

# Single Age Teaching and curriculum sequencing

Includes Two Week October Half Term



Please READ

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- This is an outline plan that is designed to be used as an example for you to edit.
- Examples of Reference lesson resources will be available during Summer Term 23 and be uploaded in sequence ready for the Autumn Term 23.
- Examples of Strong Start lesson resources will be available during Summer Term 23 and be uploaded in sequence ready for the Autumn Term 23.
- Please also read and use the Science, Geography and History Mixed Age Sequence documents that show the position of the Strong Start and Reference lessons.
- We wanted you to have sight of these outline plans before May ½ term – we are writing a detailed handbook to support you further, but that will be shared at a later date.

## Key Stage 1 Example Timetable

An editable timetable can be downloaded from CUSP Core > Timetables.

8:45 Registration 8:50 - 9:20	9:20 - 10:20	10:20 - 10:35	10:35 - 10:50	10:50 - 12:05	12:05 - 1:00	1-130	1:30 - 2	2 - 2:30	2:30 - 3	3 - 3:30
Phonics	Handwriting (10) English (50)	Assembly	Break	Maths Meeting + Maths	Lunch	PSHE	PE	RE		
Phonics	Handwriting (10) English (50)			Maths Meeting + Maths		Spelling, Reading	CUSP Art / DT			
Phonics	Handwriting (10) English (50)			Maths Meeting + Maths		PSHE	Music	PE		
Phonics	Handwriting (10) English (50)			Maths Meeting + Maths		Spelling, Reading	CUSP History / Geography / Computing			
Phonics	Transcription, Handwriting, spelling or sentence composition (45)			Longer celebration assembly 1005- 1035		Maths Meeting + Maths	Spelling, Reading	CUSP Science		

These are examples timings only. Please amend to suit the timings of your school.

Autumn 2023	Spring 2024	Summer 2024
<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>CUSP Writing</b> Introduce = <b>green (Block A)</b> Revisit = <b>orange (Block B)</b>  Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>• <b>Poetry: pattern and rhyme A</b></li> <li>• <b>Setting descriptions A</b></li> <li>• <b>Stories with familiar settings A</b></li> <li>• <b>Instructional writing A</b></li> <li>• <b>Shape poems and calligrams A</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shape poems and calligrams B (Enrichment)</b></li> <li>• <b>Recount from personal experience A</b></li> <li>• <b>Informal letters A</b></li> <li>• <b>Poetry on a theme A</b></li> <li>• <b>Stories with a familiar setting B</b></li> <li>• <b>Recount from personal experience B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poetry: pattern and rhyme B</b></li> <li>• <b>Informal letters B</b></li> <li>• <b>Setting descriptions B</b></li> <li>• <b>Poetry on a theme (nature) B (Enrichment)</b></li> <li>• <b>Instructional writing B</b></li> </ul>
<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</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>
Computing – school sequenced		
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Mechanisms Block A <i>Instructional writing A</i></li> <li>• Structure 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>• Block A - Singing focus: Being together in music</li> <li>• Block A - Control the voice – nursery rhymes</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Block B - Untuned focus: Introducing rhythm and pulse</li> <li>• Block B - Representing sounds pictorially</li> </ul>	Music <b>Singing</b> <ul style="list-style-type: none"> <li>• Block C - Singing focus: Introducing pitch</li> <li>• Block C - Identify changes in sounds (high/low)</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Block D - Untuned focus: Introducing tempo and dynamic</li> <li>• Block D - Identify changes in sounds (fast/slow, loud/soft)</li> </ul>	Music <b>Singing</b> <ul style="list-style-type: none"> <li>• Block E- Singing focus: Exploring emotions through music</li> <li>• Block E Responding to music</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Block F - Tuned focus: Introducing tempo and dynamic 2</li> <li>• Block F - Control and describe tempo and dynamic</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 2023		Strong start Science Geography and History = 3 lessons each		Science (1.5 hours)			
Sep 4	Geography	Year 1 Continents, Oceans, UK countries, capital cities and seas		Cycle 1	STRONG START	Seasonal changes and daily weather	
	Art	Drawing Block A					
11	History	Changes within living memory					What are the four seasons?
	Art	Drawing					
18	Computing	Drawing			What's the weather like in Autumn, Winter, Spring and Summer?		
	Art						
25	Geography	Year 1 Continents, Oceans, UK countries, capital cities and seas			Why does day become night?		
	DT	Mechanisms Block A					
Oct 2	History	Changes within living memory			Cycle 2		Introduce Plants – evergreen and deciduous trees
	DT	Mechanisms					
9	Computing	Mechanisms		What trees live around my school?			
	DT						
16	Geography	Year 1 Continents, Oceans, UK countries, capital cities and seas		What's the difference between trees?			
	Art	Painting Block B					
23 30 Half Term							
Nov 6	History	Events within living memory		Cycle 2	Introduce Animals, including humans		
	Art	Painting					
13	Computing	Painting				What types of animals are there?	
	Art						
20	Geography	Year 1 Continents, Oceans, UK countries, capital cities and seas				What types of animals are there?	
	DT	Structures Block B					
27	History	Events within living memory				What is similar and what is different?	
	DT	Structures					
Dec 4	Computing	Structures				What does food tell us about an animal?	
	DT						
11	Geography	Year 1 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	Events within living memory					
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.						

## Suggested Sequence

YEAR 1 Spring 2024			Science			
Jan 1 <small>(start Wed 3/1)</small>	Geography	Year 1 Continents, Oceans, UK countries, capital cities and seas	Cycle 3	STRONG START	Introduce Materials	
	Art	Printmaking Block C				
8	History	The lives of significant people				What are materials?
	Art	Printmaking				
15	Computing					What are things made of in school?
	Art	Printmaking				
22	Geography	Hot and cold areas of the world				How can I describe materials?
	DT	Food and Nutrition Block C				
29	History	The lives of significant people	Which materials are waterproof and which are not?			
	DT	Food and Nutrition				
Feb 5	Computing		Which materials are transparent and which are opaque?			
	DT	Food and Nutrition				
12	Geography	Hot and cold areas of the world	Cycle 4	What's the best material for the job? Why?		
	Art	Textiles Block D				
19 Half term						
26	History	The lives of significant people	Cycle 4	Revisit and name it	Revisit Animals including humans	
	Art	Textiles				
Mar 4	Computing					Describe it
	Art	Textiles				
11	Geography	Hot and cold areas of the world				Sort it
	DT	Understanding Materials Block D				
18	History	The lives of significant people				
	DT	Understanding Materials				
25	Computing					
	DT	Understanding Materials				

## Suggested Sequence

YEAR 1 Summer 2024				Science	
Apr 15	Geography	Hot and cold areas of the world	Cycle 5	STRONG START	
	Art	3D Block E			
22	History	More lives of significant people		What are the parts of a plant?	
	Art	3D		Plants	
29	Computing	3D			
	Art				
May 6	Geography	Hot and cold areas of the world		What are garden plants and where do find you them?	
	DT	Textiles Block E			
13	History	More lives of significant people			
	DT	Textiles			
20	Computing	Textiles			
	DT				
<b>27 Half Term</b>					
Jun 3	Geography	Mapping and fieldwork	Cycle 6	Animals, including humans Remember it	
	Art	Collage Block F		Animals, including humans Elaborate it	
10	History	More lives of significant people			
	Art	Collage		Plants Remember it	
17	Computing	Collage			
	Art				
24	Geography	Mapping and fieldwork			
	DT	Food and Nutrition Block F			
Jul 1	History	School study			
	DT	Food and Nutrition			
8	Computing	Food and Nutrition			
	DT				
15	ENRICHMENT - Use these flexible blocks to enrich the curriculum - 19 <sup>th</sup> July term ends.				

Autumn 2023	Spring 2024	Summer 2024
<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 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>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <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>	<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>Stories from other cultures B</li> <li>Recount from personal experience A</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports B</li> <li>Simple retelling of a narrative B</li> <li>Recount from personal experience B</li> <li>Poems developing vocabulary B (Enrichment)</li> <li>Character description B</li> <li>Poetry on a theme (humorous / 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>
Computing – school sequence		
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles Block A</li> <li>Food and Nutrition Block B</li> </ul> <i>Sci Living things</i>	<ul style="list-style-type: none"> <li>Mechanisms Block C</li> <li>Materials Block D</li> </ul> <i>Sci Use of Everyday materials</i>	<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</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Block A - Untuned focus: Experimenting with sounds 2</li> <li>Block A - Representing sounds pictorially</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Block B - Singing focus: Being together in music 2</li> <li>Block B - Control the voice – sing as a choir</li> </ul>	<b>Music</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Block C - Untuned focus: Introducing rhythm and pulse 2</li> <li>Block C - Compose short patterns</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Block D - Singing focus: Introducing pitch 2</li> <li>Block D - Control and describe pitch</li> </ul>	<b>Music</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Block E- Tuned focus: Introducing tempo and dynamic 2</li> <li>Block E - Control and describe tempo and dynamic</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Block F - Singing focus: Exploring emotions through music 2</li> <li>Block F - Choose sounds to create an effect</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 2023				Science	
Sep 4	Geography	Human and physical features	Cycle 1	STRONG START	
	Art	Drawing Block A			
11	History	Events beyond living memory – Great Fire of London		What is alive and what is not?	
	Art	Drawing			
18	Computing			What do all living things have in common?	
	Art	Drawing			
25	Geography	Human and physical features		Where do plants and animals live?	
	DT	Textiles Block A			
Oct 2	History	Events beyond living memory - Great Fire of London		What plants and animals live in our local environment?	
	DT	Textiles			
9	Computing		What are food chains? How are they connected?		
	DT	Textiles			
16	Geography	Human and physical features	Why do plants and animals need each other?		
	Art	Painting Block B			
23 30 Half Term					
Nov 6	History	Events beyond living memory - Great Fire of London	Cycle 2	REMEMBER: what is an animal?	
	Art	Painting			
13	Computing			How do animals change as they mature?	
	Art	Painting			
20	Geography	Compare a small part of the UK to a non-European location		How do we change as we mature?	
	DT	Food and Nutrition Block B			
27	History	Events beyond living memory - Great Fire of London		What do all animals need to stay alive?	
	DT	Food and Nutrition			
Dec 4	Computing			Keeping healthy: why do we exercise?	
	DT	Food and Nutrition			
11	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.	Keeping healthy: why do we eat different types of food?		
	History				
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.				



## Suggested Sequence

YEAR 2 Spring 2024				Science		
Jan 1 <small>(start Wed 3/1)</small>	Geography	Compare a small part of the UK to a non-European location		Cycle 3	Uses of everyday materials	
	Art	Printmaking Block C				
8	History	Significant historical events, people, places in our locality.				What are materials used for? Categorise and compare wood, metal, plastic and glass.
	Art	Printmaking				What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric.
15	Computing					What happens when we squash, bend, twist or stretch a material?
	Art	Printmaking				What's the right material for the job?
22	Geography	Compare a small part of the UK to a non-European location				What's the best absorbent material?
	DT	Mechansims Block C				Who invented waterproofing?
29	History	Significant historical events, people, places in our locality.				
	DT	Mechansims				
Feb 5	Computing					
	DT	Mechansims				
12	Geography	Compare a small part of the UK to a non-European location				
	Art	Textiles and collage				
19 Half term						
26	History	Significant historical events, people, places in our locality.		Cycle 4	Revisit Living things and their habitats / materials	
	Art	Textiles and collage				
Mar 4	Computing					What is it made from?
	Art	Textiles and collage				Compare: what is alive, what is not alive and what has never been alive?
11	Geography	Fieldwork and map skills				What materials do our pets have or need? Why is that?
	DT	Understanding Materials Block D				
18	History	Significant historical events, people, places in our locality.				
	DT	Understanding Materials				
25	Computing					
	DT	Understanding Materials				
Easter break						

## Suggested Sequence

YEAR 2 Summer 2024				Science			
Apr 15	Geography	Fieldwork and map skills	Cycle 5	STRONG START		Plants	
	Art	3D Block E		How do seeds germinate and what happens?			
22	History	Significant historical events, people, places in our locality.		What happens when bulbs sprout?			
	Art	3D		What do plants need to thrive and be healthy?			
29	Computing			What can happen if plants don't get the things they need?			
	Art	3D		What do I notice about plants around the school? How are they healthy? How are they unhealthy?			
May 6	Geography	Fieldwork and map skills					
	DT	Food and Nutrition					
13	History	Significant historical events, people, places in our locality.					
	DT	Food and Nutrition					
20	Computing						
	DT	Food and Nutrition					
27 Half Term							
Jun 3	Geography	Compare a different non-European location to ours – Amazon rainforest	Cycle 6	Show what you know How do seeds and bulbs grow? What do plants need to be healthy?		Revisit Living things and their habitats / Animals, including humans	
	Art	Creative Response Block F					
10	History	Revisit – Events beyond living memory					
	Art	Creative Response		How do seeds and bulbs grow?			
17	Computing			What do I know about animals, including humans?			
	Art	Creative Response		What do plants need to thrive and be healthy?			
24	Geography	Compare a different non-European location to ours – Amazon rainforest					
	DT	Structures					
Jul 1	History	Revisit – Events beyond living memory					
	DT	Structures					
8	Computing						
	DT	Structures					
15 ENRICHMENT - Use these flexible blocks to enrich the curriculum - 19 <sup>th</sup> July term ends.							



2023 - 2024

INCREASED FREQUENCY MODEL

Key Stage Two  
SINGLE AGE SEQUENCE

## KS2 Example Timetable

An editable timetable can be downloaded from CUSP Core > Timetables

8:45 Registration 8:50-9:05	9:05 – 9:50	9:50 – 10:20	10:20 - 10:35	10:35- 10:50	10:50 - 11:50	11:50 – 12:20	12:20 - 1:10	1:10 - 1:40	1:40 - 2:10	2:10- 2:40	2:40 - 3:10	3:10 – 3:30	
Spelling	Transcription, Handwriting, spelling or sentence composition	Reading	Assembly	Break	Maths	Double maths meeting (30)	Lunch	PE		RE	Reading		
Handwriting	Writing	Reading			Maths	MFL (30)		Music		PE	Reading		
Spelling	Writing	Reading			Maths	PSHE (30)		Maths meeting (15)	CUSP Art / DT 1:25 – 3:30				
Spelling	Writing	Reading			Maths	Handwriting (30)		Maths meeting (15)	CUSP History / Geography / Computing 1:25 – 3:30				
Reading 8:50 -9:20	Writing 9:20-10:05	Longer celebration assembly 10:05 - 10:35			Maths	PSHE (30)		Maths meeting (15)	CUSP Science				

These are examples timings only. Please amend to suit the timings of your school.

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• <b>Greta and the Giants</b> Block 1</li> <li>• <b>Pebble in my Pocket</b> Blocks 2,3</li> <li>• <b>Leon and the Place Between</b> Blocks 4,5</li> <li>• <b>'Twas the Night before Christmas Anon</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sam Wu is Not Afraid of the Dark</b> Blocks 7, 8, 9</li> <li>• <b>Operation Gadgetman</b> (includes My Shadow Robert Louis Stephenson) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dancing Bear</b> Blocks 13, 14, 15</li> <li>• <b>The Magician's Nephew</b> Blocks 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <b>Strong Start Sentence Composition (optional)</b> <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>• Dialogue through narrative (historical stories) A</li> <li>• Performance poetry (including poetry from other cultures) A</li> </ul>	<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>• First person narrative descriptions B</li> <li>• Performance poetry (including poetry from other cultures) B (Enrichment)</li> </ul>	<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</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>
Computing – school sequence		
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Textiles Block A</li> <li>• Food and Nutrition Block B <i>Science – Animals including humans</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms Block C <i>Science – Forces and magnets</i> <i>Writing – Advanced instructional writing A</i></li> <li>• Food and Nutrition Block D <i>Science – Animals including humans</i></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>• Fieldwork – human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>• UK Study</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit human and physical features</li> <li>• OS maps and scale</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>• Block A - Singing focus: Introducing texture</li> <li>• Block A - Sing parts in an ensemble (e.g. rounds)</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Block B - Untuned focus: Mastering rhythm</li> <li>• Block B - Recognise beats in a bar (time signatures/metre)</li> </ul>	Music <b>Singing</b> <ul style="list-style-type: none"> <li>• Block C - Singing focus: The history of singing</li> <li>• Block C - Singing for togetherness e.g. folk songs, war chants, hymns</li> </ul> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>• Block D - Tuned focus: Musical notation</li> <li>• Block D - Introduce the staff</li> </ul>	Music <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>• Block E- Tuned focus: Composition</li> <li>• Block E - Compose in pairs</li> <li>•</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>• Block F - Performance focus: Introducing timbre</li> <li>• Block F - Perform as an ensemble (range of instruments)</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 2023				Weekly Science				
Sep 4	Geography	Fieldwork – human and physical features		Cycle 1	Rocks	STRONG START		
	Art	Drawing and painting Block A				How are rocks formed?		
11	History	Stone Age – Iron Age				What types of rocks are there?		
	Art	Drawing and painting				Can rocks change?		
18	Computing					How can we test a rock to see if it is limestone or chalk?		
	Art	Drawing and painting				Is soil just dirt? What makes soil?		
25	Geography	Fieldwork – human and physical features				Cycle 2		How are fossils formed?
	DT	Textiles Block A						
Oct 2	History	Stone Age – Iron Age						
	DT	Textiles						
9	Computing							
	DT	Textiles						
16	Geography	Fieldwork – human and physical features						
	Art	Printmaking Block B						
23								
Half Term								
30								
Nov 6	History	Stone Age – Iron Age		Cycle 2	Animals, including humans	What effect does the food we eat have?		
	Art	Printmaking				Where is my skeleton and what does it do?		
13	Computing					Where are my muscles and what do they do?		
	Art	Printmaking						
20	Geography	Fieldwork – human and physical features						
	DT	Food and Nutrition Block B						
27	History	Stone Age – Iron Age						
	DT	Food and Nutrition						
Dec 4	Computing			Cycle 2	Revisit Rocks	How are rocks formed and what types are there?		
	DT	Food and Nutrition						
11	Geography	Fieldwork OS maps (Y3)	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 can rocks change?		
	History	Y3 Changes in Britain from the Stone Age to the Iron Age (Y3)						
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.					Remember: how are fossils formed and how do we know?		

Suggested Sequence

YEAR 3 Spring 2024				Weekly Science				
Jan 1 <small>(start Wed 3/1)</small>	Geography	UK Study		Cycle 3	Forces and magnets	STRONG START		
	Art	Textiles and collage Block C				What are contact forces?		
8	History	Stone Age – Iron Age				How do surfaces affect the motion of an object?		
	Art	Textiles and collage				How does friction affect moving objects?		
15	Computing					What is a non-contact force? How is this different to a contact force?		
	Art	Textiles and collage				How do magnets attract and repel?		
22	Geography	UK Study				Cycle 4	Plants	Which materials are magnetic? Forces and magnetism summary
	DT	Mechanisms Block C						
29	History	Stone Age – Iron Age						
	DT	Mechanisms						
Feb 5	Computing							
	DT	Mechanisms						
12	Geography	UK Study						
	Art	3D Block D						
19 Half term								
26	History	Rome and the impact on Britain		Cycle 4	Plants	What are the parts of a flowering plant? What do they do?		
	Art	3D Block D				Do all plants need the same things to thrive and grow?		
Mar 4	Computing					How do leaves make food for the plant?		
	Art	3D						
11	Geography	UK Study						
	DT	Food and Nutrition Block D						
18	History	Rome and the impact on Britain						
	DT	Food and Nutrition						
25	Computing							
	DT	Food and Nutrition						
Easter break								

Suggested Sequence

YEAR 3 Summer 2024			Weekly Science			
Apr 15	Geography	Revisit human and physical features	Cycle 5	STRONG START	Plants	
	Art	Painting				
22	History	Rome and the impact on Britain				How does water move through a plant?
	Art	Painting				
29	Computing					What do flowers do?
	Art	Painting				
May 6	Geography	Revisit human and physical features		What is pollination?		
	DT	Systems				
13	History	Rome and the impact on Britain				
	DT	Systems				
20	Computing					
	DT	Systems				
27 Half Term						
Jun 3	Geography	OS maps and scale	Cycle 6	Do we need light to see things? Remember: what are light sources and what are not light sources?	Light	
	Art	Creative Response				
10	History	Rome and the impact on Britain				How are shadows formed?
	Art	Creative Response				
17	Computing					What happens to the size of a shadow when the object moves closer to, or away
	Art	Creative Response				
24	Geography	OS maps and scale				
	DT	Structures				
Jul 1	History	Rome and the impact on Britain				
	DT	Structures				
8	Computing					
	DT	Structures				
15 Or ENRICHMENT - Use these flexible blocks to enrich the curriculum						



Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> Block 1, 2</li> <li><b>Young, Gifted and Black</b> Blocks 3,4,5 Caged Bird - Maya Angelou</li> <li><b>The Girl who stole an Elephant</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li><b>The Girl who stole an Elephant</b> Blocks 7, 8</li> <li><b>The Boy at the back of the class</b> Blocks 9,10, 11</li> <li><b>Varjak Paw</b> Block 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> Blocks 13, 14</li> <li><b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll) Blocks 15, 16,17</li> <li><b>The Raven</b> – Edgar Allen Poe Block 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <b>Strong Start Sentence Composition (optional)</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>Newspaper reports A</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures A</li> <li>Persuasive writing (adverts) B</li> <li>Explanatory texts A</li> <li>Third person adventure stories B</li> <li>Poems which explore form B</li> </ul>	<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</li> <li>Newspaper 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>
Computing – school sequence		
<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</li> <li>Latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude</li> <li>Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Rivers revisited</li> <li>Map skills – environmental regions</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>Block A - Untuned focus: Mastering rhythm 2</li> <li>Block A - Follow beats in a bar (time signatures/metre)</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Block B - Singing focus: Introducing texture 2</li> <li>Block B - Sing parts in an ensemble (harmony)</li> </ul>	<b>Music</b> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Block C - Tuned focus: Musical notation 2</li> <li>Block C - Revisit the staff</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Block D - Singing focus: The history of singing 2</li> <li>Block D - Singing for entertainment e.g. opera, theatrical, modernism</li> </ul>	<b>Music</b> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Block E- Performance focus: Composition 2</li> <li>Block E - Perform including an element of composition</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Block F - Tuned focus: Introducing timbre 2</li> <li>Block F - Identify and describe how sounds are combined</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>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>Items from daily life (Clothes)</li> <li>Learning together (Subjects and school)</li> </ul>	<b>CUSP French</b> <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
<b>RE</b> <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 2023				Weekly Science		
Sep 4	Geography	Rivers		Cycle 1	Living things and their habitats	STRONG START
	Art	Drawing Block A				
11	History	Britain's settlement by Anglo-Saxons and Scots				What are the characteristics of living things?
	Art	Drawing				
18	Computing					What animals are vertebrates?
	Art	Drawing				
25	Geography	Rivers				What animals are invertebrates?
	DT	Food and Nutrition Block A				
Oct 2	History	Britain's settlement by Anglo-Saxons and Scots				What groups are plants classified in?
	DT	Food and Nutrition				
9	Computing			What is classification? How do I use a key?		
	DT	Food and Nutrition				
16	Geography	Rivers		What happens if the environment in a habitat changes?		
	Art	Painting Block B				
23 30 Half Term						
Nov 6	History	Britain's settlement by Anglo-Saxons and Scots		Cycle 2	States of matter	What is matter? What does 'state' mean?
	Art	Painting				
13	Computing					What are solids, liquids and gases?
	Art	Painting				
20	Geography	Latitude and longitude				Melting: how do materials change state?
	DT	Mechanisms Block B				
27	History	Britain's settlement by Anglo-Saxons and Scots				Evaporating: how do materials change state?
	DT	Mechanisms				
Dec 4	Computing					Condensing: how do materials change state?
	DT	Mechanisms				
11	Geography	Y4 Map skills and Environmental regions (Y4)	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.	Summary: how do materials change their state of matter?		
	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4)				
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.					

## Suggested Sequence

YEAR 4 Spring 2024				Weekly Science			
Jan 1 <small>(start Wed 3/1)</small>	Geography	Latitude and longitude		Cycle 3	STRONG START	Animals, including humans	
	Art	Printmaking and textiles Block C					
8	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					
15	Computing						How does our mouth and teeth help digestion? What's the process?
	Art	Printmaking and textiles					
22	Geography	Latitude and longitude					Can teeth tell us what animals eat?
	DT	Textiles Block C					
29	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		What are the parts of the digestive system? What do they do?			
	DT	Textiles					
Feb 5	Computing			How does digestion work? What's the process?			
	DT	Textiles					
12	Geography	Latitude and longitude		Cycle 4	How does digestion work? What's the process?		
	Art	3D and collage Block D					
19	<b>Half term</b>						
26	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?	Animals, including humans	
	Art	3D and collage					
Mar 4	Computing						How do I construct and interpret a food chain?
	Art	3D and collage					
11	Geography	Water cycle					SUMMARY How are teeth, digestion and food chains connected?
	DT	Structures Block D					
18	History	Ancient civilisation – Egypt / Shang Dynasty					
	DT	Structures					
25	Computing						
	DT	Structures					
Easter break							

## Suggested Sequence

YEAR 4 Summer 2024			Weekly Science		
Apr 15	Geography	Rivers	Cycle 5	STRONG START	Electricity
	Art	Painting Block E			
22	History	Ancient civilisation – Egypt / Shang Dynasty		What appliances use electricity? What sort of power makes them work?	
	Art	Painting			
29	Computing			What are the components in a simple series circuit?	
	Art	Painting			
May 6	Geography	Rivers		What are the effects of changing circuit components and batteries?	
	DT	Electrical systems Block E			
13	History	Ancient civilisation – Egypt / Shang Dynasty			
	DT	Electrical systems			
20	Computing				
	DT	Electrical systems			
27	Half Term				
Jun 3	Geography	Fieldwork and mapping – environmental regions	Cycle 6	What is sound?	Sound
	Art	Creative Response Block F			
10	History	Ancient civilisation – Egypt / Shang Dynasty		How does sound travel?	
	Art	Creative Response			
17	Computing			What is the pitch and loudness of sound?	
	Art	Creative Response			
24	Geography	Fieldwork and mapping – environmental regions			
	DT	Food and Nutrition Block F			
Jul 1	History	Ancient civilisation – Egypt / Shang Dynasty			
	DT	Food and Nutrition			
8	Computing				
	DT	Food and Nutrition			
15	ENRICHMENT - Use these flexible blocks to enrich the curriculum - 19 <sup>th</sup> July term ends.				

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>
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>
Computing – school sequence		
<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 / Benin and Anglo-Saxons</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison study – Maya / Benin and Anglo-Saxons</li> </ul>
<b>CUSP Music – mastering the keyboard</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Block A - Untuned focus: Musical stories</li> <li>• Block A - One piece, different performers</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>• Block B - Singing focus: Introducing structure</li> <li>• Block B - Identify parts of a song</li> </ul>	<b>Music</b> <b>Keyboard</b> <ul style="list-style-type: none"> <li>• Block C - Tuned focus: Musical notation 3</li> <li>• Block C - Follow musical notation</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>• Block D - Singing focus: Music technology</li> <li>• Block D - Alter pitch and dynamic to create effects</li> </ul>	<b>Music</b> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>• Block E- Performance focus: Composition 3</li> <li>• Block E - Perform including an element of composition</li> </ul> <b>Keyboard</b> <ul style="list-style-type: none"> <li>• Block F - Tuned focus: Improvisation</li> <li>• Block F - Improvise using repeated patterns</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 2023				Weekly Science		
Sep 4	Geography	World countries - biomes and environmental regions		Cycle 1	Properties and changes of materials	
	Art	Drawing and painting Block A				
11	History	Ancient Greeks				What properties do materials have? How do we use them?
	Art	Drawing and painting				
18	Computing					What is a solution and what is a mixture?
	Art	Drawing and painting				
25	Geography	World countries - biomes and environmental regions				How can we separate materials from a mixture?
	DT	Food and Nutrition				
Oct 2	History	Ancient Greeks				How can we separate materials from a solution?
	DT	Food and Nutrition				
9	Computing			What changes are reversible?		
	DT	Food and Nutrition				
16	Geography	World countries - biomes and environmental regions		Cycle 2	What changes are irreversible?	
	Art	Printmaking Block B				
23	<b>Half Term</b>					
30						
Nov 6	History	Ancient Greeks		Cycle 2	Animals, including humans	
	Art	Printmaking				
13	Computing					What is the human timeline?
	Art	Printmaking				
20	Geography	World countries - biomes and environmental regions				How do we change into adults?
	DT	Systems				
27	History	Ancient Greeks				How do human and animal lifespans compare?
	DT	Systems				
Dec 4	Computing					
	DT	Systems				
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				
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.					

Suggested Sequence

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

## Suggested Sequence

YEAR 5 Summer 2024			Weekly Science		
Apr 15	Geography	OS maps and fieldwork	Cycle 5	Living things and their habitats	STRONG START
	Art	Painting Block E			
22	History	Comparison study – Maya and Anglo-Saxons or Benin			Life cycle differences – what's the difference between a mammal and an amphibian?
	Art	Painting			
29	Computing	Painting			Life cycle differences – what's the difference between an insect and a bird?
	Art				
May 6	Geography	OS maps and fieldwork			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			
13	History	Comparison study – Maya and Anglo-Saxons or Benin			Summer birds – who was Maria Merion and what did she do?
	DT	Structures			
20	Computing	Structures	The science of life - how do living things reproduce?		
	DT				
27	Half Term				
Jun 3	Geography	OS maps and fieldwork	Cycle 6	Forces continued	Plants and animals: what's the life process of reproduction?
	Art	Creative Response Block F			
10	History	Comparison study – Maya and Anglo-Saxons or Benin			How do levers help us?
	Art	Creative Response			
17	Computing	Creative Response			How do pulleys and gears help us?
	Art				
24	Geography	OS maps and fieldwork			
	DT	Mechanisms Block F			
Jul 1	History	Comparison study – Maya and Anglo-Saxons or Benin			
	DT	Mechanisms			
8	Computing	Mechanisms			
	DT				
15	ENRICHMENT - Use these flexible blocks to enrich the curriculum - 19 <sup>th</sup> July term ends.				



Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• <b>Roof toppers</b> (&amp; The Listeners – Walter de la Mare) Blocks 1,2,3</li> <li>• <b>Pig Heart Boy</b> Blocks 4,5</li> <li>• <b>How to live forever</b> Block 6</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All Aboard the Empire Windrush</b> Blocks 7 8</li> <li>• <b>The Island</b> Block 9</li> <li>• <b>Skellig</b> (+Flanders poem) Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intro to Dickens – Oliver Twist</b> Blocks 13, 14,15</li> <li>• <b>Dare to be You</b> (KS2 – KS3 transition) 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>• <b>Autobiography A</b></li> <li>• <b>Discursive writing and speeches A</b></li> <li>• <b>Poems that create images and explore vocabulary (War poetry) A</b></li> <li>• <b>First person stories with a moral A</b></li> <li>• <b>Shakespeare (Sonnets) A</b></li> <li>• <b>Explanatory text A</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Extended third person narrative A</b></li> <li>• <b>Explanatory texts B</b></li> <li>• <b>Newspaper report A</b></li> <li>• <b>Autobiography B</b></li> <li>• <b>First person stories with a moral B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Extended third person narrative (adventure stories) B</b></li> <li>• <b>Newspaper report B</b></li> <li>• <b>Discursive writing and speeches B</b></li> <li>• <b>Poems that create images and explore vocabulary B (Enrichment)</b></li> <li>• <b>Shakespeare (Sonnets) B (Enrichment)</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 (Y6)</li> <li>• Painting and collage Block B (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking and textiles Block C (Y6)</li> <li>• 3D Block D (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Painting Block E (Y6)</li> <li>• Creative Response Block F (Y6)</li> </ul>
Computing – school sequence		
<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 (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Settlements (Y6)</li> <li>• UK, Europe and N America comparison study (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• UK, Europe and N America comparison study (Y6)</li> <li>• OS Maps and fieldwork (orienteeing) (Y6)</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? (Y6)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Windrush generation</li> </ul>	5 significant monarchs or Battle of Britain (Y6)
<b>CUSP Music - mastering the keyboard</b> <b>Singing</b> <ul style="list-style-type: none"> <li>• Block A - Singing focus: Musical stories 2</li> <li>• Block A - Cultural and social - lyrics</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Block B - Untuned focus: Music technology 2</li> <li>• Block B - Alter tempo and rhythm to create effects</li> </ul>	<b>Music Singing</b> <ul style="list-style-type: none"> <li>• Block C - Singing focus: Introducing structure 2</li> <li>• Block C - Identify cyclic patterns inc. verse/chorus, coda</li> </ul> <b>Keyboard</b> <ul style="list-style-type: none"> <li>• Block D - Tuned focus: Musical notation 4</li> <li>• Block D - Create simple notation</li> </ul>	<b>Music Keyboard</b> <ul style="list-style-type: none"> <li>• Block E- Tuned focus: Composition 4</li> <li>• Block E - Improvise using melodic phrases</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>• Block F - Performance focus: Improvisation 2</li> <li>• Block F - Perform including an element of improvisation</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		
<b>Discovery RE</b> <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 2023				Weekly Science		
Sep 4	Geography	Physical processes		Cycle 1	Y6 Electricity	STRONG START (optional)
	Art	Drawing Block A				
11	History	Local History Study - how did conflict change our locality in World War 2?				What is electricity? How does it work?
	Art	Drawing				
18	Computing					What are the components in a series circuit?
	Art	Drawing				
25	Geography	Physical processes				What are the effects and consequences of changing circuit components and batteries?
	DT	Food and Nutrition Block A				
Oct 2	History	Local History Study - how did conflict change our locality in World War 2?				
	DT	Food and Nutrition				
9	Computing					
	DT	Food and Nutrition				
16	Geography	Physical processes		Cycle 2		What is blood made of and why do we need it?
	Art	Painting and collage Block B				
23 30	Half Term					
Nov 6	History	Local History Study - how did conflict change our locality in World War 2?		Cycle 2	Y6 Animals including humans	Why do our bodies need nutrients and how are they transported?
	Art	Painting and collage				
13	Computing					What is our circulatory system?
	Art	Painting and collage				
20	Geography	Physical processes				What is our heart like inside? How does it work?
	DT	Mechanisms Block B				
27	History	Local History Study - how did conflict change our locality in World War 2?				What can we do to keep healthy?
	DT	Mechanisms				
Dec 4	Computing			Present and explain what we know about the circulatory system, nutrients and keeping healthy		
	DT	Mechanisms				
11	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?				
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.					

## Suggested Sequence

Year 6 Spring 2024				Weekly Science		
Jan 1 <small>(start Wed 3/1)</small>	Geography	Settlements		Cycle 3	Y6 Animals, including humans	STONG START (optional)
	Art	Printmaking and textiles Block C				Remember circulation and digestion: how are these two systems connected?
8	History	Windrush generation				Where are the kidneys and what do they do?
	Art	Printmaking and textiles				How do kidneys keep us healthy?
15	Computing					
	Art	Printmaking and textiles				
22	Geography	Settlements				
	DT	Food and Nutrition Block C				
29	History	Windrush generation				
	DT	Food and Nutrition				
Feb 5	Computing			How does light travel?		
	DT	Food and Nutrition				
12	Geography	UK, Europe and N America comparison study		Cycle 4	Y6 Light	What colour is light made of?
	Art	3D Block D				
19	Half term					
26	History	Windrush generation		Cycle 4	Y6 Light	Reflection - how does light help us to see objects?
	Art	3D				Which surfaces make the best reflectors?
Mar 4	Computing					Why do we see objects as a particular colour?
	Art	3D				What happens to the appearance of objects when placed in water?
11	Geography	UK, Europe and N America comparison study				
	DT	Structures Block D				
18	History	Windrush generation				
	DT	Structures				
25	Computing					
	DT	Structures				
Easter break						

## Suggested Sequence

Year 6 Summer 2024			Weekly Science		
Apr 15	Geography	UK, Europe and N America comparison study	Cycle 5	STRONG START (optional)	Living things and their habitats
	Art	Painting Block E			
22	History	5 significant monarchs Or Battle of Britain		Who was the scientist Carl Linnaeus and what did he do?	
	Art	Painting			
29	Computing			How do we classify vertebrates?	
	Art	Painting			
May 6	Geography	UK, Europe and N America comparison study		<b>SATS Week</b> How do we classify invertebrates we know?	
	DT	Electrical systems Block E			
13	History	5 significant monarchs Or Battle of Britain		How do we classify invertebrates we don't know? (Sponges, Jellyfish and Flatworms)	
	DT	Electrical systems			
20	Computing		What are microorganisms?		
	DT	Electrical systems			
27	Half Term				
Jun 3	Geography	OS Maps and fieldwork (orienteeing)	Cycle 6	How do we classify plants?	Y6 Evolution and inheritance
	Art	Creative Response Block F			
10	History	5 significant monarchs Or Battle of Britain		How have living things changed over time? How do we know?	
	Art	Creative Response			
17	Computing			How has life evolved over time?	
	Art	Creative Response			
24	Geography	OS Maps and fieldwork (orienteeing)		What is DNA and what does it do? Working scientifically	
	DT	Textiles Block F			
Jul 1	History	5 significant monarchs Or Battle of Britain		Are all offspring identical to their parents?	
	DT	Textiles			
8	Computing		Darwin and Wallace – what evidence did they share to argue the case for evolution?		
	DT	Textiles			
15	Geography	ENRICHMENT - Use these flexible blocks to enrich the curriculum or consolidate Geography / History	Survival of the fittest - how have animals adapted and evolved to suit their environment?		
	History				