type: none"> <li><b>Young, Gifted and Black</b> Blocks 3, 4, 5 Caged Bird - Maya Angelou</li> <li><b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll) Blocks 15, 16, 17</li> </ul>
<b>School's choice modules:</b> <i>The Borrowers</i> Blocks 19 and 20, <i>What a Waste</i> Block 21		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Poems which explore form A</li> <li>Persuasive writing (adverts) A</li> <li>First person diary entries (imaginative) A</li> <li>Critical analysis of narrative poetry A</li> <li>Third person adventure stories A</li> <li>News reports A</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Stories from other cultures A</li> <li>Explanatory texts A</li> <li>Persuasive writing (adverts)</li> <li>Third person adventure stories B</li> <li>Poems which explore form B (enrichment)</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Stories from other cultures B</li> <li>First person diary entries (imaginative) B</li> <li>Critical analysis of narrative poetry B (enrichment)</li> <li>News reports B</li> <li>Explanatory texts B</li> </ul>
Maths		
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>States of matter</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Electricity</li> <li>Sound</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A</li> <li>Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles Block C</li> <li>3D and collage Block D</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Storyboards + Movie Pitch</li> <li>Scratch: Using Variables in a Game</li> </ul>	<ul style="list-style-type: none"> <li>Be Internet Legends: Making Good Decisions Online, Being Brave Online and Speak Up &amp; Report It</li> <li>Everyone Can Code: Commands and Functions</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Digital Networks</li> <li>Everyone Can Create: Infographics</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A</li> <li>Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block C</li> <li>Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E <i>Science - Electricity</i></li> <li>Food and Nutrition Block F <i>Science – Animals including humans</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Rivers (Y4)</li> <li>Latitude and longitude (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude (Y4)</li> <li>Water cycle (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Water cycle (Y4)</li> <li>Map skills &amp; Environmental regions (Y4)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Ancient civilisation: Egypt or Shang Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>Ancient civilisation – Egypt or Shang Dynasty</li> </ul>
<b>CUSP Music - mastering the glockenspiel</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm 2 Block A</li> <li>Follow beats in a bar (time signatures/metre) Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing texture 2 Block B</li> <li>Sing parts in an ensemble (harmony) Block B</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 2 Block C</li> <li>Revisit the staff Block C</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: The history of singing 2 Block D</li> <li>Singing for entertainment e.g. opera, theatrical, modernism Block D</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Performance focus: Composition 2 Block E</li> <li>Perform including an element of composition Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Tuned focus: Introducing timbre 2 Block F</li> <li>Identify and describe how sounds are combined Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>The calendar (Days, months, date)</li> <li>Colours, emotions and numbers 0-20</li> </ul>	<ul style="list-style-type: none"> <li>Items from daily life (Clothes)</li> <li>Learning together (Subjects and school)</li> </ul>	<ul style="list-style-type: none"> <li>The natural world (Animals and plants)</li> <li>Celebration (Bastille Day)</li> </ul>
PE	PE	PE
PSHE	PSHE	PSHE
RE <ul style="list-style-type: none"> <li>Judaism – Belief and practice</li> <li>Buddhism – Buddha's teachings</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Judaism - Passover</li> <li>Buddhism – The 8-fold-path</li> <li>Christianity - Easter</li> </ul>	<ul style="list-style-type: none"> <li>Judaism - Rites of Passage and good works</li> <li>Buddhism – The 8-fold-path</li> <li>Christianity – Prayer and Worship</li> </ul>

**Suggested Sequence**

YEAR 4 Autumn 2024				Weekly Science 1.5 hours	
Sep 2	Geography	Rivers	Cycle 1	STRONG START	Living things and their habitats
	Art	Drawing Block A			
9	History	Britain's settlement by Anglo-Saxons and Scots		What are the characteristics of living things?	

	Art	Drawing			
16	Computing	Everyone Can Create: Storyboards + Movie Pitch		What animals are vertebrates?	
	Art	Drawing			
23	Geography	Rivers		What animals are invertebrates?	
	DT	Food and Nutrition Block A			
30	History	Britain's settlement by Anglo-Saxons and Scots		What groups are plants classified in?	
	DT	Food and Nutrition			
Oct 7	Computing	Everyone Can Create: Storyboards + Movie Pitch		What is classification? How do I use a key?	
	DT	Food and Nutrition			
14	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.			What happens if the environment in a habitat changes?	
21	<b>Half Term</b>				
28	Geography	Rivers	Cycle 2	What is matter? What does 'state' mean?	States of matter
	Art	Painting Block B			
<b>November - Festival of the Spoken Word (Oracy) Dates to be confirmed</b>					
Nov 4	History	Britain's settlement by Anglo-Saxons and Scots		What are solids, liquids and gases?	States of matter
	Art	Painting			
11	Computing	Scratch: Using Variables in a Game		Melting: how do materials change state?	
	Art	Painting			
18	Geography	Latitude and longitude		Evaporating: how do materials change state?	
	DT	Mechanisms Block B			
25	History	Britain's settlement by Anglo-Saxons and Scots		Condensing: how do materials change state?	
	DT	Mechanisms			
Dec 2	Computing	Scratch: Using Variables in a Game		Summary: how do materials change their state of matter?	
	DT	Mechanisms			
9	Geography	Latitude and longitude	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	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			
16	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. <b>Term ends possibly Friday 20<sup>th</sup> December 2025</b>				

#### Suggested sequence

YEAR 4 Spring 2025		Weekly Science	
Jan 6	Geography	Latitude and longitude	STRONG START
	Art	Printmaking and textiles Block C	
13	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	What teeth do humans have? What do they do?
	Art	Printmaking and textiles	
20	Computing	Be Internet Legends: Making Good Decisions Online, Being Brave Online and Speak Up & Report It	How does our mouth and teeth help digestion? What's the process?
	Art	Printmaking and textiles	
27	Geography	Latitude and longitude	Can teeth tell us what animals eat?

	DT	Textiles Block C			
Feb 3	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <b>February - Art Festival</b>		What are the parts of the digestive system? What do they do?	
	DT	Textiles			
10	Computing	Be Internet Legends: Making Good Decisions Online, Being Brave Online and Speak Up & Report It		How does digestion work? What's the process?	
	DT	Textiles			
17	<b>Half term</b>				
24	Geography	Latitude and longitude	Cycle 4	How does digestion work? What's the process?	
	Art	3D and collage Block D			
Mar 3	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Cycle 4	What are food chains How do they work?	
	Art	3D and collage			
10	Computing	Everyone Can Code: Commands and Functions		How do I construct and interpret a food chain?	
	Art	3D and collage			
17	Geography	Water cycle		SUMMARY How are teeth, digestion and food chains connected?	
	DT	Structures Block D			
24	History	Ancient civilisation – Egypt / Shang Dynasty			
	DT	Structures			
31	Computing	Everyone Can Code: Commands and Functions			
	DT	Structures			
Easter break <b>Easter – possible dates are 7<sup>th</sup> April – 22<sup>nd</sup> April 2025. (21<sup>st</sup> Easter Monday)</b>					

**Suggested sequence**

YEAR 4 Summer 2025			Weekly Science		
Apr 22	Geography	Water cycle	Cycle 5	STRONG START	Electricity
	Art	Painting Block E			
28	History	Ancient civilisation – Egypt / Shang Dynasty		What appliances use electricity? What sort of power makes them work?	
	Art	Painting			
May 5	Computing	Understanding Digital Networks		What are the components in a simple series circuit?	
	Art	Painting			
12	Geography	Environmental regions – map skills (Y4)		What are the effects of changing circuit components and batteries?	
	DT	Electrical systems Block E			
19	History	Ancient civilisation – Egypt / Shang Dynasty			
	DT	Electrical systems			
26	Half Term				
Jun 2	Computing	Understanding Digital Networks <b>June – Food Festival</b>	Cycle 6	What is sound?	Sound
	DT	Electrical systems			
9	Geography	Environmental regions – map skills (Y4)		How does sound travel?	
	Art	Creative Response Block F			
16	History	Ancient civilisation – Egypt / Shang Dynasty		What is the pitch and loudness of sound?	
	Art	Creative Response			
23	Computing	Everyone Can Create: Infographics			
	Art	Creative Response			
30	Geography	Environmental regions – map skills (Y4)			
	DT	Food and Nutrition Block F			
Jul 7	History	Ancient civilisation – Egypt / Shang Dynasty			
	DT	Food and Nutrition			
14	Computing	Everyone Can Create: Infographics			
	DT	Food and Nutrition			
21	ENRICHMENT - Use these flexible blocks to enrich the curriculum – <b>Term possibly ends 23<sup>rd</sup> July 25.</b>				



Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Shackleton's Journey Blocks 1,2,3</li> <li>Secrets of a Sun King If – Rudyard Kipling Blocks 4,5,6</li> </ul>	<ul style="list-style-type: none"> <li>A midsummer night's dream Block 7</li> <li>I am not a label Blocks 8, 9</li> <li>The Boy in the Tower (including Daffodils – William Wordsworth) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>The Explorer Blocks 13, 14,15</li> <li>Five Children and It Blocks 16, 17, 18</li> </ul>
<b>Schools choice:</b> A Wrinkle in Time Block 19 and 20, The Rabbits Block 21		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Formal letters of application A</li> <li>Third person stories set in another culture A</li> <li>Poems which explore form A</li> <li>Dialogue in narrative A</li> <li>Balanced argument A</li> <li>Poems that use word play A</li> </ul>	<ul style="list-style-type: none"> <li>Third person stories set in another culture B</li> <li>Playscripts (Shakespeare retelling) A</li> <li>Formal letters of application B</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>
Maths		
<b>CUSP 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>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and painting Block A</li> <li>Printmaking 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>Unity iPad Computing</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, Spotting Fake Information Online and Sharing, Settings &amp; Password</li> <li>Everyone Can Code: Conditional Code and Types + Initialisation</li> </ul>	<ul style="list-style-type: none"> <li>Flat File Databases</li> <li>Everyone Can Create: Podcasts</li> </ul>
<b>CUSP 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 <i>Writing Formal Letters of Application B</i></li> <li>Food and Nutrition Block D <i>Geography World Biomes</i></li> </ul>	<ul style="list-style-type: none"> <li>Structures Block E</li> <li>Mechanisms Block F <i>Science Forces</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>World countries – 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>CUSP 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 study – Maya or Benin and Anglo-Saxons or Golden Age of Islam (New)</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study Maya or Benin and Anglo-Saxons or Golden Age of Islam (New)</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</li> <li>One piece, different performers Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing structure Block B</li> <li>Identify parts of a song Block B</li> </ul>	<b>Music</b> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 3 Block C</li> <li>Follow musical notation Block C</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Music technology Block D</li> <li>Alter pitch and dynamic to create effects Block D</li> </ul>	<b>Music</b> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Performance focus: Composition 3 Block E</li> <li>Perform including an element of composition Block E</li> </ul> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Improvisation Block F</li> <li>Improvise using repeated patterns Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Local places (Amenities)</li> <li>Emotions and numbers 0- 100</li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>Friends and family</li> <li>Working together</li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>Playing together (Sports and hobbies)</li> <li>Eating together (Preparing a meal)</li> </ul>
PE	PE	PE
PSHE	PSHE	PSHE
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Hinduism – Prayer and Worship</li> <li>Sikhism - Belief into action</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Sikhism - Beliefs and moral values</li> <li>Hinduism - Hindu Beliefs</li> <li>Christianity - Salvation</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism - Beliefs and moral values</li> <li>Sikhism - Prayer and Worship</li> <li>Christianity - Beliefs and Practices</li> </ul>

**Suggested Sequence**

YEAR 5 Autumn 2024				Weekly Science 1.5 hours		
Sep 2	Geography	World countries - biomes and environmental regions		Cycle 1	Properties and changes of materials	
	Art	Drawing and painting Block A				
9	History	Ancient Greece				What properties do materials have? How do we use them?
	Art	Drawing and painting				
16	Computing	Augmented Reality: Ancient Greek Civilisation				What is a solution and what is a mixture?
	Art	Drawing and painting				
23	Geography	World countries - biomes and environmental regions				How can we separate materials from a mixture?
	DT	Food and Nutrition Block A				
30	History	Ancient Greece				How can we separate materials from a solution?
	DT	Food and Nutrition				
Oct 7	Computing	Augmented Reality: Ancient Greek Civilisation		What changes are reversible?		
	DT	Food and Nutrition				
14	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.			What changes are irreversible?		
21	<b>Half Term</b>					
28	Geography	World countries - biomes and environmental regions		Cycle 2		
	Art	Printmaking Block B				
<b>November - Festival of the Spoken Word (Oracy) Dates to be confirmed</b>						
Nov 4	History	Ancient Greece		Cycle 2	Animals, including humans	
	Art	Printmaking				
11	Computing	Everyone Can Code: For Loops and Variables				What is the human timeline?
	Art	Printmaking				
18	Geography	World countries - biomes and environmental regions				How do we change into adults?
	DT	Systems Block B				
25	History	Ancient Greece				How do human and animal lifespans compare?
	DT	Systems				
Dec 2	Computing	Everyone Can Code: For Loops and Variables				
	DT	Systems				
9	Geography	World countries – biomes and environmental regions	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				
16	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. <b>Term ends possibly Friday 20<sup>th</sup> December 2025</b>					

**Suggested Sequence**

YEAR 5 Spring 2025			Weekly Science		
Jan 6	Geography	4 and 6 figure grid references	Cycle 3	Forces	<b>STRONG START</b>  Remember gravity When is friction helpful and when is it not?  What's the effect of air resistance?  What's the effect of water resistance?  Who was Galileo Galilei?  What are the planets in our solar system?
	Art	Textiles and collage Block C			
13	History	Ancient Greece			
	Art	Textiles and collage			
20	Computing	Be Internet Legends: Positive Digital Footprints, Spotting Fake Information Online and Sharing, Settings & Password			
	Art	Textiles and collage			
27	Geography	4 and 6 figure grid references			
	DT	Textiles Block C			
Feb 3	History	Ancient Greece <b>February - Art Festival</b>			
	DT	Textiles			
10	Computing	Be Internet Legends: Positive Digital Footprints, Spotting Fake Information Online and Sharing, Settings & Password			
	DT	Textiles			
17	<b>Half Term</b>				
24	Geography	4 and 6 figure grid references	Cycle 4	Earth and space	How does our view of the Moon change in a lunar month?  Why does the rotation of Earth result in night and day?  Why is the Earth's tilt (axis) responsible for the seasons?  Review, summarise and present what you know about Earth and Space
	Art	3D Block D			
Mar 3	History	Comparison study – Maya or Benin and Anglo-Saxons			
	Art	3D			
10	Computing	Everyone Can Code: Conditional Code and Types + Initialisation			
	Art	3D			
17	Geography	4 and 6 figure grid references			
	DT	Food and Nutrition Block D			
24	History	Comparison study – Maya or Benin and Anglo-Saxons			
	DT	Food and Nutrition			
31	Computing	Everyone Can Code: Conditional Code and Types + Initialisation			
	DT	Food and Nutrition			
Easter break <b>Easter – possible dates are 7<sup>th</sup> April – 22<sup>nd</sup> April 2025. (21<sup>st</sup> Easter Monday)</b>					

**Suggested Sequence**

YEAR 5 Summer 2025			Weekly Science		
Apr 22	Geography	OS maps and fieldwork	Cycle 5	STRONG START	Living things sand their habitats
	Art	Painting Block E			
28	History	Comparison study – Maya or Benin and Anglo-Saxons		Life cycle differences – what's the difference between a mammal and an amphibian?	
	Art	Painting		Life cycle differences – what's the difference between an insect and a bird?	
May 5	Computing	Flat File Databases		What is similar and what is different between the life cycles of a mammal, an insect, an amphibian and a bird?	
	Art	Painting		Summer birds – who was Maria Merion and what did she do?	
12	Geography	OS maps and fieldwork			
	DT	Structures Block E			
19	History	Comparison study – Maya or Benin and Anglo-Saxons			
	DT	Strutures			
26	Half Term				
Jun 2	Computing	Flat File Databases <b>June – Food Festival</b>	Cycle 6	The science of life - how do living things reproduce?	Living things sand their habitats
	DT	Structures			
9	Geography	OS maps and fieldwork		Plants and animals: what's the life process of reproduction?	
	Art	Creative Response Block F			
16	History	Comparison study – Maya or Benin and Anglo-Saxons		How do levers help us?	
	Art	Creative Response			
23	Computing	Everyone Can Create: Podcasts		How do pulleys and gears help us?	
	Art	Creative Response			
30	Geography	OS maps and fieldwork			
	DT	Mechanisms Block F			
Jul 7	History	Comparison study – Maya or Benin and Anglo-Saxons			
	DT	Mechanisms			
14	Computing	Everyone Can Create: Podcasts			
	DT	Mechanisms			
21	ENRICHMENT - Use these flexible blocks to enrich the curriculum – Term possibly ends 23 <sup>rd</sup> July 25.				

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Roof toppers (&amp; The Listeners – Walter de la Mare) Blocks 1,2,3</li> <li>Pig Heart Boy Blocks 4,5</li> <li>How to live forever Block 6</li> </ul>	<ul style="list-style-type: none"> <li>All Aboard the Empire Windrush Blocks 7 8</li> <li>The Island Block 9</li> <li>Skellig (+Flanders poem) Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>Dare to be You (KS2 – KS3 transition) Blocks 16, 17, 18</li> <li>Intro to Dickens – Oliver Twist Blocks 13, 14,15</li> </ul>
<b>Schools choice:</b> <a href="#">Treasure Island Blocks 19 and 20</a> , <a href="#">Climate action heroes Block 21</a>		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Autobiography A</li> <li>Discursive writing and speeches A</li> <li>First person stories with a moral A</li> <li>Poems that create images and explore vocabulary (War poetry) A</li> <li>Explanatory text A</li> <li>News report A</li> <li>Shakespeare (Sonnets) A</li> </ul>	<ul style="list-style-type: none"> <li>Extended third person narrative A</li> <li>Explanatory texts B</li> <li>Autobiography B</li> <li>Lead piece: Extended third person narrative (adventure stories) B</li> </ul>	<ul style="list-style-type: none"> <li>Lead piece: News report B</li> <li>Shakespeare (Sonnets) B (Enrichment)</li> <li>Lead piece: Discursive writing and speeches B</li> <li>Poems that create images and explore vocabulary B (Enrichment)</li> <li>First person stories with a moral B</li> </ul>
Maths		
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Electricity</li> <li>Animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>Animals including humans (+ water transport)</li> <li>Light</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Evolution and inheritance</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A</li> <li>Painting and collage Block B</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles 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>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Special Effects in iMovie</li> <li>Everyone Can Code: Functions with Parameters and Logical Operators</li> </ul>	<ul style="list-style-type: none"> <li>Be Internet Legends: Relationships &amp; Being Kind, Refusing &amp; Reporting and Handling &amp; Reporting Mean Behaviour</li> <li>Everyone Can Code: While Loops and Arrays and Refactoring</li> </ul>	<ul style="list-style-type: none"> <li>What is a computer?</li> <li>Everyone Can Create: Year 6 Short Film</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A <i>Writing – Discursive writing and speeches</i></li> <li>Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block C</li> <li>Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E <i>Science – Electricity</i></li> <li>Textiles Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Physical processes</li> </ul>	<ul style="list-style-type: none"> <li>Human and Physical Geography: Economic, settlement and trade links</li> <li>UK, Europe and N America comparison study</li> </ul>	<ul style="list-style-type: none"> <li>UK, Europe and N America comparison study</li> <li>OS Maps and fieldwork (orienteering)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Beyond 1066                             <ul style="list-style-type: none"> <li>Local History Study - how did conflict change our locality in World War 2?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Windrush generation</li> </ul>	<ul style="list-style-type: none"> <li>5 significant monarchs or Battle of Britain</li> </ul>
<b>CUSP Music - mastering the keyboard</b> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Musical stories 2 Block A</li> <li>Cultural and social – lyrics Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Music technology 2 Block B</li> <li>Alter tempo and rhythm to create effects Block B</li> </ul>	Music <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing structure 2 Block C</li> <li>Identify cyclic patterns inc. verse/chorus, coda Block C</li> </ul> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 4 Block D</li> <li>Create simple notation Block D</li> </ul>	Music <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Composition 4 Block E</li> <li>Improvise using melodic phrases Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Performance focus: Improvisation 2 Block F</li> <li>Perform including an element of improvisation Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Where I live (Homes)</li> <li>Emotions and numbers – beyond 100</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>Items from daily life (Money and personal effects)</li> <li>Learning together</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>The natural world (The environment)</li> <li>Visiting France (Directions and transport)</li> </ul>
PE		
Jigsaw PSHE		
Discovery RE <ul style="list-style-type: none"> <li>Islam - Beliefs and Practices</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Christianity – Beliefs and meaning</li> <li>Christianity - Easter</li> </ul>	<ul style="list-style-type: none"> <li>Islam - Beliefs and moral values</li> </ul>

**Suggested Sequence**

Year 6 Autumn 2024				Weekly Science		
Sep 2	Geography	Physical processes		Cycle 1	STRONG START (optional)	Y6 Electricity
	Art	Drawing Block A				
9	History	Local History Study - how did conflict change our locality in World War 2?			What is electricity? How does it work?	
	Art	Drawing				
16	Computing	Everyone Can Create: Special Effects in iMovie			What are the components in a series circuit?	
	Art	Drawing				
23	Geography	Physical processes			What are the effects and consequences of changing circuit components and batteries?	
	DT	Food and Nutrition Block A				
30	History	Local History Study - how did conflict change our locality in World War 2?				
	DT	Food and Nutrition				
Oct 7	Computing	Everyone Can Create: Special Effects in iMovie				
	DT	Food and Nutrition				
14	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.			What is blood made of and why do we need it?	Y6 Animals including humans	
21	Half Term					
28	Geography	Physical processes		Cycle 2	Why do our bodies need nutrients and how are they transported?	Y6 Animals including humans
	Art	Painting and collage Block B				
<b>November - Festival of the Spoken Word (Oracy) Dates to be confirmed</b>						
Nov 4	History	Local History Study - how did conflict change our locality in World War 2?			What is our circulatory system?	Y6 Animals including humans
	Art	Painting and collage				
11	Computing	Everyone Can Code: Functions with Parameters and Logical Operators			What is our heart like inside? How does it work?	
	Art	Painting and collage				
18	Geography	Physical processes			Who influenced what we know about our circulatory system?	
	DT	Electrical systems Block E				
25	History	Local History Study - how did conflict change our locality in World War 2?			What can we do to keep healthy?	
	DT	Electrical systems				
Dec 2	Computing	Everyone Can Code: Functions with Parameters and Logical Operators			Present and explain what we know about the circulatory system, nutrients and keeping healthy	
	DT	Electrical systems				
9	Geography	Physical processes	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	Local History Study - how did conflict change our locality in World War 2?				
16	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. <b>Term ends possibly Friday 20<sup>th</sup> December 2025</b>					

**Suggested Sequence**

Year 6 Spring 2025				Weekly Science		
Jan 6	Geography	Settlements		Cycle 3	STONG START (optional)	Y6 Animals, including humans
	Art	Printmaking and textiles Block C				
13	History	Windrush generation			Remember circulation and digestion: how are these two systems connected?	
	Art	Printmaking and textiles				
20	Computing	Be Internet Legends: Relationships & Being Kind, Refusing & Reporting and Handling & Reporting Mean Behaviour			Where are the kidneys and what do they do?	
	Art	Printmaking and textiles				
27	Geography	Settlements			How do kidneys keep us healthy?	
	DT	Food and Nutrition Block C				
Feb 3	History	Windrush generation <b>February - Art Festival</b>				
	DT	Food and Nutrition				
10	Computing	Be Internet Legends: Relationships & Being Kind, Refusing & Reporting and Handling & Reporting Mean Behaviour		How does light travel?		
	DT	Food and Nutrition				
17	<b>Half term</b>					
24	Geography	UK, Europe and N America comparison study		Cycle 4	What colour is light made of?	Y6 Light
	Art	3D Block D				
Mar 3	History	Windrush generation			Reflection - how does light help us to see objects?	
	Art	3D				
10	Computing	Everyone Can Code: While Loops and Arrays and Refactoring			Which surfaces make the best reflectors?	
	Art	3D				
17	Geography	UK, Europe and N America comparison study			Why do we see objects as a particular colour?	
	DT	Structures Block D				
24	History	Windrush generation			What happens to the appearance of objects when placed in water?	
	DT	Structures				
31	Computing	Everyone Can Code: While Loops and Arrays and Refactoring				
	DT	Structures				
Easter break <b>Easter – possible dates are 7<sup>th</sup> April – 22<sup>nd</sup> April 2025. (21<sup>st</sup> Easter Monday)</b>						

**Suggested Sequence**

Year 6 Summer 2025			Weekly Science		
Apr 22	Geography	UK, Europe and N America comparison study	Cycle 5	Living things and their habitats	STRONG START (optional)
	Art	Painting Block E			
28	History	5 significant monarchs Or Battle of Britain			Who was the scientist Carl Linnaeus and what did he do?
	Art	Painting			
May 5	Computing	What is a Computer?			How do we classify vertebrates?
	Art	Painting			
12	Geography	UK, Europe and N America comparison study			<b>SATS Week</b> How do we classify invertebrates we know?
	DT	Electrical systems Block E			
19	History	5 significant monarchs Or Battle of Britain	How do we classify invertebrates we don't know? (Sponges, Jellyfish and Flatworms)		
	DT	Electrical systems			
26	Half Term				
Jun 2	Computing	What is a Computer? <b>June – Food Festival</b>	Cycle 6	Y6 Evolution and inheritance	What are microorganisms?
	DT	Electrical systems			
9	Geography	OS Maps and fieldwork (orienteering)	Cycle 6	Y6 Evolution and inheritance	How do we classify plants?
	Art	Creative Response Block F			
16	History	5 significant monarchs Or Battle of Britain			How have living things changed over time? How do we know?
	Art	Creative Response			
23	Computing	Everyone Can Create: Year 6 Short Film			How has life evolved over time?
	Art	Creative Response			
30	Geography	OS Maps and fieldwork (orienteering)			What is DNA and what does it do? Working scientifically
	DT	Textiles Block F			
Jul 7	History	5 significant monarchs Or Battle of Britain	Are all offspring identical to their parents?		
	DT	Textiles			
14	Computing	Everyone Can Create: Year 6 Short Film	Darwin and Wallace – what evidence did they share to argue the case for evolution?		
	DT	Textiles			
21	Geography	<b>Year 6 – Y7</b> <b>Transfer and Transition Unit – Golden Age of Islam (optional)</b>  <b>Term possibly ends 23<sup>rd</sup> July 25.</b>	Survival of the fittest - how have animals adapted and evolved to suit their environment?		
	History				