

| Autumn 2024 | Spring 2025 | Summer 2025 |
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| 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 • Operation Gadgetman (includes My Shadow Robert Louis Stephenson) Blocks 10, 11, 12 | <ul style="list-style-type: none"> • Dancing Bear Blocks 13, 14, 15 • The Magician's Nephew Blocks 16, 17, 18 |
| CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <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 • Dialogue through narrative (historical stories) A • Performance poetry (including poetry from other cultures) A | <ul style="list-style-type: none"> • Third person narrative (animal stories) A • Non-chronological reports B • Advanced instructional writing A • First person narrative descriptions B • Performance poetry (including poetry from other cultures) B (Enrichment) | <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 | | |
| <ul style="list-style-type: none"> • Place Value and Regrouping • Counting On and Back in Ones, Tens and Hundred Estimation, Magnitude and Rounding • Measures – Comparison, Estimation and Magnitude • Mental Fluency – Addition • Mental Fluency – Subtraction • Fact Families and Applying the Inverse • Written addition • Written subtraction • Problem Solving – Worded Problems • Statistics – Interpreting Bar Charts and Tables • Angles, Right Angles and Estimation • Perpendicular and Parallel Lines, Vertical and Horizontal Lines • 2-D Shape – Properties and Drawing Perimeter Including Problem Solving • Using Written and Mental Methods | <ul style="list-style-type: none"> • Multiplication – 3, 4 and 8 Times Tables including Counting • Division – 1, 2, 3, 5, 4 and 8 Times Tables • Multiplication – Strategy, Associative and Distributive Laws • Statistics – Pictograms and Scaled Bar Charts • Multiplication and Division Worded Problems • Summer1 • Fractions – Finding Fractions of Discrete and Continuous Quantities • Ordering and Comparing Fractions • Adding and Subtracting Fractions with the Same Denominators • Fractions – Problem Solving with Unit and Non-Unit Fractions • Multiplication – Multiplying Multiples of Ten • Multiplication – Formal Written Multiplication | <ul style="list-style-type: none"> • Division Problem Solving – Sharing and Grouping • <i>Division – Two and Three-Digit Numbers by One-Digit Numbers including Halving</i> • Multiplication, Division and Fractions – Scaling and Correspondence • Problems Division – Long Division • Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years • Time – Telling the Time (Analogue and Digital) and Estimation • Time – Duration • Securing the Four Operations with Whole Number including Problem Solving • Place Value and Decimals – Ten Times Greater and Ten Times Smaller • Place Value and Decimals – Regrouping • Place Value and Decimals – Estimation, Comparing and Rounding • Measures – Measuring and Problem Solving • 3-D Shape – Building and Identifying Properties |
| CUSP Science <ul style="list-style-type: none"> • Rocks • Animals, including humans • Revisit Rocks | <ul style="list-style-type: none"> • Forces and magnets • Plants | <ul style="list-style-type: none"> • Light |
| Art | | |
| <ul style="list-style-type: none"> • Painting THEMED WEEK: <ul style="list-style-type: none"> • Collage and Textiles - Weaving • Printing - Collograph printing | <ul style="list-style-type: none"> • Sculpture | <ul style="list-style-type: none"> • Drawing |
| Computing | | |
| Twinkl Plan-It: Online Safety <ul style="list-style-type: none"> • To know what cyberbullying is and how to address it • To understand how websites use advertisements to promote products • To create strong passwords and understand privacy settings • To safely send and receive emails • To explore different ways children can communicate online • To use knowledge about online safety to plan a party online NCCE: Creating Media A: Animation | NCCE: Creating Media B: Desktop Publishing <ul style="list-style-type: none"> • To recognise how text and images convey information • To recognise that text and layout can be edited • To choose appropriate page settings • To add content to a desktop publishing publication • To consider how different layouts can suit different purposes | NCCE: Computing Systems & Networks: Connecting Computers <ul style="list-style-type: none"> • To explain how digital devices function • To identify input and output devices • To recognise how digital devices can change the way we work • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network NCCE: Data & Information: Branching Databases |

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| <ul style="list-style-type: none"> To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation | <ul style="list-style-type: none"> To consider the benefits of desktop publishing <p><i>NCCCE: Programming A: Sequence in Music</i></p> <ul style="list-style-type: none"> To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description | <ul style="list-style-type: none"> To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To explain why it is helpful for a database to be well structured To identify objects using a branching database To compare the information shown in a pictogram with a branching database |
| <p>CUSP Design and Technology</p> <ul style="list-style-type: none"> Textiles Block A Food and Nutrition Block B <p><i>Science – Animals including humans</i></p> | <ul style="list-style-type: none"> Mechanisms Block C <p><i>Science – Forces and magnets</i></p> <p><i>Writing – Advanced instructional writing A</i></p> <ul style="list-style-type: none"> Food and Nutrition Block D <p><i>Science – Animals including humans</i></p> | <ul style="list-style-type: none"> Systems Block E Structures Block F <p>June – Food Festival</p> |
| <p>CUSP Geography</p> <ul style="list-style-type: none"> Fieldwork – human and physical features | <ul style="list-style-type: none"> UK Study | <ul style="list-style-type: none"> Revisit human and physical features OS maps and scale |
| <p>CUSP History</p> <ul style="list-style-type: none"> Stone Age – Iron Age | <ul style="list-style-type: none"> Stone Age – Iron Age | <ul style="list-style-type: none"> Rome and the impact on Britain |
| <p>CUSP Music - mastering the glockenspiel</p> <p>Singing</p> <ul style="list-style-type: none"> Singing focus: Introducing texture Block A Sing parts in an ensemble (e.g. rounds) Block A <p>Untuned percussion</p> <ul style="list-style-type: none"> Untuned focus: Mastering rhythm Block B Recognise beats in a bar (time signatures/metre) Block B | <p>Music Singing</p> <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 <p>Glockenspiel</p> <ul style="list-style-type: none"> Tuned focus: Musical notation Block D Introduce the staff Block D | <p>Music Glockenspiel</p> <ul style="list-style-type: none"> Tuned focus: Composition Block E Compose in pairs Block E <p>Range of instruments studied</p> <ul style="list-style-type: none"> Performance focus: Introducing timbre Block F Perform as an ensemble (range of instruments) Block F |
| <ul style="list-style-type: none"> MFL -French - Language Angels | | |
| <ul style="list-style-type: none"> Les salutations (Greetings) | <ul style="list-style-type: none"> Les animaux (Animals) | <ul style="list-style-type: none"> L'ancienne histoire de la Grande-Bretagne (Ancient Britain) |
| PE - Complete PE | | |
| <ul style="list-style-type: none"> Invasion Games 1 (Netball) Gymnastics 1 (symmetry and asymmetry) OAA (Communication and Tactics) Invasion Games 2 (Handball) | <ul style="list-style-type: none"> Invasion Games 3 (Tag Rugby) Dance (Wild Animals) Invasion Games 4 (Basketball) OAA (Problem Solving) | <ul style="list-style-type: none"> Net Wall Tennis Strike/Fielding (Rounders) Athletics Swimming (2 weeks) |
| Jigsaw PSHE | | |
| <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Owning our learning charter <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> Families Family conflict Witness and feelings Witness and solutions Words that harm | <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> Dreams and Goals My dreams and ambition A New Challenge Puzzle <p>Outcome: Garden design/decoration</p> <ul style="list-style-type: none"> Our New Challenge -Overcoming Obstacles Puzzle Outcome: Garden design/decoration Celebrating My Learning <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> Being Fit and Healthy Being Fit and Healthy What Do I Know About Drugs? Being Safe Puzzle outcome: Keeping safe Safe or Unsafe My Amazing Body (Dogs Trust & children's mental health week) | <p><u>Relationships</u></p> <ul style="list-style-type: none"> Family roles and responsibilities Friendship Keeping myself safe online Being a global citizen 1 Being a global citizen 2 Celebrating my web of relationships <p><u>Changing Me</u></p> <ul style="list-style-type: none"> How babies grow Babies Outside body changes Inside body changes Family stereotypes Looking ahead |
| Leader in Me | | |
| <ul style="list-style-type: none"> Module 1 - Habits 1-4 Module 2 - Habits 5-8 Module 3 - Thinking about thinking Module 4 - Growth mindset Module 6 - Recognising my emotions | <ul style="list-style-type: none"> Module 12 - Determining big rocks Module 14 - Getting and staying organised | <ul style="list-style-type: none"> Module 25 - Speaking respectfully Module 26 - Seeking voice from others Module 27 - Working with others Module 28 - Celebrating differences Module 29 - Creating third-alternatives |

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| <ul style="list-style-type: none"> Module 7 - Regulating my emotions Module 8 - Circle of control Module 9 - What matters most Module 10 - Creating my personal mission statement Module 11 - Living by my personal mission statement | <ul style="list-style-type: none"> Module 15 - Learning about goal achievement Module 16 - Achieving my goals Module 18 - Building character Module 20 - Emotional bank accounts Module 21 - Thinking win-win Module 22 - Acting with courage and consideration Module 23 - Standing up for others Module 24 - Empathetic listen | <ul style="list-style-type: none"> Module 31 - Persevering through challenges Module 32 - Finding my voice Module 33 - Using my voice to help others Module 34 - Asking questions to lead my learning Module 35 - Celebrating growth | |
| Leadership event | | | |
| RE | <ul style="list-style-type: none"> Humanism | <ul style="list-style-type: none"> Christianity | <ul style="list-style-type: none"> Sikhism (Immersion day) |

| Autumn 2024 | | Spring 2025 | | Summer 2025 | |
|-----------------|---|-------------|---|--------------------|--|
| Sept 2 | Art & Design <i>Painting - complementary colours</i> | Jan 6 | History <i>Stone Age – Iron Age</i> | Apr 22 (4 days) | Art and Design <i>Hatching & Cross-hatching</i> |
| 9 | | 13 | Art & Design <i>Sculpture</i> | 28 | History <i>The Roman Empire and its impact on Britain</i> |
| 16 | Science <i>Rocks</i> | 20 | Geography <i>UK study</i> | May 5 | |
| 23 | | 27 | Science <i>Forces and magnets 1(split)</i> | 12 | Computing <i>NCCE: Computing Systems & Networks: Connecting Computers</i> |
| 30 | Computing <i>Online Safety</i> | Feb 3 | Computing <i>NCCE: Creating Media B: Desktop Publishing</i> | 19 | Science <i>Plants</i> |
| Oct 7 | CUSP Design Technology <i>Textiles Block A</i> | 10 | CUSP Design Technology <i>Mechanisms Block C</i> | 26 | Half term |
| 14 | History <i>Stone Age – Iron Age</i> | 17 | Half Term | June 2 4 days | Themed week |
| 21 | Themed Week Art & Design Collage & Printing | 24 | Science <i>Forces and magnets 2</i> | 9 | CUSP Design and Technology <i>Systems Block E</i> |
| 28 | Half Term | Mar 3 | Geography <i>UK study</i> | 16 | Geography <i>OS Maps and scale</i> |
| Nov 4 | History <i>Stone Age – Iron Age</i> | 10 | Computing <i>NCCE: Programming A: Sequence in Music</i> | 23 | Science <i>Light</i> |
| 11 | Geography <i>Fieldwork - human and physical features</i> | 17 | Science <i>Plants</i> | 30 | History <i>The Roman Empire and its impact on Britain.</i> |
| 18 | CUSP Design Technology <i>Food and Nutrition Block B</i> | 24 | CUSP Design and Technology <i>Food and Nutrition Block D</i> | July 7 4 days | Computing <i>NCCE: Data & Information: Branching Databases</i> |
| 25 | Science <i>Animals, including humans</i> | 31 | <i>Flexible content (Celtic Harmony)</i> | 14 | Design Technology <i>Structures Block F</i> |
| Dec 2 4 days | Computing <i>NCCE: Creating Media A: Animation</i> | | Easter break | 21 | <i>Flexible content</i> |
| 9 | Science <i>Revisit Rocks</i> | | | Summer break | |
| 16 | <i>Flexible content</i> | | | | |
| | Christmas break | | | | |

