

# Applecroft School



## Curriculum, Learning and Teaching Policy

<b>Person Responsible:</b>	<b>Headteacher</b>
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<b>Review Date:</b>	<b>September 2026</b>

# Curriculum, Learning and Teaching Policy

## 1) Introduction:

At Applecroft School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be an enjoyable and rewarding experience for everyone; it should be fun and memorable and enable everyone to feel successful.

We understand that underpinning a school's curriculum, learning and teaching are the relationships that exist in the school community. The ethos, culture and shared values form the 'heart' of any school and the foundation on which any curriculum sits.

At Applecroft, we don't underestimate the importance of this. We value our school's supportive ethos and strive to nurture the 'whole child' in order for each individual to achieve their full potential and leave us at the end of their school journey as secure, confident, healthy individuals with a love of learning.

Our curriculum is the primary way in which we seek to achieve our school vision:

*'To be a positive and inspiring community that nurtures each individual  
and empowers leaders for life'*

and fulfil our mission:

*'Nurturing Potential, Inspiring Minds, Changing Lives',*

Whilst embracing and demonstrating our shared values of:

- *Ambition and Leadership,*
- *Respect and Honesty,*
- *Kindness and Supportiveness,*
- *Determination and Resilience.*

At Applecroft School, we believe that appropriate teaching and learning experiences contribute to children becoming healthy, proactive, resilient and successful individuals who will lead rewarding lives and make a positive contribution to society. We believe that effective learning requires high quality-first teaching and that is what we should be striving for in every lesson. Any attempt to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

This policy aims to set out clearly how we aim to achieve two broad goals:

- 1) For **all** children to succeed and achieve, regardless of their starting points,
- 2) To ensure that **all** children receive high quality learning experiences.

It sets out a uniformed approach with clear expectations and aims to ensure opportunity and equity for **all** children.

## **2) Research, Evidence and wider reading:**

At Applecroft we value the impact that evidence informed practices can have on our curriculum, teaching and learning.

A wealth of scientific research and evidence underpins this policy including:

- Sweller's cognitive load theory,
- Rosenshine's principles of instruction,
- Cain and Oakhill's vocabulary instruction,
- Fiorella and Mayer's generative learning practice.

Below are the key considerations that inform this policy:

- Memory is the residue of thought (Willingham)
- Learning is connecting new experiences to existing ones
- Schemata form the architecture of memory - connecting and construct meaning
- Learning is a persistent and cumulative change in what we know and can do
- Explicit vocabulary instruction unlocks complex ideas and positively changes lives
- Knowledge empowers all pupils to achieve and choose their future
- A curriculum focused on knowledge can help close the gap between the most and least disadvantaged pupils at our school
- Knowledge begets knowledge
- Skills cannot be taught in a vacuum and require extensive factual knowledge in order to be taught successfully
- Constantly seeking to improve by identifying what students have learned and responding appropriately should be central to our identity as teachers (Fletcher-Wood, 2018).

## **3) Guiding Principles to our Curriculum:**

The following principles guide our curriculum design (intent) and delivery (implementation) across all subjects.

- Rooted in the strongest available evidence about how pupils learn and retain knowledge in the long term
- Rich in powerful knowledge, skills and vocabulary, which are specified, taught, assessed and remembered by pupils
- Well-planned and sequenced so that key concepts are built on year by year
- Taught by expert staff
- Underpinned by a sharp use of assessment to support and progress learning
- Supportive of teacher workload, wellbeing and professional development.

Highly effective teaching and learning at Applecroft School is characterised by personalisation. Our primary aim is to engender in every child a love of learning, an eagerness for knowledge and a delight in exploration of the world around them and the contribution they make to it. We know that children will make the best progress when they are encouraged and when any effort, however small, is noticed and praised. We want them to feel safe, secure and confident enough to take risks and 'have a go'. We

openly acknowledge that there are many ways of doing things and there are usually several possible solutions to any problem.

By adopting a whole school approach to teaching and learning across the school we aim to:

- Provide a nurturing, positive, caring, supportive, healthy and safe environment
- Hold high expectations for all and value all members of the school community
- Recognise the needs and aspirations of all individuals and provide opportunities for all children to make the best possible progress and therefore attain the highest personal achievements
- Ensure children can develop as compassionate, thoughtful, literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- Promote the spiritual, moral, social, cultural, physical, mental and emotional development of all children
- Develop individuals with self-respect, self-discipline, a positive mind-set, who are proactive leaders with lively, enquiring minds and strong thinking skills
- Encourage all children to be enthusiastic, committed and proactive learners, promoting their self-esteem, self-worth and emotional well-being
- Develop children's confidence and capacity to learn and work independently and collaboratively
- Develop enduring values of ambition, leadership, kindness, supportiveness, respect, honesty, determination and resilience
- Encourage children to understand and respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- Support children to become active and responsible citizens, who value the diversity in our school, community and society and can contribute positively to our school, the community and society.

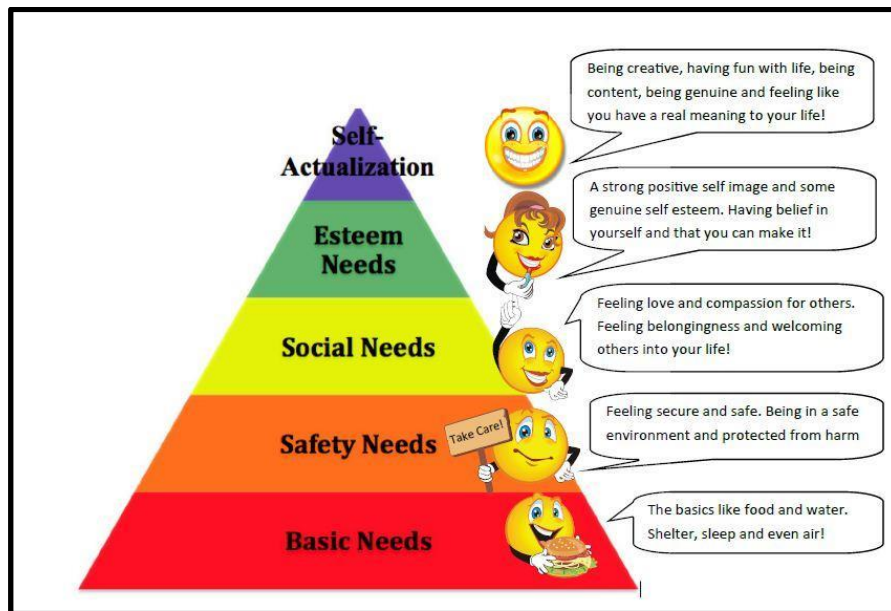
#### 4) The Emotional Environment:

At Applecroft, we place huge importance on, and attention to, the emotional environment that we create. We know that children who feel safe and happy learn best.

We aim for the school and classroom environments to be: ***Low anxiety, high engagement***'.

So, what needs to be in place for learning and teaching to start?

Maslow's Hierarchy of Needs (1943) informs the emphasis we place upon creating an environment that supports good teaching and learning. For a child to reach higher order development, we must first ensure that their basic needs are met.



## 5) Curriculum Organisation and Structure:

At Applecroft School we think about curriculum on 3 levels:

1. The **intended** curriculum - what we intend pupils to learn, including the explicit knowledge we expect them to remember, which we set out in detail
2. The **implemented** curriculum - the resources and structures teachers use to deliver the curriculum
3. The **impact** of the curriculum - the changes to pupil's long-term memory our curriculum leads to and how we check and evaluate how well our pupils understand what they are taught.

### 5a) The Intended Curriculum:

Pupils experience a broad and balanced curriculum at Applecroft. We want our children to develop a love of learning that will last a lifetime.

In the Early Years Foundation Stage (EYFS), i.e. Nursery and Reception years, we follow the Statutory Guidance for the Early Years Foundation Stage and 'Development Matters'.

In Key Stages 1 & 2, i.e. Years 1-6, we recognise that each subject is discrete and therefore dedicate time to the teaching of each subject following the National Curriculum. Connections across subjects are made where purposeful.

Our curriculum is sequenced from Nursery to Year 6. Within this sequencing, is clear progression as well as opportunities for revisiting key learning.

Whole school Road Maps have been designed to show, at a glance, the journey children will go on in a curriculum area as they travel through the school. These are available on the subject specific pages of our website or by clicking on the links below:

#### Road Maps:

[Art & Design](#)

[Computing](#)

[Design Technology](#)

[Geography](#)

[History](#)

[Maths](#)

[Modern Foreign Languages \(MFL\) \(KS2 only\)](#)

[Music](#)

[Physical Education \(PE\)](#)

[Personal, Social, Health and Economic Education \(PSHE\)](#)

[Religious Education \(RE\)](#)

[Science.](#)

Our whole school Curriculum Maps have been created to show the key knowledge, skills and vocabulary that children will learn through each unit of work in each subject. These documents also include links to the '[Applecroft Adventure](#)', showing which activities the children in each year group will enjoy as part of their core curriculum. Like the Road Maps, these documents are available on the curriculum pages of our website or by clicking on the links below:

#### **Curriculum Maps:**

[Art & Design](#)

[Computing](#)

[Design Technology](#)

English - Reading - [Nursery-Year 2](#) and [Years 3-6](#)

English - Writing - [Nursery-Year 2](#) and [Years 3-6](#)

[Geography](#)

[History](#)

[Maths](#)

[Modern Foreign Languages \(MFL\) \(KS2 only\)](#)

[Music](#)

[Physical Education \(PE\)](#)

[Personal, Social, Health and Economic Education \(PSHE\)](#)

[Relationships and Sex Education \(RSE\)](#)

[Religious Education \(RE\)](#)

[Science.](#)

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

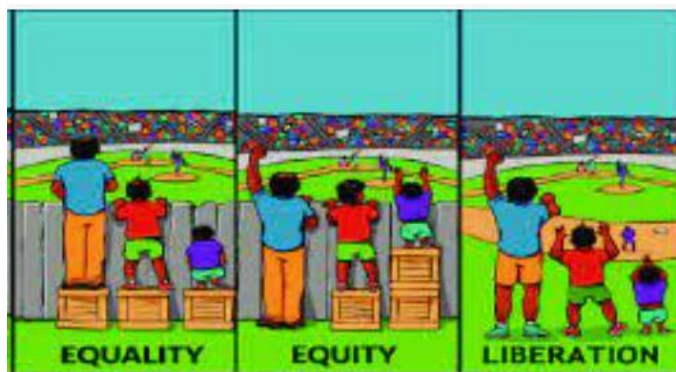
- Pupil experiencing disadvantage,
- Pupils with low prior attainment,
- Pupils with high prior attainment,
- Pupils with Special Education Needs and Disabilities (SEND),
- Pupils with English as an additional language (EAL).

#### **Curriculum Delivery:**

Our curriculum for each subject is delivered through different means and organised within the school timetable in different ways depending on the curriculum content and age of our pupils. Subjects are positioned to support and enhance learning so that pupils retrieve and transfer knowledge. Cross-curricular connections across subjects are made where purposeful.

Across the week, teachers work with all children regardless of their current attainment. We place high importance on equity of opportunity, recognising that some children require additional teaching and scaffolds to access the curriculum and make progress. Therefore, we will look to maximise every

opportunity for the class teacher to work with children not yet achieving age-related expectations whilst continuing to support and encourage pupils who are already attaining highly.



More information on how we deliver our curriculum and the frequency in which the lessons are usually delivered can be found below:

### **Early Years Foundation Stage (EYFS) - Nursery and Reception:**

In the EYFS, children's learning experiences are planned to enable them to develop and achieve in the early learning areas through 'Child initiated learning' (CIL), investigative learning experiences and adult directed tasks. The EYFS curriculum is planned for both the inside and outside environments with equal importance given to learning in both areas. Continuous provision (or 'Busy Time' as the children call it), reflects the children's interests and fascinations.

The Early Years Foundation Stage (EYFS) curriculum is divided into seven areas of learning; three prime areas and four specific areas.

The prime areas are:

- Communication and language (C&L),
- Physical development (PD),
- Personal, social and emotional development (PSED).

The specific areas are:

- Literacy (L),
- Mathematics (M),
- Understanding of the World (U+W),
- Expressive arts and design (EAD).

Through careful assessments and observations, including information from parents and other settings, children's development and abilities are assessed. It is essential that learning and development within the prime curriculum areas is strong before the more specific skills are learnt in the other four curriculum areas. The balance shifts towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

### **Key Stage 1 and 2 (KS1 & 2) - Years 1-6:**

Art & Design - Applecroft Curriculum

Computing - NCCE Teach Computing Curriculum / Twinkl PlanIt for Online Safety

Design Technology - CUSP Curriculum

Early Reading - Little Wandle Revised Letters and Sounds

English - Reading - CUSP Curriculum

English - Writing - HfL's Essential Writing

Geography - CUSP Curriculum

Handwriting - Letter Join  
 History - CUSP Curriculum  
 Maths - HfL's Essential Maths  
 Modern Foreign Languages (MFL) - Language Angels  
 Music - CUSP Curriculum  
 Physical Education (PE) - Complete PE  
 Personal, Social, Health and Economic Education (PSHE) - EC Publishing  
 Religious Education (RE) - Applecroft Curriculum  
 Science - CUSP Curriculum  
 Spelling - HfL's Essential Spelling.

(CUSP = Curriculum with Unity Schools Partnership,  
 NCCE = National Centre for Computing Education).

Daily	Weekly	Fortnightly	Modular (see below)
Early Reading English Reading & Writing Maths	Handwriting Leader in Me Music PE PSHE Religious Education Science (Yrs 1 & 2) Spelling	Modern Foreign Languages (MFL)	Art & Design Computing Design Technology Geography History Science (Yrs 3-6)

**Modular Approach:**

At Applecroft, we teach some subjects in some year groups using a 'modular' approach (see table above) meaning that we deliver multiple lessons from a 'learning module' with less time in between. These modules may be delivered in separate lessons or doubled up to be carried out over a whole afternoon depending upon the approach that would maximise learning and recall for each particular learning module.

This approach allows us to ensure that these subjects are taught more frequently across the year and takes into account key research and evidence including 'Spaced Retrieval Practice' and 'The Forgetting Curve' - we want to make sure we ease the forgetting curve by coming back to key learning points after a shorter period of time and encouraging key information to be retrieved, remembered and ultimately stored in the long-term memory.

Art & Design and Design Technology are taught in a modular approach with each subject having 3 sessions each week over a 3-week period. There are 5 modules of Art & Design and 6 modules of Design Technology. This approach is also used to deliver science in KS2 (years 3-6). Computing, Geography and History are also taught in this way with each subject having 3 sessions a week on a 3-week rotation.

**Curriculum on a Page:**

We have produced a 'Curriculum on a Page' overview which shows the learning modules taught in each subject, in each term. See Appendix 1.

**The Importance of Reading:**

At the heart of our curriculum is a relentless focus on reading. This is most profound in the EYFS and KS1 where we prioritise the learning and teaching of early reading with the aim of children developing as secure, confident, able readers who enjoy and find pleasure in the process of reading.

## 5b) The Implemented Curriculum:

*"Learning is a process of making sense, in which you try to understand what is presented by actively selecting relevant pieces of information, organising them and integrating them into other knowledge you already have"*

*Fiorella and Mayer, 2014.*

At Applecroft, we understand that in order for learning to take place the following needs to happen:

- The mind has to pay attention to the information that is to be learnt
- The mind has to order and place information in context so that it can be made sense of
- Information is made sense of and linked to prior knowledge. This combines with the existing schema

This knowledge of how we learn, underpins our approach to lesson planning, teaching and learning.

We believe that quality instruction underpins great learning and teaching. Instruction is not standing at the front of the class lecturing children.







At Applecroft we believe that quality instruction is:

- Content driven through knowledge
- Interactive
- Rich in vocabulary
- Responsive
- Engaging and inspiring

Great teachers plan ahead for *their* class. They use professional, evidence-led understanding along with a wide range of 'tools' and 'scaffolds' skilfully selected and adopted at the right time to enable learning to take place. Typically, teachers have autonomy about when and how they deploy and use these tools within lessons. This includes the pace at which they progress through the curriculum depending on the needs of their pupils and the teaching required to secure learning.







To support excellent teaching and learning, teachers plan lessons with a clear structure and incorporate appropriate scaffolds to enable pupils to be successful across the curriculum.

Lessons will include 6 key phases:

Curriculum Area: Science		Learning Module: Y1 - Introduce Animals, including humans			Term: Autumn term - first half		
Lesson:	Learning Question:	 Connect	 Explain	 Example	 Attempt	 Apply	 Challenge

The first 3 phases are focused on what the teacher will do and the last 3 on what the pupil will do.

These phases are designed as follows:

 Connect	 Explain	 Example	 Attempt	 Apply	 Challenge
<b>Connect to prior learning</b>	<b>Explain the intended knowledge</b>	<b>Model intended knowledge</b>	<b>Enable practise</b>	<b>Cognition</b>	<b>Enable integration</b>
<ul style="list-style-type: none"> <li>Priming the Memory</li> <li>Building secure schema</li> </ul>	<ul style="list-style-type: none"> <li>Connecting prior knowledge</li> <li>Using worked examples</li> <li>Rehearsing</li> </ul>	<ul style="list-style-type: none"> <li>Using worked examples</li> <li>Rehearsing &amp; practising</li> <li>Using the content</li> </ul>	<ul style="list-style-type: none"> <li>Drawing upon worked examples</li> <li>Following instructions</li> <li>Making sense of the learning</li> </ul>	<ul style="list-style-type: none"> <li>Rephrasing &amp; recording</li> <li>Making meaning of the content</li> <li>Refining what you know and can do</li> </ul>	<ul style="list-style-type: none"> <li>Elaborating</li> <li>Sophisticating</li> <li>Integrating</li> </ul>
Accountable with pace, precision & organisation	Dynamic, to ensure learning is generative & responsive	Concrete, to ensure learning is unmissable & successful	Generative to ensure learning is rehearsed & reinforced	Record, to ensure learning is consolidated, connected & embedded	Sophisticated, to provide deeper thinking

Staff model expectations to children through various 'models' including 'teacher books' this ensures that children are clear what is expected of them and are supported to be successful.

Lesson openings will include opportunities for children to retrieve knowledge from prior learning.

The 'Big Idea' learning journey from the CUSP Geography, History and science Learning Modules will be shown and referred to in each session.

### 5c) The Impact of the Curriculum:

At Applecroft, we have a concise whole school shared definition of learning:

*"Learning is a change in long-term memory"*

In order to identify the impact our curriculum is having on our children, teachers employ a range of assessment strategies both at the point of teaching and after.

#### Formative Assessment:

Formative assessment is the information teachers glean that closes the gap between where the pupil is and where they need to be/could be. The aim of formative assessment is to inform planning as well as teaching and learning in the moment. This is also known as 'adaptive teaching'. Feedback from children in the lesson should: address misconceptions, inform necessary 'scaffolds' and 'next steps' and acknowledge effort and progress.

The high-quality use of a range of responsive teaching techniques is at the forefront of all aspects of teaching and learning at Applecroft so that teachers are able to evaluate and respond to the needs of pupils fluidly. These include:

- Deliberate practice and rephrasing of taught content
- Cumulative quizzing within the learning sequence
- Retrieval practice, including just two things (self-testing)
- Vocabulary use and application
- Summarising and explaining the learning question from the sequence.

There is a very close link between curriculum design and assessment. Teachers at Applecroft School understand the cumulative model of our curriculum. They know what has been taught before, position prior learning and build on it with clear and precise explanations. Teachers design tasks with clear purpose.

**Feedback:**

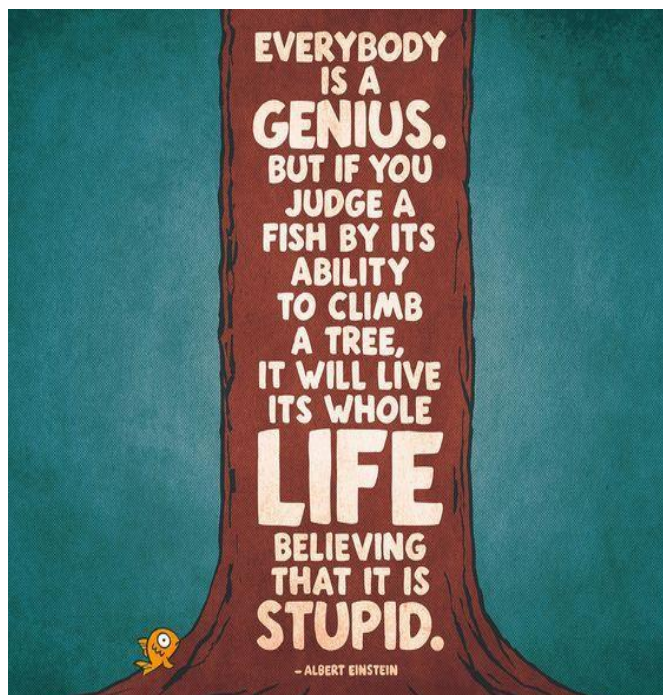
Our Feedback Policy details the approach we take to move children's learning forward.

**Summative Assessment:**

The aim of summative assessment is to evaluate a child's learning at the end of a unit or learning module against age-related expectations.

If our curriculum is effective, it will lead to improvements on summative tests over time.

For further information please see our [Assessment Policy](#).

**6) Inclusion:**

At Applecroft School, we believe that every child has the right to an excellent education, to develop a love of learning and to feel successful, no matter their starting point or any 'barriers to learning' they may have.

To enable this, we adopt a personalised approach to the curriculum, with different support and 'scaffolds' being provided to children to enable them to be successful. As part of this, we encourage an under-reliance on the 'hands-up' approach. Although useful, we encourage this technique alongside a variety of others that lower anxiety and maximise engagement in the learning process. These include: the random selection of pupils, advance warning of questioning, peer and group collaboration and feedback.

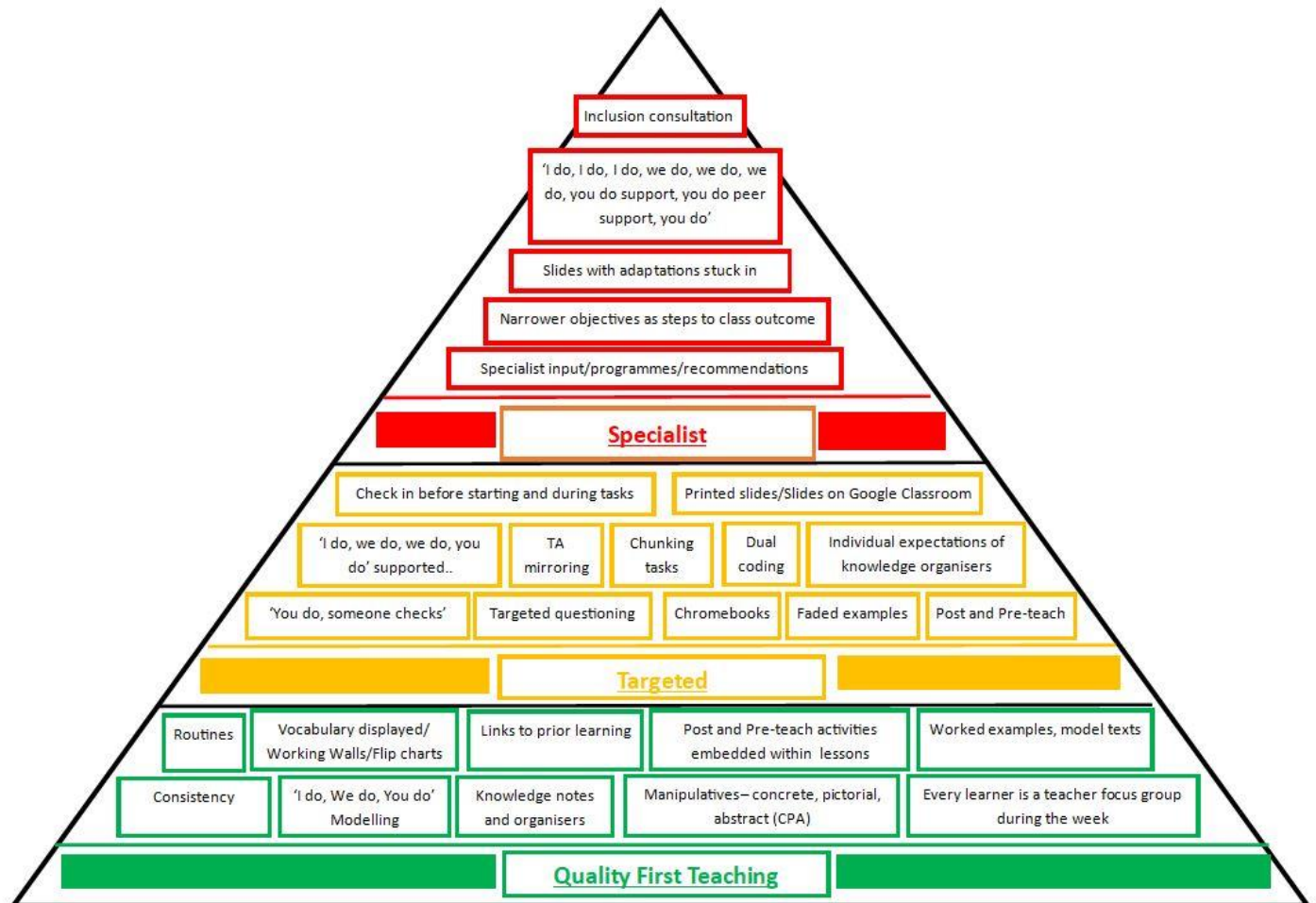
**Special Educational Needs and Disabilities (SEND):**

At Applecroft, every teacher is a teacher of children with Special Educational Needs and great emphasis is placed on 'nurturing' every child whilst maintaining high expectations. We aim to identify any Special Education Need (SEN) as soon as possible. We work closely with outside agencies including Educational Psychologists, Speech and Language Therapists and Counsellors to provide the very best support for our children and ensure any necessary assessments and/or statutory requirements are met.

The needs of children identified as having SEN will be met in the first instance through quality first teaching using a range of differentiated teaching and learning activities. Where possible, children may also be supported through additional adult support.

Some children will require 'targeted' or 'specialist' scaffolds and/or support to make progress through the curriculum.

The triangle below displays the scaffolds used by staff to support children through quality first teaching, targeted or specialist levels of provision:



**Looked After Children (LAC) and Post-LAC (PCLA):**

Provision for children who are looked after or post-LAC will be in the first instance met through quality first teaching. If any additional support is needed this will be provided in line with the school's Looked After Children Policy and in liaison with the Virtual School and relevant outside agencies.

**Children with English as an Additional Language (EAL):**

We recognise the need for children to develop a good command of a range of language structures if they are to express their learning. The explicit teaching of language is embedded in our day-to-day practice and set out in our planning. In addition, teachers ensure that all pupils have regular and meaningful opportunities to engage with a wide range of language structures and functions.

Teachers are aware that providing opportunities for talk is central to effective learning. Acquiring understanding of any concept requires dialogue on a number of levels - internal, with a learning partner, small group and as part of whole class interaction. All pupils, and in particular those with more than one language, benefit from opportunities to rework and rehearse their understandings and explanations

before more formal presentation whether orally or in writing. We support and encourage all children to speak to staff in full sentences using the correct English.

### **7) Equal Opportunities:**

We believe it is the right of all children, regardless of their ability, cultural background, ethnicity, gender, disability, home or linguistic background, to have access to high quality learning experiences in a stimulating and supportive environment where prejudices and stereotypes are challenged.

We recognise, respect and celebrate the diversity of languages and experiences our children bring to school. We aim to reflect these in our classrooms and to promote parental involvement to strengthen the links between home and school communities.

We believe that all children can achieve and we value and promote each child's achievements. All staff are responsible for utilising each child's individual contribution to the learning process.

All pupils have equal access to the curriculum regardless of any protected characteristic including gender, race, cultural background, ability or any additional needs. Teaching is organised to enable pupils of all abilities to access the intended curriculum. Activities will be adapted in order to support all pupils in the class regardless of their starting points and any barriers to learning.

### **8) The Learning Environment:**

At Applecroft School, when we talk about the learning environment we are referring to both the physical environment - the building and resources, and the emotional environment - the ethos of the school and the way it makes you feel.

Across our school, we aim to ensure that all classrooms, group learning areas, offices and whole school areas are spaces that everyone can use and be proud of.

The surroundings in which children learn can greatly influence their well-being, progress and achievement at school. A calm, nurturing and supportive environment sets the climate for learning.

At Applecroft, we believe that high quality learning environments should be:

- Rooted in mutual respect,
- Calm, welcoming and safe,
- Rich in natural sunlight and fresh air,
- Tidy, well organised learning spaces - free from clutter.

To ensure high quality learning environments, we have identified key components that are expected to be present in every classroom. These key components include:

- Attractive and enticing Book Corners which are cared for, well organised and include high quality fiction, non-fiction and poetry appropriate for the age of the children,
- Quality resources which are easily accessible, clearly labelled, well maintained and stored appropriately enabling children's independent use of them as and when they need them,
- Interactive screens and other teaching boards are clearly visible to all children from where they are accessing them,
- 'Grow the Code' phonics poster and/or display,
- 'Big Idea' for current learning modules on display and referred to,

- Visual timetable for the day,
  - Adults modelling the school's agreed handwriting script,
  - 'Expectations of Behaviour' on display in central position, referred to frequently and modelled by all adults,
  - Behaviour and Discipline system on display in a central position and referred to frequently,
  - Marking Codes on display in a central position and referred to frequently,
  - Classroom leadership roles are on display and regularly reviewed,
  - Habits Tree poster and Habits characters on display and regularly referred to,
  - Emotional Bank Account in an accessible location and frequently used and referred to.
- A detailed 'Learning Environment Expectations' checklist is available in appendix 3.

### **9) Curriculum Leaders:**

All teachers are responsible for leading a curriculum subject. Their role is to:

- lead policy, curriculum development and teaching and learning in their subject across the school,
- analyse the intended content of their subject,
- know what is being delivered and when,
- understand the impact of the provision,
- monitor progress and attainment of all pupils in their subject, particularly those currently attaining below age-related expectations and those who are disadvantaged, and action plan to address areas of need
- support and provide continual professional development to colleagues that leads to high quality learning and teaching in their subject, developing practice and ensuring excellent subject knowledge,
- keep up to date with latest initiatives/changes/good practice through reading and attending relevant training and sharing this with staff
- take responsibility for the purchase and organisation of central resources for their subject.

### **10) Trust, Workload and Professional Development:**

*"The ability of teachers to adapt instruction to meet pupil needs increases pupil achievements. There is literally nothing else that can increase student achievement by so much, for so little cost".*

Dylan Wiliam, 2018.

Therefore, leaders ensure teachers have the opportunity to become skilled and confident at assessing pupils' learning through high-quality school based and external training.

Teachers do not need to compile evidence to prove all the assessments they make. Leaders support teachers to make accurate and honest judgements and will always take teacher workload into account when developing new assessment initiatives.

### **11) Monitoring and Review:**

This policy is reviewed at least annually and will be used to support the monitoring of learning and teaching throughout the school.

## Curriculum on a Page Documents for each Year Group

### Nursery

Autumn 2025 Wednesday 3rd September - Friday 19th December  (7 weeks, 2 days) Autumn 1  (6 weeks, 4 days) Autumn 2	Spring 2026 Monday 5th January - Friday 27th March  (6 weeks) Spring 1  (5 weeks) Spring 2	Summer 2026 Monday 13th April - Tuesday 21st July  (5 weeks, 3 days) Summer 1  (7 weeks, 3 days) Summer 2
<b>Personal, Social and Emotional Development</b>		
<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Articulating emotions</li> <li>- Looking to adults to support with conflicts</li> <li>- Knowing about oneself ie. name, abilities, preferences</li> <li>- Attending own toileting and hygiene needs</li> <li>- Independently dressing</li> </ul>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Learning to share and consider others</li> <li>- Learning to follow rules and routine</li> <li>- Learning to take risks</li> <li>- Developing a sense of responsibility and community</li> <li>- Resolving conflicts</li> <li>- Understanding dental hygiene</li> <li>- Understanding healthy choices</li> </ul>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Understanding the impact of actions</li> <li>- Learning to negotiate/compromise</li> <li>- Recognising similarities and differences</li> <li>- Developing specific friendships</li> </ul>
<b>Physical Development</b>		
<p style="text-align: center;"><b>PE &amp; Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Creative Movement</li> <li>- Invasion Games</li> <li>- Striking and Fielding</li> <li>- Bikes and Trikes</li> <li>- Exploring construction materials</li> </ul> <p style="text-align: center;"><b>Fine Motor Skills</b></p>	<p style="text-align: center;"><b>PE Gross Motor</b></p> <ul style="list-style-type: none"> <li>- Invasion Games</li> <li>- Yoga (balance and control)</li> <li>- Throwing and catching</li> <li>- Bikes and Trikes</li> </ul> <p style="text-align: center;"><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Developing pencil control through mark making lines, shapes and letters</li> </ul>	<p style="text-align: center;"><b>PE Gross Motor</b></p> <ul style="list-style-type: none"> <li>- Creative Movement</li> <li>- Relay Races</li> <li>- Climbing</li> <li>- Bikes and Trikes</li> </ul> <p style="text-align: center;"><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Developing pencil control through mark making lines, shapes and letters</li> </ul>

<ul style="list-style-type: none"> <li>- Developing pencil control through mark making lines, shapes and letters</li> <li>- Using tools such as rollers, brushes, scoops, kitchen utensils with control</li> <li>- Exploring playdough</li> </ul>	<ul style="list-style-type: none"> <li>- Using tools such as scissors, jumbo tweezers, beads and string with control</li> <li>- Exploring plasticine</li> </ul>	<ul style="list-style-type: none"> <li>- Using tools such as pegs, hole punches and wooden hammers with control</li> </ul>
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## Communication and Language

<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Engaging through gesture and speech</li> </ul> <p><b>CUSP Literature Spine</b></p> <ul style="list-style-type: none"> <li>- Developing understanding of key words linked to a weekly text. Learning to articulate the definition of a tricky word and use it in the correct context</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Expressing emotions through words, rather than actions</li> </ul> <p><b>CUSP Literature Spine</b></p> <ul style="list-style-type: none"> <li>- Developing understanding of key words linked to a weekly text. Learning to articulate the definition of a tricky word and use it in the correct context</li> </ul>	<p><b>CUSP Literature Spine</b></p> <ul style="list-style-type: none"> <li>- Developing understanding of key words linked to a weekly text. Learning to articulate the definition of a tricky word and use it in the correct context</li> </ul>
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## Literacy

<p><b>Little Wandle Foundations</b></p> <ul style="list-style-type: none"> <li>- Recall and understand lyrics and actions to songs and rhymes</li> <li>- To begin mark making and developing pencil control</li> </ul> <p><b>CUSP Literature Spine</b></p> <ul style="list-style-type: none"> <li>- Exploring a weekly text, its themes, key vocabulary and the characters in the story.</li> </ul>	<p><b>Little Wandle Foundations</b></p> <ul style="list-style-type: none"> <li>- Recall and understand lyrics and actions to songs and rhymes</li> <li>- To begin recognising letters in my name and forming my initial letter</li> </ul> <p><b>CUSP Literature Spine</b></p> <ul style="list-style-type: none"> <li>- Exploring a weekly text, its themes, key vocabulary and the characters in the story.</li> </ul>	<p><b>Little Wandle Foundations</b></p> <ul style="list-style-type: none"> <li>- Recall and understand lyrics and actions to songs and rhymes</li> <li>- To begin to form some or all of the letters in my name with accuracy</li> </ul> <p><b>CUSP Literature Spine</b></p> <ul style="list-style-type: none"> <li>- Exploring a weekly text, its themes, key vocabulary and the characters in the story.</li> </ul>
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## Maths

<ul style="list-style-type: none"> <li>- <b>Classification</b></li> <li>- <b>Comparison</b></li> <li>- <b>Number chronology</b></li> </ul>	<ul style="list-style-type: none"> <li>- Pattern</li> <li>- Group recognition/ subitising</li> <li>- <b>Number chronology</b></li> </ul>	<ul style="list-style-type: none"> <li>- Group recognition/ subitising</li> <li>- Shape</li> <li>- Number recognition</li> </ul>
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## Understanding The World

<p><b>Leader In Me</b></p> <ul style="list-style-type: none"> <li>- 'Where We Live and Learn'</li> <li>- 'Emotions'</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Discussing and understanding differences between each season</li> <li>- Discussing natural objects and learning key vocabulary (e.g. pinecone)</li> <li>- Exploring the weather</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Making sense of our own family and life so far</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- Harvest</li> <li>- Diwali</li> <li>- Hanukkah</li> <li>- Christmas</li> </ul>	<p><b>Leader In Me</b></p> <ul style="list-style-type: none"> <li>- 'Emotions'</li> <li>- 'Family and Friends'</li> </ul> <p><b>Applecroft Adventure</b></p> <ul style="list-style-type: none"> <li>- Make a cake and lick the spoon</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Exploring seeds and understanding how to look after a plant</li> <li>- Showing care for plants, creatures and the environment</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Sharing memories/ discussing photographs</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- Eidul Fitr</li> <li>- Lunar New Year</li> </ul>	<p><b>Leader In Me</b></p> <ul style="list-style-type: none"> <li>- 'Balance Feels Best'</li> <li>- 'I Am a Leader'</li> </ul> <p><b>Applecroft Adventure</b></p> <ul style="list-style-type: none"> <li>- Bring up a Butterfly</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Observing the life-cycle of various plants</li> <li>- Observing the life-cycle of a butterfly</li> <li>- Understanding human life-cycle</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Developing chronological understanding</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- Wesak</li> </ul>
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## Expressive Arts and Design

<p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Exploring a range of materials and tools</li> <li>- Exploring printing and collage</li> <li>- Exploring the primary colours</li> <li>- Developing early mark making through different mediums</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Exploring my singing voice and making sounds</li> <li>- Learning songs and rhymes with actions</li> <li>- Exploring percussive instruments</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Using scissors and tape appropriately</li> <li>- Developing an understanding of secondary colours and colour mixing</li> <li>- Creating recognisable pictures following instructions</li> <li>- Exploring plasticine</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Matching pitch</li> <li>- Exploring dynamics and pace</li> <li>- Learning about and listening to more complex instruments</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Creating recognisable pictures using imagination</li> <li>- Describing texture</li> <li>- Gaining an understanding of our class Artists and what an Artist is</li> <li>- Expressing preference</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Listening to and explaining environmental sounds</li> <li>- Listening to others perform</li> <li>- Making rhythmical repetitive sounds</li> <li>- Expressing preference</li> </ul>
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## Year 1

<b>Autumn 2025</b>	<b>Spring 2026</b>	<b>Summer 2026</b>
Autumn 1 - 8 weeks Autumn 2 - 7 weeks (1 x 2 day week in Autumn 1) (Theme week- Week 8, Autumn 1)	Spring 1 - 6 weeks Spring 2 - 5 weeks	Summer 1 - 6 weeks Summer 2 - 8 weeks (2 x 4 day week in Summer 1) (1 x 2 day week and 1 x 4 day week in Summer 2) (Theme Week- Week 1, Summer 2- D&T)
<b>CUSP Reading -</b> <ul style="list-style-type: none"> <li>• <b>Beegu</b> Block 1</li> <li>• <b>Where the Wild Things Are</b> Blocks 2, 3</li> <li>• <b>The Storm Whale</b> Block 4</li> <li>• <b>The Owl and the Pussycat</b> - Edward Lear Block 5</li> <li>• <b>Aesop's Fables - The Boy Who Cried Wolf</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Tale of Peter Rabbit</b> Blocks 7,8</li> <li>• <b>Look Up!</b> Block 9</li> <li>• <b>Here We Are</b> Blocks 10, 11</li> <li>• <b>Chocolate Cake - Michael Rosen</b> Block 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>There's a Rangtan in my bedroom</b> Blocks 13, 14</li> <li>• <b>And Tango Makes Three</b> Block 15</li> <li>• <b>The Lion Inside</b> Block 16</li> <li>• <b>Aesop's Fables - The Hare and the Tortoise</b> Block 17</li> <li>• <b>The Proudest Blue</b> Block 18</li> </ul>
<b>HfL Writing</b>  <b>Labels, lists and captions-</b> Someone Just Like You  <b>Narrative-</b> Puffin Peter  <b>Recipes-</b> Gruffalo Crumble  <b>Narrative-</b> Range of Traditional Tales (Three Billy Goats Gruff; The Princess and the Pea, Stop! That's; Not my Story; Professor Goose Debunks Goldilocks)	<b>Narrative-</b> Stanley's Stick  <b>Rules and recount-</b> Ravi's Roar & Ruby's Worry  <b>Poetry-</b> Oi Frog!  <b>Narrative-</b> Madlenka and Martha Maps It Out  <b>Poetry: Performance Poetry-</b> Julia Donaldson's Poems to Perform	<b>Letters-</b> Pagginton's Post & Here comes Mr Post Mouse  <b>Poetry: Free Verse-</b> A First Book of Poems: Out and About  <b>Narrative-</b> Little Red and the Very Hungry Lion  <b>Explanation-</b> The Big Book of Bugs & Tad  <b>Narrative-</b> We're Going to Find the Monster
<b>Maths</b> LS1 Geometry - Positional Language Including Ordinal Numbers LS2 Numbers to Ten - Finding Patterns in Numbers (including subitising) LS3 Numbers to Ten - Counting and Comparison (more, less, fewer) 1LS4 Numbers to Ten - Estimating and Ordering 1LS5 Numbers to Ten - Regrouping the Whole LS6 Numbers to Ten - Part Whole Addition and Subtraction 1LS7 Numbers to Ten - Solving Problems Using Part or Whole Unknown 1LS8 Numbers to Ten - Comparison LS9 Numbers to Ten - Equality and Balance 1LS10 Numbers to Twenty - Making 10 and Some More 1LS11 Numbers to 20 - Estimating and Ordering, 1 More and 1 Less	LS15 Measures - The Language of Comparing Length, Height, Mass and Speed LS16 Sequencing Events - Days of the Week and Months of the Year LS17 Numbers to Twenty - Adding using 'Think 10' LS18 Numbers to Twenty - Subtraction using 'Think 10' LS19 Numbers to Twenty - Equality and Balance 1LS20 Numbers to Twenty - Part or Whole Unknown LS21 Numbers to Twenty - Language and Problem Solving (part or whole unknown) LS22 Numbers to Twenty - Comparison (difference, more, less, fewer) including Statistics LS23 Measures - Coins and Combinations to 20p, Ordering and Comparing LS24 Counting in 2s, 5s 10s	LS26 Multiplication and Division - Equal or Unequal Groups and Remainders LS27 Multiplication - Repeated Addition and Arrays (number of groups and size of group) LS28 Multiplication - Problem Solving (identifying the number of groups and size of the group) LS29 Multiplication - Scaling and Counting in 2s to 24 Week four 1LS30 Division - Sharing and Grouping Problems LS31 Time - Telling the Time, O'clock and Half Past LS32 Fractions - Sharing Into Equal Groups LS33 Fractions - Equal or Unequal Parts of Shapes LS34 Fractions - Of Continuous Quantities Including Capacity LS35 Numbers to Twenty - Review

<p>1LS12 Numbers to Twenty - Doubling and Halving  1LS13 Numbers to Twenty - Odd and Even Numbers  LS14 Geometry - Names and Properties of 2-D and 3-D Shapes</p>	<p>LS25 Measures - Non-standard Measures and Introducing Simple Standard Measures</p>	<p>1LS36 Numbers to One Hundred - Place Value and Digits, Making Tens and Some More  1LS37 Place Value - Estimation, Ordering and Comparison</p>
<p><b>CUSP Science</b></p> <ul style="list-style-type: none"> <li>Seasonal changes and daily weather</li> <li>Introduce Plants - (trees)</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans</li> <li>Everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>Revisit: Animals, including humans</li> <li>Revisit: Plants</li> <li>Revisit: Seasonal changes</li> <li>Revisit: Materials</li> </ul>
<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Collage/ Textiles</li> <li>Printing</li> </ul>	<ul style="list-style-type: none"> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture</li> </ul>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Twinkl Plan It - Online Safety (<b>Digital literacy</b>)</li> <li>Technology Around Us (<b>Information Technology</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Digital Painting (<b>Digital literacy</b>)</li> <li>Grouping Data (<b>Information Technology</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Digital Writing (<b>Computer Science</b>)</li> <li>Programming Animations (<b>Computer Science</b>)</li> </ul>
<p><b>CUSP Design and Technology</b></p> <ul style="list-style-type: none"> <li>Mechanisms Block A</li> <li>Structure Block B</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block C</li> <li>Materials Block D</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block E</li> <li>Food and Nutrition Block F</li> </ul>
<p><b>CUSP Geography</b></p> <ul style="list-style-type: none"> <li>Continents and oceans, UK countries / capital cities and seas</li> </ul>	<ul style="list-style-type: none"> <li>Continents and oceans, UK countries / capital cities and seas</li> <li>Hot and cold places</li> </ul>	<ul style="list-style-type: none"> <li>Mapping and fieldwork</li> <li>Revisit continents, oceans, UK countries, capital cities and seas</li> </ul>
<p><b>CUSP History</b></p> <ul style="list-style-type: none"> <li>Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>The lives of significant people (<i>Mary Anning and David Attenborough</i>)</li> </ul>	<ul style="list-style-type: none"> <li>More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>)</li> </ul>
<p><b>CUSP Music - Tuned and untuned percussion</b>  <b>Singing</b></p> <ul style="list-style-type: none"> <li>Singing focus: Being together in music Block A</li> <li>Control the voice - nursery rhymes Block A</li> </ul> <p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>Untuned focus: Introducing rhythm and pulse Block B</li> <li>Representing sounds pictorially Block B</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Singing focus: Introducing pitch Block C</li> <li>Identify changes in sounds (high/low) Block C</li> </ul> <p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>Untuned focus: Introducing tempo and dynamic Block D</li> <li>Identify changes in sounds (fast/slow, loud/soft) Block D</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Singing focus: Exploring emotions through music Block E</li> <li>Responding to music Block E</li> </ul> <p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>Tuned focus: Introducing tempo and dynamic 2 Block F</li> <li>Control and describe tempo and dynamic Block F</li> </ul>
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>Locomotion: Athletics 1</li> <li>Gymnastics 1: Wide narrow, curled</li> <li>Ball skills: Hand 1</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics 2: Body Parts</li> <li>Dance 1: Growing</li> <li>Ball skills: Hands 2/ Rackets Bats and Balls</li> <li>Dance 2: The Zoo</li> </ul>	<ul style="list-style-type: none"> <li>Ball skills: Feet 1</li> <li>Locomotion: Athletics 2</li> <li>Running 1: Health &amp; Wellbeing</li> </ul>

<ul style="list-style-type: none"> <li>Team Building</li> </ul>		<ul style="list-style-type: none"> <li>Games from understanding: Attack vs Defence</li> </ul>
<b>PSHE</b> <b>Health and Wellbeing</b> 1) This is me (identity) 2) How we grow 3) What are feelings? 4) Feelings and loss 5) How we play and learn 6) Staying safe  <b>Relationships Education</b> 1) Respect 2) Polite words 3) Sharing and taking turns 4) Being helpful 5) Being Kind 6) Getting hurt	<b>Living in the Wider World</b> 1) All about rules 2) Online world 3) Online safety 4) Strengths and interests 5) Jobs and skills 6) Welcoming everyone  <b>Health and Wellbeing</b> 1) Keeping clean 2) Healthy teeth 3) Fun in the sun 4) Healthy food 5) Eating well 6) Keeping fit	<b>Living in the Wider World</b> 1) Caring for living things 2) Recycling 3) Plastic and pollution 4) Global warming 5) My classroom community 6) Community helpers  <b>Relationships Education</b> 1) People who care for me 2) What is a family? 3) Family and me 4) All about bodies 5) My body belongs to me 6) Asking for permission
<b>Leader in Me</b> Module 1- Habits 1-4 Module 2- Habits 5-8 Module 3- Leading Myself and Others Module 4- Growth Mindset Module 5- Leading My Learning Module 6- Recognising My Emotions Module 7- Using Calming Strategies	Module 8- Taking Responsibility Module 9- What Matters Most Module 11- Beginning With The End in Mind Module 13- Making Decisions Module 18- Building Trust Module 20- Repairing Trust Module 21- Showing Courage and Consideration	Module 23- Thinking Win-Win Module 24- Practising Empathy Module 25- Empathetic Listening Module 26- Speaking With Respect Module 27- Working With Others Module 30 - Sharpening the Saw Module 33- Helping Others Lead Module 35- Higher Order Thinking
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Hinduism</li> <li>Immersion day- Hindu Dharma</li> </ul>	<ul style="list-style-type: none"> <li>Buddhism</li> </ul>	<ul style="list-style-type: none"> <li>Christianity</li> </ul>
<b>Applecroft Adventure</b> Smell a flower (Science) Kick autumn leaves and make leaf piles (Geography/Science)	Build a home for an animal (Science)	Go on a dinosaur hunt (History) Take part in an egg and spoon race (Physical Education) Pick fruit and eat it (Design and Technology)
<b>Extra Curricular</b> Immersion Day- Hindu Dharma	Assembly-Spring 2	Leadership Event Language Day

## Year 2

Autumn 2025 Wednesday 3rd September - Friday 19th December (7 weeks, 2 days) Autumn 1 (6 weeks, 4 days) Autumn 2	Spring 2025 Monday 5th January - Friday 27th March (6 weeks) Spring 1 (5 weeks) Spring 2	Summer 2025 Monday 13th April - Tuesday 21st July (5 weeks, 3 days) Summer 1 (7 weeks, 3 days) Summer 2
<p><b>CUSP Reading</b></p> <ul style="list-style-type: none"> <li>• Grandad's Island Block 1</li> <li>• Aesop's Fables - The Goose that laid the Golden Eggs Block 2</li> <li>• Mrs Noah's Pockets Block 3</li> <li>• Paddington Blocks 4, 5</li> <li>• The Christmas Pine - Julia Donaldson Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• The Quangle Wangle's Hat - Edward Lear Block 7</li> <li>• Coming to England</li> <li>• Block 8</li> <li>• The Street Beneath My Feet Block 9</li> <li>• Rhythm of the Rain</li> <li>• Blocks 10, 11</li> <li>• Little People Big Dreams Block 12</li> </ul>	<ul style="list-style-type: none"> <li>• Fantastically Great Women Who Changed the World</li> <li>• Blocks 13, 14</li> <li>• Aesop's Fables – The Sun and The Wind Block 15</li> <li>• Fantastic Mr Fox</li> <li>• Blocks 16, 17, 18</li> </ul>
<p><b>HfL Essential</b></p> <p><b>Writing</b></p> <p>Short narrative</p> <ul style="list-style-type: none"> <li>• Instructions List</li> <li>• Poetry</li> <li>• Narrative (journey)</li> <li>• Letters &amp; postcards</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional tale Non-chronological report</li> <li>• Narrative (based on real experiences)</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Instruction</li> <li>• Recount (about real event)</li> <li>• Narrative</li> <li>• Poetry</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• 2LS1 - Securing Fluency to Twenty</li> <li>• 2LS2 - Place Value - Making Tens Some More</li> <li>• 2LS3 - Place Value and Regrouping Two-Digit Numbers</li> <li>• 2LS4 - Counting On and Back in Ones and Tens from any Number</li> <li>• 2LS5 - Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures</li> <li>• 2LS6 - Estimation and Magnitude</li> <li>• 2LS7 - Numbers to 20 - Mental Addition and Subtraction</li> <li>• 2LS8 - Finding Complements of 10 and 100 Including Measures</li> <li>• 2LS9 - Add and Subtract Numbers Mentally Using 1 and 2 Digit Numbers</li> <li>• 2LS10 - Finding Part of Whole Unknown</li> <li>• 2LS11 - Money - Making Combinations and Finding Change</li> <li>• 2LS12 - Comparison (difference, more, less, fewer)</li> <li>• 2LS13 - Measures - Estimation and Measure Using Different Scales</li> </ul>	<ul style="list-style-type: none"> <li>• 2LS14 - Statistics - Totalling and Comparing Amounts in Block Graphs,</li> <li>• Pictograms, Tables and Tally Charts</li> <li>• 2LS15 - Written Addition Method</li> <li>• 2LS16 - Commutativity in Addition but not in Subtraction</li> <li>• 2LS17 - Written Subtraction Method</li> <li>• 2LS18 - Problem Solving with Addition and Subtraction in a Range of Contexts</li> <li>• 2LS19 - Time - Telling the Time: O'clock, Half Past, Quarter Past and Quarter To</li> <li>• 2LS20 - Time - Estimating, Ordering and Comparing Time</li> <li>• 2LS21 - Double and Halve One and Two-Digit Numbers and Amounts of Money</li> <li>• 2LS22 - Times Tables - 2s, 5s and 10s.</li> <li>• Patterns and Strategy (counting in 3s)</li> <li>• 2LS23 - Multiplication - Multiples and Repeated Addition</li> <li>• 2LS24 - Multiplication - Number of Groups, Group Size and Product</li> <li>• 2LS25 - Multiplication Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• 2LS28 - Fractions - Finding Halves, Quarters and Thirds of Amounts</li> <li>• 2LS29 - Fractions - Finding Halves, Quarters and Thirds of Shapes</li> <li>• 2LS30 - Fractions - Finding Three-Quarters of Shapes and Amounts</li> <li>• 2LS31 - Fractions - Equivalence</li> <li>• 2LS32 - Fractions - of Continuous Quantities</li> <li>• 2LS33 - Time - Telling the Time to the Nearest 5 Minutes</li> <li>• 2LS34 - Problem Solving for all Operations (including Fractions)</li> <li>• 2LS35 - Multiplication and Division - Equality and Balance</li> <li>• 2LS36 - Geometry - Properties of 2D and 3D Shape, Classifying and Sorting</li> <li>• 2LS37 - Geometry - Symmetry</li> <li>• 2LS38 - Mental Calculation Review</li> <li>• 2LS39 - Geometry - Sequencing</li> <li>• 2LS40 - Geometry - Rotation and Right Angles</li> <li>• 2LS41 - Place Value and Written Calculation Review</li> </ul>

	<ul style="list-style-type: none"> <li>• 2LS26 - Division - Sharing and Grouping</li> <li>• 2LS27 - Division - Sharing and Grouping Problems including Remainders</li> </ul>	
<p>CUSP Science</p> <ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of everyday materials</li> <li>• Revisit Living things and their habitats / materials</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Revisit Plants/Animals, including humans</li> </ul>
<p>Art &amp; Design</p> <ul style="list-style-type: none"> <li>• Painting: Painting Effects</li> </ul> <p>THEMED WEEK</p> <ul style="list-style-type: none"> <li>• Collage &amp; Textiles and Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing: Landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture: Natural Sculptures</li> </ul>
<p>Computing</p> <ul style="list-style-type: none"> <li>• Online Safety</li> <li>• Creating Media: Photography</li> </ul>	<ul style="list-style-type: none"> <li>• Programming: Robot Algorithms</li> <li>• Programming: Programming Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Data &amp; Information: Pictograms</li> <li>• Computing Systems: IT Around Us</li> </ul>
<p>CUSP Design and Technology</p> <ul style="list-style-type: none"> <li>• Textiles Block A</li> <li>• Food and Nutrition Block B</li> </ul> <p>Sci Living things</p>	<ul style="list-style-type: none"> <li>• Mechanisms Block C</li> <li>• Materials Block D</li> </ul> <p>Sci Use of Everyday materials</p>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block E</li> <li>• THEMED WEEK</li> </ul>
<p>CUSP Geography</p> <ul style="list-style-type: none"> <li>• Human and Physical features</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a small part of the UK to a non-European location – London and Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldwork and map skills</li> </ul>

## Year 3

Autumn 2025	Spring 2026	Summer 2026
<p><b>CUSP Reading</b></p> <ul style="list-style-type: none"> <li>● Greta and the Giants Block 1</li> <li>● Pebble in my Pocket</li> </ul> <p>Blocks 2,3</p> <ul style="list-style-type: none"> <li>● Leon and the Place Between</li> </ul> <p>Blocks 4,5</p> <ul style="list-style-type: none"> <li>● 'Twas the Night before Christmas Anon Block 6</li> </ul>	<ul style="list-style-type: none"> <li>● Sam Wu is Not Afraid of the Dark</li> </ul> <p>Blocks 7, 8, 9</p> <ul style="list-style-type: none"> <li>● Operation Gadgetman (includes</li> </ul> <p>My Shadow Robert Louis</p> <p>Stephenson)</p> <p>Blocks 10, 11, 12</p>	<ul style="list-style-type: none"> <li>● Dancing Bear</li> </ul> <p>Blocks 13, 14, 15</p> <ul style="list-style-type: none"> <li>● The Magician's Nephew Blocks 16, 17, 18</li> </ul>
<p><b>HFL writing</b></p> <ul style="list-style-type: none"> <li>● Range of genres (wholeschool unit)*</li> <li>● Narrative (journey)</li> <li>● Free verse poems</li> <li>● Fable</li> <li>● Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative (focus on setting and dialogue)</li> <li>● Persuasive speech</li> <li>● Personal Narrative (memoir)</li> <li>● Poetry (calligrams &amp; free verse)</li> </ul>	<ul style="list-style-type: none"> <li>● Persuasive letters</li> <li>● Instructions</li> <li>● Non-chronological report</li> <li>● Narrative Poetry (kennings)</li> </ul>
<b>Maths</b>		
<ul style="list-style-type: none"> <li>● Place Value and Regrouping</li> <li>● Counting On and Back in Ones, Tens and</li> </ul> <p>Hundred Estimation, Magnitude and Rounding</p> <ul style="list-style-type: none"> <li>● Measures – Comparison, Estimation and Magnitude</li> <li>● Mental Fluency – Addition</li> <li>● Mental Fluency – Subtraction</li> <li>● Fact Families and Applying the Inverse</li> <li>● Written addition</li> <li>● Written subtraction</li> <li>● Problem Solving – Worded Problems</li> <li>● Statistics – Interpreting Bar Charts and Tables</li> <li>● Angles, Right Angles and Estimation</li> <li>● Perpendicular and Parallel Lines, Vertical and Horizontal Lines</li> <li>● 2-D Shape – Properties and Drawing Perimeter Including Problem Solving Using Written and Mental Methods</li> </ul>	<ul style="list-style-type: none"> <li>● Multiplication – 3, 4 and 8 Times Tables including Counting</li> <li>● Division – 1, 2, 3, 5, 4 and 8 Times Tables</li> <li>● Multiplication – Strategy,</li> </ul> <p>Associative and Distributive Laws</p> <ul style="list-style-type: none"> <li>● Statistics – Pictograms and Scaled Bar Charts</li> <li>● Multiplication and Division Worded Problems</li> <li>● Summer1</li> <li>● Fractions – Finding Fractions of</li> </ul> <p>Discrete and Continuous</p> <p>Quantities</p> <ul style="list-style-type: none"> <li>● Ordering and Comparing</li> </ul> <p>Fractions</p> <ul style="list-style-type: none"> <li>● Adding and Subtracting Fractions with the Same Denominators</li> <li>● Fractions – Problem Solving with</li> </ul> <p>Unit and Non-Unit Fractions</p> <p>Multiplication – Multiplying</p> <p>Multiples of Ten</p> <ul style="list-style-type: none"> <li>● Multiplication – Formal Written Multiplication</li> </ul>	<ul style="list-style-type: none"> <li>● Division Problem Solving – Sharing and Grouping</li> <li>● Division – Two and Three-Digit Numbers by One-Digit Numbers</li> </ul> <p>including Halving</p> <ul style="list-style-type: none"> <li>● Multiplication, Division and Fractions – Scaling and Correspondence</li> <li>● Problems Division – Long Division</li> </ul> <ul style="list-style-type: none"> <li>● Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years</li> <li>● Time – Telling the Time (Analogue and Digital) and Estimation</li> <li>● Time – Duration</li> <li>● Securing the Four Operations with</li> </ul> <p>Whole Number including Problem Solving</p> <ul style="list-style-type: none"> <li>● Place Value and Decimals – Ten Times Greater and Ten Times Smaller</li> <li>● Place Value and Decimals – Regrouping</li> <li>● Place Value and Decimals – Estimation, Comparing and Rounding</li> <li>● Measures – Measuring and Problem Solving</li> <li>● 3-D Shape – Building and Identifying Properties</li> </ul>

<p>CUSP Science</p> <ul style="list-style-type: none"> <li>• Rocks</li> <li>• Animals, including humans</li> <li>• Revisit Rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Forces and magnets</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> </ul>
<p>Art</p>		
<ul style="list-style-type: none"> <li>• Painting <u>THEMED WEEK:</u></li> <li>• Collage and Textiles - Weaving</li> <li>• Printing - Collograph printing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture</li> </ul>
<p>Computing</p>		
<p>Twinkl Plan-It: Online Safety</p> <ul style="list-style-type: none"> <li>• To know what cyberbullying is and how to address it</li> <li>• To understand how websites use advertisements to promote products</li> <li>• To create strong passwords and understand privacy settings</li> <li>• To safely send and receive emails</li> <li>• To explore different ways children can communicate online</li> <li>• To use knowledge about online safety to plan a partyonline</li> </ul> <p>NCCE: Creating Media A: Animation</p> <ul style="list-style-type: none"> <li>• To explain that animation is a sequence of drawings or photographs</li> <li>• To relate animated movement with a sequence of images</li> <li>• To plan an animation</li> <li>• To identify the need to work consistently and carefully</li> </ul>	<p>NCCE: Creating Media B: Desktop Publishing</p> <ul style="list-style-type: none"> <li>• To recognise how text and images convey information</li> <li>• To recognise that text and layout can be edited</li> <li>• To choose appropriate page settings</li> <li>• To add content to a desktop publishing publication</li> <li>• To consider how different layouts can suit different purposes</li> <li>• To consider the benefits of desktop publishing</li> </ul> <p>NCCE: Programming A: Sequence in Music</p> <p>To explore a new programming</p>	<p>NCCE: Computing Systems &amp; Networks:</p> <p>Connecting Computers</p> <ul style="list-style-type: none"> <li>• To explain how digital devices function</li> <li>• To identify input and output devices</li> <li>• To recognise how digital devices can change the way we work</li> <li>• To explain how a computer network can be used to share information</li> <li>• To explore how digital devices can be connected</li> <li>• To recognise the physical components of a network</li> </ul> <p>NCCE: Data &amp; Information: Branching Databases</p> <ul style="list-style-type: none"> <li>• To create questions with yes/no answers</li> <li>• To identify the object attributes needed to collect relevant data</li> <li>• To create a branching database</li> <li>• To explain why it is helpful for a database to be well structured</li> </ul>
<p>Autumn 2025</p>	<p>Spring 2026</p>	<p>Summer 2026</p>
<p>CUSP Reading</p> <ul style="list-style-type: none"> <li>• Greta and the Giants Block 1</li> <li>• Pebble in my Pocket</li> </ul> <p>Blocks 2,3</p> <ul style="list-style-type: none"> <li>• Leon and the Place Between</li> </ul> <p>Blocks 4,5</p> <ul style="list-style-type: none"> <li>• 'Twas the Night before Christmas Anon Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• Sam Wu is Not Afraid of the Dark</li> </ul> <p>Blocks 7, 8, 9</p> <ul style="list-style-type: none"> <li>• Operation Gadgetman (includes My Shadow Robert Louis Stephenson)</li> </ul> <p>Blocks 10, 11, 12</p>	<ul style="list-style-type: none"> <li>• Dancing Bear</li> </ul> <p>Blocks 13, 14, 15</p> <ul style="list-style-type: none"> <li>• The Magician's Nephew Blocks 16, 17, 18</li> </ul>
<p>HFL writing</p> <ul style="list-style-type: none"> <li>• Range of genres (wholeschool unit)*</li> <li>• Narrative (journey)</li> <li>• Free verse poems</li> <li>• Fable</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative (focus on setting and dialogue)</li> <li>• Persuasive speech</li> <li>• Personal Narrative (memoir)</li> <li>• Poetry (calligrams &amp; free verse)</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive letters</li> <li>• Instructions</li> <li>• Non-chronological report</li> <li>• Narrative Poetry (kennings)</li> </ul>

<ul style="list-style-type: none"> <li>• Non-chronological report</li> </ul>		
<b>Maths</b>		
<ul style="list-style-type: none"> <li>• Place Value and Regrouping</li> <li>• Counting On and Back in Ones, Tens and</li> </ul> <p>Hundred Estimation, Magnitude and Rounding</p> <ul style="list-style-type: none"> <li>• Measures – Comparison, Estimation and Magnitude</li> <li>• Mental Fluency – Addition</li> <li>• Mental Fluency – Subtraction</li> <li>• Fact Families and Applying the Inverse</li> <li>• Written addition</li> <li>• Written subtraction</li> <li>• Problem Solving – Worded Problems</li> <li>• Statistics – Interpreting Bar Charts and Tables</li> <li>• Angles, Right Angles and Estimation</li> <li>• Perpendicular and Parallel Lines, Vertical and Horizontal Lines</li> <li>• 2-D Shape – Properties and Drawing Perimeter Including Problem Solving</li> <li>• Using Written and Mental Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication – 3, 4 and 8 Times Tables including Counting</li> <li>• Division – 1, 2, 3, 5, 4 and 8 Times Tables</li> <li>• Multiplication – Strategy,</li> </ul> <p>Associative and Distributive Laws</p> <ul style="list-style-type: none"> <li>• Statistics – Pictograms and Scaled Bar Charts</li> <li>• Multiplication and Division Worded Problems</li> <li>• Summer1</li> <li>• Fractions – Finding Fractions of</li> </ul> <p>Discrete and Continuous</p> <p>Quantities</p> <ul style="list-style-type: none"> <li>• Ordering and Comparing</li> </ul> <p>Fractions</p> <ul style="list-style-type: none"> <li>• Adding and Subtracting Fractions with the Same Denominators</li> <li>• Fractions – Problem Solving with</li> </ul> <p>Unit and Non-Unit Fractions</p> <p>Multiplication – Multiplying</p> <p>Multiples of Ten</p> <ul style="list-style-type: none"> <li>• Multiplication – Formal Written Multiplication</li> </ul>	<ul style="list-style-type: none"> <li>• Division Problem Solving – Sharing and Grouping</li> <li>• Division – Two and Three-Digit Numbers by One-Digit Numbers</li> </ul> <p>including Halving</p> <ul style="list-style-type: none"> <li>• Multiplication, Division and Fractions – Scaling and Correspondence</li> <li>• Problems Division – Long Division</li> </ul> <ul style="list-style-type: none"> <li>• Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years</li> <li>• Time – Telling the Time (Analogue and Digital) and Estimation</li> <li>• Time – Duration</li> <li>• Securing the Four Operations with</li> </ul> <p>Whole Number including Problem Solving</p> <ul style="list-style-type: none"> <li>• Place Value and Decimals – Ten Times Greater and Ten Times Smaller</li> <li>• Place Value and Decimals – Regrouping</li> <li>• Place Value and Decimals – Estimation, Comparing and Rounding</li> <li>• Measures – Measuring and Problem Solving</li> <li>• 3-D Shape – Building and Identifying Properties</li> </ul>
<p><b>CUSP Science</b></p> <ul style="list-style-type: none"> <li>• Rocks</li> <li>• Animals, including humans</li> <li>• Revisit Rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Forces and magnets</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> </ul>
<b>Art</b>		
<ul style="list-style-type: none"> <li>• Painting <u>THEMED WEEK</u>:</li> <li>• Collage and Textiles - Weaving</li> <li>• Printing - Collograph printing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture</li> </ul>
<b>Computing</b>		

<p>Twinkl Plan-It: Online Safety</p> <ul style="list-style-type: none"> <li>To know what cyberbullying is and how to address it</li> <li>To understand how websites use advertisements to promote products</li> <li>To create strong passwords and understand privacy settings</li> <li>To safely send and receive emails</li> <li>To explore different ways children can communicate online</li> <li>To use knowledge about online safety to plan a partyonline</li> </ul> <p>NCCE: Creating Media A: Animation</p> <ul style="list-style-type: none"> <li>To explain that animation is a sequence of drawings or photographs</li> <li>To relate animated movement with a sequence of images</li> <li>To plan an animation</li> <li>To identify the need to work consistently and carefully</li> </ul>	<p>NCCE: Creating Media B: Desktop Publishing</p> <ul style="list-style-type: none"> <li>To recognise how text and images convey information</li> <li>To recognise that text and layout can be edited</li> <li>To choose appropriate page settings</li> <li>To add content to a desktop publishing publication</li> <li>To consider how different layouts can suit different purposes</li> <li>To consider the benefits of desktop publishing</li> </ul> <p>NCCE: Programming A: Sequence in Music</p> <p>To explore a new programming</p>	<p>NCCE: Computing Systems &amp; Networks:</p> <p>Connecting Computers</p> <ul style="list-style-type: none"> <li>To explain how digital devices function</li> <li>To identify input and output devices</li> <li>To recognise how digital devices can change the way we work</li> <li>To explain how a computer network can be used to share information</li> <li>To explore how digital devices can be connected</li> <li>To recognise the physical components of a network</li> </ul> <p>NCCE: Data &amp; Information: Branching Databases</p> <ul style="list-style-type: none"> <li>To create questions with yes/no answers</li> <li>To identify the object attributes needed to collect relevant data</li> <li>To create a branching database</li> <li>To explain why it is helpful for a database to be well structured</li> </ul>
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## Year 4

Autumn 2025	Spring 2026	Summer 2026
<p>Year 4 Events</p> <ul style="list-style-type: none"> <li>Art and Design themed week</li> <li>Christmas Performance</li> <li>Panto</li> </ul>	<p>Year 4 Events</p> <ul style="list-style-type: none"> <li>Visit to the Hindu Temple</li> <li>Bhaktivedanta Manor</li> <li>Leadership event</li> </ul>	<p>Year 4 Events</p> <ul style="list-style-type: none"> <li>Year group Assembly</li> <li>Buddhism immersion day</li> <li>Water Safety workshop</li> <li>Languages Day</li> </ul>
<p>CUSP Reading (Y4)</p> <ul style="list-style-type: none"> <li>The Queen’s Nose 2 Blocks</li> <li>What a Waste 1 Block</li> <li>The Girl who stole an Elephant 3 Blocks</li> </ul>	<p>CUSP Reading (Y4)</p> <ul style="list-style-type: none"> <li>Varjak Paw 3 Blocks</li> <li>Young, Gifted and Black 3 Blocks (Caged Bird - Maya Angelou)</li> </ul>	<p>CUSP Reading (Y4)</p> <ul style="list-style-type: none"> <li>Young, Gifted and Black 1 Block (Caged Bird - Maya Angelou)</li> <li>The Boy at the back of the class</li> <li>3 Blocks</li> <li>Wind in the Willows (The Walrus and the Carpenter – Lewis Carroll) 3 Blocks</li> </ul>

<p>HFL Essential Writing</p> <ul style="list-style-type: none"> <li>• Graphic novel</li> <li>• Persuasive speech</li> <li>• Poem (free verse)</li> <li>• Explanation</li> <li>• Narrative</li> </ul>	<p>HFL Essential Writing</p> <ul style="list-style-type: none"> <li>• Newspaper article/ Recount</li> <li>• Travel leaflet</li> <li>• Narrative</li> <li>• Poetry (haiku)</li> </ul>	<p>HFL Essential Writing</p> <ul style="list-style-type: none"> <li>• Persuasive speech &amp; letters</li> <li>• Non-chronological report</li> <li>• Poetry</li> <li>• Short Story</li> <li>• Poetry (focus on figurative)</li> </ul>
<p>Maths - Essential Maths</p> <ul style="list-style-type: none"> <li>• Place Value – Order and Compare Numbers Beyond 1000</li> <li>• Rounding, Estimation and Magnitude</li> <li>• Securing Addition and Subtraction Mental Fluency</li> <li>• Securing Formal Written Addition and Subtraction Fluency</li> <li>• Counting in Multiples of 6, 7, 9, 25 and 1000</li> <li>• Multiplication and Division Facts (Times Tables)</li> <li>• Factor Pairs, Integer Scaling and Correspondence Problems</li> <li>• Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws</li> <li>• Multiply and Divide a One or Two-digit Number by 10 and 100</li> <li>• Measure – Conversion of Units</li> <li>• Measures – Compare, Estimate and Calculate</li> </ul> <p>Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division</p> <ul style="list-style-type: none"> <li>• Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of Shape</li> <li>• Symmetry</li> <li>• Decimal Numbers</li> <li>• Calculating With Decimals</li> <li>• Measure – Money</li> <li>• Problem Solving involving Decimals to Two Decimal Places</li> <li>• Add and Subtract Fractions with the Same Denominator</li> <li>• Finding Fractions of Quantities</li> <li>• Fractions in the Context of Measure</li> <li>• Equivalent Fractions, Ordering and Comparing</li> <li>• Multiply Two and Three-digit Numbers by a One-digit Number</li> </ul> <p>Using a Formal Written Layout</p> <ul style="list-style-type: none"> <li>• Divide Two and Three-digit Numbers by a One-digit Number</li> </ul> <p>Using a Formal Written Layout</p>	<ul style="list-style-type: none"> <li>• Time – Read, Write Calculate and Convert Time on Analogue and Digital</li> </ul> <p>12- and 24-Hour Clocks</p> <ul style="list-style-type: none"> <li>• Statistics – Interpret and Present Continuous and Discrete Data, Solve</li> </ul> <p>Problems incorporating Measures</p> <ul style="list-style-type: none"> <li>• Roman Numerals to 100 and Zero</li> <li>• Negative Numbers – Counting through Zero and Calculating in Context</li> <li>• Geometry – Angles</li> <li>• Geometry – Properties of Triangles</li> <li>• Geometry – Coordinates in the First Quadrant and Translations</li> <li>• Geometry – Position and Direction, incorporating Angles and Plotting Points of a Shape</li> <li>• Multiplication and Division Review</li> <li>• Area</li> <li>• Fractions Review</li> <li>• Application and Problem Solving –</li> </ul> <p>Developing Operation Sense</p>
<p>CUSP Science</p> <ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• States of matter</li> </ul>	<ul style="list-style-type: none"> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity</li> <li>• Sound</li> </ul>
<p>Art and Design (Applecroft)</p> <ul style="list-style-type: none"> <li>• Painting Mixing Colours to match objects</li> <li>• Collage and Textiles - Mosaics and Lino (Art Week)</li> </ul>	<p>Art and Design (Applecroft)</p> <ul style="list-style-type: none"> <li>• Drawing (creating shadows and reflections)</li> </ul>	<p>Art and Design (Applecroft)</p> <ul style="list-style-type: none"> <li>• Sculpture (paper sculptures)</li> </ul>
<p>Computing (National Centre for Computing Education)</p> <ul style="list-style-type: none"> <li>• Online Safety</li> <li>• Creating Media A: Audio Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Programming A: Repetition in Shapes</li> <li>• Programming B: Repetition in Games</li> </ul>	<ul style="list-style-type: none"> <li>• Data &amp; Information: Data Logging</li> <li>• Computing Systems &amp; Networks: The Internet</li> </ul>
<p>CUSP Design and Technology</p> <ul style="list-style-type: none"> <li>• Food and Nutrition Block A</li> <li>• Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles Block C</li> <li>• Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical systems Block E</li> </ul> <p>Science - Electricity</p> <ul style="list-style-type: none"> <li>• Food and Nutrition Block F</li> </ul> <p>Science – Animals including humans</p>

<p>CUSP Geography</p> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> </ul>	<p>Latitude and longitude</p> <p>Water cycle</p> <ul style="list-style-type: none"> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Rivers revisited</li> <li>Map skills – environmental regions</li> </ul>
<p>CUSP History</p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>Ancient civilisation – Egypt</li> </ul>
<p>CUSP Music - mastering the glockenspiel</p> <p>Untuned percussion</p> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm 2</li> <li>Follow beats in a bar (time signatures/metre)</li> </ul> <p>Singing</p> <ul style="list-style-type: none"> <li>Singing focus: Introducing texture 2</li> <li>Sing parts in an ensemble (harmony)</li> </ul>	<p>Music</p> <p>Glockenspiel</p> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 2</li> <li>Revisit the staff</li> </ul> <p>Singing</p> <ul style="list-style-type: none"> <li>Singing focus: The history of singing 2</li> <li>Singing for entertainment e.g. opera, theatrical, modernism</li> </ul>	<p>Music</p> <p>Glockenspiel</p> <ul style="list-style-type: none"> <li>Performance focus: Composition 2</li> <li>Perform including an element of composition</li> </ul> <p>Range of instruments studied</p> <ul style="list-style-type: none"> <li>Tuned focus: Introducing timbre 2</li> <li>Identify and describe how sounds are combined</li> </ul>
<p>French (Language Angels)</p> <ul style="list-style-type: none"> <li>Je me presente (Presenting myself)</li> </ul>	<p>French (Language Angels)</p> <ul style="list-style-type: none"> <li>Ma famille (My family)</li> </ul>	<p>French (Language Angels)</p> <ul style="list-style-type: none"> <li>Chez moi (My home)</li> </ul>
<p>PE (Complete PE)</p> <ul style="list-style-type: none"> <li>Gymnastics - Bridges</li> <li>Invasion Games - Netball</li> <li>OAA: Communication &amp; Tactics</li> <li>Invasion Games - Tag Rugby</li> </ul>	<p>PE (Complete PE)</p> <ul style="list-style-type: none"> <li>Dance Cats</li> <li>Invasion games - Basketball</li> <li>Invasion Games - Hockey</li> <li>Dance 2 - World War II</li> </ul>	<p>PE (Complete PE)</p> <ul style="list-style-type: none"> <li>OAA – Problem Solving</li> <li>Net/ Wall - Tennis</li> <li>Striking/Fielding – Rounders</li> <li>Athletics</li> </ul>
<p>PSHE (EC Publishing)</p> <p>Spending Wisely</p> <ul style="list-style-type: none"> <li>Responsible Spending ● What is Fairtrade?</li> <li>Value for Money ● Keeping Track of Money ● What is Advertising?</li> <li>Gambling and Risk</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>Healthy Lifestyles</li> <li>Staying Healthy</li> <li>First Aid - Allergies</li> <li>Germs and Illness</li> <li>Drugs and Medicines</li> <li>Vaccinations</li> </ul>	<p>PSHE (EC Publishing)</p> <p>Digital Boundaries</p> <ul style="list-style-type: none"> <li>Internet and Screen Time</li> <li>Age Restrictions</li> <li>Communicating Online</li> <li>Harmful Content and Contact</li> <li>Secrets</li> </ul> <p>Respectful Communities</p> <ul style="list-style-type: none"> <li>Respecting Difference</li> <li>Diverse Communities</li> <li>Prejudice and Discrimination</li> <li>Racism</li> </ul> <p>Respectful Behaviour</p> <ul style="list-style-type: none"> <li>Preventing Bullying</li> <li>Hurtful Behaviour</li> </ul>	<p>PSHE (EC Publishing)</p> <p>Summer Safety</p> <ul style="list-style-type: none"> <li>Water Safety Code</li> <li>Summer Safety</li> <li>First Aid - Asthma</li> </ul> <p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>Committed Relationships</li> <li>Honesty and Trust</li> <li>Positive Friendships</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>Growing up - Girls</li> <li>Growing up - Boys</li> <li>Changing Emotions</li> <li>Personal Hygiene</li> <li>Dental Hygiene</li> <li>Sleep Hygiene</li> </ul>

<p>Leader in Me</p> <ul style="list-style-type: none"> <li>Module 1 - Habits 1-4</li> <li>Module 2 - Habits 5-8</li> <li>Module 4 - Foster Wellness</li> <li>Module 5 - Foster Wellness</li> <li>Module 6 - Recognising my emotions</li> <li>Module 7 - Self Regulating</li> <li>Module 8 - Proactive Practices</li> </ul>	<p>Leader in Me</p> <ul style="list-style-type: none"> <li>Module 9 - My Personal Values</li> <li>Module 10 - Personal Mission Statement</li> <li>Module 14 - Asking for Help</li> <li>Module 18 - High Trust Behaviours</li> <li>Module 19 - Emotional Bank Account (Lesson 73 and 76)</li> <li>Module 20 - Restoring Trust</li> <li>Module 22 - Abundance Mindset</li> </ul>	<p>Leader in Me</p> <ul style="list-style-type: none"> <li>Module 23 - Standing up for Others</li> <li>Module 24 - Empathetic Listening</li> <li>Module 25 - Respectful Speaking</li> <li>Module 26 - Meeting and Greeting</li> <li>Module 27 - Working With Others</li> <li>Module 28 - Valuing Differences</li> <li>Module 32 - Conscience and Community Needs</li> <li>Module 35 - Celebrating Growth</li> </ul>
<p>RE</p> <ul style="list-style-type: none"> <li>Christianity</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>Buddhism</li> </ul>

## Year 5

Autumn 2025	Spring 2026	Summer 2026
<p><b>Events</b>  <b>Year Group Assembly</b>  <b>RE Immersion Day</b></p>	<p><b>Events</b>  <b>Dance Festival</b>  <b>Languages Day</b></p>	<p><b>Events</b>  <b>Residential Trip to Norfolk</b>  <b>Leadership Event</b></p>
<p><b>CUSP Reading</b></p> <ul style="list-style-type: none"> <li>Shackleton's Journey 3 Blocks</li> <li>The Explorer 3 Blocks</li> </ul>	<ul style="list-style-type: none"> <li>A midsummer night's dream 1 Block</li> <li>I am not a label 1 of 2 Blocks <ul style="list-style-type: none"> <li>The Boy in the Tower (including Daffodils – William Wordsworth) 3 Blocks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I am not a label 2 of 2 Blocks</li> <li>Secrets of a Sun King and If – Rudyard Kipling 3 Blocks</li> <li>The Rabbits 1 Block</li> </ul>
<p><b>HfL Essential Writing</b></p> <ul style="list-style-type: none"> <li>Non-Chronological Report</li> <li>Description</li> <li>Poetry - Cinquains</li> <li>Narrative</li> <li>Biography</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Letters</li> <li>Non-Chronological Report</li> <li>Descriptive Recount</li> <li>Narrative - Mystery and Suspense</li> <li>Poetry - Take One poet</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Advertising Campaign</li> <li>Poetry - Free Verse</li> <li>Reviews</li> <li>Narrative</li> </ul>

<p>HfL Essential Maths</p> <ul style="list-style-type: none"> <li>• LS1 Place Value and Rounding of Large Numbers</li> <li>• LS2 Interpret Negative Numbers</li> <li>• LS3 Place Value of Numbers with up to Three Decimal Places</li> <li>• LS4 Multiply and Divide by 10, 100 and 1,000</li> <li>• LS5 Properties of Number – Multiples, Factors and Common Factors</li> <li>• LS6 Prime and Composite Numbers</li> <li>• LS7 Multiply and Divide Mentally</li> <li>• LS8 Solve Problems Involving Knowledge of Key Facts</li> <li>• LS9 Add and Subtract Using a Range of Strategies</li> <li>• LS10 Add and Subtract Using Formal Written Methods</li> <li>• LS11 Formal Written Method for Multiplication</li> </ul>	<ul style="list-style-type: none"> <li>• LS12 Formal Written Method of Short Division</li> <li>• LS13 Equivalent Fractions</li> <li>• LS14 Compare and Order Fractions</li> <li>• LS15 Adding and Subtracting Fractions</li> <li>• LS16 Problem Solving – All Four Operations</li> <li>• LS17 Multiply Fractions by Whole Numbers</li> <li>• LS18 Fraction Problem Solving</li> <li>• LS19 Measure – Converting Units of Measure</li> <li>• LS20 Area</li> <li>• LS21 Volume and Capacity</li> <li>• LS22 Percentages</li> <li>• LS23 Problem Solving – Percentages</li> <li>• LS24 3-D Shapes from 2-D Representations</li> <li>• LS25 Reflection and Translation</li> </ul>	<ul style="list-style-type: none"> <li>• LS26 Perimeter</li> <li>• LS27 Estimate, Compare, Measure and Draw Angles</li> <li>• LS28 Identify Unknown Angles</li> <li>• LS29 Formal Methods for Division and Multiplication in Increasingly Complex Problems</li> <li>• LS30 Strategies for Multiplication and Division (Mental and Written)</li> <li>• LS31 Solving Problems involving Scaling by Simple Fractions and Rates</li> <li>• LS32 Conversion of Imperial and Metric Units of Measure</li> <li>• LS33 Fractions, Decimals and Percentages Problem Solving</li> <li>• LS34 Reading Timetables and Calculating with Time</li> <li>• LS35 Solve Problems involving the Four Operations</li> <li>• LS36 Distinguish between Regular and Irregular Polygons</li> <li>• LS37 Use Properties of Rectangles</li> <li>• LS38 Statistics – Solve Comparison, Sum and Difference Problems using Information in a Line Graph</li> <li>• LS39 Statistics – Interpreting and</li> </ul> <p>Evaluating Information Presented in Charts and Tables</p> <ul style="list-style-type: none"> <li>• LS40 Roman Numerals</li> </ul>
<p>CUSP Science</p> <ul style="list-style-type: none"> <li>• Properties and changes of materials</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Earth in space</li> </ul>	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> </ul>
<p>Art &amp; Design - school sequence</p> <ul style="list-style-type: none"> <li>• Painting - Exploring colour and mood</li> <li>• Collage &amp; Textiles - Quilling</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing - Architects and designers</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture - wire</li> </ul>

<p>Computing – school sequence</p> <ul style="list-style-type: none"> <li>• Online Safety (6)</li> <li>• Creating Media - Vector Drawing (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Media - Video Editing (6)</li> <li>• Programming A - Selection in Physical Computing (Crumble) (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Data and Information - Flat-file databases (6)</li> <li>• Programming B - Selection in Quizzes (Scratch) (6)</li> </ul>
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<p><b>CUSP Design and Technology</b></p> <ul style="list-style-type: none"> <li>• Food and Nutrition Block A</li> <li>• Systems Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles Block C <i>Writing Formal Letters of Application B</i></li> </ul>	<ul style="list-style-type: none"> <li>• Structures Block E</li> <li>• Mechanisms Block F</li> </ul> <p><i>Science Forces</i></p> <ul style="list-style-type: none"> <li>• Food and Nutrition Block D</li> </ul> <p><i>Geography World Biomes</i></p>
<p><b>CUSP Geography</b></p> <ul style="list-style-type: none"> <li>• World countries – biomes and environmental regions</li> </ul>	<ul style="list-style-type: none"> <li>• 4 and 6 figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>• OS maps and fieldwork</li> </ul>
<p><b>CUSP History</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Comparison study – Maya and Anglo-Saxons.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison study – Maya and AngloSaxons.</li> </ul>
<p><b>CUSP Music – mastering the keyboard</b></p> <p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>• Untuned focus: Musical stories Block A</li> <li>• One piece, different performers Block A</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Singing focus: Introducing structure Block B</li> <li>• Identify parts of a song Block B</li> </ul>	<p><b>Keyboard</b></p> <ul style="list-style-type: none"> <li>• Tuned focus: Musical notation 3 Block C</li> <li>• Follow musical notation Block C</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Singing focus: Music technology Block D</li> <li>• Alter pitch and dynamic to create effects Block D</li> </ul>	<p><b>Range of instruments studied</b></p> <ul style="list-style-type: none"> <li>• Performance focus: Composition 3 Block E</li> <li>• Perform including an element of composition Block E</li> </ul> <p><b>Keyboard</b></p> <ul style="list-style-type: none"> <li>• Tuned focus: Improvisation Block F</li> <li>• Improvise using repeated patterns Block F</li> </ul>
<p><b>French - Language Angels</b></p> <ul style="list-style-type: none"> <li>• Phonetics 3 &amp; Do you have a pet? (6)</li> </ul>	<ul style="list-style-type: none"> <li>• The weather (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Clothes (6)</li> </ul>
<p><b>PE - Complete PE Class Teacher/Sports Coach</b></p> <ul style="list-style-type: none"> <li>• Gymnastics - Counter Balance &amp; Counter Tension</li> <li>• Invasion Games - Netball</li> <li>• Invasion Games - Football</li> <li>• Health Related Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Dance - Dance Festival</li> <li>• Invasion Games - Tag Rugby</li> <li>• OAA - Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Net/Wall - Badminton</li> <li>• Strike/Field - Rounders</li> <li>• Athletics - Running</li> <li>• Athletics - Competition</li> <li>• Strike/Field - Cricket</li> </ul>

<p>PSHE - EC Publishing</p> <p>Digital Citizenship:</p> <ul style="list-style-type: none"> <li>• Asking for Help</li> <li>• What is Social Media?</li> <li>• Fake Images</li> <li>• Fake News</li> <li>• Digital Footprints</li> </ul> <p>Bonfire Nights</p> <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> <li>• Healthy Habits</li> <li>• Being Healthy - Diet</li> <li>• Being Healthy - Exercise</li> <li>• Physical Health</li> <li>• Germs, Bacteria and Viruses • What is Mental Health?</li> </ul>	<p>Respect and Relationships:</p> <ul style="list-style-type: none"> <li>• Behaviour and Respect</li> <li>• Friendships</li> <li>• Feeling Left Out</li> <li>• Peer Pressure</li> <li>• Dares and Challenges</li> <li>• Bullying and Hurtful Behaviour</li> </ul> <p>Aspiration and Growth:</p> <ul style="list-style-type: none"> <li>• Courtesy and Manners</li> <li>• Success and Achievement</li> <li>• Independence and Responsibility</li> <li>• Careers and Stereotypes</li> <li>• The Environment</li> </ul>	<p>Mini Police</p> <p>Safe Relationships:</p> <ul style="list-style-type: none"> <li>• Positive Relationships</li> <li>• Loving Stable Families</li> <li>• Love and Abuse</li> <li>• Online behaviour and Risks</li> <li>• Stranger Safety</li> </ul> <p>Growing and Changing:</p> <ul style="list-style-type: none"> <li>• Understand Emotions</li> <li>• Feeling and Emotions</li> <li>• Self-Esteem</li> <li>• Body Image • Boys' Puberty</li> <li>• Girls' Puberty</li> </ul>
<p>Leader in Me</p> <ul style="list-style-type: none"> <li>• 3 My Paradigms</li> <li>• 4 Perseverance</li> <li>• 5 Leading My Learning</li> <li>• 6 Recognising My Emotions</li> </ul>	<ul style="list-style-type: none"> <li>• 20 Showing Loyalty</li> <li>• 21 Thinking Win - Win</li> <li>• 22 Courage and Consideration</li> </ul>	<ul style="list-style-type: none"> <li>• 30 Daily Private Victory</li> <li>• 31 Regulating My Stress</li> <li>• 32 Thinking Critically</li> <li>• 33 Preparing for the Future</li> </ul>
<ul style="list-style-type: none"> <li>• 7 Regulating My Emotion</li> <li>• 8 Proactive Language</li> <li>• 12 Prioritising Big Rocks</li> <li>• 14 Say No to Peer Pressure</li> </ul>	<ul style="list-style-type: none"> <li>• 26 Standing Up For Ourselves and Others</li> <li>• 26 Leading with Empathy</li> <li>• 26 Empathetic Listening</li> <li>• 26 Respectful Speaking</li> <li>• 29 Finding 3rd Alternatives</li> <li>• 29 Collaborating with Others</li> </ul>	<ul style="list-style-type: none"> <li>• 34 Serving Others</li> <li>• 35 Celebrating Growth</li> </ul> <p><b>Summer 2: Leadership Event</b></p>
<p>RE - School sequence</p> <ul style="list-style-type: none"> <li>• Islam</li> <li>• Islam Immersion Day</li> </ul>	<p>Christianity</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Sikhism</li> </ul>
<p>Applecroft Adventure Year 5 Whole School</p> <ul style="list-style-type: none"> <li>• Go to a pantomime</li> <li>• Learn to cook</li> <li>• Run a mile</li> <li>• Perform on the stage</li> <li>• Sing like no one is listening</li> <li>• Learn how to type</li> </ul>	<ul style="list-style-type: none"> <li>• Produce your own film</li> <li>• Learn how to save a life</li> <li>• Hunt for fossils</li> <li>• Walk bare-foot in mud</li> <li>• Rock-pooling</li> <li>• Learn to play an instrument</li> <li>• Learn how to type</li> </ul>	<ul style="list-style-type: none"> <li>• Find your way with a map and compass</li> <li>• Dance like nobody's watching</li> <li>• Learn to cook</li> <li>• Learn to play an instrument</li> <li>• Learn how to type</li> </ul>

Autumn 2025	Spring 2026	Summer 2026
Art Week WC 20th October 2025 Autumn 1 - 7 weeks + 2 days Autumn 2 - 7 weeks	Spring 1 - 6 weeks Spring 2 - 5 weeks	SATS Week WC 11th May 2026 Summer 1 – 6 weeks Summer 2 – 7 weeks + 2 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>Go to the theatre (Extra-curricular)</li> </ul>	<ul style="list-style-type: none"> <li>Climb a tree (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>Enterprise/Leadership</b>		
Autumn 2, week 1 (during Bikeability week) <ul style="list-style-type: none"> <li>Sponsored welly run</li> </ul>  <p>Before Christmas</p> <ul style="list-style-type: none"> <li>Make and sell hot chocolate cones</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</li> </ul> Windrush Blocks 7 8 <ul style="list-style-type: none"> <li>Skellig (+Flanders poem) Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>Intro to Dickens – Oliver Twist</li> </ul> Blocks 13, 14,15 <ul style="list-style-type: none"> <li>Dare to be You (KS2 – KS3 transition) Blocks 16, 17, 18</li> </ul>
<b>Writing HfL</b>		
<ul style="list-style-type: none"> <li>Narrative: Uncle Montague’s Tales of Terror (10 steps)</li> <li>Non Chronological Report Planetarium (15 steps)</li> <li>Entertain Narrtaive Wisp (10 Steps)</li> <li>Persuade Speeches Talking History (15 steps)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Skellig (10 steps)</li> <li>Non Chronolgical RFeport Arthur Spiderwick’s Field Guide to the Fantastic World Around You (15 steps)</li> <li>Biography Survivors (10 steps)</li> <li>Balanced Argumnt (5 steps)</li> <li>Dialogue (10 steps)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Blackberry Blue and other</li> </ul> fairy tales <ul style="list-style-type: none"> <li>Advocacy Have the Right Every Child a Song (15 steps)</li> <li>Poetry Be the Change: Poems to Help</li> </ul> You Save the World (5 steps) <ul style="list-style-type: none"> <li>Narfrative Macbeth (15 steps)</li> </ul>
<b>Maths HfL Essential Maths</b>		

<p>Most sequences are concluded over the course of the week in 5 lessons.</p> <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>	<p>Most sequences are concluded over the course of the week in 5 lessons.</p> <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>	<p>Most sequences are concluded over the course of the week in 5 lessons.</p> <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 11th May</li> </ul> <p>Post SATs</p> <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>
<p><b>CUSP Science</b> <a href="#">CUSP</a></p>		
<ul style="list-style-type: none"> <li>Electricity (link to DT)</li> </ul>	<ul style="list-style-type: none"> <li>Light</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats continued</li> </ul>
<ul style="list-style-type: none"> <li>Animals, including humans (including water transport)</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> </ul>	<ul style="list-style-type: none"> <li>Evolution and inheritance</li> </ul>
<p><b>ART and Design</b> <a href="#">Applecroft Art Curriculum</a></p>		
<p>Art and Design Applecroft</p> <ul style="list-style-type: none"> <li>Painting</li> <li>(Collage/Printing - Arts Themed Week commencing 20.10.25))</li> </ul>	<ul style="list-style-type: none"> <li>Drawing</li> </ul>	<p>Sculpture</p> <ul style="list-style-type: none"> <li></li> </ul>
<p><b>Computing</b> <a href="#">Teaching Computing</a> and <a href="#">Twinkl Online Safety</a></p>		
<p>Computing</p> <ul style="list-style-type: none"> <li>Online Safety - Link with PSHE</li> <li>Web Design: Creating a webpage</li> <li>Creating Media: 3D Modelling</li> <li><b>TRIP:</b> Library visit (Green screen)</li> </ul>	<ul style="list-style-type: none"> <li>Information Technology: Communication &amp; Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Spreadsheets</li> <li>Computer Science: Programming</li> </ul>
<p><b>Design Technology</b> <a href="#">CUSP</a></p>		
<ul style="list-style-type: none"> <li>Electrical systems Block E</li> <li>Linked with Science – Electricity</li> <li>Food and Nutrition Block A - Samosas</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms Block B</li> <li>Linked with K'Nex Challenge – STEMPoint Herts</li> <li>Food and Nutrition Block C - Noodles and Sensory Salad</li> </ul>	<ul style="list-style-type: none"> <li>DT Week 19.05.26</li> <li>Textiles Block F</li> <li>Structures Block D</li> <li>Linked with French Day - Eiffel Tower</li> </ul>

Geography <u>CUSP</u>		
<p>CUSP Geography</p> <ul style="list-style-type: none"> <li>Physical processes: Earthquakes, mountains and volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>Settlements</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study – UK, Europe and North America</li> <li>Orienteering (PGL)</li> </ul>
History <u>CUSP</u>		
<ul style="list-style-type: none"> <li>Beyond 1066: The Battle of Britain <ul style="list-style-type: none"> <li>TRIP: RAF Hendon</li> </ul> </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>
Music <u>CUSP</u>		
<p>CUSP Music - mastering the keyboard</p> <p>Singing</p> <ul style="list-style-type: none"> <li>Singing focus: Musical stories 2 Block A</li> <li>Cultural and social – lyrics Block A</li> </ul> <p>Untuned percussion</p> <ul style="list-style-type: none"> <li>Untuned focus: Music technology 2</li> </ul> <p>Block B</p> <ul style="list-style-type: none"> <li>Alter tempo and rhythm to create effects Block B</li> </ul>	<p>Music Singing</p> <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> <p>Keyboard</p> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 4 Block D</li> <li>Create simple notation Block D</li> </ul>	<p>Music Keyboard</p> <ul style="list-style-type: none"> <li>Tuned focus: Composition 4 Block E</li> <li>Improvise using melodic phrases Block E</li> </ul> <p>Range of instruments studied</p> <ul style="list-style-type: none"> <li>Performance focus: Improvisation 2</li> </ul> <p>Block F</p> <ul style="list-style-type: none"> <li>Perform including an element of improvisation Block F</li> </ul>
French <u>Language Angels</u>		
<ul style="list-style-type: none"> <li>Language Angels: A L'Ecole</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels: Le Weekend</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels: Les Habitats</li> <li>Languages Day / French Day</li> </ul>
PE <u>Complete PE</u>		
<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>
EC Publishing PSHE		
<p>Autumn 1 - Link with Computing</p> <ul style="list-style-type: none"> <li>Disagreeing respectfully</li> <li>Positive male role models (optional)</li> <li>Cyber bullying</li> <li>Online gaming danger</li> <li>Group chats (bullying)</li> <li>Online privacy and data</li> </ul> <p>Autumn 2</p> <ul style="list-style-type: none"> <li>Medicine and product safety</li> <li>Habits and addiction</li> <li>Caffeine and energy drinks (optional) • What is alcohol?</li> <li>Introduction to illegal drugs</li> <li>Vaping danger (optional)</li> </ul>	<p>Spring 1</p> <ul style="list-style-type: none"> <li>Identity and community</li> <li>Diversity in the UK • Protected characteristics • What is money?</li> <li>Attitudes about money</li> <li>Money and the cost of living</li> </ul> <p>(optional)</p> <p>Spring 2</p> <ul style="list-style-type: none"> <li>Grief, change and loss</li> <li>Transition to secondary school</li> <li>Sun safety</li> <li>Personal safety and hazards</li> <li>First Aid 4: Common injuries</li> </ul>	<p>Summer 1</p> <ul style="list-style-type: none"> <li>Puberty and our genes</li> <li>Boys puberty</li> <li>Girls puberty</li> <li>Human reproduction: Sex Ed 1 - Conception</li> <li>Hormones and emotions</li> <li>Mental health symptoms</li> </ul> <p>Summer 2</p> <ul style="list-style-type: none"> <li>Consent</li> <li>Sexual harassment (optional)</li> <li>Attraction and crushes</li> <li>Starting a family: Sex Ed 2 - Sexual intercourse</li> <li>Family and commitment</li> </ul>

	<ul style="list-style-type: none"> <li>• First Aid 5: Life Support</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for babies</li> </ul>
Leader in Me		
<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>
RE		
<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>

## 6 Phases of a Lesson

Appendix 2



Connect

Explain

Example

Attempt

Apply

Challenge

## TEACHER

- Recall and summarise using the knowledge organiser.
- Remind using examples of previous work.
- Reference prior learning using the BIG idea map.
- Provoke response by asking questions that focus on specific elements.
- Revisit the previous lesson question.
- Engage generative recall by partially revealing previous work, images, artefacts or items.
- Introduce the lesson question using the BIG idea map or knowledge note.
- Bring the question to the attention of pupils. Everyone will be able to give an answer at the end of the lesson.
- Locate and make clear where this new learning fits within the context of the knowledge organiser. Show where it goes.

**Connect**  
to prior learning  
accountable with  
pace, precision  
and organisation



**Priming the memory**

**Building secure schema**

## PUPILS

- Respond to a question.
- Locate and rehearse prior learning using the knowledge organiser.
- Revisit and discuss previous quiz questions.
- Find, discuss and connect prior learning using the BIG idea map.
- Recall using 'Two things' or a 'Word path'
- Flick back to previous learning. Quick recall – write a sentence or short summary of the previous learning.
- Pupils follow well organised routines and independently complete retrieval tasks without teacher input. For example, pupils follow class expectations and start recalling 'two things' or short summaries at the start of a lesson.,
- Pupils use their iPads to revisit previous quiz questions as retrieval practice.



Connect



Explain



Example



Attempt



Apply



Challenge

### TEACHER

- Model how the lesson question connects with word generation through 'my turn – our turn'.
- Model worked example explaining a few pre-selected words using the five phase model: decode, recall, use, connect, apply
- Use well-chosen images, artefacts, books or video clips, for example, to place vocabulary within the context of the lesson question.
- Make the use of vocabulary unmissable in your explanation. Use diagrams, images or artefacts to show what you mean.
- Keep returning to the lesson question to focus the attention of pupil learning and increase participation. The expectation is that at the end of the lesson everyone will be able to give a response to the lesson question.

## Explain

the intended knowledge

Dynamic, to ensure learning is generative and responsive.



**Connecting prior knowledge**

**Using worked examples**

**Rehearsing**

### PUPILS

- Practise using the words orally – chorally or in pairs. Record using the word matrix.
- Locate and read the words using the vocabulary resources.
- Record the words in their books or in the vocabulary templates.
- Use paired discussion, sentence stems to rehearse the taught content.
- Put resources away and use 'two things' to recall and strengthen the memory trace.



Connect



Explain



Example



Attempt



Apply



Challenge

## TEACHER

- Use well-chosen images, artefacts, books or video clips. For example, any images used should help pupils making making and sense of the content so that they can confidently respond to the lesson question.
- Direct attention to the knowledge note as it acts as a scaffold or reference point that reduces the split-attention effect.
- **My turn.** Live model to the class demonstrating how pupils will practice using the taught content. (Wordwall tasks or using image resources, for example.)
- You may choose to model the example practically. For example, using a wheely chair, flashlight and ball to explain how the Moon appears to change shape over the course of a lunar cycle. This is done in a practical and engaging way and there is deliberate use of vocabulary to support practical enactments.
- Model how the page will look and the task is undertaken to generate learning.
- Model how to use and mark up on the knowledge note to encourage metacognitive thinking.

## Example model intended knowledge

Concrete, to ensure learning is unmissable and successful.



Using worked examples

Rehearsing and practising

Using the content

## PUPILS

- Refer to the knowledge note to secure the main content.
- **Our turn.** Deliberately practice using the worked example modelled by the teacher.
- Practise using the knowledge note as a scaffold and explain the new content.
- Use worked examples to know what an excellent one looks like.
- Take part in tasks and practical enactments that reinforce the learning.
- Respond to the lesson question using vocabulary, images, artefacts or books as a support.



Connect



Explain



Example



Attempt



Apply



Challenge

## TEACHER

- Expect pupils to use taught and known vocabulary.
- Support pupils through 'our turn or your turn'
  - Teacher-led practice
  - Guided practice
  - Independent practice
- Live worked examples used as reference points by pupils as a point of support.

## Attempt

enable practice

Generative, to ensure learning is rehearsed and



**Drawing upon  
worked  
examples**

**Following  
instructions**

**Making sense  
of the  
learning**

## PUPILS

- Use what they are beginning to understand. For example, practise saying, identifying and locating 5 major lines of latitude.
- Wordwall or physical tasks undertaken to practice and attempt to use the taught content.
- Use image resources to reinforce and rehearse vocabulary.
- Use resources, such as maps in geography, to rework the teacher example.
- Use the knowledge note as a scaffold to support their practice. Pupils cross reference knowledge notes against their own learning and mark up.



Connect



Explain



Example



Attempt



Apply



Challenge

## TEACHER

- Remind pupils how to use the page layout and resources provided, such as image cues, partially or fully worked diagrams.
- Support pupils through 'our turn or your turn'
  - Teacher-led practice
  - Guided practice
  - Independent practice
- Support using references to explicit vocabulary instruction. Expect pupils to use the words in context.

## Apply cognition

Record, to ensure learning is consolidated, connected and embedded



**Rephrasing and recording**

**Making meaning of the content**

**Refining what you know and can do**

## PUPILS

- This is where pupils consolidate tasks from the ATTEMPT phase. Refer to tasks and resources used.
- They organise and use the vocabulary and knowledge skilfully to represent the learning they are taking part in.
- Pupils may SELECT, ORGANISE and INTEGRATE\* their learning, depending on the task and content.
- Pupil check their understanding (metacognition) against the knowledge note or knowledge organiser.
- Pupils draw upon the CUSP resources, such as vocabulary organiser or word maps.

\* See generative learning task guidance further in this document



Connect



Explain



Example



Attempt



Apply



Challenge

## TEACHER

- Questioning and tasks to deepen and challenge pupil thinking using images and statements to support critical thinking.
- At first, teachers may need to provide scaffolds for pupils to use. This should fade away once pupils become familiar with the process.
- Model summaries both orally and written.
- Challenge through questions and modelling self-questioning techniques.

## Challenge enable integration

Sophisticated, to provide deeper thinking



**Elaborating**

**Sophisticating**

**Integrating**

## PUPILS

- Use word paths and vocabulary maps to explain connections between words and concepts.
- Use selected quiz questions to retrieve and remember current and past content (this can also be home learning)
- Summarise the learning and connect it to prior knowledge.
- Draw it - represent content in a different way through using explanative or organisational drawings.
- Rehearse and present oral responses to self-generated questions. They use their books and resources to articulate their understanding. Other pupils check for misconceptions.
- Take quizzes to retrieve the taught content. This can be home learning.
- Use Wordwall task assignments to challenge and reuse what you know. (Home learning)

# Applecroft School



## Learning Environment Must-Haves

### Classroom:

1	<p>Safeguarding - (*The following should be stored in the clear plastic box on the back of the classroom door):</p> <ul style="list-style-type: none"> <li>- *Risk Assessments for: Science (x3), PE (x4), DT (x3) and classroom</li> <li>- *Copy of Latest Emergency Response Plan (April 2025)</li> <li>- Emergency Key (in red box)</li> <li>- *Clip Board with the class's 'authorised collection' sheets (all classes) and 'Independent Travellers' forms (Yrs 5 &amp; 6 only) attached</li> <li>- *Supply Teachers' Handbook</li> <li>- White board &amp; pen on back of classroom door for daily messages</li> <li>- Fire Evacuation Plan and Procedure (2 documents) clearly visible by all Fire Doors/exits (are on yellow paper) (ask Helen VH for new copies if missing)</li> <li>- COSHH Poster displayed on the back of the sink unit door (not visible)</li> <li>- Clearly labelled Medical Cupboard containing: <ul style="list-style-type: none"> <li>- First Aid Kit</li> <li>- Class Asthma register (on back of medical cupboard door) &amp; inhalers (if applicable)</li> <li>- Class Auto-Injector Pen register (on back of medical cupboard door) &amp; Epi-Pens (if applicable) when not with the children</li> <li>- Class Care Plans for information (on back of medical cupboard door) (see OC if any medical resources/info is missing)</li> </ul> </li> <li>All exit doors to have an A3 class sign with staff names, job titles and photos (please include all staff who work in your class throughout the week). With the title 'Welcome to Year X &amp; name of artist e.g. Monet Class. If staff change throughout the year please update accordingly. (Ask Helen VH if additional copies are required)</li> <li>Worry Monster/Worry Box in a prominent position - ensure you have a clear system, that the children understand, that ensures that you 'empty' and follow up any entries at least weekly.</li> </ul>
2	<p>The Leader in Me:</p> <ul style="list-style-type: none"> <li><b>A3</b> Class mission statement laminated and displayed on classroom door prominently in the classroom (linked to The Leader in Me)</li> <li><b>A3</b> Class mission statement laminated and displayed prominently in the classroom - this should be reviewed weekly - are the class meeting expectations - remember to +/-delta it</li> <li>Class 8 Habits Tree - made by the children (in September as part of settling visit) purpose is to review and understand each habit as they make it</li> <li>Circle of Control / Influence - to be used throughout the week in reference to applicable discussions</li> </ul>

	Plus / Delta (+/Δ) chart - to be used throughout the week linked with learning and at least weekly to review class mission statement and what is going well/areas for improvement	
	Individual 8 Habits Character Posters (x8)	
	Class Emotional Bank Account	
3	1x Display board titled 'Class Information Board' to include: (can be on Teacher Cupboard door)	
	- School Vision, Mission and Values	
	- SIP main priorities page	
	- Class timetable for the week	
	- The relevant Feedback Code (from Feedback Policy)	
	- The relevant Presentation Expectations (from Presentation Policy)	
4	Identifiable, attractive, welcoming and well maintained Reading Corner/Area that contains:	
	Fiction texts clearly labelled	
	Non-Fiction texts clearly labelled	
	Poetry texts clearly labelled	
	Recommended Reads	
	Red book stand and copy of class 'read aloud' should be on display on the teacher's desk or prominent in the classroom	
5	Behaviour (Classroom should have the following in a prominent position for children to see):	
	- A3 laminated copy of the 'Expectations of Behaviour' please refer to this daily (ask Helen VH if you need a new copy)	
	- Good to be green chart displaying all children's names (in Years 1-6) - new pupils must be added	
	- Green triangle (KS1 & KS2) / Cloud, Sun & Rainbow (EYFS)	
	- Photos of children to be used with the triangle	
	- Sand timer (for use with scheme) & House tokens (Token are available in cupboard in Meeting Rm 1)	
	- Predict & Prevent / Risk Reduction Plans (located on back of staff cupboard i.e. one with lock on)	
6	Equipment (each class should contain):	
	Clock (speak to Nigel if needs replacing)	
	Thermometer (speak to Nigel if needs replacing)	
	Red Dustbin with lid (speak to Nigel if needs replacing)	
	Reception - Little Wandle Alphabet Freeze / Years 1-6 - Applecroft Cursive Alphabet Freeze (speak to English leads if any needs replacing)	
	Little Wandle 'Grow the Code/ Complete the Code' chart (Yrs R-Y3) and/or reference cards (Yrs 2-6) (speak to English leads if any need replacing)	
	Good quality, age appropriate dictionaries (speak to English lead if any need replacing)	
	Good quality, age appropriate thesauruses (speak to English lead if any need replacing)	
	Visual Timetable on board (speak to SENDCo if this needs replacing/items missing)	
	Age appropriate maths equipment including 100 squares, concrete materials, counters, dice, rulers, number lines etc. (speak to Maths leads if anything needs replacing)	
	Word lists for the relevant year group (speak to English leads if any needs replacing)	
	Scissors (speak to Helen if you need more)	
	Erasers (these should not be freely available instead these should be stored away and only used for specific work e.g. art & design - children are not permitted to rub their work out)	
7	Displays (please follow school's display policy)	
	All 8 school values should be prominently displayed and referred to frequently to reinforce (speak to Helen VH if these need replacing)	

	All work should be attractively backed	
	All work should be clearly named	
	All children must have at least one piece of work displayed in the school that is 'display worthy' for that individual	
	All displays should be labelled explaining the learning that took place	
	Be labelled with the class that did the display e.g. (Y3 Hepworth)	
	Have a '3D' element where possible	
	A Handwriting display with text linked to current topic and work that is dated, named and updated <b>every half-term</b>	
	A Writing display	
	A Science display	
	A Maths display	
	Equity Poster (ask SENDCo if this needs replacing) - please refer to this when relevant so children understand the significance of it	
	Writing Working Wall (can use one of your movable whiteboards - ensure it is the front board!)	
8	A tidy and well maintained Cloakroom that contains:	
	- Lockers/pegs are clearly labelled with each child's name (and photo if EYFS) ( <b>Stickers are not permitted to be added to lockers inside or out - please ensure you children know this</b> )	
	- A room that is well organised and it feels that adults and children feel a sense of pride in their learning environment	
9	Handwriting - Letter-Join	
	- Letter Families poster on display in the classroom (Long Ladders, Curly Caterpillars, One Armed Robots, Zig-Zags) Linked to Little Wandle in Reception. Printed in Y1. Cursive Y2-Y6 (speak to English leads if anything is missing)	
	- All work modelled on boards follows correct handwriting style.	
	- Handwriting support cards on children's desks where needed.	