

| 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 |
| 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 • Lead piece: Discursive writing and speeches B • Poems that create images and explore vocabulary B • 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 (orienteeing) |
| 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 <ul style="list-style-type: none"> • Invasion Games | <ul style="list-style-type: none"> • Gymnastics & dance | <ul style="list-style-type: none"> • Swimming |
| Jigsaw PSHE <ul style="list-style-type: none"> • Me & My Relationships • Valuating Differences | <ul style="list-style-type: none"> • Keeping Safe • Rights & Respect | <ul style="list-style-type: none"> • Being the Best • Growing & Changing |
| 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 |

| Year 6 Autumn 2024 | | | | Weekly Science | | |
|---|----------------------|--|---|-----------------------------|--|---|
| Sep 2 | Geography | Physical processes | | Cycle 1 | Y6 Electricity | |
| | Art | Drawing Block A | | | | |
| 9 | History | Local History Study - how did conflict change our locality in World War 2? | | | | What is electricity? How does it work? |
| | Art | Drawing | | | | |
| 16 | Computing | Everyone Can Create: Special Effects in iMovie | | | | What are the components in a series circuit? |
| | Art | Drawing | | | | |
| 23 | Geography | Physical processes | | | | What are the effects and consequences of changing circuit components and batteries? |
| | DT | Food and Nutrition Block A | | | | |
| 30 | History | Local History Study - how did conflict change our locality in World War 2? | | | | |
| | DT | Food and Nutrition | | | | |
| Oct 7 | Computing | Everyone Can Create: Special Effects in iMovie | | | | |
| | DT | Food and Nutrition | | | | |
| 14 | Geography | Physical processes | | Y6 Animals including humans | | |
| | Art | Painting and collage Block B | | | | |
| 21 | ENRICHMENT – | Trip to Duxford | | Y6 Animals including humans | | |
| | Art | | | | | |
| Half Term | | | | | | |
| 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? | | Y6 Animals including humans | | |
| | Art | Painting and collage | | | | |
| 11 | Computing | Everyone Can Code: Functions with Parameters and Logical Operators | | | What is our circulatory system? | |
| | Art | Painting and collage | | | | |
| 18 | Geography | Physical processes | | | What is our heart like inside? How does it work? | |
| | DT | Electrical systems Block E | | | | |
| 25 | History | Local History Study - how did conflict change our locality in World War 2? | | | Who influenced what we know about our circulatory system? | |
| | 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 | Christmas Activities | | | | | |

Suggested Sequence

| Year 6 Spring 2025 | | | | Weekly Science | |
|--------------------|-----------|----------------------------------|--|-------------------------|------------------------------|
| Jan 6 | Geography | Settlements | | Cycle 3 | Y6 Animals, including humans |
| | Art | Printmaking and textiles Block C | | | |
| | | | | STRONG START (optional) | |

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|---------------------|------------------|---|---------|--|----------|----------|
| 13 | History | Windrush generation | | Remember circulation and digestion: how are these two systems connected? | | |
| | Art | Printmaking and textiles | | | | |
| 20 | Computing | Be Internet Legends: Relationships & Being Kind, Refusing & Reporting and Handling & Reporting Mean Behaviour | | Where are the kidneys and what do they do? | | |
| | Art | Printmaking and textiles | | | | |
| 27 | Geography | Settlements | | How do kidneys keep us healthy? | | |
| | DT | Food and Nutrition Block C | | | | |
| Feb 3 | History | Windrush generation 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 | | | | | | |

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