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2025-2026

Curriculum on a Page

Long Term Teaching Sequences

Year 1 Single Age Sequence (Modular) 2025 – 2026

Autumn 2025	Spring 2026	Summer 2026
CUSP Reading • NEW CUSP Bridging unit: 3 x Structured Storytime • Beegu – Block 1 • Where the Wild Things Are – Blocks 2 and 3 • The Storm Whale – Block 4 • The Owl and the Pussycat – Block 5 • Aesop's Fables , The Boy Who Cried Wolf – Block 6	• The Tale of Peter Rabbit – Blocks 7 and 8 • Look Up! – Block 9 • Here We Are – Blocks 10 and 11 • Chocolate Cake, Michael Rosen – Block 12	• There's a Rangtan in My Bedroom – Blocks 13 and 14 • and tango makes three - Block 15 • The Lion Inside – Block 16 • Aesop's Fables, The Hare and the Tortoise – Block 17 • The Proudest Blue – Block 18
 **Listening step 1: Focusing – I can listen for at least a short time.** 1. Give the children a "magic word" and ask them to clap once the moment they hear you say it. 2. Read a short sentence with an action and ask the children to repeat the sentence back to you while acting out the movement. 3. Pause whilst reading and ask the children to point to the thing you just mentioned to show they followed your voice.		
CUSP Writing - Bridging Modules – 3 weeks **UL Writing** – • **Poetry** – Poems to Perform, Julia Donaldson • **Retelling Narrative**- The Lonely Beast, Chris Judge • **Developing Description** – Lost in the Toy Museum, David Lucas • **Developing Sentence Structure** – Little Red/ Rapunzel, Bethan Woollvin • **Character and Plot**, Beegu, Alexis Deacon • **Writing about Real Life** – The Big Book of the UK, Imogen Russell Williams	• **Developing Narrative Structure** – Stanley's Stick, John Hegley • **Writing to Inform** – Look Up!, Nathan Byron • **Developing Punctuation** – Traction Man is Here / Daydreams and Jellybeans, Alex Wharton & Katy Riddell • **Fairy Tales** – Mixed Up Fairy Tales, Hilary Robinson & Nick Sharratt / Billy and the Beast, Nadia Shireen • **Persuasion** – Here We Are, Oliver Jeffers	• **Creating Descriptions** – Journey, Aaron Becker / Out and About, Shirley Hughes • **Recounts** – Nimesh the Adventurer, Ranjit Singh / On the Way, Jill Murphy • **Fact Files** – Ada Twist, Scientist / Iggy Peck, Architect • **Writing Letters** – Where the Wild Things Are, Maurice Sendak • **Instructions** - The Cook & The King, Julia Donaldson • **Writing about Real Events** – Meesha Makes Friends, Tom Percival
Planning Step 3: Working carefully - I work with care and attention  1. After drafting a description, students use a magnifying glass to "detect" and check that capital letters and punctuation have been included in their final sentence. 2. Before finishing a "Retelling Narrative" draft, children must use a checklist to ensure they haven't skipped any key story steps, ticking off the beginning, middle, and end as they find them. 3. Once a "Writing to Inform" fact file is complete, students take a "slow-down moment" to read their work backward word-for-word, specifically looking to correct any missing capital letters or full stops.		
Maths – White Rose • Number: Place value (within 10) • Number: Addition and subtraction (within 10) • Geometry: Shape	• Number: Place value (within 20) • Number: Addition and subtraction (within 20) • Number: Place value (within 50) • Measurement: Length and height • Measurement: Mass and volume	• Number: Multiplication and division • Number: Fractions • Geometry: Position and direction • Number: Place value (within 100) • Measurement: Money • Measurement: Time
Problem solving Step 1: Following instructions - I follow instructions  1. Before beginning a task, give students a three-step instruction for gathering equipment to practice following in the correct order. 2. After hearing instructions for a main activity, students must repeat the "end goal" to a peer before they start, helping them understand what they are aiming towards. 3. Ask the students these reflective questions: "What were the instructions I had to follow?" "Did I do things in the right order?" "Did I have to ask a question because I was stuck?"		
CUSP Science • Seasonal changes and daily weather • Introduce Plants – (trees) • Animals, including humans	• Animals, including humans • Everyday materials	• Plants • Revisit 2: Plants, Animals including humans
 **Problem solving Step 3: Sharing problems – I describe problems to others** 1. Place a wilted plant in the classroom and challenge students to describe exactly what is wrong with it and why it is a problem for the plant. 2. Show a picture of someone wearing a t-shirt in the snow and ask students to identify the specific problem with this choice based on their weather observations. 3. Provide a sentence structure to support using specific language when describing scientific issues: "The problem is [fact] because [reason].		
CUSP Art and Design • Drawing Block A • Painting Block B	• Creative Response Block 2026 • Printmaking Block C	• Textiles Block D • 3D Block E
Creativity Step 3: Expressing imagination - I share what I imagine in different ways  1.Before starting a final piece, ask students to create a quick "idea sketch" to show a partner exactly what they see in their mind for their character or landscape. 2.Challenge students to imagine a "mood" (like happy or angry) and choose one specific fabric or texture to show that feeling to the class without using words. 3.Students imagine a strange new creature and use a basic clay model to demonstrate its shape and how it moves to their group.		
Computing – Purple Mash • Unit 1.1 – Online Safety & Exploring Purple Mash • Unit 1.2 – Grouping & Sorting • Unit 1.3 - Pictograms	• Unit 1.4 – Lego Builders • Unit 1.5 – Maze Explorers • Unit 1.6 – Animated Story Books	• Unit 1.7 – Coding • Unit 1.9 – Technology Outside School
Problem solving Step 1: Following instructions - I follow instructions		

1. One student acts as the "Computer" and the other as the "User." The "User" must give the three exact instructions needed to log in to Purple Mash, while the "Computer" follows them exactly to reach the home screen.
2. When a task requires a logical order—such as animating a character in Unit 1.7 or building a structure in Unit 1.4—have students tell a partner the three steps they will take before they touch their keyboard or screen.
3. Ask the students these reflective questions: "What were the instructions I had to follow?" "Did I do things in the right order?"

CUSP Design and Technology • Mechanisms Block A *Instructional writing A* • Structure Block B	• Food and Nutrition Block C *Animals including humans* • Materials Block D	• Textiles Block E *Hot and cold places* • Food and Nutrition Block F *Instructional writing B*

Creativity Step 3: Expressing imagination - I share what I imagine in different ways

1. Before building, ask students to draw a quick "labeled sketch" that shows a partner exactly which parts move or where different materials go.
2. When designing mechanisms, have children use their arms and bodies to "act out" how they imagine their slider or lever will move.Material
3. Ask children to pick one scrap material and explain to the group what it "represents" in their imagined design (e.g., "This blue paper is the water")

CUSP Geography • Continents and oceans, UK countries / capital cities and seas	• Continents and oceans, UK countries / capital cities and seas • Hot and cold places	• Mapping and fieldwork

Listening step 2: Recalling – I remember simple instructions

1.Before starting a map task, give students three simple verbal instructions (e.g., "1. Circle the UK. 2. Color the ocean blue. 3. Draw a star on London.") and ask them to repeat the steps to a partner before starting.
2.Practice directional vocabulary by giving a sequence of "explorer instructions" that children must recall and act out to reach a "hidden continent" in the classroom.
3.Challenge students to gather the specific tools they need for fieldwork by following a list ("1. Pick up a clipboard. 2. Find a gray pencil. 3. Put on your high-vis vest.") to ensure they can manage instructions without missing steps.

CUSP History • Changes within living memory	• The lives of significant people *(Mary Anning and David Attenborough)*	• More lives of significant people (*Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.)* • Re-visit Changes within living memory

Listening step 4: Retelling – I pass on information accurately

1. After learning about a figure like Mary Anning, have students tell a partner three things she did, using simple language to ensure the next person receives the correct message.
2. Describe a specific object from "living memory" (like an old telephone); students must retell the description to a peer, focusing on the key details that make it different from today's version.
3.Whisper a history fact to one student who will pass it through a group, checking at the end to see if the final message matches the original.

Music - KAPOW • Keeping the pulse (Theme: My favourite things) • Tempo (Theme: Snail and mouse)	• Dynamics (Theme: Seaside) • Sound Patterns (Theme: Fairy tales)	• Pitch (Theme: Superheroes) • Musical symbols (Theme: Under the sea)

Leadership Step 2: Sharing reactions – I explain how an idea makes me feel when appropriate

1.After listening to music with different speeds, have students choose an emoji card to show if the fast or slow music makes them feel "excited" or "worried" and ask them to explain why.
2.When experimenting with loud and quiet sounds, ask students to share if the loud "crashing wave" sounds make them feel "brave" or "nervous".
3. Ask students to listen to high and low superhero themes and explain which one they would choose for their own hero based on how the music makes them feel.

PE – GET SET 4 PE • Fundamentals • Target Games • Dance • Team Building	• Gymnastics • Fitness • Sending and Receiving • Ball Skills	• Net and Wall Games • Invasion Games • Athletics • Striking and Fielding

Teamwork Step 1: Working Together - I work with others when appropriate.

1.Instead of one person setting up, pairs must work together to carry and place three items (e.g., a mat, a cone, and a ball) in a designated area, focusing on being helpful and patient.
2.During Dance or Gymnastics, one student performs a simple movement and their partner must copy it exactly; they then switch, practicing how to listen and share ideas without interrupting.
3.After any small-sided game or skill practice students must high-five their team and say one specific "thank you" for a way they helped the group.

PSHE – Jigsaw • Being Me in My World • Celebrating Differences	• Dreams and Goals • Healthy Me	• Relationships • Changing Me

Adapting: Step 1: Identifying Emotions. I can tell how I am feeling

1.Give each student three colored stones representing different "Jigsaw" feelings (e.g., green for happy, blue for sad); ask them to place a stone in a jar that matches how they feel about starting a new school year.
2.Ask children to make a face that shows a "Tier 2" emotion like frustrated or grateful and explain to a partner what thoughts made them choose that face.
3.After a physical activity or a calming exercise, have children point to their "Body Map" to show where they feel an emotion.

UL RE • Christianity & Judaism - How do people show they belong? • Christianity - Why does Christmas matter to Christians?	• Christianity & Judaism - Who made the world? • Humanism - What questions does the story of creation make us ask?	• Judaism - Why are symbols and artefacts important to some Jewish families during Shabbat? • Christianity - How do Christians show God is important to them?

Listening step 5: Recognising Purpose - I know why someone is communicating with me

1.Show a Shabbat item and ask students to identify if its purpose is to "give instructions," "share information," or "express feelings".
2.After learning how people show they belong to a faith, have children design a badge and explain its purpose: "I made this to [reason]" (e.g., to build a relationship or share a belief).
3. After hearing a creation story, ask children if the purpose of the story was to share a fact or an opinion, helping them understand different ways people communicate their views on the world.

Suggested Sequence Year 1

Autumn 2025		Spring 2026		Summer 2026	
Sept 1	**CUSP Art & Design** *Drawing Block A*	**Jan** 5	**Science** *Animals, including humans*	**Apr** 13	**CUSP Art & Design** *Printmaking Block C*
				20	**Science** *Plants*
8	**Science** *Seasonal changes / daily weather*	12	**History** *Lives of significant individuals*	27	**History** *More lives of significant individuals*
15	**CUSP Design and Technology** *Mechanisms Block A*	19		**May** 4	**Geography** *Map and fieldwork skills*
22	**Science** *Plants (trees)* **CUSP Money Matters Festival – Tuesday 23rd September**	26	**CUSP Art & Design** *Creative Response Block 2026* **CUSP Art Festival**	11	**CUSP Art and Design** *3D Block E*
29	**History** *Changes within living memory*	**Feb** 2	**Science** *Everyday materials*	18	**Computing**
Oct 6		9	**Computing**	25	Half term
13	**Computing**	16	Half term	**June** 1	**CUSP Design and Technology** *Textiles Block E*
20	**ENRICHMENT** Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.	23	**CUSP Design and Technology** *Food and Nutrition Block C*	8	**Geography** *Hot and cold places* **CUSP Food Festival – wk beg. 15th June**
27	Half term	**Mar** 2	**Science** *Everyday materials*	15	
Nov 3	**Science** *Animals, including humans*	9	**Computing**	22	**CUSP Design and Technology** *Food and Nutrition Block F*
10	**Geography** *Continents and oceans, UK countries / capital cities and seas*	16	**CUSP Design and Technology** *Materials Block D*	29	**Science** *Revisit: Plants, Animals including humans and Seasonal changes*
17		23	**Geography** *Continents and oceans, UK countries / capital cities and seas*	**July** 6	**CUSP Art and Design** *Textiles Block D*
24	**CUSP Art and Design** *Painting Block B* **CUSP Spoken Language Festival – Tuesday 25th November**	30	Easter break	13	**Computing**
Dec 1	**Science** *Animals, including humans*				**Term ends 17th July 2026.**
8	**CUSP Design and Technology** *Structures Block B*				Summer break
15	**Computing** Everyone Can Code Early Learners: Functions and Loops				
	Christmas break				

Year 2 Single Age Sequence (Modular) 2025 – 2026

Autumn 2025	Spring 2026	Summer 2026
CUSP Reading • Grandad's Island – Block 1 • Aesop's Fables, The Goose that laid the Golden Eggs – Block 2 • Mrs Noah's Pockets – Block 3 • Paddington – Blocks 4 and 5 • The Christmas Pine, Julia Donaldson – Block 6	• The Quangle Wangle's Hat, Edward Lear – Block 7 • Coming to England – Block 8 • The Street Beneath My Feet – Block 9 • The Rhythm of the Rain – Blocks 10 and 11 • Little People Big Dreams: David Attenborough (DA) – Block 12	• Fantastically Great Women Who Changed the World – Blocks 13 and 14 • Aesop's Fables, The Sun and The Wind – Block 15 • Fantastic Mr Fox – Blocks 16, 17 and 18
Listening step 1: Focusing – I can listen for at least a short time. 1. Give the children a "magic word" and ask them to clap once the moment they hear you say it. 2. Read a short sentence with an action and ask the children to repeat the sentence back to you while acting out the movement. 3. Pause whilst reading and ask the children to point to the thing you just mentioned to show they followed your voice.		
CUSP Writing Strong Start Sentence Composition lessons – 3 weeks **UL Writing Curriculum** • **Poetry** – Thinker: My Puppy Poet and Me, Eloise Greenfield • **Instructions:** The Disgusting Sandwich, Gareth Edwards • **Creating Narrative:** Lubna and Pebble, Wendy Meddour • **Personal Narrative** – The Proudest Blue, Ibtihaj Muhammad • **Developing Punctuation** – Don't Let the Pigeon Drive the Bus!, Mo Willems • **Writing Letters** - Paddington's Post, Michael Bond	• **Persuasion –** The king Who Banned the Dark, Emily Haworth Booth • **Writing to Entertain** – The Dragon Machine, Helen Ward / Tiger, Tiger, Burning Bright, Fiona Waters • **Writing about Real Life** – What Do Grown Ups Do All day?, Virginie Morgand • **Writing Instructions** – How to Babysit a Grandma, Jean Reagan • **Fact Files** - Monstrous Book of Monsters, Johnny Duddle & Aleksei Bitskoff • **Inventing Narratives** – The Night Gardener, The Fan Brothers	• **Developing Description** – The Tunnel, Anthony Browne / An emotional Menagerie, The School of Life • **Recounts** – Augustus & His Smile, Catherine Rayner • **Developing Vocabulary** – Never Smile at a Monkey, Steve Jenkins • **Writing to Inform** – Africa, Amazing Africa, Atinuke • **Narrative** – The Midnight Fair, Gideon Sterer • **Informative Writing** – Welcome To Our World, Moira Butterfield
Planning Step 3: Working carefully - I work with care and attention 1. After drafting a description, students use a magnifying glass to "detect" and check that every planned adjective from their vocabulary bank has been included in their final sentence. 2. Before finishing a "Retelling Narrative" draft, children must use a checklist to ensure they haven't skipped any key story steps, ticking off the beginning, middle, and end as they find them. 3. Once a "Writing to Inform" fact file is complete, students take a "slow-down moment" to read their work backward word-for-word, specifically looking to correct any missing capital letters or full stops.		
Maths – White Rose • Number: Place value • Number: Addition and subtraction • Geometry: Shape	• Measurement: Money • Number: Multiplication and division • Measurement: Length and height • Measurement: Mass, capacity and temperature	• Number: Fractions • Measurement: Time • Statistics • Geometry: Position and direction
Problem solving Step 1: Following instructions - I follow instructions 1. Before beginning a task, give students a three-step instruction for gathering equipment to practice following in the correct order. 2. After hearing instructions for a main activity, students must repeat the "end goal" to a peer before they start, helping them understand what they are aiming towards. 3. Ask the students these reflective questions: "What were the instructions I had to follow?" "Did I do things in the right order?" "Did I have to ask a question because I was stuck?"		
CUSP Science • Living things and their habitats • Animals, including humans	• Uses of everyday materials • Revisit Living things and their habitats / materials	• Plants • Revisit Living things and their habitats / Animals, including humans
Problem solving Step 3: Sharing problems – I describe problems to others 1. Place a wilted plant in the classroom and challenge students to describe exactly what is wrong with it and why it is a problem for the plant. 2. Show a picture of someone wearing a t-shirt in the snow and ask students to identify the specific problem with this choice based on their weather observations. 3. Provide a sentence structure to support using specific language when describing scientific issues: "The problem is [fact] because [reason].		
CUSP Art and Design • Drawing Block A • Painting Block B	• Creative Response Block 2026 • Printmaking Block C	• Textiles and collage Block D • 3D Block E
Creativity Step 3: Expressing imagination - I share what I imagine in different ways 1.Before starting a final piece, ask students to create a quick "idea sketch" to show a partner exactly what they see in their mind for their character or landscape. 2.Challenge students to imagine a "mood" (like happy or angry) and choose one specific fabric or texture to show that feeling to the class without using words. 3.Students imagine a strange new creature and use a basic clay model to demonstrate its shape and how it moves to their group.		
Computing – Purple Mash • Unit 2.1 - Coding • Unit 2.2 - Online Safety • Unit 2.3 - Spreadsheets	• Unit 2.4 - Questioning • Unit 2.5 - Effective searching	• Unit 2.6 – Creating Pictures • Unit 2.7 – Making Music • Unit 2.8 – Presenting Ideas
Problem solving Step 1: Following instructions - I follow instructions		

1. One student acts as the "Computer" and the other as the "User." The "User" must give the three exact instructions needed to log in to Purple Mash, while the "Computer" follows them exactly to reach the home screen.
2. When a task requires a logical order, students tell a partner the three steps they will take before they touch their keyboard or screen.
3. Ask the students these reflective questions: "What were the instructions I had to follow?" "Did I do things in the right order?"

CUSP Design and Technology • Textiles Block A • Food and Nutrition Block B *Sci Living things*	• Mechanisms Block C • Materials Block D *Sci Use of Everyday materials*	• Food and Nutrition Block E • Structures Block F

Creativity Step 3: Expressing imagination - I share what I imagine in different ways

1. Before building, ask students to draw a quick "labeled sketch" that shows a partner exactly which parts move or where different materials go.
2. When designing mechanisms, have children use their arms and bodies to "act out" how they imagine their slider or lever will move.
3. Ask children to pick one scrap material and explain to the group what it "represents" in their imagined design (e.g., "This blue paper is the water")

CUSP Geography • Human and Physical features • Compare a small part of the UK to a non-European location – London and Nairobi	• Compare a small part of the UK to a non-European location – London and Nairobi • Fieldwork and map skills	• Fieldwork and map skills • Compare a different non-European location to our locality - Amazon Rainforest

Listening step 2: Recalling – I remember simple instructions

1.Before starting a map task, give students three simple verbal instructions (e.g., "1. Circle the UK. 2. Color the ocean blue. 3. Draw a star on London.") and ask them to repeat the steps to a partner before starting.
2.Practice directional vocabulary by giving a sequence of "explorer instructions" that children must recall and act out to reach a "hidden continent" in the classroom.
3.Challenge students to gather the specific tools they need for fieldwork by following a list ("1. Pick up a clipboard. 2. Find a gray pencil. 3. Put on your high-vis vest.") to ensure they can manage instructions without missing steps.

CUSP History • Events beyond living memory	• Local History Study – The people, places and events in Dudley and Dudley Castle	• Local History Study – The people, places and events in Dudley and Dudley Castle • Revisit – Events beyond living memory

Listening step 4: Retelling – I pass on information accurately

1. After learning about a figure like Mary Anning, have students tell a partner three things she did, using simple language to ensure the next person receives the correct message.
2. Describe a specific object from "living memory" (like an old telephone); students must retell the description to a peer, focusing on the key details that make it different from today's version.
3.Whisper a history fact to one student who will pass it through a group, checking at the end to see if the final message matches the original.

Music - KAPOW • Call and response (Theme: Animals) • Instruments (Theme: Musical storytelling)	• Singing (Theme: On this island) • Contrasting dynamics (Theme: Space)	• Structure (Theme: Myths and legends) • Pitch (Theme: Musical me)

Leadership Step 2: Sharing reactions – I explain how an idea makes me feel when appropriate

1.After listening to music with different speeds, have students choose an emoji card to show if the fast or slow music makes them feel "excited" or "worried" and ask them to explain why.
2.When experimenting with loud and quiet sounds, ask students to share if the loud "crashing wave" sounds make them feel "brave" or "nervous".
3. Ask students to listen to high and low superhero themes and explain which one they would choose for their own hero based on how the music makes them feel.

PE – GET SET 4 PE • Fundamentals • Ball Skills • Dance • Fitness	• Gymnastics • Team Building • Sending and Receiving • Target Games	• Net and Wall Games • Invasion games • Striking and Fielding Games • Athletics

Teamwork Step 1: Working Together - I work with others when appropriate.

1.Instead of one person setting up, pairs must work together to carry and place three items (e.g., a mat, a cone, and a ball) in a designated area, focusing on being helpful and patient.
2.During Dance or Gymnastics, one student performs a simple movement and their partner must copy it exactly; they then switch, practicing how to listen and share ideas without interrupting.
3.After any small-sided game or skill practice students must high-five their team and say one specific "thank you" for a way they helped the group.

PSHE – Jigsaw • Being Me in My World • Celebrating Differences	• Dreams and Goals • Healthy Me	• Relationships • Changing Me

Adapting: Step 1: Identifying Emotions. I can tell how I am feeling

1.Give each student three colored stones representing different "Jigsaw" feelings (e.g., green for happy, blue for sad); ask them to place a stone in a jar that matches how they feel about starting a new school year.
2.Ask children to make a face that shows a "Tier 2" emotion like frustrated or grateful and explain to a partner what thoughts made them choose that face.
3.After a physical activity or a calming exercise, have children point to their "Body Map" to show where they feel an emotion.

UL **RE** • Where is religion in our local community? • Judaism - What does it mean to be free?	• Christianity - What do stories from the Bible reveal about what God is like? • Christianity - Why does Easter matter to Christians?	• Hindu Dharma - What do our senses tell us about Hindu worship? • Hindu Dharma - How do celebrations give Hindus a sense of belonging?

Listening step 5: Recognising Purpose - I know why someone is communicating with me

1.Show a Shabbat item and ask students to identify if its purpose is to "give instructions," "share information," or "express feelings".
2.After learning how people show they belong to a faith, have children design a badge and explain its purpose: "I made this to [reason]" (e.g., to build a relationship or share a belief).
3. After hearing a creation story, ask children if the purpose of the story was to share a fact or an opinion, helping them understand different ways people communicate their views on the world.

Suggested Sequence Y2

Autumn 2025		Spring 2026		Summer 2026	
Sept 1	**CUSP Art and Design** *Drawing Block A*	**Jan** 5	**Geography** *Compare a small part of UK and a small part of non-European location – London and Nairobi*	**Apr** 13	**CUSP Art and Design** *Printmaking Block C*
				20	**Science** *Plants*
8	**Science** *Living things and habitats*	12		27	
15		19	**Science** *Uses of Everyday materials* ***1 (split)***	**May** 4	**CUSP Design and Technology** *Food and Nutrition Block E*
22	**Computing** **CUSP Money Matters Festival – Tuesday 23rd September**	26	**CUSP Art and Design** *Creative Response Block 2026* **CUSP Art Festival**	11	**Geography** *Compare a different non-European location to our locality – Amazon Rainforest*
29	**CUSP Design and Technology** *Textiles Block A*	**Feb** 2	**Computing**	18	**CUSP Art and Design** *3D Block E*
Oct 6	**History** *Events beyond living memory – Great Fire of London*	9	**CUSP Design and Technology** *Mechanisms Block C*	25	Half term
13		16	Half Term	**June** 1	**Computing**
20	**ENRICHMENT** Use flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.	23	**Science** *Uses of Everyday materials* ***2***	8	**History** *Significant historical events, people, places in our locality*
27	Half Term	**Mar** 2	**Computing**	15	**CUSP Design and Technology** *Structures Block F* **CUSP Food Festival**
Nov 3	**Science** *Animals, including humans*	9	**CUSP Design and Technology** *Understanding Materials Block D*	22	**Geography** *Fieldwork and map skills*
19		16	**Science** *Revisit Living things and habitats / materials*	29	
17	**Geography** *Human and physical features, maps and compass directions*	23	**History** *Significant historical events, people, places in our locality*	**July** 6	**Science** *Revisit Living things and habitats / Animals including humans*
24	**CUSP Art and Design** *Painting Block B* **CUSP Spoken Language Festival – Tuesday 25th November**	30	Easter break	13	**Computing**
Dec 1	**Computing**			20	**CUSP Art and Design** *Textiles and collage Block D*
8	**Geography** *Compare a small part of the UK to a non-European location – London and Nairobi*				Summer break
15	**CUSP Design and Technology** *Food and Nutrition Block B*				
	Christmas break				

Year 3 Single Age Sequence (Modular) 2025 – 2026

Autumn 2025	Spring 2026	Summer 2026
CUSP Reading • Greta and the Giants – Block 1 • The Pebble in my Pocket – Blocks 2 and 3 • Leon and the Place Between – Blocks 4 and 5 • 'Twas the Night before Christmas, Anon – Block 6	• Sam Wu is Not Afraid of the Dark – Blocks 7, 8 and 9 (includes My Shadow, Robert Louis Stephenson) • Operation Gadgetman – Blocks 10, 11 and 12	• The Dancing Bear – Blocks 13, 14 and 15 • The Magician's Nephew – Blocks 16, 17 and 18
 **Speaking Step 4: Organising Thoughts - I order my points to be understood** 1. After reading a chapter, ask students to explain the sequence of events to a partner using only three sentences, starting with the most important event. 2. When discussing the plot, challenge students to explain a characters actions using "because" or "therefore". 3. Before starting a book, students summarise the "main content" of the blurb in a logical order to persuade a peer to read it with them.		
CUSP Writing Strong Start Sentence Composition – 3 weeks **UL Writing Curriculum** • **Poetry** – Jabberwockey, Lewis Carroll • **Developing Description** – Once Upon an Ordinary School Day, Colin McNaughton • **Instructions** – Instructions, Neil Gaiman • **Writing to Inform** – Day of the Dinosaurs, Steve Brusatte • **Developing Dialogue** – Stone Age Boy, Satoshi Kitamura	• **Investigating Viewpoint** – Twisted Fairy Tales, The True Story of the Three Little Pigs, Jon Scieszka • **Discussion** – Fairy Tale Crimes, David Levinthal • **Reporting** – Fairy Tale Crimes • **Fact Files** – This is How we Do It, Matt Lamothe • **Traditional Fables / Poetry Link**	• **Creating Atmosphere** – Escape From Pompeii, Cristina Balit • **Writing to Inform** – Earth Shattering Events, Robin Jacobs • **Writing to Persuade: Adverts & Reviews** – Izzy Gizma, Pip Jones • **Letter Writing for Different Purposes & Audiences** – The day the Crayons Quit, Drew Daywalt
Planning Step 3: Working carefully - I work with care and attention  1.Introduce a "3-minute slow-down." Students must swap books and check just one specific thing carefully (e.g., "Did my partner use a capital letter for every name?") before they are allowed to continue. 2. Before writing their own instructions, give students a "Model Text" with intentional mistakes. Their task is to work carefully to find and fix the errors, showing they understand what a "complete and correct" task looks like. 3. Ask students to "audition" three different adjectives for a noun. They must work carefully to choose the most effective one, rather than just picking the first word they think of.		
Maths – White Rose • Number: Place Value • Number: Addition and Subtraction • Number: Multiplication and Division A	• Number: Multiplication and Division B • Measurement: length and perimeter • Number: Fractions A • Measurement: Mass and Capacity	• Number: Fractions B • Measurement: Money • Measurement: Time • Geometry: Shape • Statistics
Adapting Step 3: Persisting - I keep going when faced with challenges  1.During Addition and Subtraction, give students a pre-solved calculation with a common error (like forgetting to exchange). Instead of just fixing it, they must "persist" until they can explain exactly where the logic broke down. 2.During fractions work, if a question is challenging try three "persistence strategies" first: 1. Use a concrete manipulative (like fraction walls), 2. Draw a bar model, 3. Re-read the question out loud to a partner. 3. When practicing the 8 times table, set a short timer for 2 minutes. Challenge students to write down as much as they know. If they get stuck, they write "I don't know this yet" and move to the next, returning to the difficult ones until the timer is up.		
CUSP Science • Rocks • Animals, including humans • Revisit Rocks	• Forces and magnets • Plants	• Light
Problem solving Step 4: Finding information – I find information I need to complete a task  1. Give students a "mystery rock." To complete the task of identifying it, they must use a streak plate, a water dropper, and a reference guide to find the information needed to label it correctly. 2. Provide a jumbled skeleton diagram. Students must use science books or classroom posters to find the specific names of five key bones (e.g., cranium, femur) to complete the assembly. 3. Set a task to find "The Strongest Magnet." Students must devise a way to gather information (e.g., counting how many paperclips a magnet can hold) and use that data to complete their final report.		
CUSP Art and Design • Drawing and painting Block A • Printmaking Block B	• Creative Response Block 2026 • Textiles and collage Block C	• 3D Block D • Painting Block
Creativity Step 5: Suggesting Improvements - I can describe how to improve an idea  1. Students swap sketchbooks with a partner. Each student must describe one specific "improvement" for their own work based on their partner's feedback (e.g., "I will make the lines darker to show the shadow"). 2. Students to make a "test print" on scrap paper. Before moving to the final piece, they must tell a partner one change they will make to improve the final version. 3. Show the class a "failed" example of a collage where the glue hasn't held or colours clash. Ask them to describe three ways they would improve that specific piece to make it "gallery ready."		
Computing – Purple Mash • Unit 3.1 - Coding • Unit 3.2 - Online Safety • Unit 3.3 - Spreadsheets	• Unit 3.4 - Touch Typing • Unit 3.5 - Email • Unit 3.6 - Branching Databases	• Unit 3.7 - Simulations • Unit 3. 8 - Graphing • Unit 3.9 - Presenting with Microsoft PowerPoint • Unit 3.10 – micro:bits

Planning Step 3: Working carefully - I work with care and attention

1. Students write a checklist and use this to tick off that they have included every specific instruction.
2. After entering data into a Purple Mash spreadsheet, students swap seats. Their partner acts as an "Auditor" who carefully checks three specific cells against the original data sheet to ensure no typing errors were made.
3. During touch typing, reward students not for the fastest time, but for the highest accuracy. Students must work carefully to keep their "accuracy meter" above 95%, emphasizing that "careful" is better than "fast."

CUSP Design and Technology

- Textiles Block A
- Food and Nutrition Block B
  Science – Animals including humans
- Mechanisms Block C
  Science – Forces and magnets
  Writing – Advanced instructional writing A
- Food and Nutrition Block D
  Science – Animals including humans
- Systems Block E
- Structures Block F

Creativity Step 5: Suggesting Improvements - I can describe how to improve an idea

1. Halfway through a building project, have a "mid-point check." Students leave their work on the desk and walk around. They must leave one "improvement sticky note" on their own work, describing one thing they will change to make it better.
2. In Food and Nutrition, give students a basic recipe. Their task isn't just to make it, but to suggest one "chef's improvement" to make it healthier or tastier before they start cooking.
3. Use a "low-fidelity" material (like masking tape and scrap card) to build a quick mechanism. Before using the "real" materials, students must describe to a partner two improvements they will make to the final version based on what they learned from the scrap model.

CUSP Geography

- Fieldwork – human and physical features
- UK Study
- Revisit human and physical features
- OS maps and scale

Problem solving Step 4: Finding information – I find information I need to complete a task

1. Provide students with a complex OS Map. Give them a list of symbols (e.g., a church with a spire, a coniferous forest, a picnic area). To complete the task, they must use the map key to find the specific information needed to locate these features on the map.
2. During a walk around the school or local area, give students a tally chart. They must find information by looking for specific human and physical features. The task is only "complete" when they have found and recorded at least three examples of each.
3. When studying a UK city, give students an atlas. Ask them to find three specific pieces of information: its name, its county, and its nearest river. They must use these found facts to complete a "Regional Profile" postcard.

CUSP History

- Stone Age – Iron Age
- Stone Age – Iron Age
- The Roman Empire and the impact on Britain
- The Roman Empire and the impact on Britain

Speaking Step 5: Knowing the audience - I adapt my communication to what my audience already know

1. Ask students to imagine they are explaining a modern object (like a smartphone) to a person from the Stone Age. They must think carefully: what does a Stone Age person already know? They have to avoid words like "battery" or "screen" and use comparisons like "a magic stone that talks."
2. Set up a "Question Time" where students are Roman experts. Before they answer a question from a "civilian" (another student), they must ask: "Do you know what a 'legion' is, or should I explain that first?" This practices the habit of checking the audience's knowledge.
3. Students act out a roleplay where they speak formally to a Roman Emperor versus using simple instructions for a new Celtic worker.

Music - KAPOW

- Ballads
- Creating compositions in response to an animation (Theme: Mountains)
- Developing singing technique (Theme: the Vikings)
- Pentatonic melodies and composition (Theme: Chinese New Year)
- Jazz
- Traditional instruments and improvisation (Theme: India)

Planning Step 4: Recognising strengths - I recognise what I am good at

1. After a group performance, the group reflects on what each member did well.
2. Following a solo performance, the class must identify one specific strength they heard.
3. During Singing Technique, split the class into groups. Ask the children to decide amongst themselves who should lead the "high" and "low" parts based on the strengths they've heard during warm-ups.

French - KAPOW

- Unit 1: French Greetings with puppets
- Unit 2: French adjectives of colour, size and shape
- Unit 3: French playground games
- Unit 4: In a French classroom
- Unit 5: French transport
- Unit 6: A circle of life in French

Listening step 4: Retelling – I pass on information accurately

1.Use a puppet to say a French greeting with a specific emotion (happy, tired, or grumpy). The students must "retell" the greeting to their neighbour using the same tone and pronunciation to check their understanding of the mood and the word.
2.The teacher says a sequence of three colours (e.g., "rouge, vert, bleu"). Students must retell the sequence to a partner. If they get it right, they "check" it by pointing to the correct coloured pencils on their desk.
3.Play French "Simon Says," the leader gives an instruction. Before the class performs the action, they must "retell" the command out loud together to process the auditory information before acting.

PE – GET SET 4 PE

- Hockey
- OAA
- Dance
- Fundamentals Y3/4
- Gymnastics
- Handball
- Basketball
- Netball
- Tennis
- Ball Skills Y3/4
- Cricket
- Athletics

Leadership Step 4: Organising tasks - I divide up tasks in a fair way

1. Before a skill circuit, give one student the "Manager" whistle. Their job is to organise the setup.
2. Students choose a leader to organise a passing drill. They must decide the order of the players and the specific task for each.
3. Give a group a complex OAA task (like the "Human Knot" or "Blindfold Trail"). The leader must organise the team to complete the steps together.

PSHE – Jigsaw

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Teamwork Step 5: Supporting others - I help others as much as I can

1. Assign one student in each group to be the "Support Scout." Their only job is to look for teammates who are stuck or moving slowly and offer one specific piece of help.
2. Give pairs a card describing a "friend in need" (e.g., "Your friend is trying to tidy their tray but they have dropped all their pencils"). Students decide how they would offer support.
3. At the end of a lesson, instead of asking "Who finished their work?", ask "Who helped someone else finish their work?" This rewards the behaviour of looking outward rather than just inward.

UL RE • Christianity - How do people think about the Bible? • Christianity - What is the Trinity? How have artists used symbolism to express Trinity?	• Christianity & Humanism - How do people make moral decisions? • Islam - Where do Islamic beliefs come from?	• Islam - How do Muslims express their beliefs in their daily lives? (1) • Islam - How do Muslims express their beliefs in their daily lives? (2)

Listening step 5: Recognising Purpose - I know why someone is communicating with me

1. Provide short snippets from the Bible or the Qur'an. Ask students to identify the purpose of each snippet: Is it to inform (share a fact), instruct (give a rule), or inspire (share a story)?
2.After learning how people show they belong to a faith, have children design a badge and explain its purpose: "I made this to [reason]" (e.g., to build a relationship or share a belief).
3. Give students a moral dilemma. They listen to a "Christian response" and a "Humanist response." Ask them to identify the purpose behind each argument (e.g., "The Christian purpose is to follow the Bible's teaching on love; the Humanist purpose is to be kind to everyone").

Suggested Sequence Y3

Autumn 2025		Spring 2026		Summer 2026	
Sept 1	**CUSP Art and Design** *Drawing and Painting Block A*	**Jan** 5	**History** *Stone Age – Iron Age*	**Apr** 13	**CUSP Design and Technology** *Food and Nutrition Block D*
				20	**History** *The Roman Empire and its impact on Britain*
8	**Science** *Rocks*	12	**Science** *Forces and magnets 1(split)*	27	
15		19	**Geography** *UK study*	**May** 4	**CUSP Art and Design** *3D Block D*
22	**Computing** **CUSP Money Matters Festival – Tuesday 23rd September**	26	**CUSP Art Festival** **CUSP Art and Design** *Creative Response Block 2026*	11	**Computing**
29	**CUSP Design Technology** *Textiles Block A*	**Feb** 2	**Computing**	18	**Science** *Plants*
Oct 6	**History** *Stone Age – Iron Age*	9	**CUSP Design Technology** Mechanisms Block C	25	Half term
13	**CUSP Art and Design** *Printmaking Block B*	16	Half Term	**June** 1	**CUSP Design and Technology** *Systems Block E*
20	**History** *Stone Age – Iron Age*	23	**Science** *Forces and magnets 2*	8	**Science** *Light*
27	Half Term	**Mar** 2	**Geography** *UK study*	15	**History** *The Roman Empire and its impact on Britain* **CUSP Food Festival**
Nov 3	**ENRICHMENT** Use these flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.	9	**CUSP Art and Design** *Textiles and Collage Block C*	22	***Geography*** *OS Maps and scale*
10	**Geography** *Fieldwork - human and physical features*	16	**Computing**	29	**Art and Design** *Painting Block E*
17	**CUSP Design Technology** *Food and Nutrition Block B*	23	**Science** *Plants*	**July** 6	***Geography*** *Revisit human and physical features*
24	**Science** *Animals, including humans* **CUSP Spoken Language Festival – Tuesday 25th November**	30	Easter break	13	**Computing**
Dec 1	**Computing**			20	**Design Technology** *Structures Block F*
8	**Science** *Revisit Rocks*				Summer break
15	**ENRICHMENT** Use these flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.				

	Christmas break				

Year 4 Single Age Sequence (Modular) 2025 – 2026

Autumn 2025	Spring 2026	Summer 2026
CUSP Reading (Y4) • The Queen's Nose – Blocks 1 and 2 The Raven – Block 3 • The Girl Who Stole an Elephant – Blocks 4. 5 and 6	• Varjak Paw -Blocks 7, 8 and 19 • The Boy at the Back of the Class – Blocks 10, 11 and 12	• Young, Gifted and Black – Blocks 13, 14 (Caged Bird Maya Angelou) and 15 • Wind in the Willows – Blocks 16, 17 (The Walrus and the Carpenter Lewis Carroll) and 18
 **Speaking Step 4: Organising thoughts - I order my points to be understood** 1. After reading a chapter, ask students to explain the sequence of events to a partner using only three sentences, starting with the most important event. 2. When discussing the plot, challenge students to explain a character's actions using "because" or "therefore". 3. Before starting a book, students summarise the "main content" of the blurb in a logical order to persuade a peer to read it with them.		
CUSP Writing Strong Start Sentence Composition – 3 weeks **UL Writing Curriculum** • **Poetry** – Poems Aloud, Joseph Coelho • **Instructional Writing** – Chop, Sizzle Wow: The Silver Spoon Comic Cookbook, Tara Stevens • **Developing Description** – The Building Boy, Ross Montgomery • **Writing to Inform** – Dragonology: The Complete Book of Dragons, Dugald Steer • **Writing Short Stories**	• **Creating Narrative: Traditional Tales** – Usborne Illustrated Arabian Nights • **Dual Purpose Writing: David Attenborough Wildlife Voiceovers** – Atlas of Animal Adventures, Rachel Williams • **Creating Narrative** – The Great Kapok Tree, Lynn Cherry • **Persuasion: Save the Rainforest** - There's a Rangtan in My Bedroom, James Sellick & Frann Preston-Gannon	• **Writing to Entertain: Personal Recounts** – Quick! Let's Get Out of Here, Michael Rosen • **Discussion** – This or That?, Pippa Goodheart • **Author Study: Nicola Davies** • **Biography** - Inventors: Incredible stories of the world's most ingenious inventions, Robert Winston
Planning Step 3: Working carefully - I work with care and attention  1.Introduce a "3-minute slow-down." Students must swap books and check just one specific thing carefully (e.g., "Did my partner use a capital letter for every name?") before they are allowed to continue. 2. Before writing their own instructions, give students a "Model Text" with intentional mistakes. Their task is to work carefully to find and fix the errors, showing they understand what a "complete and correct" task looks like. 3. Ask students to "audition" three different adjectives for a noun. They must work carefully to choose the most effective one, rather than just picking the first word they think of.		
Maths – White Rose • Place Value • Addition and Subtraction • Area • Multiplication and Division A	• Multiplication and Division B • Length and perimeter • Fractions • Decimals A	• Decimals B • Money • Time • Shape • Statistics • Geometry – position and direction
Adapting Step 3: Persisting - I keep going when faced with challenges  1.During Addition and Subtraction, give students a pre-solved calculation with a common error (like forgetting to exchange). Instead of just fixing it, they must "persist" until they can explain exactly where the logic broke down. 2.During fractions work, if a question is challenging try three "persistence strategies" first: 1. Use a concrete manipulative (like fraction walls), 2. Draw a bar model, 3. Re-read the question out loud to a partner. 3. When practicing the 8 times table, set a short timer for 2 minutes. Challenge students to write down as much as they know. If they get stuck, they write "I don't know this yet" and move to the next, returning to the difficult ones until the timer is up.		
CUSP Science • Living things and their habitats • States of matter	• Animals, including humans	• Electricity • Sound
Problem solving Step 4: Finding information – I find information I need to complete a task  1. Give students a "mystery rock." To complete the task of identifying it, they must use a streak plate, a water dropper, and a reference guide to find the information needed to label it correctly. 2. Provide a jumbled skeleton diagram. Students must use science books or classroom posters to find the specific names of five key bones (e.g., cranium, femur) to complete the assembly. 3. Set a task to find "The Strongest Magnet." Students must devise a way to gather information (e.g., counting how many paperclips a magnet can hold) and use that data to complete their final report.		
CUSP Art and Design • Drawing Block A • Painting Block B	• Creative Response Block 2026 • Printmaking and textiles Block C	• 3D and collage Block D • Painting Block E
Creativity Step 5: Suggesting Improvements - I can describe how to improve an idea		

1. Students swap sketchbooks with a partner. Each student must describe one specific "improvement" for their own work based on their partner's feedback (e.g., "I will make the lines darker to show the shadow").
2. Students to make a "test print" on scrap paper. Before moving to the final piece, they must tell a partner one change they will make to improve the final version.
3. Show the class a "failed" example of a collage where the glue hasn't held or colours clash. Ask them to describe three ways they would improve that specific piece to make it "gallery ready."

Computing – Purple Mash

- Unit 4.1 - Coding
- Unit 4.2 - Online safety
- Unit 4.4 - Writing for different audiences
- Unit 4.5 - Logo
- Unit 4.6 - Animation
- Unit 4.7 - Effective search
- Unit 4.8 – Hardware Investigators
- Unit 4.9 - Making music
- Unit 4.10 – Artificial Intelligence
- Unit 4.11 – micro:bits

Planning Step 3: Working carefully - I work with care and attention

1. Students write a checklist and use this to tick off that they have included every specific instruction.
2. After entering data into a Purple Mash spreadsheet, students swap seats. Their partner acts as an "Auditor" who carefully checks three specific cells against the original data sheet to ensure no typing errors were made.
3. During touch typing, reward students not for the fastest time, but for the highest accuracy. Students must work carefully to keep their "accuracy meter" above 95%, emphasizing that "careful" is better than "fast."

CUSP Design and Technology

- Food and Nutrition Block A
- Mechanisms Block B
- Textiles Block C
- Structures Block D
- Electrical systems Block E
  Science - Electricity
- Food and Nutrition Block F
  Science – Animals including humans

Creativity Step 5: Suggesting Improvements - I can describe how to improve an idea

1. Halfway through a building project, have a "mid-point check." Students leave their work on the desk and walk around. They must leave one "improvement sticky note" on their own work, describing one thing they will change to make it better.
2. In Food and Nutrition, give students a basic recipe. Their task isn't just to make it, but to suggest one "chef's improvement" to make it healthier or tastier before they start cooking.
3. Use a "low-fidelity" material (like masking tape and scrap card) to build a quick mechanism. Before using the "real" materials, students must describe to a partner two improvements they will make to the final version based on what they learned from the scrap model.

CUSP Geography

- Rivers
- Latitude and longitude
- Latitude and longitude
- Water cycle
- Rivers revisited
- Map skills – environmental regions

Problem solving Step 4: Finding information – I find information I need to complete a task

1. Provide students with a complex OS Map. Give them a list of symbols (e.g., a church with a spire, a coniferous forest, a picnic area). To complete the task, they must use the map key to find the specific information needed to locate these features on the map.
2. During a walk around the school or local area, give students a tally chart. They must find information by looking for specific human and physical features. The task is only "complete" when they have found and recorded at least three examples of each.
3. When studying a UK city, give students an atlas. Ask them to find three specific pieces of information: its name, its county, and its nearest river. They must use these found facts to complete a "Regional Profile" postcard.

CUSP History

- Britain's settlement by Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Ancient civilisation – Egypt or Shang Dynasty

Speaking Step 5: Knowing the audience - I adapt my communication to what my audience already know

1. Ask students to imagine they are explaining a modern object (like a smartphone) to a Viking. They must think carefully: what does a Viking person already know? They have to avoid words like "battery" or "screen" and use comparisons like "a magic stone that talks."
2. Set up a "Question Time" where students are Anglo Saxon experts. Before they answer a question from a "civilian" (another student), they must ask what they already know. This practices the habit of checking the audience's knowledge.
3. Students act out a roleplay where they speak formally to an Egyptian King versus using simple instructions for a worker.

Music - KAPOW

- Body and tuned percussion (Theme: Rainforests)
- Rock and roll
- Changes in pitch, tempo and dynamics (Theme: Rivers)
- Haiku, music and performance (Theme: Hanami Festival)
- Samba, carnival sounds and instruments (Theme: South America)
- Adapting and transposing motifs (Theme: Romans)

Planning Step 4: Recognising strengths - I recognise what I am good at

1. After a group performance, the group reflects on what each member did well.
2. Following a solo performance, the class must identify one specific strength they heard.
3. During a singing task, split the class into groups. Ask the children to decide amongst themselves who should lead the "high" and "low" parts based on the strengths they've heard during warm-ups.

French - KAPOW

- Unit 1: Portraits – describing in French
- Unit 2: Clothes – getting dressed in French
- Unit 3: French numbers, calendars and birthdays
- Unit 4: French weather and the water cycle
- Unit 5: French food – Miam, miam!
- Unit 6: French and the Eurovision Song Contest

Listening step 4: Retelling – I pass on information accurately

1.Use a puppet to say a French greeting with a specific emotion (happy, tired, or grumpy). The students must "retell" the greeting to their neighbour using the same tone and pronunciation to check their understanding of the mood and the word.
2.The teacher says a sequence of three colours (e.g., "rouge, vert, bleu"). Students must retell the sequence to a partner. If they get it right, they "check" it by pointing to the correct coloured pencils on their desk.
3.Play French "Simon Says," the leader gives an instruction. Before the class performs the action, they must "retell" the command out loud together to process the auditory information before acting.

PE – GET SET 4 PE

- Tag Rugby
- Dodgeball
- Dance
- Hockey
- Gymnastics
- Fitness
- Golf
- Basketball
- Football
- Tennis
- Athletics
- Ball Skills Y3/4

Leadership Step 4: Organising tasks - I divide up tasks in a fair way

1. Before a skill circuit, give one student the "Manager" whistle. Their job is to organise the setup.
2. Students choose a leader to organise a passing drill. They must decide the order of the players and the specific task for each.
3. Give a group a complex OAA task (like the "Human Knot" or "Blindfold Trail"). The leader must organise the team to complete the steps together.

PSHE – Jigsaw

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Teamwork Step 5: Supporting others - I help others as much as I can

1. Assign one student in each group to be the "Support Scout." Their job is to look for teammates who are stuck or moving slowly and offer one specific piece of help.
2. Give pairs a card describing a "friend in need" (e.g., "Your friend is trying to tidy their tray but they have dropped all their pencils"). Students decide how they would offer support.
3. At the end of a lesson, instead of asking "Who finished their work?", ask "Who helped someone else finish their work?" This rewards the behaviour of looking outward rather than just inward.

UL RE

- What do we mean by truth?
- Christianity/Judaism/Islam - What does sacrifice mean?
- Christianity / Islam / Humanism - How do people think about poverty, justice & self-sacrifice?
- Islam / Christianity - How do people contribute to society?
- Islam - How have people and events in history shaped Islamic diversity?
- How has religion and belief shaped our local area?

Listening step 5: Recognising Purpose - I know why someone is communicating with me

1. Provide short snippets from the Bible or the Qur'an. Ask students to identify the purpose of each snippet: Is it to inform (share a fact), instruct (give a rule), or inspire (share a story)?
2. After learning how people show they belong to a faith, have children design a badge and explain its purpose: "I made this to [reason]" (e.g., to build a relationship or share a belief).
3. Give students a moral dilemma. They listen to a "Christian response" and a "Humanist response." Ask them to identify the purpose behind each argument (e.g., "The Christian purpose is to follow the Bible's teaching on love; the Humanist purpose is to be kind to everyone").

Suggested Sequence Y4

Autumn 2025		Spring 2026		Summer 2026	
Sept 1	**CUSP Art and Design** *Drawing Block A*	**Jan** 5	**Science** *Animals, including humans Teeth and function*	**Apr** 13	**Geography** *Rivers: Nile and Amazon*
				20	**Computing**
8	**Science** *Living things and their habitats*	12	**Science** *Animals, including humans Human digestion*	27	**CUSP Art and Design** *3D and collage Block D*
15		19	**CUSP Design and Technology** *Textiles Block C*	**May** 4	**History** Ancient civilisation – Egypt or Shang Dynasty
22	**CUSP Design and Technology** *Food and Nutrition Block A* **CUSP Money Matters Festival – Tuesday 23rd September**	26	**CUSP Art and Design** *Creative Response Block 2026* **CUSP Art Festival**	11	**Science** *Electricity*
29	**History** *Britain's settlement by Anglo-Saxons and Scots* **SWAP WITH GROGRAPHY RIVERS TO ALIGN WITH BEWDLEY TRIP**	**Feb** 2	**Geography** *Latitude and Longitude*	18	**CUSP Design and Technology** *Electrical systems – Block E*
Oct 6		9	**Computing**	25	Half Term
13	**Computing**	16	Half term	**June** 1	**Computing**
20	**ENRICHMENT** Use these flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.	23	**History** *Vikings*	8	**History** Ancient civilisation – Egypt or Shang Dynasty **CUSP Food Festival – wk beg. 15th June**
27	Half term	**Mar** 2	**Science** *Animals, including humans Food chains, producer, predators and prey*	15	
Nov 3	**Geography** *Rivers*	9	**CUSP Design and Technology** *Structures Block C*	22	**Science** *Sound*
10	**Science** *States of matter*	16	**Geography** Water cycle	29	**Design and Technology** *Food and Nutrition Block F*

17		23	**CUSP Art and Design** *Printmaking and textiles Block C*	**July** 6	**Computing**
24	**CUSP Design Technology** *Mechanisms Block B* **CUSP Spoken Language Festival – Tuesday 25th November**	30	Easter break	13	**Art and Design** *Painting Block E*
Dec 1	**Geography** *Latitude and Longitude*			20	**Geography** Map skills and environmental regions
8	**CUSP Art and Design** *Painting Block B*				Summer break
15	**Computing**				
	Christmas break				

Year 5 Single Age Sequence (Modular) 2025 – 2026

Autumn 2025	**Spring 2026**	**Summer 2026**
CUSP Reading • Shackleton's Journey – Blocks 1, 2 and 3 • Secrets of a Sun King - Blocks 4, 5 • If, Rudyard Kipling – Block 6	• A Midsummer Night's Dream – Block 7 • I Am Not A Label – Blocks 8 and 9 • Boy in the Tower - Blocks 10 and 11 • Daffodils, William Wordsworth – Block 12	• The Explorer – Blocks 13, 14 and 15 • Five Children and IT – Blocks 16, 17 and 18
Listening step 5: Recognising Purpose - I know why someone is communicating with me 1. Compare an extract from Kipling's If with Wordsworth's Daffodils. Ask students to tell which one is giving them Instructions (direct verbs/actions) and which is Expressing Feelings (emotional language/adjectives). 2. Read an informational passage from Shackleton's Journey alongside a character monologue from A Midsummer Night's Dream. Have students use a checklist to identify if the speaker is starting with facts or using emotional language to show intent. 3. Before reading, ask students: "Is this author trying to sell me something, tell me a story, or change how I think?" They justify their choice using evidence from the book's blurb or introduction.		
UL writing Curriculum • **Poetry** – Rhythm and Poetry, Karl Nova • **Character & Setting**: Painting a Picture with Words • **Writing to Inform & Discuss:** Comparative Writing – What's the Difference, Emma Strack • **Creating a New Chapter:** The Invention of Hugo Cabret, Brian Selznick • **Explanations:** The Way Things Work, David Macaulay	• **Creating Recounts:** Shackleton's Journey, William Grill • **Creating Pace and Tension in Narrative:** Varjak Paw, S F Said • **Writing to Entertain:** Cloud Busting, Malorie Blackman • **Writing Biographies:** Survivors, David Long	• **Writing Narrative:** The Water Tower, Gary Crew • **Writing to Inform:** Real-life Mysteries, Susan Martineau • **Discussion:** Real-life Mysteries, Susan Martineau • **Narrative & Poetry: Playing with Words –** Varmints, Helen Ward / The Rabbits, John Marsden • **Persuasion** - Global Warming
Speaking Step 4: Organising thoughts - I order my points to be understood 1. Before writing an explanation, give pairs a set of jumbled steps. They must work together to order the points logically so that the message is clear and avoids confusion. 2. When creating a new chapter, students draw or write five key points on separate cards. They must rearrange them to find the best structure for building tension before they start drafting. 3. For the Global Warming unit, ask students to list their arguments. They must then order them from the "most important" to "least important" to ensure their listener or reader understands the topic straight away.		
Maths – White Rose • Number: Place Value • Number: Addition and subtraction • Number: Multiplication and division A • Number: Fractions A	• Number: Multiplication and division B • Number: Fractions B • Number: Decimals and percentages • Measurement: Perimeter and area • Statistics	• Geometry: Shape • Geometry: Position and direction • Number: Decimals • Number: Negative numbers • Measurement: Converting units • Measurement: Volume
Planning Step 6: Setting goals – I set achievable goals for myself 1. Before starting a unit, ask students to identify one area that is in their "stretch zone"—something that challenges them but is achievable with effort. They write this on a sticky note as their "Personal Goal" for the week. 2. During a multi-step investigation in Statistics, have students set a goal using the SMART criteria. Instead of "I want to finish," they must set a specific goal like: "I will accurately tally 20 responses and create a bar chart with a labeled axis in 30 minutes.		

3. For longer units like Geometry: Shape, provide students with a "Milestone Map". At the start of the week, they circle which "mathematical target" they aim to hit by Wednesday, allowing them to measure their progress along the way.

CUSP Science • Properties and changes of materials • Animals, including humans	• Forces (Gravity and Galileo) • Earth in space	• Living things and their habitats • Forces continued

Creativity Step 7: Identifying opportunities – I identify opportunities for innovation

1. After investigating the properties of various materials, give students a common object (like a lunchbox). Ask them to identify one problem with it (e.g., it doesn't keep food cold enough) and suggest an innovation based on their knowledge of thermal insulators.
2. Challenge students to think about the future of space exploration. Have them ask "What if this product worked differently in zero gravity?" and identify a task that is currently difficult for astronauts which could be made easier through a new scientific approach.
3. During a walk around the school grounds, ask students to listen for "challenges" nature might be facing (e.g., nowhere for bees to land). They must identify a gap in the environment and suggest a scientific innovation (like a specific type of planter or water source) to help that habitat thrive.

CUSP Art and Design • Drawing and painting Block A • Printmaking Block B	• Creative Response Block 2026 • Textiles and collage Block C	• 3D Block D • Painting Block E

Creativity Step 6: Combining concepts - I can combine ideas to make new ones

1. Provide students with two different prompts: one for a subject (e.g., "Under the Sea") and one for a technique (e.g., "Geometric Printmaking"). Challenge them to combine these opposites to create an original piece of art.
2. "What If?" Variations: Use the "What if I mixed X with Y?" prompt. Students take two successful ideas they have learned and try to merge them into one improved solution that combines the best parts of both.
3. Ask students to take an idea from one field (e.g., a pattern from nature) and apply it to a task in another (e.g., designing a building or a piece of music). They must explain how this new combination creates a unique result.

Computing – Purple Mash • Unit 5.1 - Coding • Unit 5.2 - Online Safety • Unit 5.3 - Spreadsheets	• Unit 5.4 - Databases • Unit 5.5 – Game Creator • Unit 5.6 – 3D Modelling	• Unit 5.7 - Concept Maps • Unit 5.8 - Word Processing • Unit 5.9 – Using External Devices • Unit 5.10 – micro:bits

Problem solving Step 9: Exploring causation - I explore causes and effects

1. When a program crashes in Coding, students use the "Five Whys" technique to get to the root cause.
2. In Spreadsheets, give students a formula. Ask them to change one variable and predict the effects on the data. This prevents students from acting without understanding the underlying causes.
3. In Online Safety, present a scenario like "An email asks you for your address." Students must map out the possible causes and effects of different responses (e.g., clicking the link vs. reporting it), helping them make informed decisions based on potential outcomes.

CUSP Design and Technology • Food and Nutrition Block A • Systems Block B	• Textiles Block C *Writing Formal Letters of Application B* • Food and Nutrition Block D *Geography World Biomes*	• Structures Block E • Mechanisms Block F *Science Forces*

Problem solving Step 7: Evaluating options - I choose between possible solutions based on success criteria

1. Before starting any design students must write three of their own "Success Criteria." These should be clear and measurable.
2. Give students two possible designs for a project—one that is high-quality but expensive, and one that is cheaper but less durable. Students must use their success criteria to argue which trade-offs are best for their specific user.
3. After testing a simple version of their design, students assess it against their standards. If it doesn't meet the criteria (e.g., the structure is too weak), they must decide which part of the design to change to ensure it succeeds next time.

CUSP Geography • World countries – biomes and environmental regions	• 4 and 6 figure grid references	• OS maps and fieldwork

Teamwork Step 5: Supporting others - I help others as much as I can

1. Assign one student in each group to be the "Support Scout." Their job is to look for teammates who are stuck or moving slowly and offer one specific piece of help.
2. Split students into groups to create a "World Biome Map." Once a student completes their assigned country, they must check on their neighbours.
3. At the end of a lesson, instead of asking "Who finished their work?", ask "Who helped someone else finish their work?" This rewards the behaviour of looking outward rather than just inward.

CUSP History • Ancient Greece	• Ancient Greece	• Comparison study – Maya or Benin and Anglo-Saxons

Listening step 4: Retelling – I pass on information accurately

1. After listening to a teacher's account of a historical event, students must turn the details into a sequence or narrative (a story) to help them remember. They then "retell" the story to a partner using only the most important points.
2. Give students specific historical facts (dates, locations, or names). They must pass this information to a peer exactly as they heard it to ensure accuracy for a shared class timeline.
3. Students take time to think after listening to a historical text to make sense of the information. They must then prepare a short "news report" that sticks to the original message without adding or changing details.

Music - KAPOW • Composition notation (Theme: Ancient Egypt) • Blues	• South and West Africa • Composition to represent the festival of colour (Theme: Holi festival)	• Looping and remixing • Musical theatre

Creativity Step 6: Combining concepts - I can combine ideas to make new ones

1. Students combine the musical structures of the Blues (like the 12-bar sequence) with the rhythmic concepts of African drumming to explore the historical connections between the genres.
2. "What If?" Variations: Use the "What if I mixed X with Y?" prompt. Students take two successful ideas they have learned and try to merge them into one improved solution that combines the best parts of both.
3. Choose a musical concept (e.g., a "crescendo") and compare it to a physical event (e.g., a storm approaching).

French - KAPOW • Unit 1: French monster pets Unit 2: Space exploration in French	• Unit 3: Shopping in France • Unit 4: French-speaking world	• Unit 5: Verbs in a French week • Unit 6: Meet my French family

Speaking Step 5: Knowing the audience - I adapt my communication to what my audience already know

1. During the family members unit, students adjust how they describe people depending on whether the listener already knows the family members or needs an introduction.
2. In Unit 3 (Shopping), students perform two versions of the same dialogue. In the first, they speak informally to a friend; in the second, they speak formally to a shopkeeper, choosing "appropriate language for the situation" and situation.
3. During a presentation or speaking task, the speaker must pause after every three sentences to "check for understanding" by asking or looking for confused expressions before moving on.

PE – GET SET 4 PE • Tag Rugby • Dodgeball • Dance • Volleyball Y5/6	• Gymnastics • Hockey • Basketball • Fitness	• Netball • Cricket • Athletics • Rounders

Teamwork Step 6: Contributing - I contribute to group activity

1. Before a game of Tag Rugby or Hockey, give teams 2 minutes to decide on a "Starting Tactic." Every player must contribute one idea or observation. The group then votes on which idea to try first, ensuring the decision is made collectively.
2. During fast-paced games like dodgeball or volleyball, quick group decisions are required on who should target which area. Students contribute by calling out plays and agreeing on a shared plan of attack.
3. In Dance or Gymnastics, provide a "missing 8-count" in a routine. Students must work in their small groups to suggest different ways to fill the gap. They must discuss the pros and cons of each idea before deciding on the final version together.

PSHE – Jigsaw • Being Me in My World • Celebrating Differences	• Dreams and Goals • Healthy Me	• Relationships • Changing Me

Adapting Step 8: Managing wellbeing - I have routines to manage my wellbeing

1. During 'Healthy me', using the "Five Ways to Wellbeing" model, students set one small goal for the week for each category (e.g., Connect: Call my nan; Be Active: Play tag at lunch). They reflect on how completing these specific actions changed their mood.
2. During 'Being me in my world', students learn that their "wellbeing" is affected by their environment and their role within it. They identify how feeling valued in their community contributes to a positive state of mind.
3. Students list their daily activities. They then categorise them into "Energy Drainers" (things that are hard or stressful) and "Energy Gainers" (things that boost their wellbeing). The goal is to identify a plan to ensure they have enough "gainers" to stay balanced.

UL RE • Hindu Dharma - How are Hindu beliefs expressed in artefacts and worship? • Hindu Dharma - How does sacred text help Hindus understand Dharma?	• Buddhism - How do Buddhists explain suffering in the world? • Christianity - How have people and events in history shaped Christian diversity?	• Christianity - How has belief in Jesus as the Messiah impacted art & music? • Where do I stand?

Listening step 8: Questioning - I ask open questions to understand more

1. After a teacher's explanation, give students a "Questioning Grid." They must identify one thing they understood perfectly and one thing that is still "fuzzy." They must then draft a question starting with How, Why, or What if to clear up the "fuzzy" part.
2. Concepts like Dharma (duty) and Karma can be complex. Students use questioning to clarify how these ancient texts apply to modern life.
3. During a debate in the 'Where do I stand?' unit, students are not allowed to disagree with a peer until they have asked a clarifying question first (e.g., "When you say 'suffering,' do you mean..."). This ensures they fully understand the point before responding.

Suggested Sequence Y5

Autumn 2025		Spring 2026		Summer 2026	
Sept 1	**CUSP Art and Design** *Drawing and Painting Block A*	**Jan** 5	**Science** *Forces*	**Apr** 13	**Computing** Everyone Can Code: Conditional Code and Types + Initialisation
				20	**CUSP Art and Design** *3D Block D*
8	**Science** *Properties and changes of materials*	12		27	**CUSP Design and Technology** *Structures Block E*
15		19	**Geography** *4 and 6 figure grid references*	**May** 4	**Science** *Living things and their habitats*
22	**History** *Ancient Greece* **CUSP Money Matters Festival – Tuesday 23rd September**	26	**CUSP Art and Design** *Creative Response Block 2026* **CUSP Art Festival**	11	
29	**Geography** *World countries - location and biomes*	**Feb** 2	**Computing**	18	**Computing**
Oct 6	**CUSP Design and Technology** *Food and Nutrition Block A*	9	**CUSP Design and Technology** *Textiles Block C*	25	Half Term
13	**History** *Ancient Greece*	16	Half term	**June** 1	**History** *Maya or Benin - non-European society that provides contrasts with British history*

20		23	**Geography** *4 and 6 figure grid references*	8	**CUSP Food Festival – wk beg 15th June**
27	Half term	**Mar** 2	**Science** *Earth and space*	15	
Nov 3	**Computing**	9		22	**Science** *Living things and their habitats (complete)* *Forces continued*
10	**Science** *Animals, including humans: changes*	16	**CUSP Art and Design** *Textiles and Collage Block C*	29	**Geography** OS maps and fieldwork
17	**Geography** *World countries - location and biomes*	23	**CUSP Design and Technology** *Food and Nutrition Block D*	**July** 6	**CUSP Design and Technology** *Mechanisms Block F*
24	**CUSP Art and Design** *Printmaking Block B* **CUSP Spoken Language Festival – Tuesday 25th November**	30	Easter break	13	**Computing**
Dec 1	**CUSP Design and Technology** *Systems Block B*			20	**CUSP Art and Design** *Painting Block E*
8	**Computing** Everyone Can Code: For Loops and Variables				Summer break
15	**Science** *Properties and changes of materials*				
	Christmas break				

Year 6 Single Age Sequence (Modular) 2025 – 2026

Autumn 2025	**Spring 2026**	**Summer 2026**
CUSP Reading • Rooftoppers / The Listeners, Walter de la Mare – Blocks 1,2 and 3 • Pig Heart Boy – Blocks 4 and 5 • How to Live Forever – Block 6	• All Aboard the Empire Windrush – Blocks 7 and 8 • The Island – Block 9 Skellig / Flanders poem – Blocks 10, 11 and 12	• Dare to be You (KS2/3 transition) – Blocks 16, 17 and 18 • Introduction to Dickens – Extracts from Oliver Twist – Blocks 13, 14 and 15
Listening step 5: Recognising Purpose - I know why someone is communicating with me 1. Compare an extract from Kipling's If with Wordsworth's Daffodils. Ask students to tell which one is giving them Instructions (direct verbs/actions) and which is Expressing Feelings (emotional language/adjectives). 2. Read an informational passage from Shackleton's Journey alongside a character monologue from A Midsummer Night's Dream. Have students use a checklist to identify if the speaker is starting with facts or using emotional language to show intent. 3. Before reading, ask students: "Is this author trying to sell me something, tell me a story, or change how I think?" They justify their choice using evidence from the book's blurb or introduction.		
UL Writing • **Poetry:** The Seasons, Various / If All the World Were, Joe Coelho • **Creating Narrative: Quest** – How to Train Your Dragon, Cressida Cowell • **Informative Writing Experimenting with Formality & Voice** – Fantastic Beasts and Where to Find Them, JK Rowling • **Creating a New Chapter** – SeaBEAN, Sarah Holding • **Persuasion:** Reducing Waste Campaign	• **Multi-Text Storytelling:** The Arrival, Shaun Tan / On the Move, Michael Rosen • **Biographies:** Little Leaders, Vashti Harrison • **Discussion** – What is Wrong?, Michael Rosen & Annmarie Young • **Narrative Non-fiction:** Moth – An Evolution Story / Fox – A Circle of Life Story, Isabel Thomas	• **Narrative: Traditional Tales** – Grimm Tales: For Young and Old, Philip Pullman • **Writing to Inform:** The Tigers' Tale – A Conservation Story, Catherine Barr • **Modern Retellings: Shakespeare** – Mr William Shakespeare's Plays, Marcia Williams • **Class Anthology** – Book of Hopes, Katherine Rundell • **Fact or Fiction: History's Mysteries – National Geographic Kids**

Speaking Step 4: Organising thoughts - I order my points to be understood

1. Before writing an explanation, give pairs a set of jumbled steps. They must work together to order the points logically so that the message is clear and avoids confusion.
2. When creating a new chapter, students draw or write five key points on separate cards. They must rearrange them to find the best structure for building tension before they start drafting.
3. For the Global Warming unit, ask students to list their arguments. They must then order them from the "most important" to "least important" to ensure their listener or reader understands the topic straight away.

Maths - White Rose

- Number: Place value
- Number: Addition, subtraction, multiplication and division
- Number: Fractions A
- Number: Fractions B
- Measurement: Converting units
- Number: Ratio
- Number: Algebra
- Number: Decimals
- Number: Fractions, decimals and percentages
- Measurement: Area, perimeter and volume
- Statistics
- Geometry: Shape
- Geometry: Position and direction
- Themed projects, consolidation and problem solving

Planning Step 6: Setting goals – I set achievable goals for myself

1. Before starting a unit, ask students to identify one area that is in their "stretch zone"—something that challenges them but is achievable with effort. They write this on a sticky note as their "Personal Goal" for the week.
2. During a multi-step investigation in Statistics, have students set a goal using the SMART criteria. Instead of "I want to finish," they must set a specific goal like: "I will accurately tally 20 responses and create a bar chart with a labeled axis in 30 minutes.
3. For longer units like Geometry: Shape, provide students with a "Milestone Map". At the start of the week, they circle which "mathematical target" they aim to hit by Wednesday, allowing them to measure their progress along the way.

CUSP Science

- Electricity
- Animals, including humans
- Light
- Living things and their habitats
- Living things and their habitats continued
- Evolution and inheritance

Creativity Step 7: Identifying opportunities – I identify opportunities for innovation

1. After investigating the properties of various materials, give students a common object (like a lunchbox). Ask them to identify one problem with it (e.g., it doesn't keep food cold enough) and suggest an innovation based on their knowledge of thermal insulators.
2. Challenge students to think about the future of space exploration. Have them ask "What if this product worked differently in zero gravity?" and identify a task that is currently difficult for astronauts which could be made easier through a new scientific approach.
3. During a walk around the school grounds, ask students to listen for "challenges" nature might be facing (e.g., nowhere for bees to land). They must identify a gap in the environment and suggest a scientific innovation (like a specific type of planter or water source) to help that habitat thrive.

CUSP Art and Design

- Drawing Block A
- Painting and collage Block B
- Creative Response Block 2026
- Printmaking and textiles Block C
- 3D Block D
- Painting Block E

Creativity Step 6: Combining concepts - I can combine ideas to make new ones

1. Provide students with two different prompts: one for a subject (e.g., "Under the Sea") and one for a technique (e.g., "Geometric Printmaking"). Challenge them to combine these opposites to create an original piece of art.
2. "What If?" Variations: Use the "What if I mixed X with Y?" prompt. Students take two successful ideas they have learned and try to merge them into one improved solution that combines the best parts of both.
3. Ask students to take an idea from one field (e.g., a pattern from nature) and apply it to a task in another (e.g., designing a building or a piece of music). They must explain how this new combination creates a unique result.

Computing – Purple Mash

- Unit 6.1 - Coding
- Unit 6.2 - Online safety
- Unit 6.4 - Blogging
- Unit 6.5 – Text Adventures
- Unit 6.6 - Networks
- Unit 6.7 - Quizzing
- Unit 6.8 - Binary
- Unit 6.9 - Spreadsheets
- Moving on

Problem solving Step 9: Exploring causation - I explore causes and effects

1. When a program crashes in Coding, students use the "Five Whys" technique to get to the root cause.
2. In Spreadsheets, give students a formula. Ask them to change one variable and predict the effects on the data. This prevents students from acting without understanding the underlying causes.
3. In Online Safety, present a scenario like "An email asks you for your address." Students must map out the possible causes and effects of different responses (e.g., clicking the link vs. reporting it), helping them make informed decisions based on potential outcomes.

CUSP Design and Technology

- Food and Nutrition Block A
  Writing – Discursive writing and speeches
- Mechanisms Block B
- Food and Nutrition Block C
- Structures Block D
- Electrical systems Block E
  Science – Electricity
- Textiles Block F

June – Food Festival

Problem solving Step 7: Evaluating options - I choose between possible solutions based on success criteria

1. Before starting any design students must write three of their own "Success Criteria." These should be clear and measurable.
2. Give students two possible designs for a project—one that is high-quality but expensive, and one that is cheaper but less durable. Students must use their success criteria to argue which trade-offs are best for their specific user.
3. After testing a simple version of their design, students assess it against their standards. If it doesn't meet the criteria (e.g., the structure is too weak), they must decide which part of the design to change to ensure it succeeds next time.

CUSP Geography

- Physical processes: Earthquakes, mountains and volcanoes
- Settlements
- Comparison study – UK, Europe and North America
- Comparison study – UK, Europe and North America
- Maps and orienteering

Teamwork Step 5: Supporting others - I help others as much as I can

1. Assign one student in each group to be the "Support Scout." Their job is to look for teammates who are stuck or moving slowly and offer one specific piece of help.
2. Split students into groups to create a "World Biome Map." Once a student completes their assigned country, they must check on their neighbours.
3. At the end of a lesson, instead of asking "Who finished their work?", ask "Who helped someone else finish their work?" This rewards the behaviour of looking outward rather than just inward.

CUSP History • Beyond 1066: The Battle of Britain	• Windrush Generation	• Five Significant Monarchs
Listening step 4: Retelling – I pass on information accurately  1. After listening to a teacher's account of a historical event, students must turn the details into a sequence or narrative (a story) to help them remember. They then "retell" the story to a partner using only the most important points. 2. Give students specific historical facts (dates, locations, or names). They must pass this information to a peer exactly as they heard it to ensure accuracy for a shared class timeline. 3. Students take time to think after listening to a historical text to make sense of the information. They must then prepare a short "news report" that sticks to the original message without adding or changing details.		
Music - KAPOW • Dynamics, pitch and texture (Theme: Coast – Fingal's Cave by Mendelssohn) • Songs of World War 2	• Film music • Theme and variations (Theme: Pop Art)	• Baroque • Composing and performing a leavers' song
Creativity Step 6: Combining concepts - I can combine ideas to make new ones  1. Students combine the musical structures of the Blues (like the 12-bar sequence) with the rhythmic concepts of African drumming to explore the historical connections between the genres. 2. "What If?" Variations: Use the "What if I mixed X with Y?" prompt. Students take two successful ideas they have learned and try to merge them into one improved solution that combines the best parts of both. 3. Choose a musical concept (e.g., a "crescendo") and compare it to a physical event (e.g., a storm approaching).		
French - KAPOW • Unit 4: Planning a French holiday • Unit 1: French sport and the Olympics	• Unit 2: French football champions • Unit 3: In my French house	• Unit 5: Visiting a town in France
Speaking Step 5: Knowing the audience - I adapt my communication to what my audience already know  1. During the family members unit, students adjust how they describe people depending on whether the listener already knows the family members or needs an introduction. 2. In Unit 3 (Shopping), students perform two versions of the same dialogue. In the first, they speak informally to a friend; in the second, they speak formally to a shopkeeper, choosing "appropriate language for the situation" and situation. 3. During a presentation or speaking task, the speaker must pause after every three sentences to "check for understanding" by asking or looking for confused expressions before moving on.		
PE – GET SET 4 PE • Tag Rugby • OAA • Dance • Dodgeball	• Gymnastics • Badminton Y5/6 • Football • Handball	• Cricket • Tennis • Golf • Athletics
Teamwork Step 6: Contributing - I contribute to group activity  1. Before a game of Tag Rugby or Hockey, give teams 2 minutes to decide on a "Starting Tactic." Every player must contribute one idea or observation. The group then votes on which idea to try first, ensuring the decision is made collectively. 2. During fast-paced games like dodgeball or volleyball, quick group decisions are required on who should target which area. Students contribute by calling out plays and agreeing on a shared plan of attack. 3. In Dance or Gymnastics, provide a "missing 8-count" in a routine. Students must work in their small groups to suggest different ways to fill the gap. They must discuss the pros and cons of each idea before deciding on the final version together.		
PSHE – Jigsaw • Being Me in My World • Celebrating Differences	• Dreams and Goals • Healthy Me	• Relationships • Changing Me
Adapting Step 8: Managing wellbeing - I have routines to manage my wellbeing  1. During 'Healthy me', using the "Five Ways to Wellbeing" model, students set one small goal for the week for each category (e.g., Connect: Call my nan; Be Active: Play tag at lunch). They reflect on how completing these specific actions changed their mood. 2. During 'Being me in my world', students learn that their "wellbeing" is affected by their environment and their role within it. They identify how feeling valued in their community contributes to a positive state of mind. 3. Students list their daily activities. They then categorise them into "Energy Drainers" (things that are hard or stressful) and "Energy Gainers" (things that boost their wellbeing). The goal is to identify a plan to ensure they have enough "gainers" to stay balanced.		
UL RE • Christianity - Why is the resurrection significant for Christians? • Christianity - Are religion & science in conflict?	• Hindu Dharma - In what diverse ways do Hindus build a sense of community? • What do philosophers teach us about life's purpose?	• Christianity / Hindu Dharma / Islam / Humanism / Judaism / [Sikhi] - How is an understanding of life's purpose reflected in people's lives?
Listening step 8: Questioning - I ask open questions to understand more  1. After a teacher's explanation, give students a "Questioning Grid." They must identify one thing they understood perfectly and one thing that is still "fuzzy." They must then draft a question starting with How, Why, or What if to clear up the "fuzzy" part. 2. Concepts like Dharma (duty) and Karma can be complex. Students use questioning to clarify how these ancient texts apply to modern life. 3. During a debate in the 'Where do I stand?' unit, students are not allowed to disagree with a peer until they have asked a clarifying question first (e.g., "When you say 'suffering,' do you mean..."). This ensures they fully understand the point before responding.		

Suggested Sequence Y6

Autumn 2024		Spring 2025		Summer 2025	
Sept 1	**History** • Beyond 1066: The Battle of Britain	**Jan** 5	**Science** *Light*	**Apr** 13	**CUSP Design Technology** *Structures Block D*
				20	**CUSP Art and Design** *3D Block D*
8		12	**History**	27	

			The Windrush generation		**Science** *Living things and their habitats*
15	***Science*** *Electricity*	19		**May** 4	**History** Five significant monarchs **or** Battle of Britain
22	**CUSP Art and Design** *Drawing Block A* **CUSP Money Matters Festival – Tuesday 23rd September**	26	**CUSP Art and Design** *Creative Response Block 2026* **CUSP Art Festival**	11	**Computing** **(KS2 SATS week)**
29	**CUSP Design Technology** *Food and Nutrition Block A*	**Feb** 2	**Science** *Light*	18	**CUSP Design Technology** *Electrical systems Block E*
Oct 6	**Computing**	9	**CUSP Design Technology** Food and Nutrition Block C	25	Half term
13	**Science** *Animals, including humans*	16	Half term	**June** 1	**Geography** *Comparison study UK | Europe | N America*
20	**CUSP Art and Design** *Painting and Collage Block B*	23	**Geography** *Settlements*	8	**History** Five significant monarchs **or** Battle of Britain
27	Half Term	**Mar** 2	**Science** *Living things and their habitats*	15	**CUSP Design and Technology** *Textiles Block F* **CUSP Food Festival**
Nov 3	**Science** *Animals, including humans*	9	**Computing**	22	**Science** *Evolution and inheritance*
10		16	**CUSP Art and Design** *Printmaking and Textiles Block C*	29	
17	**Computing**	23	**Geography** *Comparison study UK | Europe | N America*	**July** 6	**Computing**
24	**Geography** *Physical processes* **CUSP Spoken Language Festival – Tuesday 25th November**	30	**CUSP Design Technology** *Structures Block D*	13	**Geography** *Map skills and orienteering (this could be incorporated into a residential visit)*
Dec 1			Easter break	20	**CUSP Art and Design** *Painting Block E*
8	**CUSP Design and Technology** *Mechanisms Block B*				Summer break
15	**Science** *Animals, including humans – water transport*				
	Christmas break				