

Single Age Teaching and curriculum sequencing

INCREASED FREQUENCY SEQUENCE

Non Unity Schools – 1 week ½ term



Please READ



- This is an outline plan that is designed to be used as an example for you to edit.
- Strong Start and Reference lesson resources are available on the website within each subject area.
- Please also read and use the Science, Geography and History Mixed Age Sequence documents that show the position of the Strong Start and Reference lessons.

Key Stage 1 Example Timetable

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

| 8:45 Registration 8:50 - 9:20 | 9:20 - 10:20 | 10:20 - 10:35 | 10:35 -10:50 | 10:50 -1205 | 12:05 - 1:00 | 1-130 | 1:30 - 2 | 2 - 2:30 | 2:30 - 3 | 3 - 3:30 |
|-------------------------------------|--|---|-----------------|-----------------------|-----------------|----------------------|--------------------------------------|----------|----------|----------|
| Phonics | Handwriting (10) English (50) | Assembly | Break | Maths Meeting + Maths | Lunch | PSHE | PE | RE | | |
| Phonics | Handwriting (10) English (50) | | | Maths Meeting + Maths | | Spelling, Reading | CUSP Art / DT | | | |
| Phonics | Handwriting (10) English (50) | | | Maths Meeting + Maths | | PSHE | Music | PE | | |
| Phonics | Handwriting (10) English (50) | | | Maths Meeting + Maths | | Spelling, Reading | CUSP History / Geography / Computing | | | |
| Phonics | Transcription, Handwriting, spelling or sentence composition (45) | Longer celebration assembly 1005- 1035 | | Maths Meeting + Maths | | Spelling, Reading | CUSP Science | | | |

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

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

Suggested Sequence KS1

| YEAR 1 Autumn 2024 | | Strong start Science Geography and History = 3 lessons each | | Science (1.5 hours) | |
|--------------------|-----------|---|---------|----------------------------|--|
| Sep 2 | Geography | Continents, Oceans, UK countries, capital cities and seas | Cycle 1 | STRONG START | |
| | Art | Drawing Block A | | | |
| 9 | History | Changes within living memory | | What are the four seasons? | |

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|---|---|---|---------|---|--|
| | Art | Drawing | | | |
| 16 | Computing | Everyone Can Create: Light and Shadows in Photography | | What's the weather like in Autumn, Winter, Spring and Summer? | Introduce Plants – evergreen and deciduous trees |
| | Art | Drawing | | | |
| 23 | Geography | Continents, Oceans, UK countries, capital cities and seas | | Why does day become night? | |
| | DT | Mechanisms Block A | | | |
| 30 | History | Changes within living memory | | What makes a tree? | |
| | DT | Mechanisms | | | |
| Oct 7 | Computing | Everyone Can Create: Light and Shadows in Photography | | What trees live around my school? | |
| | DT | Mechanisms | | | |
| 14 | ENRICHMENT - Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | | | |
| 21 | Half Term | | | | |
| 28 | Geography | Continents, Oceans, UK countries, capital cities and seas | Cycle 2 | What's the difference between trees? | |
| | Art | Painting Block B | | | |
| November - Festival of the Spoken Word (Oracy) Dates to be confirmed | | | | | |
| Nov 4 | History | Changes within living memory | | What is an animal? | Introduce Animals, including humans |
| | Art | Painting | | | |
| 11 | Computing | Everyone Can Code Early Learners: Functions and Loops | | What types of animals are there? | |
| | Art | Painting | | | |
| 18 | Geography | Continents, Oceans, UK countries, capital cities and seas | | What types of animals are there? | |
| | DT | Structures Block B | | | |
| 25 | History | Changes within living memory | | What is similar and what is different? | |
| | DT | Structures | | | |
| Dec 2 | Computing | Everyone Can Code Early Learners: Functions and Loops | | What does food tell us about an animal? What makes me an animal? What senses do I have? | |
| | DT | Structures | | | |
| 9 | Geography | Continents, Oceans, UK countries, capital cities and seas | | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. | |
| | History | Changes within living memory | | | |
| 16 | Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Possible term ends Friday 20th December 2024 | | | | |

Suggested Sequence KS1

| YEAR 1 Spring 2025 | | | Science | | |
|--------------------|-----------|---|---------|---------------------|---------------------|
| Jan 6 | Geography | Continents, Oceans, UK countries, capital cities and seas | Cycle 3 | STRONG START | Introduce Materials |
| | Art | Printmaking Block C | | | |
| 13 | History | The lives of significant people | | What are materials? | |
| | Art | Printmaking | | | |

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

Suggested Sequence KS1

| YEAR 1 Summer 2025 | | | Science | | |
|--------------------|-----------|----------------------------------|--|--|--------|
| Apr 22 | Geography | Hot and cold places | Cycle 5 | STRONG START | Plants |
| | Art | 3D Block E | | | |
| 28 | History | More lives of significant people | | What are the parts of a plant? | |
| | Art | 3D | | | |
| May 5 | Computing | Technology All Around Us | | What are wild plants and where do you find them? | |
| | Art | 3D | | | |
| 12 | Geography | Hot and cold places | What are garden plants and where do you find them? | | |
| | DT | Textiles Block E | | | |

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|-------|--|---|---------|--|---|
| 19 | History | More lives of significant people | | | |
| | DT | Textiles | | | |
| 26 | Half Term | | | | |
| Jun 2 | Computing | Technology All Around Us June – Food Festival | | | |
| | DT | Textiles | | | |
| 9 | Geography | Mapping and fieldwork | | | Animals, including humans Remember it |
| | Art | Collage Block F | | | |
| 16 | History | More lives of significant people | | | Animals, including humans Elaborate it |
| | Art | Collage | | | |
| 23 | Computing | Everyone Can Create: Patterns and Shapes | Cycle 6 | | Plants Remember it |
| | Art | Collage | | | |
| 30 | Geography | Mapping and fieldwork | | | Revisit Plants, Animals including humans, Seasonal change and weather |
| | DT | Food and Nutrition Block F | | | |
| Jul 7 | History | School study | | | Class focused science to address misconceptions or deepen understanding |
| | DT | Food and Nutrition | | | |
| 14 | Computing | Everyone Can Create: Patterns and Shapes | | | |
| | DT | Food and Nutrition | | | |
| 21 | ENRICHMENT - Use these flexible blocks to enrich the curriculum – Term possibly ends 23rd July 25. | | | | |

Year 2

Single Age Sequence

2024 – 2025

| Autumn 2024 | Spring 2025 | Summer 2025 |
|---|---|---|
| CUSP Reading <ul style="list-style-type: none"> 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, 5 The Christmas Pine - Julia Donaldson Block 6 | <ul style="list-style-type: none"> The Quangle Wangle's Hat - Edward Lear Block 7 Coming to England Block 8 The Street Beneath My Feet Block 9 Rhythm of the Rain Blocks 10, 11 Little People Big Dreams (DA) Block 12 | <ul style="list-style-type: none"> Fantastically Great Women Who Changed the World Blocks 13, 14 Aesop's Fables – The Sun and The Wind Block 15 Fantastic Mr Fox Blocks 16, 17, 18 |
| School's choice modules: Somebody Crunched Colin Block 19 , The Last Tree Block 20 , Planet Full of Plastic Block 21 | | |
| CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition <ul style="list-style-type: none"> Character descriptions A Poems developing vocabulary A Simple retelling of a narrative A Formal invitations A Stories from other cultures A | Strong Start Sentence Composition <ul style="list-style-type: none"> Poetry on a theme (humorous) A Non-chronological reports A Formal invitations B Character description B Recount from personal experience A Poems developing vocabulary B (Enrichment) | Strong Start Sentence Composition <ul style="list-style-type: none"> Non-chronological reports B Recount from personal experience B Simple retelling of a narrative B Stories from other cultures B Poetry on a theme (poems about change) B (Enrichment) |
| Maths | | |
| CUSP Science <ul style="list-style-type: none"> Living things and their habitats Animals, including humans | <ul style="list-style-type: none"> Uses of everyday materials Revisit Living things and their habitats / materials | <ul style="list-style-type: none"> Plants Revisit Living things and their habitats / Animals, including humans |
| CUSP Art and Design <ul style="list-style-type: none"> Drawing Block A Painting Block B | <ul style="list-style-type: none"> Printmaking Block C Textiles and collage Block D | <ul style="list-style-type: none"> 3D Block E Creative Response Block F |

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| Unity iPad Computing <ul style="list-style-type: none"> Everyone Can Create: Drawing People and Places Everyone Can Code Early Learners: Variables and App Design | <ul style="list-style-type: none"> Online Safety: Smartie the Penguin Scratch: Musical Actions and Sequences | <ul style="list-style-type: none"> The Internet Everyone Can Create: Photo Collages |
| CUSP Design and Technology <ul style="list-style-type: none"> Textiles Block A Food and Nutrition Block B <i>Sci Living things</i> | <ul style="list-style-type: none"> Mechanisms Block C Materials Block D <i>Sci Use of Everyday materials</i> | <ul style="list-style-type: none"> Food and Nutrition Block E Structures Block F |
| CUSP Geography <ul style="list-style-type: none"> Human and Physical features Compare a small part of the UK to a non-European location – London and Nairobi | <ul style="list-style-type: none"> Compare a small part of the UK to a non-European location – London and Nairobi Fieldwork and map skills | <ul style="list-style-type: none"> Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest |
| CUSP History <ul style="list-style-type: none"> Events beyond living memory | <ul style="list-style-type: none"> Significant historical events, people, places in our locality | <ul style="list-style-type: none"> Significant historical events, people, places in our locality Revisit – Events beyond living memory (<i>or alternative focus for insecure knowledge</i>) |
| CUSP Music - Tuned and untuned percussion Untuned percussion <ul style="list-style-type: none"> Untuned focus: Experimenting with sounds 2 Block A Representing sounds pictorially Block A Singing <ul style="list-style-type: none"> Singing focus: Being together in music 2 Block B Control the voice – sing as a choir Block B | Music Untuned percussion <ul style="list-style-type: none"> Untuned focus: Introducing rhythm and pulse 2 Block C Compose short patterns Block C Singing <ul style="list-style-type: none"> Singing focus: Introducing pitch 2 Block D Control and describe pitch Block D | Music Untuned percussion <ul style="list-style-type: none"> Tuned focus: Introducing tempo and dynamic 2 Block E Control and describe tempo and dynamic Block E Singing <ul style="list-style-type: none"> Singing focus: Exploring emotions through music 2 Block F Choose sounds to create an effect Block F |
| PE | PE | PE |
| PSHE | PSHE | PSHE |
| Discovery RE <ul style="list-style-type: none"> Christianity - What did Jesus teach? Christianity - Christmas - Jesus as gift from God | <ul style="list-style-type: none"> Judaism – Passover Islam – Prayer at home Christianity – Easter and the Resurrection | <ul style="list-style-type: none"> Judaism – The Covenant / Rites of Passage and good works Islam – Community and belonging / Hajj |

Suggested Sequence

| YEAR 2 Autumn 2024 | | Art and Design Geography History DT CPU | | Science 1.5 hours | |
|--|---|--|---------|--|--|
| Sep 2 | Geography | Human and physical features | Cycle 1 | STRONG START | |
| | Art | Drawing Block A | | What is alive and what is not? | |
| 9 | History | Events beyond living memory – Great Fire of London | | What do all living things have in common? | |
| | Art | Drawing | | Where do plants and animals live? | |
| 16 | Computing | Everyone Can Create: Drawing People and Places | | What plants and animals live in our local environment? | |
| | Art | Drawing | | What are food chains? How are they connected? | |
| 23 | Geography | Human and physical features | | Why do plants and animals need each other? | |
| | DT | Textiles Block A | | Half Term | |
| 30 | History | Events beyond living memory - Great Fire of London | | | |
| | DT | Textiles | | | |
| Oct 7 | Computing | Everyone Can Create: Drawing People and Places | | | |
| | DT | Textiles | | | |
| 14 | ENRICHMENT - Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | | | |
| 21 | Half Term | | | | |
| 28 | Geography | Human and physical features | Cycle 2 | REMEMBER: what is an animal? | |
| | Art | Painting Block B | | Animals, including humans | |
| November - Festival of the Spoken Word (Oracy) Dates to be confirmed | | | | | |

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|----------|---|---|--|---|---------------------------|
| Nov 4 | History | Events beyond living memory - Great Fire of London | | How do animals change as they mature? | Animals, including humans |
| | Art | Painting | | How do we change as we mature? | |
| 11 | Computing | Everyone Can Code Early Learners: Variables and App Design | | How do we change as we mature? | |
| | Art | Painting | | What do all animals need to stay alive? | |
| 18 | Geography | Compare a small part of the UK to a non-European location | | Keeping healthy: why do we exercise? | |
| | DT | Food and Nutrition Block B | | Keeping healthy: why do we eat different types of food? | |
| 25 | History | Events beyond living memory - Great Fire of London | | | |
| | DT | Food and Nutrition | | | |
| Dec 2 | Computing | Everyone Can Code Early Learners: Variables and App Design | | | |
| | DT | Food and Nutrition | | | |
| 9 | Geog | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. | | | |
| | History | | | | |
| 16 | Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends possibly Friday 20th December 2025 | | | | |

Suggested Sequence

| YEAR 2 Spring 2025 | | | Science | | |
|--------------------|------------------|--|---------|---|--|
| Jan 6 | Geography | Compare a small part of the UK to a non-European location | Cycle 3 | STRONG START | Uses of everyday materials |
| | Art | Printmaking Block C | | What are materials used for? Categorise and compare wood, metal, plastic and glass. | |
| 13 | History | Significant historical events, people, places in our locality. | | What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric. | |
| | Art | Printmaking | | What happens when we squash, bend, twist or stretch a material? | |
| 20 | Computing | Online Safety: Smartie the Penguin | | What's the right material for the job? | |
| | Art | Printmaking | | What's the best absorbent material? | |
| 27 | Geography | Compare a small part of the UK to a non-European location | | | |
| | DT | Mechansims Block C | | | |
| Feb 3 | History | Significant historical events, people, places in our locality. February - Art Festival | | | |
| | DT | Mechansims | | | |
| 10 | Computing | Online Safety: Smartie the Penguin | | | |
| | DT | Mechansims | | | |
| 17 | Half term | | | | |
| 24 | Geography | Compare a small part of the UK to a non-European location | Cycle 4 | Who invented waterproofing? | Revisit Living things and their habitats / materials |
| | Art | Textiles and collage Block D | | What is it made from? | |
| Mar 3 | History | Significant historical events, people, places in our locality. | Cycle 4 | Compare: what is alive, what is not alive and what has never been alive? | |
| | Art | Textiles and collage | | What materials do our pets have or need? Why is that? | |
| 10 | Computing | Scratch: Musical Actions and Sequences | | | |
| | Art | Textiles and collage | | | |
| 17 | Geography | Fieldwork and map skills | | | |
| | DT | Materials Block D | | | |

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|---|-----------|--|--|--|--|
| 24 | History | Significant historical events, people, places in our locality. | | | |
| | DT | Materials | | | |
| 31 | Computing | Scratch: Musical Actions and Sequences | | | |
| | DT | Materials | | | |
| Easter – possible dates are 7th April – 22nd April 2025. (21st Easter Monday) | | | | | |

Suggested Sequence

| YEAR 2 Summer 2025 | | | Science | | | |
|--------------------|-----------|---|---|--|--|--------|
| Apr 22 | Geography | Fieldwork and map skills | Cycle 5 | STRONG START | | Plants |
| | Art | 3D Block E | | How do seeds germinate and what happens? | | |
| 28 | History | Significant historical events, people, places in our locality. | | What happens when bulbs sprout? | | |
| | Art | 3D | | What do plants need to thrive and be healthy? | | |
| May 5 | Computing | The Internet | | What can happen if plants don't get the things they need? | | |
| | Art | 3D | | | | |
| 12 | Geography | Fieldwork and map skills | | | | |
| | DT | Food and Nutrition Block E | | | | |
| 19 | History | Significant historical events, people, places in our locality. | | | | |
| | DT | Food and Nutrition | | | | |
| 26 | Half Term | | | | | |
| Jun 2 | Computing | The Internet June – Food Festival | Cycle 6 | What do I notice about plants around the school? How are they healthy? How are they unhealthy? | | Plants |
| | DT | Food and Nutrition | | Show what you know How do seeds and bulbs grow? What do plants need to be healthy? | | |
| 9 | Geography | Compare a different non-European location to ours – Amazon rainforest | | | | |
| | Art | Creative Response Block F | | | | |
| 16 | History | Revisit – Events beyond living memory | | | | |
| | Art | Creative Response | | | | |
| 23 | Computing | Everyone Can Create: Photo Collages | How do seeds and bulbs grow? | | Revisit Living things and their habitats / Animals, including humans | |
| | Art | Creative Response | What do I know about animals, including humans? | | | |
| 30 | Geography | Compare a different non-European location to ours – Amazon rainforest | | | | |
| | DT | Structures Block F | | | | |
| Jul 7 | History | Revisit – Events beyond living memory | What do plants need to thrive and be healthy? | | | |
| | DT | Structures | | | | |
| 14 | Computing | Everyone Can Create: Photo Collages | | | | |
| | DT | Structures | | | | |



2023 - 2024

INCREASED FREQUENCY MODEL

Key Stage Two

SINGLE AGE SEQUENCE

KS2 Example Timetable

An editable timetable can be downloaded from [CUSP Core > Timetables](#)

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

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

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

Suggested Sequence

| YEAR 3 Autumn 2024 | | | | Weekly Science | |
|--------------------|-----------|---|---------|-----------------------|-------|
| Sep 2 | Geography | KS2 fieldwork and map skills – physical and human geography | Cycle 1 | STRONG START | Rocks |
| | Art | Drawing and painting Block A | | | |
| 9 | History | Stone Age – Iron Age | | How are rocks formed? | |
| | Art | Drawing and painting | | | |

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|---|---|---|---|--|--|--|
| 16 | Computing | Everyone Can Create: Your First Movie | | What types of rocks are there? | | |
| | Art | Drawing and painting | | | | |
| 23 | Geography | KS2 fieldwork and map skills – physical and human geography | | | | Can rocks change? |
| | DT | Textiles Block A | | | | |
| 30 | History | Stone Age – Iron Age | | | | How can we test a rock to see if it is limestone or chalk? |
| | DT | Textiles | | | | |
| Oct 7 | Computing | Everyone Can Create: Your First Movie | | Is soil just dirt? What makes soil? | | |
| | DT | Textiles | | | | |
| 14 | ENRICHMENT Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Geography or History focus if you require. | | | How are fossils formed? | | |
| 21 | Half Term | | | | | |
| 28 | Geography | KS2 fieldwork and map skills – physical and human geography | | Cycle 2 | What effect does the food we eat have? | |
| | Art | Printmaking Block B | | | | |
| November - Festival of the Spoken Word (Oracy) Dates to be confirmed | | | | | | |
| Nov 4 | History | Stone Age – Iron Age | | Where is my skeleton and what does it do? | Animals, including humans | |
| | Art | Printmaking | | | | |
| 11 | Computing | Scratch: Using Loops and Repetition | | | | Where are my muscles and what do they do? |
| | Art | Printmaking | | | | |
| 18 | Geography | OS map skills and fieldwork | | | | |
| | DT | Food and Nutrition Block B | | | | |
| 25 | History | Stone Age – Iron Age | | How are rocks formed and what types are there? | | |
| | DT | Food and Nutrition | | | | |
| Dec 2 | Computing | Scratch: Using Loops and Repetition | | Remember: how can rocks change? | | |
| | DT | Food and Nutrition | | | | |
| 9 | Geography | OS map skills and fieldwork | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. | Remember: how are fossils formed and how do we know? | | |
| | History | Y3 Stone Age – Iron Age | | | | |
| 16 | Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends possibly Friday 20th December 2025 | | | | | |

Suggested Sequence

| YEAR 3 Spring 2025 | | | Weekly Science | | |
|--------------------|-----------|--|----------------|---|--|
| Jan 6 | Geography | UK Study | Cycle 3 | STRONG START | |
| | Art | Textiles and collage Block C | | | |
| 13 | History | Stone Age – Iron Age | | What are contact forces? | |
| | Art | Textiles and collage | | | |
| 20 | Computing | Be Internet Legends: Online Reputation, Passwords & Behaviour and Opinions and Differences | | How do surfaces affect the motion of an object? | |
| | Art | Textiles and collage | | | |

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

Suggested Sequence

| YEAR 3 Summer 2025 | | | Weekly Science | | |
|--------------------|-----------|--------------------------------|----------------|--------|--------------------------------------|
| Apr 22 | Geography | UK Study continued | Cycle 5 | Plants | STRONG START |
| | Art | Painting Block E | | | How does water move through a plant? |
| 28 | History | Rome and the impact on Britain | | | What do flowers do? |
| | Art | Painting | | | What is pollination? |
| May 5 | Computing | Taking Control of Spreadsheets | | | |
| | Art | Painting | | | |
| 12 | Geography | UK Study continued | | | |
| | DT | Systems Block E | | | |
| 19 | History | Rome and the impact on Britain | | | |
| | DT | Systems | | | |

| 26 | | Half Term | | | |
|----------|--|--|--|---------|-------|
| Jun 2 | Computing | Taking Control of Spreadsheets | | | |
| | DT | Systems | | | |
| 9 | Geography | Revisit countries, counties and regions | | Cycle 6 | Light |
| | Art | Creative Response Block F | | | |
| 16 | History | Rome and the impact on Britain | | | |
| | Art | Creative Response | | | |
| 23 | Computing | Everyone Can Create: Artistic Adjectives | | | |
| | Art | Creative Response | | | |
| 30 | Geography | Revisit countries, counties and regions | | | |
| | DT | Structures Block F | | | |
| Jul 7 | History | Rome and the impact on Britain | | | |
| | DT | Structures | | | |
| 14 | Computing | Everyone Can Create: Artistic Adjectives | | | |
| | DT | Structures | | | |
| 21 | ENRICHMENT - Use these flexible blocks to enrich the curriculum – Term possibly ends 23 rd July 25. | | | | |

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

Suggested Sequence

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

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|---|---|--|---|---|------------------|
| | Art | Drawing | | | |
| 16 | Computing | Everyone Can Create: Storyboards + Movie Pitch | | What animals are vertebrates? | |
| | Art | Drawing | | | |
| 23 | Geography | Rivers | | What animals are invertebrates? | |
| | DT | Food and Nutrition Block A | | | |
| 30 | History | Britain's settlement by Anglo-Saxons and Scots | | What groups are plants classified in? | |
| | DT | Food and Nutrition | | | |
| Oct 7 | Computing | Everyone Can Create: Storyboards + Movie Pitch | | What is classification? How do I use a key? | |
| | DT | Food and Nutrition | | | |
| 14 | ENRICHMENT Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | | What happens if the environment in a habitat changes? | |
| 21 | Half Term | | | | |
| 28 | Geography | Rivers | Cycle 2 | What is matter? What does 'state' mean? | States of matter |
| | Art | Painting Block B | | | |
| November - Festival of the Spoken Word (Oracy) Dates to be confirmed | | | | | |
| Nov 4 | History | Britain's settlement by Anglo-Saxons and Scots | | What are solids, liquids and gases? | States of matter |
| | Art | Painting | | | |
| 11 | Computing | Scratch: Using Variables in a Game | | Melting: how do materials change state? | |
| | Art | Painting | | | |
| 18 | Geography | Latitude and longitude | | Evaporating: how do materials change state? | |
| | DT | Mechanisms Block B | | | |
| 25 | History | Britain's settlement by Anglo-Saxons and Scots | Condensing: how do materials change state? | | |
| | DT | Mechanisms | | | |
| Dec 2 | Computing | Scratch: Using Variables in a Game | Summary: how do materials change their state of matter? | | |
| | DT | Mechanisms | | | |
| 9 | Geography | Latitude and longitude | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. | | |
| | History | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | | |
| 16 | Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends possibly Friday 20 th December 2025 | | | | |

Suggested sequence

| YEAR 4 Spring 2025 | | Weekly Science | | | |
|--------------------|-----------|--|-------------------------------------|--|---------------------------|
| Jan 6 | Geography | Latitude and longitude | Cycle 3 | STRONG START | Animals, including humans |
| | Art | Printmaking and textiles Block C | | | |
| 13 | History | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | What teeth do humans have? What do they do? | |
| | Art | Printmaking and textiles | | | |
| 20 | Computing | Be Internet Legends: Making Good Decisions Online, Being Brave Online and Speak Up & Report It | | How does our mouth and teeth help digestion? What's the process? | |
| | Art | Printmaking and textiles | | | |
| 27 | Geography | Latitude and longitude | Can teeth tell us what animals eat? | | |

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

Suggested sequence

| YEAR 4 Summer 2025 | | | Weekly Science | | |
|--------------------|------------------|--|--|---|---|
| Apr 22 | Geography | Water cycle | Cycle 5 | STRONG START | |
| | Art | Painting Block E | | What appliances use electricity? What sort of power makes them work? | |
| 28 | History | Ancient civilisation – Egypt / Shang Dynasty | | | What are the components in a simple series circuit? |
| | Art | Painting | | | |
| May 5 | Computing | Understanding Digital Networks | What are the effects of changing circuit components and batteries? | | |
| | Art | Painting | | | |
| 12 | Geography | Environmental regions – map skills (Y4) | | | |
| | DT | Electrical systems Block E | | | |
| 19 | History | Ancient civilisation – Egypt / Shang Dynasty | | | |
| | DT | Electrical systems | | | |
| 26 | Half Term | | | | |

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|----------|--|---|---------|--|-------|
| Jun 2 | Computing | Understanding Digital Networks June – Food Festival | Cycle 6 | What is sound? | Sound |
| | DT | Electrical systems | | | |
| 9 | Geography | Environmental regions – map skills (Y4) | | How does sound travel? | |
| | Art | Creative Response Block F | | | |
| 16 | History | Ancient civilisation – Egypt / Shang Dynasty | | What is the pitch and loudness of sound? | |
| | Art | Creative Response | | | |
| 23 | Computing | Everyone Can Create: Infographics | | | |
| | Art | Creative Response | | | |
| 30 | Geography | Environmental regions – map skills (Y4) | | | |
| | DT | Food and Nutrition Block F | | | |
| Jul 7 | History | Ancient civilisation – Egypt / Shang Dynasty | | | |
| | DT | Food and Nutrition | | | |
| 14 | Computing | Everyone Can Create: Infographics | | | |
| | DT | Food and Nutrition | | | |
| 21 | ENRICHMENT - Use these flexible blocks to enrich the curriculum – Term possibly ends 23rd July 25. | | | | |

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

Suggested Sequence

| YEAR 5 Autumn 2024 | | Weekly Science 1.5 hours | |
|--------------------|-----------|--|------------------------|
| Sep 2 | Geography | World countries - biomes and environmental regions | Cycle 1 |
| | Art | Drawing and painting Block A | |
| | | STRONG START | Properties and changes |

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|---|--|--|----------|--|--|----------|---|--|---|---|---------------------------|---------|--|--|----------|--|--|
| 9 | History | Ancient Greece | Cycle 1 | What properties do materials have? How do we use them? | | | | | | | | | | | | | |
| | Art | Drawing and painting | | | | | | | | | | | | | | | |
| 16 | Computing | Augmented Reality: Ancient Greek Civilisation | | | | Cycle 2 | What is a solution and what is a mixture? | | | | | | | | | | |
| | Art | Drawing and painting | | | | | | | | | | | | | | | |
| 23 | Geography | World countries - biomes and environmental regions | | | | | | | Cycle 3 | How can we separate materials from a mixture? | | | | | | | |
| | DT | Food and Nutrition Block A | | | | | | | | | | | | | | | |
| 30 | History | Ancient Greece | | | | | | | | | | Cycle 4 | How can we separate materials from a solution? | | | | |
| | DT | Food and Nutrition | | | | | | | | | | | | | | | |
| Oct 7 | Computing | Augmented Reality: Ancient Greek Civilisation | | | | | | | | | | | | | Cycle 5 | What changes are reversible? | |
| | DT | Food and Nutrition | | | | | | | | | | | | | | | |
| 14 | ENRICHMENT Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | | What changes are irreversible? | | | | | | | | | | | | | |
| 21 | Half Term | | | | | | | | | | | | | | | | |
| 28 | Geography | World countries - biomes and environmental regions | Cycle 6 | | | | | | | | | | | | | | |
| | Art | Printmaking Block B | | | | | | | | | | | | | | | |
| November - Festival of the Spoken Word (Oracy) Dates to be confirmed | | | | | | | | | | | | | | | | | |
| Nov 4 | History | Ancient Greece | | | | Cycle 7 | | | | | | | | | | | |
| | Art | Printmaking | | | | | | | | | | | | | | | |
| 11 | Computing | Everyone Can Code: For Loops and Variables | | | | | | | Cycle 8 | What is the human timeline? | Animals, including humans | | | | | | |
| | Art | Printmaking | | | | | | | | | | | | | | | |
| 18 | Geography | World countries - biomes and environmental regions | | | | | | | | | | Cycle 9 | How do we change into adults? | | | | |
| | DT | Systems Block B | | | | | | | | | | | | | | | |
| 25 | History | Ancient Greece | | | | | | | | | | | | | Cycle 10 | How do human and animal lifespans compare? | |
| | DT | Systems | | | | | | | | | | | | | | | |
| Dec 2 | Computing | Everyone Can Code: For Loops and Variables | Cycle 11 | | | | | | | | | | | | | | |
| | DT | Systems | | | | | | | | | | | | | | | |
| 9 | Geography | World countries – biomes and environmental regions | | | | Cycle 12 | | | | | | | | | | | |
| | History | Ancient Greece | | | | | | | | | | | | | | | |
| | | | | | | | | | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. | | | | | | | | |
| 16 | Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends possibly Friday 20th December 2025 | | | | | | | | | | | | | | | | |

Suggested Sequence

| YEAR 5 Spring 2025 | | | Weekly Science | | | | | | | | | | | |
|--------------------|-----------|---|----------------|--------------|--------|---------|--|--|---------|--------------------------------------|--|---------|--|--|
| Jan 6 | Geography | 4 and 6 figure grid references | Cycle 3 | STRONG START | Forces | | | | | | | | | |
| | Art | Textiles and collage Block C | | | | | | | | | | | | |
| 13 | History | Ancient Greece | | | | Cycle 4 | Remember gravity When is friction helpful and when is it not? | | | | | | | |
| | Art | Textiles and collage | | | | | | | | | | | | |
| 20 | Computing | Be Internet Legends: Positive Digital Footprints, Spotting Fake Information Online and Sharing, Settings & Password | | | | | | | Cycle 5 | What's the effect of air resistance? | | | | |
| | | | Cycle 6 | | | | | | | | | | | |
| | | | | | | | | | | | | Cycle 7 | | |
| | | | | | | Cycle 8 | | | | | | | | |
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| | Art | Textiles and collage | | | |
| 27 | Geography | 4 and 6 figure grid references | | What's the effect of water resistance? | |
| | DT | Textiles Block C | | | |
| Feb 3 | History | Ancient Greece February - Art Festival | | Who was Galileo Galilei? | |
| | DT | Textiles | | | |
| 10 | Computing | Be Internet Legends: Positive Digital Footprints, Spotting Fake Information Online and Sharing, Settings & Password | | What are the planets in our solar system? | |
| | DT | Textiles | | | |
| 17 | Half Term | | | | |
| 24 | Geography | 4 and 6 figure grid references | | How does our view of the Moon change in a lunar month? | Earth and space |
| | Art | 3D Block D | | | |
| Mar 3 | History | Comparison study – Maya or Benin and Anglo-Saxons | | Why does the rotation of Earth result in night and day? | |
| | Art | 3D | | | |
| 10 | Computing | Everyone Can Code: Conditional Code and Types + Initialisation | Cycle 4 | Why is the Earth's tilt (axis) responsible for the seasons? | |
| | Art | 3D | | | |
| 17 | Geography | 4 and 6 figure grid references | | Review, summarise and present what you know about Earth and Space | |
| | DT | Food and Nutrition Block D | | | |
| 24 | History | Comparison study – Maya or Benin and Anglo-Saxons | | | |
| | DT | Food and Nutrition | | | |
| 31 | Computing | Everyone Can Code: Conditional Code and Types + Initialisation | | | |
| | DT | Food and Nutrition | | | |
| Easter break Easter – possible dates are 7th April – 22nd April 2025. (21st Easter Monday) | | | | | |

Suggested Sequence

| YEAR 5 Summer 2025 | | | Weekly Science | | |
|--------------------|-----------|---|----------------|---|---|
| Apr 22 | Geography | OS maps and fieldwork | Cycle 5 | STRONG START | Living things and their habitats |
| | Art | Painting Block E | | | |
| 28 | History | Comparison study – Maya or Benin and Anglo-Saxons | | Life cycle differences – what's the difference between a mammal and an amphibian? | |
| | Art | Painting | | | |
| May 5 | Computing | Flat File Databases | | Life cycle differences – what's the difference between an insect and a bird? | |
| | Art | Painting | | | |
| 12 | Geography | OS maps and fieldwork | | | |

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

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

Suggested Sequence

| Year 6 Autumn 2024 | | Weekly Science | | | |
|--------------------|-----------|--------------------|---------|-------------------------|----------------|
| Sep 2 | Geography | Physical processes | Cycle 1 | STRONG START (optional) | Y6 Electricity |
| | Art | Drawing Block A | | | |

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|---|---|--|---|--|--|-----------------------------|
| 9 | History | Local History Study - how did conflict change our locality in World War 2? | | | What is electricity? How does it work? | |
| | Art | Drawing | | | | |
| 16 | Computing | Everyone Can Create: Special Effects in iMovie | | | What are the components in a series circuit? | |
| | Art | Drawing | | | | |
| 23 | Geography | Physical processes | | | What are the effects and consequences of changing circuit components and batteries? | |
| | DT | Food and Nutrition Block A | | | | |
| 30 | History | Local History Study - how did conflict change our locality in World War 2? | | | | |
| | DT | Food and Nutrition | | | | |
| Oct 7 | Computing | Everyone Can Create: Special Effects in iMovie | | | | |
| | DT | Food and Nutrition | | | | |
| 14 | ENRICHMENT Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. | | | What is blood made of and why do we need it? | Y6 Animals including humans | |
| 21 | Half Term | | | | | |
| 28 | Geography | Physical processes | | Cycle 2 | Why do our bodies need nutrients and how are they transported? | Y6 Animals including humans |
| | Art | Painting and collage Block B | | | | |
| November - Festival of the Spoken Word (Oracy) Dates to be confirmed | | | | | | |
| Nov 4 | History | Local History Study - how did conflict change our locality in World War 2? | | | What is our circulatory system? | Y6 Animals including humans |
| | Art | Painting and collage | | | | |
| 11 | Computing | Everyone Can Code: Functions with Parameters and Logical Operators | | | What is our heart like inside? How does it work? | |
| | Art | Painting and collage | | | | |
| 18 | Geography | Physical processes | | | Who influenced what we know about our circulatory system? | |
| | DT | Electrical systems Block E | | | | |
| 25 | History | Local History Study - how did conflict change our locality in World War 2? | | | What can we do to keep healthy? | |
| | DT | Electrical systems | | | | |
| Dec 2 | Computing | Everyone Can Code: Functions with Parameters and Logical Operators | | | Present and explain what we know about the circulatory system, nutrients and keeping healthy | |
| | DT | Electrical systems | | | | |
| 9 | Geography | Physical processes | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. | | | |
| | History | Local History Study - how did conflict change our locality in World War 2? | | | | |
| 16 | Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends possibly Friday 20th December 2025 | | | | | |

Suggested Sequence

| Year 6 Spring 2025 | | Weekly Science | | | | |
|--------------------|-----------|---|--|---------|--|------------------------------|
| Jan 6 | Geography | Settlements | | Cycle 3 | STONG START (optional) | Y6 Animals, including humans |
| | Art | Printmaking and textiles Block C | | | | |
| 13 | History | Windrush generation | | | Remember circulation and digestion: how are these two systems connected? | |
| | Art | Printmaking and textiles | | | | |
| 20 | Computing | Be Internet Legends: Relationships & Being Kind, Refusing & Reporting and Handling & Reporting Mean Behaviour | | | Where are the kidneys and what do they do? | |
| | Art | Printmaking and textiles | | | | |

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|---|------------------|---|---------|---|---|---|
| 27 | Geography | Settlements | | How do kidneys keep us healthy? | | |
| | DT | Food and Nutrition Block C | | | | |
| Feb 3 | History | Windrush generation February - Art Festival | | | | |
| | DT | Food and Nutrition | | | | |
| 10 | Computing | Be Internet Legends: Relationships & Being Kind, Refusing & Reporting and Handling & Reporting Mean Behaviour | | | How does light travel? | Y6 Light |
| | DT | Food and Nutrition | | | | |
| 17 | Half term | | | | | |
| 24 | Geography | UK, Europe and N America comparison study | Cycle 4 | What colour is light made of? | Y6 Light | |
| | Art | 3D Block D | | | | |
| Mar 3 | History | Windrush generation | Cycle 4 | Reflection - how does light help us to see objects? | | |
| | Art | 3D | | | | |
| 10 | Computing | Everyone Can Code: While Loops and Arrays and Refactoring | | | | Which surfaces make the best reflectors? |
| | Art | 3D | | | | |
| 17 | Geography | UK, Europe and N America comparison study | | | | Why do we see objects as a particular colour? |
| | DT | Structures Block D | | | | |
| 24 | History | Windrush generation | | | What happens to the appearance of objects when placed in water? | |
| | DT | Structures | | | | |
| 31 | Computing | Everyone Can Code: While Loops and Arrays and Refactoring | | | | |
| | DT | Structures | | | | |
| Easter break Easter – possible dates are 7th April – 22nd April 2025. (21st Easter Monday) | | | | | | |

Suggested Sequence

| Year 6 Summer 2025 | | | Weekly Science | | | |
|--------------------|-----------|---|----------------|---|----------------------------------|---|
| Apr 22 | Geography | UK, Europe and N America comparison study | Cycle 5 | STRONG START (optional) | Living things and their habitats | |
| | Art | Painting Block E | | | | |
| 28 | History | 5 significant monarchs Or Battle of Britain | | | | Who was the scientist Carl Linnaeus and what did he do? |
| | Art | Painting | | | | |
| May 5 | Computing | What is a Computer? | | | | How do we classify vertebrates? |
| | Art | Painting | | | | |
| 12 | Geography | UK, Europe and N America comparison study | | | | SATS Week How do we classify invertebrates we know? |
| | DT | Electrical systems Block E | | | | |
| 19 | History | 5 significant monarchs Or Battle of Britain | | How do we classify invertebrates we don't know? | | |

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| | DT | Electrical systems | | (Sponges, Jellyfish and Flatworms) | |
| 26 | Half Term | | | | |
| Jun 2 | Computing | What is a Computer? June – Food Festival | | What are microorganisms? | Y6 Evolution and inheritance |
| | DT | Electrical systems | | | |
| 9 | Geography | OS Maps and fieldwork (orienteeing) | Cycle 6 | How do we classify plants? | |
| | Art | Creative Response Block F | | | |
| 16 | History | 5 significant monarchs Or Battle of Britain | | How have living things changed over time? How do we know? | |
| | Art | Creative Response | | | |
| 23 | Computing | Everyone Can Create: Year 6 Short Film | | How has life evolved over time? | |
| | Art | Creative Response | | | |
| 30 | Geography | OS Maps and fieldwork (orienteeing) | | What is DNA and what does it do? Working scientifically | |
| | DT | Textiles Block F | | | |
| Jul 7 | History | 5 significant monarchs Or Battle of Britain | | Are all offspring identical to their parents? | |
| | DT | Textiles | | | |
| 14 | Computing | Everyone Can Create: Year 6 Short Film | Darwin and Wallace – what evidence did they share to argue the case for evolution? | | |
| | DT | Textiles | | | |
| 21 | Geography | Year 6 – Y7 Transfer and Transition Unit – Golden Age of Islam (optional) | Survival of the fittest - how have animals adapted and evolved to suit their environment? | | |
| | History | Term possibly ends 23rd July 25. | | | |