

Year 6

Single Age Sequence (Modular)

2024 – 2025

Autumn 2024	Spring 2025	Summer 2025
Art Week WC 21st October Autumn 1 - 7 weeks + 1 X 3 days Autumn 2 - 6 weeks + 1 X 4 days	Spring 1 - 6 weeks Spring 2 - 6 weeks	SATS Week WC 12th May Summer 1 – 3 weeks + 2X4 week Summer 2 – 7 weeks + 1X2 days
<b>Applecroft Adventure</b>		
<ul style="list-style-type: none"> <li>Pantomime</li> <li>Perform on a stage</li> <li>Compose your own music</li> </ul>		<ul style="list-style-type: none"> <li>Climb a tree (Extra-curricular)</li> <li>Go to the theatre (Extra-curricular)</li> <li>Rock climb (Extra-curricular)</li> <li>Travel on a lake (Extra-curricular)</li> <li>Fly down a zip wire (Extra-curricular)</li> <li>Build a raft (Extra-curricular)</li> <li>Build a den (Extra-curricular)</li> </ul>
<b>Reading <u>CUSP</u></b>		
CUSP Reading <ul style="list-style-type: none"> <li>Rooftoppers (&amp; The Listeners – Walter de la Mare) Blocks 1,2,3</li> <li>Pig Heart Boy Blocks 4,5</li> <li>How to live forever Block 6</li> </ul>	<ul style="list-style-type: none"> <li>All Aboard the Empire Windrush Blocks 7 8</li> <li>Skellig (+Flanders poem) Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>Intro to Dickens – Oliver Twist Blocks 13, 14,15</li> <li>Dare to be You (KS2 – KS3 transition) Blocks 16, 17, 18</li> </ul>
<b>Writing <u>CUSP</u></b>		
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Autobiography A</li> <li>Discursive writing and speeches A</li> <li>Poems that create images and explore vocabulary (War poetry) A</li> <li>First person stories with a moral A</li> <li>Explanatory text A</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Writing - Description</li> <li>Explanatory texts B</li> <li>Autobiography B</li> <li>Extended 3rd person narrative adventure stories B</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper report B</li> <li>Discursive writing and speeches B</li> <li>Poems that create images and explore vocabulary B (Enrichment)</li> <li>Shakespeare (Sonnets) B (Enrichment)</li> </ul>
<b>Maths HfL Essential Maths</b>		
Most sequences are concluded over the course of the week in 5 lessons. <ul style="list-style-type: none"> <li>6LS1 Place value</li> <li>6LS2 Multiply and Divide by 10, 100 and 1,000</li> <li>6LS3 Choosing Effective Mental Calculation Strategies</li> <li>6LS4 Problem Solving with Four Operations</li> <li>6LS5 Application of Factors, Multiples and Primes</li> <li>6LS6 Equivalent Fractions</li> <li>6LS7 Comparing and Ordering Fractions</li> <li>6LS8 Adding and Subtracting Fractions</li> <li>6LS9 Fraction and Decimal Equivalents</li> <li>6LS10 Fractions, Decimals and Percentages</li> <li>6LS11 Calculating Percentages</li> <li>6LS12 Formal Written Method of Multiplication</li> <li>6LS13 Area of Parallelograms and Triangles</li> <li>6LS14 Formal Written Method of Short Division</li> <li>6LS15 Properties of Shape</li> <li>Assessment and Feedback week X1</li> </ul>	Most sequences are concluded over the course of the week in 5 lessons. <ul style="list-style-type: none"> <li>6LS16 Order of Operations and Algebra</li> <li>6LS17 Formal Written Md for Lg Division</li> <li>6LS18 Exploring Relationships Between Perimeter and Area</li> <li>6LS19 Recognise and Find Angles</li> <li>6LS20 Reflection and Translation</li> <li>6LS21 Multiplying Fractions</li> <li>6LS22 Dividing Fractions</li> <li>6LS23 Fraction Problem Solving</li> <li>6LS24 Ratio and Proportion</li> <li>6LS25 Volume</li> <li>6LS26 Measures</li> <li>6LS27 Statistics – Interpret Line Graphs and Pie Charts</li> <li>6LS28 Algebra and Sequences</li> <li>Assessment and Feedback week X1</li> </ul>	Most sequences are concluded over the course of the week in 5 lessons. <ul style="list-style-type: none"> <li>6LS29 Statistics – Calculate and Interpret Mean Average</li> <li>6LS30 Application of Previous Years' Learning</li> <li>6LS31 Application of Known Facts and Calculation Strategies</li> <li>6LS32 Constructing Pie Charts</li> <li>Assessment and Feedback wk x 1</li> <li>SATS Week w/c 8th May</li> </ul> Post SATS <ul style="list-style-type: none"> <li>6LS33 Statistical Representations</li> <li>6LS34 Further Algebra</li> <li>6LS35 Financial Maths and Enterprise</li> <li>6LS36 Maths Preparation for KS3</li> </ul>
<b>CUSP Science <u>CUSP</u></b>		
<ul style="list-style-type: none"> <li>Electricity</li> <li>Animals, including humans (including water transport)</li> </ul>	<ul style="list-style-type: none"> <li>Light</li> <li>Living things and their habitat</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats continued</li> <li>Evolution and inheritance</li> </ul>

## ART and Design [Applecroft Art Curriculum](#)

Art and Design Applecroft <ul style="list-style-type: none"> <li>Painting</li> <li>(Collage/Printing - Arts Themed Week Week commencing 21.10.24))</li> </ul>	<ul style="list-style-type: none"> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture</li> </ul>
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## Computing [Teaching Computing](#) and [Twinkl Online Safety](#)

Computing <ul style="list-style-type: none"> <li>Online Safety</li> <li>Creating Media: 3D Modelling</li> </ul>	<ul style="list-style-type: none"> <li>Web Design: Creating a webpage</li> <li>Information Technology: Communication &amp; Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Spreadsheets</li> <li>Computer Science: Programming</li> </ul>
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## Design Technology [CUSP](#)

<ul style="list-style-type: none"> <li>Food and Nutrition Block A - Samosas</li> <li>Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block C - Noodles and Sensory Salad</li> <li>Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E <i>Science – Electricity</i></li> <li>Textiles Block F</li> </ul>
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## Geography [CUSP](#)

CUSP Geography <ul style="list-style-type: none"> <li>Physical processes: Earthquakes, mountains and volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>Settlements</li> <li>Comparison study – UK, Europe and North America</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study – UK, Europe and North America</li> <li>Orienteering (PGL)</li> </ul>
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## History [CUSP](#)

<ul style="list-style-type: none"> <li>Beyond 1066: The Battle of Britain</li> </ul>	<ul style="list-style-type: none"> <li>Windrush generation</li> </ul>	<ul style="list-style-type: none"> <li>Five Significant Monarchs</li> </ul>
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## Music [CUSP](#)

CUSP Music - mastering the keyboard Singing <ul style="list-style-type: none"> <li>Singing focus: Musical stories 2 Block A</li> <li>Cultural and social – Lyrics Block A</li> </ul> Untuned percussion <ul style="list-style-type: none"> <li>Untuned focus: Music technology 2 Block B</li> <li>Alter tempo and rhythm to create effects Block B</li> </ul>	Music Singing <ul style="list-style-type: none"> <li>Singing focus: Introducing structure 2 Block C</li> <li>Identify cyclic patterns inc. verse/chorus, coda Block C</li> </ul> Keyboard <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 4 Block D</li> <li>Create simple notation Block D</li> </ul>	Music Keyboard <ul style="list-style-type: none"> <li>Tuned focus: Composition 4 Block E</li> <li>Improvise using melodic phrases Block E</li> </ul> Range of instruments studied <ul style="list-style-type: none"> <li>Performance focus: Improvisation 2 Block F</li> <li>Perform including an element of improvisation Block F</li> </ul>
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## French [Language Angels](#)

<ul style="list-style-type: none"> <li>Language Angels: <i>A L'Ecole</i></li> </ul>	<ul style="list-style-type: none"> <li>Language Angels: <i>Le Weekend</i></li> </ul>	<ul style="list-style-type: none"> <li>Language Angels: <i>Les Habitats</i></li> </ul>
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## PE [Complete PE](#)

<ul style="list-style-type: none"> <li>Gymnastics (1) Matching &amp; Mirroring</li> <li>Invasion Games (1) – Hi 5 Netball</li> <li>Invasion Games (2) – Football</li> <li>Health Related Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Dance (1) Carnival</li> <li>Invasion – Quicksticks Hockey</li> <li>OAA Orienteering</li> <li>Dance (2) - Titanic</li> </ul>	<ul style="list-style-type: none"> <li>Striking &amp; Fielding 1: Rounders</li> <li>Net Wall - Badminton</li> <li>Striking &amp; Fielding (2) – Cricket</li> <li>Athletics</li> </ul>
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<b>Jigsaw PSHE</b>		
<ul style="list-style-type: none"> <li>• Being Me In My World</li> <li>• Celebrating Differences</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<b>Leader in Me</b>		
<ul style="list-style-type: none"> <li>• Module 4 - Growth Mindset &amp; Perseverance</li> <li>• Module 7 - Regulating My Emotions</li> <li>• Module 8 - Circle of Control</li> <li>• Module 9 - Defining Expectations</li> <li>• Module 12 - Time Matrix</li> <li>• Module 14 - Staying True in The Moment of Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Module 17 - Accountability Partners</li> <li>• Module 19 - Building Relationship Trust</li> <li>• Module 21 - Thinking Win-Win</li> <li>• Module 22 - Showing Consideration</li> <li>• Module 23 - Standing Up For Others</li> </ul>	<ul style="list-style-type: none"> <li>• Module 24 - Leading With Empathy</li> <li>• Module 25 - Empathic Listening</li> <li>• Module 26 - Speaking Respectfully</li> <li>• Module 27 - Synergizing With Others</li> <li>• Module 35 - Celebrating Growth</li> </ul>
<b>RE</b>		
<ul style="list-style-type: none"> <li>• Humanism</li> </ul>	<ul style="list-style-type: none"> <li>• Judaism</li> <li>• Immersion - Synagogue Visit</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity</li> </ul>