

## Vision

### Learning and Growing Together

**At Brambleside**, we develop the aspirations and the resilience of those within our community (positive environment),

**We achieve** this by inspiring each other to aim high and to believe in ourselves (High expectations).

**We nurture** our community to become motivated, inquisitive, respectful learners throughout their education and life (Care).

**We empower everyone** to contribute positively to our school and to show respect to everyone in our community (Team).

## Values

We want ALL children to be highly motivated, inquisitive learners to succeed and achieve, be equipped with the resilience to achieve this and show respect and tolerance to all. We intend that the children will be academically and physically prepared for the next phase of their education, in Britain and the world.

## Entitlement

Phase	All children at Brambleside Primary School will...			
	Achieve	Perform	Compete	Contribute
Foundation Stage	<ul style="list-style-type: none"> <li>Child-centred provision</li> <li>High quality resources for skill development, based on assessment.</li> <li>Curriculum with high expectations for all</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme Time performances</li> <li>Rocksteady concerts</li> </ul>	<ul style="list-style-type: none"> <li>Sports Days</li> <li>House point system</li> <li>Brambleside Mile</li> </ul>	<ul style="list-style-type: none"> <li>Collect donations for Harvest Festival and Christmas Hampers</li> </ul>
Key Stage 1	<ul style="list-style-type: none"> <li>A curriculum children can 'see themselves in'</li> <li>Key Marginals identified</li> <li>Core-team discussions</li> </ul>	<ul style="list-style-type: none"> <li>Carol concert at the Salvation Army</li> <li>Art Exhibition</li> <li>Musician of the term concerts</li> <li>Rocksteady concerts</li> </ul>	<ul style="list-style-type: none"> <li>Sports Days</li> <li>House point system</li> <li>Brambleside Mile</li> <li>Development sports fixtures</li> </ul>	<ul style="list-style-type: none"> <li>Collect donations for Harvest Festival and Christmas Hampers</li> <li>Art Exhibition</li> </ul>
Lower Key Stage 2	<ul style="list-style-type: none"> <li>Key Marginals identified</li> <li>Core-team discussions</li> <li>Educational workshops</li> </ul>	<ul style="list-style-type: none"> <li>Young Voices Concert</li> <li>Choir performances</li> <li>Musician of the term concerts</li> <li>Rocksteady concerts</li> <li>Recorder Performance</li> <li>Oundle literary festival</li> </ul>	<ul style="list-style-type: none"> <li>Sports Days</li> <li>House point system</li> <li>Brambleside Mile</li> <li>Sports Fixtures</li> <li>Oundle literary festival</li> </ul>	<ul style="list-style-type: none"> <li>Charity events and fundraising</li> </ul>
Upper Key Stage 2	<ul style="list-style-type: none"> <li>Key Marginals identified</li> <li>Core-team discussions</li> <li>Educational workshops</li> </ul>	<ul style="list-style-type: none"> <li>Perform at local retirement village</li> <li>Masque theatre performance</li> <li>Choir performances</li> <li>Musician of the term concerts</li> <li>Rocksteady concerts</li> </ul>	<ul style="list-style-type: none"> <li>Sports Days</li> <li>House point system</li> <li>Brambleside Mile</li> <li>Sports Fixtures</li> <li>Junior maths challenge</li> </ul>	<ul style="list-style-type: none"> <li>Charity events and fundraising</li> <li>Christmas and Summer fete</li> <li>Reading Leaders</li> <li>Young Leaders</li> <li>House Captains</li> <li>Lunchtime Buddies</li> </ul>

## Principles of the Brambleside Primary School curriculum

Brambleside Primary School's core curriculum content is a spaced and interleaved sequence for Art, Design and Technology, French, Geography, History, Music and Science. This is made up of a long term sequence that is supported by evidence-led learning modules and high-quality teaching resources that clearly outline what pupils should know, be able to do and remember at key points in their Primary education.

Our English curriculum is evidence informed and carefully sequenced, which maps core content in Reading and Writing across the primary journey, ensuring that learning is taught and revisited over time so that pupils commit their understanding to the long-term memory.

At Brambleside Primary School, we follow the White Rose Maths Scheme of Work. The White Rose Maths curriculum is designed to provide children with a solid [foundation](#) in mathematics. The primary curriculum puts a significant emphasis on mathematical skills, curriculum content has to be well sequenced in order to promote a depth of understanding. We develop children's conceptual understanding of mathematics by using concrete objects, [pictorial](#) representations and abstract thinking.

### Curriculum principles

1. Our ambition is to erode deficits in cultural capital.
2. Our priority is to improve teaching through evidence-led structure and practice, so that all children get amazing teaching.
3. Our end goal is for all children to succeed, regardless of their starting points.

We have defined the content that pupils will learn, subject by subject. These are the headlines for the sequence. We have designed a cumulative curriculum structure, starting with EYFS provision, ensuring prior knowledge is always a pre-cursor to a study. Teachers can then make skilful connections to prior knowledge as they are aware of the previous studies, over time, and they make the most of the 'Big ideas' maps that we use to navigate the sequence of the study.

In the long-term sequence, we have deliberately planned relevant **inter-subject connections** that complement each other. **Spaced retrieval practice** has been incorporated to ensure areas of study are revisited, deepened and sophisticated. These need revisiting for clarification and sophistication.

**English is concentrically planned** with an impressive **rich literature spine** comprising ambitious texts that inspire and challenge pupils. It is systematically mapped to enable children to experience breadth and depth of social, moral and ethical dimensions as well as a wide range of authors and protagonists. **These dimensions explore - Continuity of author, Heritage text, BAME author or protagonist, Strong female role model, Specific social, ethical, moral issue.**

Writing draws on taught content from across the curriculum and from the depth study of core texts from the literature spine. Reading is deliberately designed to be ambitious and aspirational, ensuring that every child leaves our school as a competent, confident reader. Children will receive a daily diet of excellent reading teaching and this will be supplemented by regular opportunities to engage with shared reading experiences, promoting the joy of reading with the whole school community.



Brambleside Primary School

2023 - 2024



Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading –</b> <ul style="list-style-type: none"> <li>• <b>Beegu</b> Block 1</li> <li>• <b>Where the Wild Things Are</b> Blocks 2, 3</li> <li>• <b>The Storm Whale</b> Block 4</li> <li>• <b>The Owl and the Pussycat</b> – Edward Lear Block 5</li> <li>• <b>Aesop's Fables</b> – The Boy Who Cried Wolf Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Tale of Peter Rabbit</b> Blocks 7,8</li> <li>• <b>Look Up!</b> Block 9</li> <li>• <b>Here We Are</b> Blocks 10, 11</li> <li>• <b>Chocolate Cake</b> – Michael Rosen Block 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>There's a Rangtan in my bedroom</b> Blocks 13, 14</li> <li>• <b>And Tango Makes Three</b> Block 15</li> <li>• <b>The Lion Inside</b> Block 16</li> <li>• <b>Aesop's Fables</b> – The Hare and the Tortoise Block 17</li> <li>• <b>The Proudest Blue</b> Block 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)  Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme A</li> <li>• Setting descriptions A</li> <li>• Stories with familiar settings A</li> <li>• Instructional writing A</li> <li>• Shape poems and calligrams A</li> </ul>	<ul style="list-style-type: none"> <li>• Shape poems and calligrams B (Enrichment)</li> <li>• Recount from personal experience A</li> <li>• Informal letters A</li> <li>• Poetry on a theme A</li> <li>• Stories with a familiar setting B</li> <li>• Recount from personal experience B</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme B</li> <li>• Informal letters B</li> <li>• Setting descriptions B</li> <li>• Poetry on a theme (nature) B (Enrichment)</li> <li>• Instructional writing B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition &amp; Subtraction</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition &amp; Subtraction</li> <li>• Length &amp; Height</li> <li>• Mass &amp; Volume</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication &amp; Division</li> <li>• Fractions</li> <li>• Position &amp; Direction</li> <li>• Place Value</li> <li>• Money</li> <li>• Time</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Seasonal changes and daily weather</li> <li>• Introduce Plants – (trees)</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Animals, including humans</li> <li>• Everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Revisit 2: Plants, Animals including humans</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A</li> <li>• Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking Block C</li> <li>• Textiles Block D</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Block E</li> <li>• Collage Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Computing systems and networks – Technology around us</li> </ul>	<ul style="list-style-type: none"> <li>• Creating media – Digital painting</li> </ul>	<ul style="list-style-type: none"> <li>• Programming A – Moving a robot</li> <li>• Data and information – Grouping data</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Mechanisms Block A</li> <li>• Instructional writing A</li> <li>• Structure Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block C</li> <li>• Animals including humans</li> <li>• Materials Block D</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles Block E</li> <li>• Hot and cold places</li> <li>• Food and Nutrition Block F</li> <li>• Instructional writing B</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Continents and oceans, UK countries / capital cities and seas</li> </ul>	<ul style="list-style-type: none"> <li>• Continents and oceans, UK countries / capital cities and seas</li> </ul>	<ul style="list-style-type: none"> <li>• Hot and cold places</li> <li>• Mapping and fieldwork</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>• The lives of significant people (<i>Mary Anning and David Attenborough</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>)</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Being together in music Block A</li> <li>• Control the voice – nursery rhymes Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing rhythm and pulse Block B</li> <li>• Representing sounds pictorially Block B</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Introducing pitch Block C</li> <li>• Identify changes in sounds (high/low) Block C</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing tempo and dynamic Block D</li> <li>• Identify changes in sounds (fast/slow, loud/soft) Block D</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Exploring emotions through music Block E</li> <li>• Responding to music Block E</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Tuned focus: Introducing tempo and dynamic 2 Block F</li> <li>• Control and describe tempo and dynamic Block F</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>• Multi-skills</li> <li>• Multi-skills - Ball skills</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Multi-skills - Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Striking and Fielding</li> <li>• Athletics</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>• Being Me</li> <li>• Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and goals</li> <li>• Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>• Christianity – God / creation</li> <li>• Incarnation</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity - Incarnation</li> <li>• Christianity - Salvation</li> </ul>	<ul style="list-style-type: none"> <li>• Judaism - Shabbat</li> <li>• Judaism - Rosh Hashanah and Yom Kippur</li> </ul>

Autumn 2023		Spring 2024		Summer 2024	
4/9	<b>CUSP Art &amp; Design</b> <i>Drawing Block A</i>	Wed 3/1		15/4	<b>CUSP Art &amp; Design</b> <i>3D Block E</i>
11/9	<b>Science</b> <i>Seasonal changes / daily weather</i>	8/1	<b>History</b> <i>Lives of significant individuals</i>	22/4	<b>Science</b> <i>Plants</i>
18/9	<b>CUSP Design and Technology</b> <i>Mechanisms Block A</i>	15/1		29/5	<b>History</b> <i>More lives of significant individuals</i>
25/9	<b>Science</b> <i>Plants (trees)</i>	22/1	<b>CUSP Art &amp; Design</b> <i>Printmaking Block C</i>	6/5	<b>Geography</b> <i>Map and fieldwork skills</i>
2/10	<b>History</b> <i>Changes within living memory</i>	30/1	<b>Science</b> <i>Everyday materials</i>	13/5	<b>Computing</b>
9/10		5/2		20/5	<b>CUSP Design and Technology</b> <i>Textiles Block E</i>
16/10	<b>Enrichment</b>	12/2	<b>CUSP Design and Technology</b> <i>Food and Nutrition Block C</i>	27/5	Half term
23/10	Half term	19/2	Half term	3/6	<b>Geography</b> <i>Location of hot and cold climates in relation to the Equator</i>
30/10	<b>Computing</b>	26/2	<b>Science</b> <i>Everyday materials</i>	10/6	
6/11	<b>Science</b> <i>Animals, including humans</i>	4/3	<b>Computing</b>	17/6	<b>CUSP Design and Technology</b> <i>Food and Nutrition Block F</i>
13/11	<b>Geography</b> <i>Continents and oceans, UK countries / capital cities and seas</i>	11/3	<b>CUSP Design and Technology</b> <i>Understanding materials Block D</i>	24/6	<b>Science</b> <i>Revisit: Plants, Animals including humans and Seasonal changes</i>
20/11		18/3	<b>Geography</b> <i>Continents and oceans, UK countries / capital cities and seas</i>	1/7	<b>CUSP Art and Design</b> <i>Collage Block F</i>
27/11	<b>CUSP Art and Design</b> <i>Painting Block B</i>	25/3	<b>CUSP Art and Design</b> <i>Textiles Block D</i>	8/7	<b>ENRICHMENT</b>
04/12	<b>Science</b> <i>Animals, including humans</i>		Easter break	15/7	<b>Computing</b>
11/12	<b>CUSP Design and Technology</b> <i>Structures Block B</i>				Summer break
18/12	<b>Science</b> <i>Animals, including humans</i>				
	Christmas break				

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Grandad's Island Block 1</li> <li>Aesop's Fables - The Goose that laid the Golden Eggs Block 2</li> <li>Mrs Noah's Pockets Block 3</li> <li>Paddington Blocks 4, 5</li> <li>The Christmas Pine - Julia Donaldson Block 6</li> </ul>	<ul style="list-style-type: none"> <li>The Quangle Wangle's Hat - Edward Lear Block 7</li> <li>Coming to England Block 8</li> <li>The Street Beneath My Feet Block 9</li> <li>Rhythm of the Rain Blocks 10, 11</li> <li>Little People Big Dreams Block 12</li> </ul>	<ul style="list-style-type: none"> <li>Fantastically Great Women Who Changed the World Blocks 13, 14</li> <li>Aesop's Fables – The Sun and The Wind Block 15</li> <li>Fantastic Mr Fox Blocks 16, 17, 18</li> </ul>
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>Character descriptions A</li> <li>Poems developing vocabulary A</li> <li>Simple retelling of a narrative A</li> <li>Formal invitations A</li> <li>Stories from other cultures A</li> </ul>	<ul style="list-style-type: none"> <li>Poetry on a theme (humorous) A</li> <li>Non-chronological reports A</li> <li>Formal invitations B</li> <li>Stories from other cultures B</li> <li>Recount from personal experience A</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports B</li> <li>Simple retelling of a narrative B</li> <li>Recount from personal experience B</li> <li>Poems developing vocabulary B (Enrichment)</li> <li>Character description B</li> <li>Poetry on a theme (humorous / poems about change) B (Enrichment)</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition &amp; Subtraction</li> <li>Shape</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Multiplication &amp; Division</li> <li>Length &amp; Height</li> <li>Mass, Capacity &amp; Temperature</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Time</li> <li>Statistics</li> <li>Position &amp; Direction</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Uses of everyday materials</li> <li>Revisit Living things and their habitats / materials</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Revisit Living things and their habitats / Animals, including humans</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A</li> <li>Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking Block C</li> <li>Textiles and collage Block D</li> </ul>	<ul style="list-style-type: none"> <li>3D Block E</li> <li>Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Computing systems and networks – IT around us</li> <li>Creating media – Digital photography</li> </ul>	<ul style="list-style-type: none"> <li>Programming A – Robot algorithms</li> <li>Data and information – Pictograms</li> </ul>	<ul style="list-style-type: none"> <li>Creating media - Digital music</li> <li>Programming B - Programming quizzes</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles Block A</li> <li>Food and Nutrition Block B</li> <li>Sci Living things</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms Block C</li> <li>Materials Block D</li> <li>Sci Use of Everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block E</li> <li>Structures Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Human and Physical features</li> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> <li>Fieldwork and map skills</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and map skills</li> <li>Compare a different non-European location to our locality - Amazon Rainforest</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Events beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> <li>Revisit – Events beyond living memory</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Experimenting with sounds 2 Block A</li> <li>Representing sounds pictorially Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Being together in music 2 Block B</li> <li>Control the voice – sing as a choir Block B</li> </ul>	<b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Introducing rhythm and pulse 2 Block C</li> <li>Compose short patterns Block C</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing pitch 2 Block D</li> <li>Control and describe pitch Block D</li> </ul>	<b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Tuned focus: Introducing tempo and dynamic 2 Block E</li> <li>Control and describe tempo and dynamic Block E</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Exploring emotions through music 2 Block F</li> <li>Choose sounds to create an effect Block F</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Multi-skills</li> <li>Multi-skills - Ball skills</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Multi-skills - Tennis</li> </ul>	<ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Athletics</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>Being Me</li> <li>Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>Dreams and goals</li> <li>Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Christianity - What did Jesus teach?</li> <li>Christianity - Christmas - Jesus as gift from God</li> </ul>	<ul style="list-style-type: none"> <li>Judaism – Passover</li> <li>Islam – Prayer at home</li> <li>Christianity – Easter and the Resurrection</li> </ul>	<ul style="list-style-type: none"> <li>Judaism – The Covenant / Rites of Passage and good works</li> <li>Islam – Community and belonging / Hajj</li> </ul>

## Suggested Sequence Y2

Autumn 2023		Spring 2024		Summer 2024	
4/9	<b>CUSP Art and Design</b> <i>Drawing Block A</i>	Wed 3/1		15/4	<b>CUSP Art and Design</b> <i>3D Block E</i>
11/9	<b>Science</b> <i>Living things and habitats</i>	8/1	<b>Geography</b> <i>Compare a small part of UK and a small part of non-European location – London and Nairobi</i>	22/4	<b>Science</b> <i>Plants</i>
18/9		15/1	<b>CUSP Art and Design</b> <i>Printmaking Block C</i>	29/5	
25/9	<b>CUSP Design and Technology</b> <i>Textiles Block A</i>	22/1	<b>Science</b> <i>Uses of Everyday materials</i>	6/5	<b>CUSP Design and Technology</b> <i>Food and Nutrition Block E</i>
2/10	<b>Computing</b>	30/1		13/5	<b>Geography</b> <i>Compare a different non-European location to our locality – Amazon Rainforest</i>
9/10	<b>History</b> <i>Events beyond living memory – Great Fire of London</i>	5/2	<b>Computing</b>	20/5	<b>Computing</b>
16/10	<b>Enrichment</b>	12/2	<b>CUSP Design and Technology</b> <i>Mechanisms Block C</i>	27/5	Half term
23/10	Half Term	19/2	Half Term	3/6	<b>History</b> <i>Significant historical events, people, places in our locality</i>
30/10	<b>History</b> <i>Events beyond living memory – Great Fire of London</i>	26/2	<b>Computing</b>	10/6	<b>Computing</b>
6/11	<b>Science</b> <i>Animals, including humans</i>	4/3	<b>CUSP Design and Technology</b> <i>Understanding Materials Block D</i>	17/6	<b>Geography</b> <i>Fieldwork and map skills</i>
13/11		11/3	<b>Science</b> <i>Revisit Living things and habitats / materials</i>	24/6	
20/11	<b>Geography</b> <i>Human and physical features, maps and compass directions</i>	18/3	<b>History</b> <i>Significant historical events, people, places in our locality</i>	1/7	<b>Science</b> <i>Revisit Living things and habitats / Animals including humans</i>
27/11	<b>CUSP Art and Design</b> <i>Painting Block B</i>	25/3	<b>CUSP Art and Design</b> <i>Textiles and collage Block D</i>	8/7	<b>CUSP Design and Technology</b> <i>Structures Block F</i>
04/12	<b>Computing</b>		Easter break	15/7	<b>CUSP Art and Design</b> <i>Creative response Block F</i>
11/12	<b>Geography</b> <i>Compare a small part of the UK to a non-European location – London and Nairobi</i>				Summer break
18/12	<b>CUSP Design and Technology</b> <i>Food and Nutrition Block B</i>				
	Christmas break				



2023 - 2024

**MODULAR**

Key Stage Two

SINGLE AGE SEQUENCE

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li><b>Greta and the Giants</b> Block 1</li> <li><b>Pebble in my Pocket</b> Blocks 2,3</li> <li><b>Leon and the Place Between</b> Blocks 4,5</li> <li><b>'Twas the Night before Christmas Anon</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li><b>Sam Wu is Not Afraid of the Dark</b> Blocks 7, 8, 9</li> <li><b>Operation Gadgetman</b> (includes My Shadow Robert Louis Stephenson) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Dancing Bear</b> Blocks 13, 14, 15</li> <li><b>The Magician's Nephew</b> Blocks 16, 17, 18</li> </ul>
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>Poetry on a theme (emotions) A</li> <li>First person narrative descriptions A</li> <li>Non-chronological reports A</li> <li>Formal letters to complain A</li> <li>Dialogue through narrative (historical stories) A</li> <li>Performance poetry (including poetry from other cultures A</li> </ul>	<ul style="list-style-type: none"> <li>Third person narrative (animal stories) A</li> <li>Non-chronological reports B</li> <li>Advanced instructional writing A</li> <li>First person narrative descriptions B</li> <li>Performance poetry (including poetry from other cultures) B (Enrichment)</li> </ul>	<ul style="list-style-type: none"> <li>Third person narrative (animal stories) B</li> <li>Formal letters to complain B</li> <li>Dialogue through narrative (historical) B</li> <li>Poetry on a theme (emotions) B (Enrichment)</li> <li>Advanced instructional writing B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition &amp; Subtraction</li> <li>Multiplication &amp; Division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> <li>Length &amp; Perimeter</li> <li>Fractions</li> <li>Mass &amp; capacity</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Money</li> <li>Time</li> <li>Shape</li> <li>Statistics</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Animals, including humans</li> <li>Revisit Rocks</li> </ul>	<ul style="list-style-type: none"> <li>Forces and magnets</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>Light</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and painting Block A</li> <li>Printmaking Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles and collage Block C</li> <li>3D Block D</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Computing systems and networks – Connecting computers</li> <li>Creating media - Stop-frame animation</li> </ul>	<ul style="list-style-type: none"> <li>Programming A - Sequencing sounds</li> </ul>	<ul style="list-style-type: none"> <li>Data and information – Branching databases</li> <li>Creating media – Desktop publishing</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles Block A</li> <li>Food and Nutrition Block B</li> <li>Science – Animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms Block C</li> <li>Science – Forces and magnets</li> <li>Writing – Advanced instructional writing A</li> <li>Food and Nutrition Block D</li> <li>Science – Animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>Systems Block E</li> <li>Structures Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Fieldwork – human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>UK Study</li> </ul>	<ul style="list-style-type: none"> <li>Revisit human and physical features</li> <li>OS maps and scale</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Rome and the impact on Britain</li> </ul>
<b>CUSP Music - mastering the glockenspiel</b> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing texture Block A</li> <li>Sing parts in an ensemble (e.g. rounds) Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm Block B</li> <li>Recognise beats in a bar (time signatures/metre) Block B</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: The history of singing Block C</li> <li>Singing for togetherness e.g. folk songs, war chants, hymns Block C</li> </ul> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation Block D</li> <li>Introduce the staff Block D</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Composition Block E</li> <li>Compose in pairs Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Performance focus: Introducing timbre Block F</li> <li>Perform as an ensemble (range of instruments) Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Greetings and the classroom</li> <li>Colours, emotions and numbers (0-10)</li> </ul>	<ul style="list-style-type: none"> <li>Introductions and questions</li> <li>Working together (Following instructions)</li> </ul>	<ul style="list-style-type: none"> <li>Playing together (Asking to play)</li> <li>Eating together</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Invasion Games</li> <li>Multi-skills - Competitive</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Net, Court and Wall sports</li> </ul>	<ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Athletics</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>Being Me</li> <li>Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>Dreams and goals</li> <li>Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>
Discovery RE <ul style="list-style-type: none"> <li>Hinduism – Divali</li> <li>Sikhism - The Amrit Ceremony and the Khalsa</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Christianity – The miracles of Jesus</li> <li>Christianity - Forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism - Hindu Beliefs / Pilgrimage to the River Ganges</li> <li>Sikhism - Sharing and Community / Prayer and Worship</li> </ul>

# Suggested Sequence Y3

Autumn 2023		Spring 2024		Summer 2024	
4/9	<b>CUSP Art and Design</b> <i>Drawing and Painting Block A</i>	Wed 3/1		15/4	<b>CUSP Art and Design</b> <i>Painting Block E</i>
11/9	<b>Science</b> <i>Rocks</i>	8/1	<b>CUSP Art and Design</b> <i>Textiles and Collage Block C</i>	22/4	<b>History</b> <i>The Roman Empire and its impact on Britain</i>
18/9		15/1	<b>Geography</b> <i>UK study</i>	29/5	
25/9	<b>History</b> <i>Stone Age – Iron Age</i>	22/1	<b>Science</b> <i>Forces and magnets</i>	6/5	<b>Computing</b>
2/10	<b>CUSP Design Technology</b> <i>Textiles Block A</i>	30/1		13/5	<b>Science</b> <i>Plants</i>
9/10	<b>Computing</b>	5/2	<b>CUSP Design Technology</b> <i>Mechanisms Block C</i>	20/5	<b>CUSP Design and Technology</b> <i>Systems Block E</i>
16/10	<b>Enrichment</b>	12/2	<b>History</b> <i>Stone Age – Iron Age</i>	27/5	Half term
23/10	Half Term	19/2	Half Term	3/6	<b>Science</b> <i>Light</i>
30/10	<b>CUSP Art and Design</b> <i>Printmaking Block B</i>	26/2	<b>Geography</b> <i>UK study</i>	10/6	<b>History</b> <i>The Roman Empire and its impact on Britain.</i>
6/11	<b>History</b> <i>Stone Age – Iron Age</i>	4/3	<b>CUSP Art and Design</b> <i>3D Block D</i>	17/6	<b>Geography</b> <i>OS Maps and scale</i>
13/11	<b>Enrichment</b>	11/3	<b>Computing</b>	24/6	<b>Art and Design</b> <i>Creative Response Block F</i>
20/11	<b>Geography</b> <i>Fieldwork - human and physical features</i>	18/3	<b>Science</b> <i>Plants</i>	1/7	<b>Geography</b> <i>Revisit human and physical features</i>
27/11	<b>CUSP Design Technology</b> <i>Food and Nutrition Block B</i>	25/3	<b>CUSP Design and Technology</b> <i>Food and Nutrition Block D</i>	8/7	<b>Computing</b>
04/12	<b>Science</b> <i>Animals, including humans</i>		Easter break	15/7	<b>Design Technology</b> <i>Structures Block F</i>
11/12	<b>Computing</b>				Summer break
18/12	<b>Science</b> <i>Revisit Rocks</i>				
	Christmas break				

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> Block 1, 2</li> <li><b>Young, Gifted and Black</b> Blocks 3,4,5 Caged Bird - Maya Angelou</li> <li><b>The Girl who stole an Elephant</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li><b>The Girl who stole an Elephant</b> Blocks 7, 8</li> <li><b>The Boy at the back of the class</b> Blocks 9,10, 11</li> <li><b>Varjak Paw</b> Block 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> Blocks 13, 14</li> <li><b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll) Blocks 15, 16,17</li> <li><b>The Raven</b> – Edgar Allen Poe Block 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>Poems which explore form A</li> <li>Persuasive writing (adverts) A</li> <li>First person diary entries (imaginative) A</li> <li>Critical analysis of narrative poetry A</li> <li>Third person adventure stories A</li> <li>Newspaper reports A</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures A</li> <li>Explanatory texts A</li> <li>Third person adventure stories B</li> <li>Poems which explore form B</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures B</li> <li>First person diary entries (imaginative) B</li> <li>Critical analysis of narrative poetry B</li> <li>Newspaper reports B</li> <li>Explanatory texts B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition &amp; Subtraction</li> <li>Area</li> <li>Multiplication &amp; Division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> <li>Length &amp; Perimeter</li> <li>Fractions</li> <li>Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Money</li> <li>Time</li> <li>Shape</li> <li>Statistics</li> <li>Position &amp; Direction</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>States of matter</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Electricity</li> <li>Sound</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A</li> <li>Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles Block C</li> <li><b>3D and collage Block D</b></li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Computing systems and networks – The Internet</li> </ul>	<ul style="list-style-type: none"> <li>Creating media - Audio production</li> <li>Programming A – Repetition in shapes</li> </ul>	<ul style="list-style-type: none"> <li>Data and information – Data logging</li> <li>Creating media – Photo editing</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A</li> <li>Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block C</li> <li>Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E <i>Science - Electricity</i></li> <li>Food and Nutrition Block F <i>Science – Animals including humans</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude</li> <li>Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Rivers revisited</li> <li>Map skills – environmental regions</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>Ancient civilisation – Egypt or Shang Dynasty</li> </ul>
<b>CUSP Music - mastering the glockenspiel</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm 2 Block A</li> <li>Follow beats in a bar (time signatures/metre) Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing texture 2 Block B</li> <li>Sing parts in an ensemble (harmony) Block B</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 2 Block C</li> <li>Revisit the staff Block C</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: The history of singing 2 Block D</li> <li>Singing for entertainment e.g. opera, theatrical, modernism Block D</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Performance focus: Composition 2 Block E</li> <li>Perform including an element of composition Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Tuned focus: Introducing timbre 2 Block F</li> <li>Identify and describe how sounds are combined Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>The calendar (Days, months, date)</li> <li>Colours, emotions and numbers 0-20</li> </ul>	<ul style="list-style-type: none"> <li>Items from daily life (Clothes)</li> <li>Learning together (Subjects and school)</li> </ul>	<ul style="list-style-type: none"> <li>The natural world (Animals and plants)</li> <li>Celebration (Bastille Day)</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Invasion Games</li> <li>Multi-skills - Competitive</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Net, Court and Wall sports</li> </ul>	<ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Athletics</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>Being Me</li> <li>Celebrating Difference</li> </ul>	<b>P</b> <ul style="list-style-type: none"> <li>Dreams and goals</li> <li>Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>Judaism – Belief and practice</li> <li>Buddhism – Buddha's teachings</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Judaism - Passover</li> <li>Buddhism – The 8-fold-path</li> <li>Christianity - Easter</li> </ul>	<ul style="list-style-type: none"> <li>Judaism - Rites of Passage and good works</li> <li>Buddhism – The 8-fold-path</li> <li>Christianity – Prayer and Worship</li> </ul>

Suggested Sequence Y4

Autumn 2023		Spring 2024		Summer 2024	
4/9	<b>CUSP Art and Design</b> <i>Drawing Block A</i>	Wed 3/1		15/4 Residential	<b>CUSP Art and Design</b> <i>Painting Block E</i>
11/9	<b>Science</b> <i>Living things and their habitats</i>	8/1	<b>Science</b> <i>Animals, including humans</i> <i>Human digestion</i>	22/4	<b>Geography</b> <i>Rivers: Nile and Amazon</i>
18/9		15/1	<b>CUSP Design and Technology</b> <i>Textiles Block C</i>	29/5	<b>History</b> Ancient civilisation – Egypt or Shang Dynasty
25/9	<b>CUSP Design and Technology</b> <i>Food and Nutrition Block A</i>	22/1	<b>Computing</b>	6/5	<b>Science</b> <i>Electricity</i>
2/10	<b>History</b> <i>Britain's settlement by Anglo-Saxons and Scots</i>	30/1	<b>Geography</b> <i>Latitude and Longitude</i>	13/5	<b>CUSP Design and Technology</b> <i>Electrical systems – Block E</i>
9/10		5/2	<b>CUSP Art and Design</b> <i>Printmaking and textiles Block C</i>	20/5	<b>Computing</b>
16/10	<b>Computing</b>	12/2	<b>History</b> <i>Vikings</i>	27/5	Half Term
23/10	Half term	19/2	Half term	3/6	<b>History</b> Ancient civilisation – Egypt or Shang Dynasty
30/10	<b>Enrichment</b>	26/2	<b>Science</b> <i>Animals, including humans</i> <i>Food chains, producer, predators and prey</i>	10/6	
6/11	<b>Geography</b> <i>Rivers</i>	4/3	<b>CUSP Design and Technology</b> <i>Structures Block C</i>	17/6	<b>Science</b> <i>Sound</i>
13/11	<b>Science</b> <i>States of matter</i>	11/3	<b>Geography</b> <i>Water cycle</i>	24/6	<b>Design and Technology</b> <i>Food and Nutrition Block F</i>
20/11		18/3	<b>CUSP Art and Design</b> <i>3D and collage Block D</i>	1/7	<b>Computing</b>
27/11	<b>CUSP Design Technology</b> <i>Mechanisms Block B</i>	25/3	<b>Computing</b>	8/7	<b>Art and Design</b> <i>Creative Response Block F</i>
04/12	<b>Geography</b> <i>Latitude and Longitude</i>		Easter break	15/7	<b>Geography</b> Map skills and environmental regions
11/12 (Bikeability 12/12)	<b>CUSP Art and Design</b> <i>Painting Block B</i>				Summer break
18/12	<b>Science</b> <i>Animals, including humans</i> <i>Teeth and function</i>				
	Christmas break				

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li><b>Shackleton's Journey</b> Blocks 1,2,3</li> <li><b>Secrets of a Sun King</b> If – Rudyard Kipling Blocks 4,5,6</li> </ul>	<ul style="list-style-type: none"> <li><b>A midsummer night's dream</b> Block 7</li> <li><b>I am not a label</b> Blocks 8, 9</li> <li><b>The Boy in the Tower</b> (including Daffodils – William Wordsworth) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li><b>The Explorer</b> Blocks 13, 14,15</li> <li><b>Five Children and It</b> Blocks 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Third person stories set in another culture A</li> <li>Formal letters of application A</li> <li>Poems that use word play A</li> <li>Dialogue in narrative A</li> <li>Poems which explore form A</li> <li>Balanced argument A</li> </ul>	<ul style="list-style-type: none"> <li>Third person stories set in another culture B</li> <li>Formal letters of application B</li> <li>Playscripts (Shakespeare retelling) A</li> <li>Biography A</li> <li>Poems that use word play B (Enrichment)</li> </ul>	<ul style="list-style-type: none"> <li>Playscripts B</li> <li>Dialogue in narrative (first person myths and legends) B</li> <li>Balanced argument B</li> <li>Biography B</li> <li>Poems which explore form B (Enrichment)</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition &amp; Subtraction</li> <li>Multiplication &amp; Division</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> <li>Fractions, Decimals &amp; Percentages</li> <li>Perimeter &amp; Area</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Position &amp; Direction</li> <li>Decimals</li> <li>Negative Numbers</li> <li>Converting Units</li> <li>Volume</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Properties and changes of materials</li> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Forces (Gravity and Galileo)</li> <li>Earth in space</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Forces continued</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and painting Block A</li> <li>Printmaking Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles and collage Block C</li> <li>3D Block D</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Computing systems and networks - Systems and searching</li> </ul>	<ul style="list-style-type: none"> <li>Creating media - Video production</li> </ul>	<ul style="list-style-type: none"> <li>Programming A – Selection in physical computing</li> <li>Data and information – Flat-file databases</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A</li> <li>Systems Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block C</li> <li><i>Writing Formal Letters of Application B</i></li> <li>Food and Nutrition Block D</li> <li><i>Geography World Biomes</i></li> </ul>	<ul style="list-style-type: none"> <li>Structures Block E</li> <li>Mechanisms Block F</li> <li><i>Science Forces</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>World countries – biomes and environmental regions</li> </ul>	<ul style="list-style-type: none"> <li>4 and 6 figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>OS maps and fieldwork</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study – Maya and Anglo-Saxons.</li> </ul>
<b>CUSP Music – mastering the keyboard</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Musical stories Block A</li> <li>One piece, different performers Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing structure Block B</li> <li>Identify parts of a song Block B</li> </ul>	<b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 3 Block C</li> <li>Follow musical notation Block C</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Music technology Block D</li> <li>Alter pitch and dynamic to create effects Block D</li> </ul>	<b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Performance focus: Composition 3 Block E</li> <li>Perform including an element of composition Block E</li> </ul> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Improvisation Block F</li> <li>Improvise using repeated patterns Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Local places (Amenities)</li> <li>Emotions and numbers 0- 100</li> </ul>	<ul style="list-style-type: none"> <li>Friends and family</li> <li>Working together</li> </ul>	<ul style="list-style-type: none"> <li>Playing together (Sports and hobbies)</li> <li>Eating together (Preparing a meal)</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Invasion Games</li> <li>Multi-skills - Competitive</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Net, Court and Wall sports</li> </ul>	<ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Athletics</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>Being Me</li> <li>Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>Dreams and goals</li> <li>Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Hinduism – Prayer and Worship</li> <li>Sikhism - Belief into action</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Sikhism - Beliefs and moral values</li> <li>Hinduism - Hindu Beliefs</li> <li>Christianity - Salvation</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism - Beliefs and moral values</li> <li>Sikhism - Prayer and Worship</li> <li>Christianity - Beliefs and Practices</li> </ul>

## Suggested Sequence Y5

Autumn 2023		Spring 2024		Summer 2024	
4/9	<b>CUSP Art and Design</b> <i>Drawing and Painting Block A</i>	Wed 3/1		15/4	<b>CUSP Art and Design</b> <i>Painting Block E</i>
11/9	<b>Science</b> <i>Properties and changes of materials</i>	8/1	<b>Science</b> <i>Forces</i>	22/4	<b>Computing</b>
18/9		15/1	<b>CUSP Art and Design</b> <i>Textiles and Collage Block C</i>	29/5	<b>Science</b> <i>Living things and their habitats</i>
25/9	<b>Computing</b>	22/1	<b>Geography</b> <i>4 and 6 figure grid references</i>	6/5	
2/10	<b>Geography</b> <i>World countries - location and biomes</i>	30/1	<b>Science</b> <i>Forces</i>	13/5	<b>CUSP Design and Technology</b> <i>Structures Block E</i>
9/10	<b>CUSP Design and Technology</b> <i>Food and Nutrition Block A</i>	5/2	<b>CUSP Design and Technology</b> <i>Textiles Block C</i>	20/5	<b>History</b> <i>Maya - non-European society that provides contrasts with British history</i>
16/10	<b>Enrichment</b>	12/2	<b>Geography</b> <i>4 and 6 figure grid references</i>	27/5	Half Term
23/10	Half term	19/2	Half term	3/6	<b>History</b> <i>Maya - non-European society that provides contrasts with British history</i>
30/10	<b>History</b> <i>Ancient Greece</i>	26/2	<b>Science</b> <i>Earth and space</i>	10/6	
6/11		4/3		17/6	<b>Science</b> <i>Living things and their habitats (complete) Forces continued</i>
13/11	<b>Science</b> <i>Animals, including humans: changes</i>	11/3	<b>CUSP Design and Technology</b> <i>Food and Nutrition (Block D)</i>	24/6	<b>Computing</b>
20/11	<b>Geography</b> <i>World countries - location and biomes</i>	18/3	<b>Computing</b>	1/7	<b>CUSP Design and Technology</b> <i>Mechanisms Block F</i>
27/11	<b>CUSP Art and Design</b> <i>Printmaking Block B</i>	25/3	<b>CUSP Art and Design</b> <i>3D Block D</i>	8/7	<b>Geography</b> <i>OS maps and fieldwork</i>
04/12	<b>CUSP Design and Technology</b> <i>System Block B</i>		Easter break	15/7	<b>CUSP Art and Design</b> <i>Creative Response Block F</i>
11/12	<b>History</b> <i>Ancient Greece</i>				Summer break
18/12	<b>Science</b> <i>Properties and changes of materials</i>				
	Christmas break				

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• <b>Roof toppers</b> (&amp; The Listeners – Walter de la Mare) Blocks 1,2,3</li> <li>• <b>Pig Heart Boy</b> Blocks 4,5</li> <li>• <b>How to live forever</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All Aboard the Empire Windrush</b> Blocks 7 8</li> <li>• <b>The Island</b> Block 9</li> <li>• <b>Skellig</b> (+Flanders poem) Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intro to Dickens – Oliver Twist</b> Blocks 13, 14,15</li> <li>• <b>Dare to be You</b> (KS2 – KS3 transition) Blocks 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>• Autobiography A</li> <li>• Discursive writing and speeches A</li> <li>• Poems that create images and explore vocabulary (War poetry) A</li> <li>• First person stories with a moral A</li> <li>• Shakespeare (Sonnets) A</li> <li>• Explanatory text A</li> </ul>	<ul style="list-style-type: none"> <li>• Extended third person narrative A</li> <li>• Explanatory texts B</li> <li>• Newspaper report A</li> <li>• Autobiography B</li> <li>• First person stories with a moral B</li> </ul>	<ul style="list-style-type: none"> <li>• Extended third person narrative (adventure stories) B</li> <li>• Newspaper report B</li> <li>• Discursive writing and speeches B</li> <li>• Poems that create images and explore vocabulary B (Enrichment)</li> <li>• Shakespeare (Sonnets) B (Enrichment)</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition, Subtraction, Multiplication &amp; Division</li> <li>• Fractions</li> <li>• Converting Units</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio</li> <li>• Algebra</li> <li>• Decimals</li> <li>• Fractions, Decimals &amp; Percentages</li> <li>• Area &amp; Perimeter</li> <li>• Volume</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Position &amp; Direction</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> <li>• Living things and their habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Living things and their habitats continued</li> <li>• Evolution and inheritance</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A</li> <li>• Painting and collage Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking and textiles Block C</li> <li>• 3D Block D</li> </ul>	<ul style="list-style-type: none"> <li>• Painting Block E</li> <li>• Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Computing systems and networks - Communication and collaboration</li> </ul>		<ul style="list-style-type: none"> <li>• Creating media – Web page creation</li> <li>• Programming A – Variables in games</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Food and Nutrition Block A</li> <li>• Writing – Discursive writing and speeches</li> <li>• Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block C</li> <li>• Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical systems Block E</li> <li>• Science – Electricity</li> <li>• Textiles Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Physical processes: Earthquakes, mountains and volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>• Settlements</li> <li>• Comparison study – UK, Europe and North America</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison study – UK, Europe and North America</li> <li>• Maps and orienteering</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Beyond 1066               <ul style="list-style-type: none"> <li>◦ The Battle of Britain or</li> <li>◦ Local History Study - how did conflict change our locality in World War 2?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Windrush generation</li> </ul>	<ul style="list-style-type: none"> <li>• 5 significant monarchs</li> </ul>
<b>CUSP Music - mastering the keyboard</b> <b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Musical stories 2 Block A</li> <li>• Cultural and social – lyrics Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Music technology 2 Block B</li> <li>• Alter tempo and rhythm to create effects Block B</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Introducing structure 2 Block C</li> <li>• Identify cyclic patterns inc. verse/chorus, coda Block C</li> </ul> <b>Keyboard</b> <ul style="list-style-type: none"> <li>• Tuned focus: Musical notation 4 Block D</li> <li>• Create simple notation Block D</li> </ul>	<b>Keyboard</b> <ul style="list-style-type: none"> <li>• Tuned focus: Composition 4 Block E</li> <li>• Improvise using melodic phrases Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>• Performance focus: Improvisation 2 Block F</li> <li>• Perform including an element of improvisation Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>• Where I live (Homes)</li> <li>• Emotions and numbers – beyond 100</li> </ul>	<ul style="list-style-type: none"> <li>• Items from daily life (Money and personal effects)</li> <li>• Learning together</li> </ul>	<ul style="list-style-type: none"> <li>• The natural world (The environment)</li> <li>• Visiting France (Directions and transport)</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Multi-skills - Competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Net, Court and Wall sports</li> </ul>	<ul style="list-style-type: none"> <li>• Striking and Fielding</li> <li>• Athletics</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>• Being Me</li> <li>• Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and goals</li> <li>• Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>• Islam - Beliefs and Practices</li> <li>• Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity – Beliefs and meaning</li> <li>• Christianity - Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Islam - Beliefs and moral values</li> </ul>

## Suggested Sequence Y6

Autumn 2022		Spring 2023		Summer 2023	
4/9	<b>History</b> Local history study, or chronological knowledge beyond 1066: <ul style="list-style-type: none"> <li>How did conflict change our local area in World War 2? OR</li> <li>The Battle of Britain</li> </ul>	Wed 3/1		15/4	<b>CUSP Art and Design</b> Painting Block E
11/9		8/1	<b>History</b> The Windrush generation	22/4	<b>Science</b> Living things and their habitats
18/9	<b>Science</b> Electricity	15/1		29/5	<b>History</b> Chronological knowledge beyond 1066: Five significant monarchs
25/9	<b>CUSP Art and Design</b> Drawing Block A	22/1	<b>Science</b> Light	6/5	<b>CUSP Design Technology</b> Electrical systems Block E
2/10	<b>CUSP Design Technology</b> Food and Nutrition Block A	30/1	<b>CUSP Art and Design</b> Printmaking and Textiles Block C	13/5	<b>KS2 Test Week</b> <b>Computing</b>
9/10	<b>Science</b> Animals, including humans	5/2	<b>CUSP Design Technology</b> Food and Nutrition Block C	20/5 <small>Residential</small>	<b>Geography</b> Comparison study UK   Europe   N America
16/10	<b>Enrichment</b>	12/2	<b>Geography</b> Settlements	27/5	Half term
23/10	Half Term	19/2	Half term	3/6	<b>History</b> Chronological knowledge beyond 1066: Five significant monarchs
30/10	<b>CUSP Art and Design</b> Painting and Collage Block B	26/2	<b>Science</b> Light	10/6	<b>CUSP Art and Design</b> Creative Response Block F
6/11	<b>Science</b> Animals, including humans	4/3	<b>Science</b> Living things and their habitats	17/6	<b>Computing</b>
13/11		11/3	<b>CUSP Art and Design</b> 3D Block D	24/6	<b>Science</b> Evolution and inheritance
20/11 Bikeability	<b>Computing</b>	18/3	<b>Geography</b> Comparison study UK   Europe   N America	1/7	
27/11	<b>Geography</b> Physical processes	25/3	<b>CUSP Design Technology</b> Structures Block D	8/7	<b>Geography</b> Map skills and orienteering
04/12			Easter break	15/7	<b>CUSP Design and Technology</b> Textiles Block F
11/12	<b>CUSP Design and Technology</b> Mechanisms Block B				Summer break
18/12	<b>Science</b> Animals, including humans – water transport				
	Christmas break				