

## Igniting Potential. Nurturing Character. Empowering Futures.

### CUSP at Emmanuel Community School: Equipping Every Child with Knowledge, Language, and Confidence

At Emmanuel, we deliver the **CUSP Curriculum** (Curriculum with Unity Schools Partnership) in Reading, Writing, Science, History, Geography, and Art & Design across Years 1 to 6.

CUSP supports over 700 schools across the UK and internationally. it's a partnership built on **shared knowledge, professional collaboration, and evidence-led teaching**. We are proud to be part of this national movement that ensures every child, regardless of background, has access to the kind of education that transforms lives.

#### What Makes CUSP Different

Feature	Impact
Vocabulary-Rich	Tiered, structured vocabulary is explicitly taught and revisited, enabling all pupils, especially those with EAL or limited language, to access and articulate learning.
Knowledge-Built	Concepts and core knowledge are sequenced and revisited systematically through retrieval and spaced practice. This improves retention and schema development.
Designed for Inclusion	Lessons are adaptive by design, ensuring pupils with SEND and additional needs access the full curriculum without diluting ambition.
Disciplinary Thinking	Pupils are taught to think, speak, and write as historians, scientists, and artists — not just to memorise content.
Consistency with Creativity	Structure across subjects gives staff confidence to focus on pedagogy while making space for creativity and depth.

#### How We Implement CUSP at Emmanuel

- **High-Quality CPD** every week, based on Rosenshine's Principles and subject-specific coaching.
- **Retrieval routines** (e.g. low-stakes quizzes, knowledge notes, Do Now tasks) embedded daily.
- **Subject leader monitoring** through book looks, planning reviews, and pupil voice.
- **Lesson templates and planning** aligned with CUSP for consistency and workload reduction.

#### How We Measure Impact

We use:

- **Termly assessment tasks** and retrieval quizzes.
- **Pupil progress meetings** focused on knowledge retention.
- **Pupil voice and book reviews** led by subject leaders.
- **Comparative judgements** in writing across year groups.

#### How We Involve Families

- **Knowledge Organisers** sent home to prompt talk and connection.
- **Curriculum newsletters** aligned with CUSP units.

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## Year 2

## Single Age Sequence

Autumn 2024	Spring 2025	Summer 2025
<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</b> – The Boy Who Cried Wolf Block 6</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• Somebody crunched Colin</li> <li>• A planet full of plastic</li> <li>• Look up!</li> <li>• There's a Rangtan in my bedroom</li> <li>• The Proudest Blue</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</b> – The Hare and the Tortoise Block 17</li> <li>• <b>The Proudest Blue</b> Block 18</li> </ul>
<b>School's choice modules:</b> <i>Somebody Crunched Colin</i> Block 19, <i>The Last Tree</i> Block 20, <i>A Planet Full of Plastic</i> Block 21		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)  <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme A</li> <li>• Setting descriptions A</li> <li>• Instructional writing A</li> <li>• Stories with familiar settings A</li> <li>• Poetry: playing with language A</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• Recount from personal experience A</li> <li>• Informal letters A</li> <li>• Poetry on a theme (nature) A</li> <li>• Stories with a familiar setting B</li> <li>• Poetry: playing with language B (Enrichment)</li> <li>• Recount from personal experience B</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme B (Enrichment)</li> <li>• Informal letters B</li> <li>• Setting descriptions B</li> <li>• Poetry on a theme (nature) B (Enrichment)</li> <li>• Instructional writing B</li> <li>• Poetry – playing with language B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>- Numbers within 100.</li> <li>- Addition and subtraction – 2-digit numbers</li> <li>- Addition and subtraction – word problems</li> <li>- Measuring length</li> <li>- Graphs</li> <li>- Multiplication</li> </ul>	<b>Maths</b> <ul style="list-style-type: none"> <li>- Time</li> <li>- Fractions</li> <li>- Addition and Subtraction (Regrouping)</li> <li>- Money</li> <li>- Faces, shapes, patterns, lines and turns</li> </ul>	<b>Maths</b> <ul style="list-style-type: none"> <li>- Measuring capacity and volume</li> <li>- Mass</li> <li>- Exploring calculation strategies</li> <li>- Exploring multiplicative strategies.</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Seasonal changes and daily weather</li> <li>• Introduce Plants – (trees)</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday materials</li> <li>• Revisit 1: Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Revisit 2: Plants, Animals including humans (or alternative focus for insecure knowledge)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A</li> <li>• Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking Block C</li> <li>• Textiles Block D</li> </ul> <p>Article 29 – I have the right to develop my talents and abilities.</p>	<ul style="list-style-type: none"> <li>• 3D Block E</li> <li>• Creative Response Block F</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>• Everyone Can Create: Drawing People and Places</li> <li>• Everyone Can Code Early Learners: Variables and App Design</li> </ul>	<ul style="list-style-type: none"> <li>• Online Safety: Smartie the Penguin</li> <li>• Scratch: Musical Actions and Sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Technology All Around Us</li> <li>• Everyone Can Create: Photo Collages</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Textiles Block A</li> <li>• Food and Nutrition Block B</li> </ul> <p><i>Sci Living things</i></p>	<ul style="list-style-type: none"> <li>• Food and nutrition Block C</li> <li>• Materials Block D</li> </ul> <p>Article 24- I have the right to nutritious food.</p>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block E</li> <li>• Structures Block F</li> </ul>
<b>CUSP Geography</b>  Continents <ul style="list-style-type: none"> <li>• Oceans</li> <li>• Countries of UK</li> </ul>	<ul style="list-style-type: none"> <li>• Capital cities of UK</li> <li>• Seas around UK</li> <li>• Hot and cold locations</li> </ul>	<ul style="list-style-type: none"> <li>• Hot and cold places</li> <li>• Mapping and fieldwork</li> </ul>
<b>CUSP History</b> <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 (Mary Anning and David Attenborough)</li> </ul>	<ul style="list-style-type: none"> <li>• More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.)</li> </ul>

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	Debate - Article 12 – I have the right to be heard.	
<b>CUSP Music - Tuned and untuned percussion</b>  <b>Singing</b> <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> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Introducing rhythm and pulse Block B</li> <li>Representing sounds pictorially Block B</li> </ul>	<b>Singing</b> <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> <b>Untuned percussion</b> <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>	<b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Exploring emotions through music Block E</li> <li>Responding to music Block E</li> </ul> <b>Untuned percussion</b> <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>
<b>PE</b>  Fundamentals Team Building Gymnastics Dance	<b>PE</b>  Yoga Fitness Ball Skills Net and Wall	<b>PE</b>  Invasion games Sending and receiving Athletics Striking and fielding games
<b>PSHE</b>  Unit 1 – Me and My Relationships Unit 2 – Valuing Difference	<b>PSHE</b> Article 32: I have the right to be safe. Unit 3 – keeping safe Unit 4 – rights and respect	<b>PSHE</b>  Unit 5 – being my best Unit 6 – growing and changing
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Christianity - What did Jesus teach?</li> <li>Christianity - Christmas - Jesus as gift from God</li> </ul>	<ul style="list-style-type: none"> <li>Who is God to Jews?</li> <li>How important is it to Christians that Jesus came back to life after his crucifixion?</li> </ul> Article 14 – I have the right to my own religion and beliefs.	<ul style="list-style-type: none"> <li>Who is God to Muslims?</li> <li>How important is the prophet Muhammad to Muslims?</li> </ul>

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## Year 3

## Single Age Sequence

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Greta and the Giants Block 1</li> <li>Pebble in my Pocket Blocks 2,3</li> <li>Leon and the Place Between Blocks 4,5</li> <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 Blocks 7, 8, 9 (includes My Shadow Robert Louis Stephenson)</li> <li>Operation Gadgetman Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>Dancing Bear Blocks 13, 14, 15</li> <li>The Magician's Nephew Blocks 16, 17, 18</li> </ul>
<b>School's choice modules: The Little Prince Blocks 19 and 20, The Great Food Bank Heist Block 21, 22, 23</b>		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Poetry on a theme (emotions) A</li> <li>First person narrative descriptions A</li> <li>Non-chronological reports A</li> <li>Formal letters to complain A</li> <li>Performance poetry (including poetry from other cultures A</li> <li>Dialogue through narrative (historical stories) A</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Third person narrative (animal stories) A</li> <li>Non-chronological reports B</li> <li>Advanced instructional writing A</li> <li>Performance poetry (including poetry from other cultures) B (Enrichment)</li> <li>First person narrative descriptions B</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Third person narrative (animal stories) B</li> <li>Formal letters to complain B</li> <li>Dialogue through narrative (historical) B</li> <li>Poetry on a theme (emotions) B (Enrichment)</li> <li>Advanced instructional writing B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Number sense and exploring calculation strategies</li> <li>Place value</li> <li>Graphs</li> <li>Addition and Subtraction</li> <li>Length and perimeter</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Calculating with multiplication and division</li> <li>Time</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Angles and shapes</li> <li>Measures</li> <li>Applying multiplicative thinking</li> <li>Exploring calculation strategies and place value.</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Animals, including humans</li> <li>Revisit Rocks (or alternative focus for insecure knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Forces and magnets</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>Plants continued...</li> <li>Light</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and painting Block A</li> <li>Printmaking Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles and collage Block C</li> <li>3D Block D</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Your First Movie</li> <li>Scratch: Using Loops and Repetition</li> </ul>	<ul style="list-style-type: none"> <li>Be Internet Legends: Online Reputation, Passwords &amp; Behaviour and Opinions and Differences</li> <li>Scratch: Selection in Quizzes</li> </ul> <p>Article 29: I have the right to develop my talents and abilities.</p>	<ul style="list-style-type: none"> <li>Data and information - Branching databases</li> <li>Everyone Can Create: Artistic Adjectives</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles Block A</li> <li>Food and Nutrition Block B <i>Science – Animals including humans</i></li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms Block C <i>Science – Forces and magnets</i> <i>Writing – Advanced instructional writing A</i></li> <li>Food and Nutrition Block D <i>Science – Animals including humans</i></li> </ul> <p>Article 27: I have the right to nutritious food.</p>	<ul style="list-style-type: none"> <li>Systems Block E</li> <li>Structures Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>KS2 fieldwork and map skills – physical and human geography</li> <li>OS map skills and fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>UK Study</li> </ul>	<ul style="list-style-type: none"> <li>UK Study continued</li> <li>Revisit countries, counties and regions of the UK (or alternative focus for insecure knowledge)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> <li>Rome and the impact on Britain</li> </ul> <p>Article 28: I have the right to a good quality education.</p>	<ul style="list-style-type: none"> <li>Rome and the impact on Britain</li> </ul>
<b>CUSP Music - mastering the glockenspiel</b> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing texture Block A</li> <li>Sing parts in an ensemble (e.g. rounds) Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm Block B</li> </ul>	<b>Music</b> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: The history of singing Block C</li> <li>Singing for togetherness e.g. folk songs, war chants, hymns Block C</li> </ul> <b>Glockenspiel</b>	<b>Music</b> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Composition Block E</li> <li>Compose in pairs Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Performance focus: Introducing timbre Block F</li> </ul>

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<ul style="list-style-type: none"> <li>Recognise beats in a bar (time signatures/metre) Block B</li> </ul>	<ul style="list-style-type: none"> <li>Tuned focus: Musical notation Block D</li> <li>Introduce the staff Block D</li> </ul>	<ul style="list-style-type: none"> <li>Perform as an ensemble (range of instruments) Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Greetings and the classroom</li> <li>Colours, emotions and numbers (0-10)</li> </ul>	<ul style="list-style-type: none"> <li>Introductions and questions</li> <li>Working together (Following instructions)</li> </ul>	<ul style="list-style-type: none"> <li>Playing together (Asking to play)</li> <li>Eating together</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Hockey</li> <li>Dance</li> <li>Ball skills</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Cricket</li> <li>Fitness</li> <li>Fundamentals</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Fitness</li> <li>Rounders</li> <li>Dance</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Me and my relationships</li> <li>Valuing difference</li> </ul>	<ul style="list-style-type: none"> <li>Keeping safe</li> <li>Rights and respect</li> </ul> <p>Article 32: I have the right to be safe</p>	<ul style="list-style-type: none"> <li>Being my best</li> <li>Growing and changing</li> </ul>
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Hinduism – Divali</li> <li>Sikhism - The Amrit Ceremony and the Khalsa</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Christianity – The miracles of Jesus</li> <li>Christianity – Forgiveness</li> </ul> <p>Article 14: I have the right to my own religion and beliefs</p>	<ul style="list-style-type: none"> <li>Hinduism - Hindu Beliefs / Pilgrimage to the River Ganges</li> <li>Sikhism - Sharing and Community / Prayer and Worship</li> </ul>

## Year 4

## Single Age Sequence

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> Blocks 1, 2</li> <li><b>School's choice:</b> either The Raven Block 18 or school's choice module – see below)</li> <li><b>The Girl who stole an Elephant</b> Blocks 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> Blocks 12, 13, 14</li> <li><b>The Boy at the back of the class</b> Blocks 9, 10, 11</li> </ul>	<ul style="list-style-type: none"> <li><b>Young, Gifted and Black</b> Blocks 3, 4, 5 Caged Bird - Maya Angelou</li> <li><b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll) Blocks 15, 16, 17</li> </ul>
<b>School's choice modules:</b> <a href="#">The Borrowers</a> Blocks 19 and 20, <a href="#">What a Waste</a> Block 21		
<b>CUSP Writing</b> Introduce = <b>green</b> (Block A) Revisit = <b>orange</b> (Block B) <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li><b>Poems which explore form A</b></li> <li><b>Persuasive writing (adverts) A</b></li> <li><b>First person diary entries (imaginative) A</b></li> <li><b>Critical analysis of narrative poetry A</b></li> <li><b>Third person adventure stories A</b></li> <li><b>News reports A</b></li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li><b>Stories from other cultures A</b></li> <li><b>Explanatory texts A</b></li> <li><b>Persuasive writing (adverts)</b></li> <li><b>Third person adventure stories B</b></li> <li><b>Poems which explore form B</b> (Enrichment)</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li><b>Stories from other cultures B</b></li> <li><b>First person diary entries B</b></li> <li><b>Critical analysis of narrative poetry B</b> (Enrichment)</li> <li><b>News reports B</b></li> <li><b>Explanatory texts B</b></li> </ul>
<b>Maths</b> Reasoning with large numbers Multiplication and division Addition and subtraction Discrete and continuous data	<b>Maths</b> <ul style="list-style-type: none"> <li>Calculating with multiplication and division Fractions</li> <li>Time</li> <li>Decimals</li> <li>Area and perimeter</li> </ul>	<b>Maths</b> Solving measures and money problems Shape and symmetry Position and direction Reasoning with pattern and sequences 3-D shape
<b>CUSP Science</b> <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 including teeth and life cycles. <b>{Article 24 – I have the right to an education on health and wellbeing}</b></li> </ul>	<ul style="list-style-type: none"> <li>Electricity</li> <li>Sound</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A</li> <li>Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles Block C</li> <li>3D and collage Block D {Article 29}</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Storyboards + Movie Pitch</li> </ul>	<ul style="list-style-type: none"> <li>Be Internet Legends: Making Good Decisions Online, Being Brave Online and Speak Up &amp; Report It {Article 12}</li> </ul>	<ul style="list-style-type: none"> <li>Computer systems and networks - The Internet</li> <li>Everyone Can Create: Infographics</li> </ul>

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<ul style="list-style-type: none"> <li>Scratch: Using Variables in a Game</li> </ul>	<ul style="list-style-type: none"> <li>Everyone Can Code: Commands and Functions</li> </ul>	
<b>CUSP Design and Technology</b> <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 {Article 29 – I have the right to develop my talents and abilities}</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E <i>Science - Electricity</i></li> <li>Food and Nutrition Block F <i>Science – Animals including humans</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude</li> <li>Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Water cycle</li> <li>Map skills &amp; Environmental regions</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <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>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Ancient civilisation: Egypt or Shang Dynasty {Article 28: I have the right to a good quality education.}</li> </ul>	<ul style="list-style-type: none"> <li>Ancient civilisation – Egypt or Shang Dynasty</li> </ul>
<b>CUSP Music - mastering the glockenspiel</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm 2 Block A</li> <li>Follow beats in a bar (time signatures/metre) Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing texture 2 Block B</li> <li>Sing parts in an ensemble (harmony) Block B</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 2 Block C</li> <li>Revisit the staff Block C</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: The history of singing 2 Block D</li> <li>Singing for entertainment e.g. opera, theatrical, modernism Block D</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Performance focus: Composition 2 Block E</li> <li>Perform including an element of composition Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Tuned focus: Introducing timbre 2 Block F</li> <li>Identify and describe how sounds are combined Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>The calendar (Days, months, date)</li> <li>Colours, emotions and numbers 0-20</li> </ul>	<ul style="list-style-type: none"> <li>Items from daily life (Clothes)</li> <li>Learning together (Subjects and school)</li> </ul>	<ul style="list-style-type: none"> <li>The natural world (Animals and plants)</li> <li>Celebration (Bastille Day)</li> </ul>
<b>PE</b> Fundamentals and Dodgeball Gymnastics and Dance	<b>PE</b> <ul style="list-style-type: none"> <li>Fitness, Gymnastics and Swimming {Article 29 I have the right to develop my talents and abilities}</li> </ul>	<b>PE</b> Netball and Tennis Athletics and Rounders
<b>PSHE</b> Healthy relationships/Bullying Listening to feelings Assertive skills Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	<b>PSHE</b> <ul style="list-style-type: none"> <li>Danger, risk or hazard</li> <li>How dare you!</li> <li>Keeping ourselves safe</li> <li>Medicine (check the label) {Article 32 – I have the right to be safe}</li> </ul>	<b>PSHE</b> Having choices and making decisions about my health Taking care of my environment My skills and interests Body changes during puberty Managing difficult feelings Relationships
<b>RE</b> <ul style="list-style-type: none"> <li>Judaism – Belief and practice</li> <li>Buddhism – Buddha's teachings</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Judaism – What is the best way for a Jew to show commitment to God? {Article 14 - I have the right to my own religion and beliefs}</li> <li>Christianity – Is forgiveness always possible for Christians</li> </ul>	<ul style="list-style-type: none"> <li>Judaism - Rites of Passage and good works</li> <li>Buddhism – The 8-fold-path</li> <li>Christianity – Prayer and Worship</li> </ul>

Igniting Potential. Nurturing Character. Empowering Futures.

Year 5     Single Age Sequence

Autumn 2024	Spring 2025	Summer 2025
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## Igniting Potential. Nurturing Character. Empowering Futures.

<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Shackleton's Journey Blocks 1,2,3</li> <li>Secrets of a Sun King If – Rudyard Kipling Blocks 4,5,6</li> </ul>	<ul style="list-style-type: none"> <li>A midsummer night's dream Block 7</li> <li>I am not a label Blocks 8, 9</li> <li>The Boy in the Tower (including Daffodils – William Wordsworth) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>The Explorer Blocks 13, 14,15</li> <li>Five Children and It Blocks 16, 17, 18</li> </ul>
<b>Schools choice: A Wrinkle in Time Block 19 and 20, The Rabbits Block 21</b>		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Formal letters of application A</li> <li>Third person stories set in another culture A</li> <li>Poems which explore form A</li> <li>Dialogue in narrative A</li> <li>Balanced argument A</li> <li>Poems that use word play A</li> </ul>	<ul style="list-style-type: none"> <li>Third person stories set in another culture B</li> <li>Playscripts (Shakespeare retelling) A</li> <li>Formal letters of application B</li> <li>Biography A</li> <li>Poems that use word play B (Enrichment)</li> </ul>	<ul style="list-style-type: none"> <li>Playscripts B</li> <li>Dialogue in narrative (first person myths and legends) B</li> <li>Balanced argument B</li> <li>Biography B</li> <li>Poems which explore form B (Enrichment)</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Unit 1: Reasoning with large whole numbers</li> <li>Unit 2: Problem solving with integer addition and subtraction</li> <li>Unit 3: Line graphs and timetables</li> <li>Unit 4: Multiplication and division</li> <li>Unit 5: Perimeter and area</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6 – Fractions and decimals</li> <li>Unit 7 - Angles</li> <li>Unit 8 – Fractions and percentages</li> <li>Unit 9 - Transformations</li> <li>Unit 10 – Converting units of measure.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 11 – Calculating with whole numbers and decimals</li> <li>Unit 12 – 2D and 3D shapes</li> <li>Unit 13 – Volume</li> <li>Unit 14 - Problem solving</li> </ul>
<b>CUSP Science</b> <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 (Gravity and Galileo)</li> <li>Earth in space</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Forces (continued)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and painting Block A</li> <li>Printmaking Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles and collage Block C</li> <li>3D Block D</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Augmented Reality: Ancient Greek Civilisation</li> <li>Everyone Can Code: For Loops and Variables</li> </ul>	<ul style="list-style-type: none"> <li>Be Internet Legends: Positive Digital Footprints, Spotting Fake Information Online and Sharing, Settings &amp; Password</li> <li>Everyone Can Code: Conditional Code and Types + Initialisation</li> </ul>	<ul style="list-style-type: none"> <li>Data and Information - Flat-File Databases</li> <li>Everyone Can Create: Podcasts</li> </ul>
<b>CUSP Design and Technology</b> <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> <li>Food and Nutrition Block D – Health and health services – article 24 <i>Geography World Biomes</i></li> </ul>	<ul style="list-style-type: none"> <li>Structures Block E</li> <li>Mechanisms Block F <i>Science Forces</i></li> </ul>
<b>CUSP Geography</b> <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 – Be safe from violence – connection to war and maps – article 19</li> </ul>	<ul style="list-style-type: none"> <li>OS maps and fieldwork</li> </ul>
<b>CUSP History</b> <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 or Benin and Anglo-Saxons – Protection of Identity – article 8 or Golden Age of Islam (New)</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study Maya or Benin and Anglo-Saxons</li> </ul>
<b>CUSP Music – mastering the keyboard</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Musical stories Block A</li> <li>One piece, different performers Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing structure Block B</li> <li>Identify parts of a song Block B</li> </ul>	<b>Music</b> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 3 Block C</li> <li>Follow musical notation Block C</li> </ul> <b>Singing</b> <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>	<b>Music</b> <b>Range of instruments studied</b> <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> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Improvisation Block F</li> <li>Improvise using repeated patterns Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Local places (Amenities)</li> <li>Emotions and numbers 0- 100</li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>Friends and family</li> <li>Working together</li> </ul>	<b>French</b> <ul style="list-style-type: none"> <li>Playing together (Sports and hobbies)</li> <li>Eating together (Preparing a meal)</li> </ul>
<b>PE</b> Dodgeball, Hockey, Dance and Gymnastics	<b>PE –</b> Cricket and Fitness	<b>PE- ,</b> Athletics and Fitness Rounders and Dance

## Igniting Potential. Nurturing Character. Empowering Futures.

	Tennis and Gymnastics - <b>right to rest and play – article 31</b>	
PSHE- Me and My Relationships - Valuing Diversity	PSHE- Keeping Safe <u>Spot bullying</u> <u>Play, like, share</u> <u>Decision dilemmas</u> <u>Ella's diary dilemma</u> <u>Vaping: healthy or unhealthy?</u> <u>Would you risk it?</u> PSHE- Rights Respecting What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver!	PSHE- Being my best <u>It all adds up!</u> <u>Different skills</u> <u>My school community (2)</u> <u>Independence and responsibility</u> <u>Star qualities?</u> <u>Basic first aid, including Sepsis Awareness</u>  Growing and Changing <u>How are they feeling?</u> <u>Taking notice of our feelings</u> <u>Dear Ash</u> <u>Growing up and changing bodies</u> <u>Changing bodies and feelings</u> <u>Help! I'm a teenager - get me out of here!</u>
Discovery RE • Hinduism – Prayer and Worship • Sikhism - Belief into action • Christianity - Christmas	<ul style="list-style-type: none"> <li>Hinduism - What is the best way for a Sanatani to show commitment to God?</li> <li>Christianity - How significant is it for Christians to believe that God intended Jesus to die?</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism - How can Brahman be everywhere and in everything?</li> <li>Christianity - What is the best way for a Christian to show commitment to God?</li> </ul>

## Year 6 Single Age Sequence

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• <b>Roof toppers</b> (&amp; The Listeners – Walter de la Mare) Blocks 1,2,3</li> <li>• <b>Pig Heart Boy</b> Blocks 4,5</li> <li>• <b>How to live forever</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All Aboard the Empire Windrush</b> Blocks 7 8</li> <li>• <b>The Island</b> Block 9</li> <li>• <b>Skellig</b> (+Flanders poem) Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dare to be You</b> (KS2 – KS3 transition) Blocks 16, 17, 18</li> <li>• <b>Intro to Dickens – Oliver Twist</b> Blocks 13, 14,15</li> </ul>
<b>Schools choice:</b> <a href="#">Treasure Island Blocks 19 and 20</a> , <a href="#">Climate Action Block 21</a>		
<b>CUSP Writing</b> Introduce = <b>green</b> (Block A) Revisit = <b>orange</b> (Block B) <ul style="list-style-type: none"> <li>• <b>Autobiography A</b></li> <li>• <b>Discursive writing and speeches A</b></li> <li>• <b>First person stories with a moral A</b></li> <li>• <b>Poems that create images and explore vocabulary (War poetry) A</b></li> <li>• <b>Explanatory text A</b></li> <li>• <b>News report A</b></li> <li>• <b>Shakespeare (Sonnets) A</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Extended third person narrative A</b></li> <li>• <b>Explanatory texts B</b></li> <li>• <b>Autobiography B</b></li> <li>• <b>Lead piece: Extended third person narrative (adventure stories) B</b></li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead piece: News report B</b></li> <li>• <b>Shakespeare (Sonnets) B</b> (Enrichment)</li> <li>• <b>Lead piece: Discursive writing and speeches B</b></li> <li>• <b>Poems that create images and explore vocabulary B</b> (Enrichment)</li> <li>• <b>First person stories with a moral B</b></li> </ul>
<b>Maths:</b>  Integers and decimals Multiplication and division Calculation Problems Fractions and Decimals Percentages	<b>Maths:</b>  Decimals and measures Missing Angles Coordinates and shapes Statistics Proportion Problems	<b>Maths:</b>  Post SAT's recap Word Problems Maths project – fund raising Real life maths – rent, mortgages, wages, savings etc
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Animals including humans (+ water transport)</li> <li>• Light</li> </ul>	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Evolution and inheritance</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A</li> <li>• Painting and collage Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking and textiles Block C</li> <li>• 3D Block D</li> </ul>	<ul style="list-style-type: none"> <li>• Painting Block E</li> <li>• Creative Response Block F</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>• Everyone Can Create: Special Effects in iMovie</li> <li>• Everyone Can Code: Functions with Parameters and Logical Operators</li> </ul>	<ul style="list-style-type: none"> <li>• Be Internet Legends: Relationships &amp; Being Kind, Refusing &amp; Reporting and Handling &amp; Reporting Mean Behaviour</li> <li>• Everyone Can Code: While Loops and Arrays and Refactoring</li> </ul>	<ul style="list-style-type: none"> <li>• Computer systems and networks - Communication and networks</li> <li>• Everyone Can Create: Year 6 Short Film</li> </ul>

## Igniting Potential. Nurturing Character. Empowering Futures.

<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A <i>Writing – Discursive writing and speeches</i></li> <li>Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block C</li> <li>Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E <i>Science – Electricity</i></li> <li>Textiles Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Physical processes</li> </ul>	<ul style="list-style-type: none"> <li>Human and Physical Geography: Economic, settlement and trade links</li> <li>UK, Europe and N America comparison study</li> </ul>	<ul style="list-style-type: none"> <li>UK, Europe and N America comparison study</li> <li>OS Maps and fieldwork (orienteering)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Beyond 1066 <ul style="list-style-type: none"> <li>Local History Study - how did conflict change our locality in World War 2?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Windrush generation</li> </ul> <p>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p>	<ul style="list-style-type: none"> <li>5 significant monarchs or Battle of Britain</li> </ul>
<b>CUSP Music - mastering the keyboard</b> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Musical stories 2 Block A</li> <li>Cultural and social – lyrics Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Music technology 2 Block B</li> <li>Alter tempo and rhythm to create effects Block B</li> </ul>	<b>Music</b> <b>Singing</b> <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> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 4 Block D</li> <li>Create simple notation Block D</li> </ul>	<b>Music</b> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Tuned focus: Composition 4 Block E</li> <li>Improvise using melodic phrases Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Performance focus: Improvisation 2 Block F</li> <li>Perform including an element of improvisation Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Where I live (Homes)</li> <li>Emotions and numbers – beyond 100</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>Items from daily life (Money and personal effects)</li> <li>Learning together</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>The natural world (The environment)</li> <li>Visiting France (Directions and transport)</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Rugby</li> <li>Benchball / Dodgeball</li> <li>Dance</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>OAA</li> <li>Cricknet</li> <li>Gymnastics</li> </ul> <p>Article 29 – I have the right to develop my talents and abilities.</p>	<b>PE</b> <ul style="list-style-type: none"> <li>Athletics</li> <li>Rounders</li> <li>Dance</li> </ul>
<b>Scarf PSHE</b> <ul style="list-style-type: none"> <li>Autumn term units Me and My Relationships Valuing Difference</li> </ul>	<b>Scarf PSHE</b> <ul style="list-style-type: none"> <li>Spring term units Keeping Safe Rights and Respect</li> </ul> <p>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<b>Scarf PSHE</b> <ul style="list-style-type: none"> <li>Summer term units Being my best Growing and changing</li> </ul>
<b>Jigsaw RE</b> <ul style="list-style-type: none"> <li>Christianity – Significance of Mary / Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Islam - pillars</li> <li>Christianity – Easter</li> </ul> <p>Article 14: I have the right to my own religion and beliefs</p>	<ul style="list-style-type: none"> <li>World religions – similarities and differences</li> </ul>