

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.

Year 2 — Single Age Sequence

Autumn 2024	Spring 2025	Summer 2025
CUSP Reading <ul style="list-style-type: none"> Beegu Block 1 Where the Wild Things Are Blocks 2, 3 The Storm Whale Block 4 The Owl and the Pussycat – Edward Lear Block 5 Aesop's Fables – The Boy Who Cried Wolf Block 6 	CUSP Reading <ul style="list-style-type: none"> Somebody crunched Colin A planet full of plastic Look up! There's a Rangtan in my Bedroom The Proudest Blue 	<ul style="list-style-type: none"> There's a Rangtan in my Bedroom Blocks 13, 14 And Tango Makes Three Block 15 The Lion Inside Block 16 Aesop's Fables – The Hare and the Tortoise Block 17 The Proudest Blue Block 18
School's choice modules: Somebody Crunched Colin Block 19 , The Last Tree Block 20 , A Planet Full of Plastic Block 21		
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition <ul style="list-style-type: none"> Poetry: pattern and rhyme A Setting descriptions A Instructional writing A Stories with familiar settings A Poetry: playing with language A 	Strong Start Sentence Composition <ul style="list-style-type: none"> Recount from personal experience A Informal letters A Poetry on a theme (nature) A Stories with a familiar setting B Poetry: playing with language B (Enrichment) Recount from personal experience B 	Strong Start Sentence Composition <ul style="list-style-type: none"> Poetry: pattern and rhyme B (Enrichment) Informal letters B Setting descriptions B Poetry on a theme (nature) B (Enrichment) Instructional writing B Poetry – playing with language B
Maths <ul style="list-style-type: none"> Numbers within 100. Addition and subtraction – 2-digit numbers Addition and subtraction – word problems Measuring length Graphs Multiplication 	Maths <ul style="list-style-type: none"> Time Fractions Addition and Subtraction (Regrouping) Money Faces, shapes, patterns, lines and turns 	Maths <ul style="list-style-type: none"> Measuring capacity and volume Mass Exploring calculation strategies Exploring multiplicative strategies.
CUSP Science <ul style="list-style-type: none"> Seasonal changes and daily weather Introduce Plants – (trees) Animals, including humans 	<ul style="list-style-type: none"> Everyday materials Revisit 1: Animals, including humans 	<ul style="list-style-type: none"> Plants Revisit 2: Plants, Animals including humans <i>(or alternative focus for insecure knowledge)</i>
CUSP Art and Design <ul style="list-style-type: none"> Drawing Block A Painting Block B 	<ul style="list-style-type: none"> Printmaking Block C Textiles Block D <p>Article 29 – I have the right to develop my talents and abilities.</p>	<ul style="list-style-type: none"> 3D Block E Creative Response Block F
Unity iPad Computing <ul style="list-style-type: none"> Everyone Can Create: Drawing People and Places Everyone Can Code Early Learners: Variables and App Design 	<ul style="list-style-type: none"> Online Safety: Smartie the Penguin Scratch: Musical Actions and Sequences 	<ul style="list-style-type: none"> Technology All Around Us Everyone Can Create: Photo Collages

CUSP Design and Technology <ul style="list-style-type: none"> Textiles Block A Food and Nutrition Block B Sci Living things 	<ul style="list-style-type: none"> Food and nutrition Block C Materials Block D <p>Article 24- I have the right to nutritious food.</p>	<ul style="list-style-type: none"> Food and Nutrition Block E Structures Block F
CUSP Geography Continents <ul style="list-style-type: none"> Oceans Countries of UK 	<ul style="list-style-type: none"> Capital cities of UK Seas around UK Hot and cold locations 	<ul style="list-style-type: none"> Hot and cold places Mapping and fieldwork
CUSP History <ul style="list-style-type: none"> Changes within living memory 	<ul style="list-style-type: none"> The lives of significant people (<i>Mary Anning and David Attenborough</i>) 	<ul style="list-style-type: none"> More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>)
	<p>Debate - Article 12 – I have the right to be heard.</p>	
CUSP Music – Tuned and untuned percussion Singing <ul style="list-style-type: none"> Singing focus: Being together in music Block A Control the voice – nursery rhymes Block A Untuned percussion <ul style="list-style-type: none"> Untuned focus: Introducing rhythm and pulse Block B Representing sounds pictorially Block B 	Singing <ul style="list-style-type: none"> Singing focus: Introducing pitch Block C Identify changes in sounds (high/low) Block C Untuned percussion <ul style="list-style-type: none"> Untuned focus: Introducing tempo and dynamic Block D Identify changes in sounds (fast/slow, loud/soft) Block D 	Singing <ul style="list-style-type: none"> Singing focus: Exploring emotions through music Block E Responding to music Block E Untuned percussion <ul style="list-style-type: none"> Tuned focus: Introducing tempo and dynamic 2 Block F Control and describe tempo and dynamic Block F
PE Fundamentals Team Building Gymnastics Dance	PE Yoga Fitness Ball Skills Net and Wall	PE Invasion games Sending and receiving Athletics Striking and fielding games
PSHE Unit 1 – Me and My Relationships Unit 2 – Valuing Difference	PSHE <p>Article 32: I have the right to be safe.</p> Unit 3 – keeping safe Unit 4 – rights and respect	PSHE Unit 5 – being my best Unit 6 – growing and changing
Discovery RE <ul style="list-style-type: none"> Christianity - What did Jesus teach? Christianity - Christmas - Jesus as gift from God 	<ul style="list-style-type: none"> Who is God to Jews? How important is it to Christians that Jesus came back to life after his crucifixion? <p>Article 14 – I have the right to my own religion and beliefs.</p>	<ul style="list-style-type: none"> Who is God to Muslims? How important is the prophet Muhammad to Muslims?

Year 3 — Single Age Sequence

Autumn 2024	Spring 2025	Summer 2025
CUSP Reading <ul style="list-style-type: none"> Greta and the Giants Block 1 Pebble in my Pocket Blocks 2,3 Leon and the Place Between Blocks 4,5 'Twas the Night before Christmas Anon Block 6 	<ul style="list-style-type: none"> Sam Wu is Not Afraid of the Dark Blocks 7, 8, 9 (includes My Shadow Robert Louis Stephenson) Operation Gadgetman Blocks 10, 11, 12 	<ul style="list-style-type: none"> Dancing Bear Blocks 13, 14, 15 The Magician's Nephew Blocks 16, 17, 18
School's choice modules: The Little Prince Blocks 19 and 20 , The Great Food Bank Heist Block 21, 22, 23		
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition <ul style="list-style-type: none"> Poetry on a theme (emotions) A First person narrative descriptions A Non-chronological reports A Formal letters to complain A Performance poetry (including poetry from other cultures A Dialogue through narrative (historical stories) A 	Strong Start Sentence Composition <ul style="list-style-type: none"> Third person narrative (animal stories) A Non-chronological reports B Advanced instructional writing A Performance poetry (including poetry from other cultures) B (Enrichment) First person narrative descriptions B 	Strong Start Sentence Composition <ul style="list-style-type: none"> Third person narrative (animal stories) B Formal letters to complain B Dialogue through narrative (historical) B Poetry on a theme (emotions) B (Enrichment) Advanced instructional writing B
Maths <ul style="list-style-type: none"> Number sense and exploring calculation strategies Place value Graphs Addition and Subtraction Length and perimeter 	<ul style="list-style-type: none"> Multiplication and division Calculating with multiplication and division Time Fractions 	<ul style="list-style-type: none"> Angles and shapes Measures Applying multiplicative thinking Exploring calculation strategies and place value.
CUSP Science <ul style="list-style-type: none"> Rocks Animals, including humans Revisit Rocks (or alternative focus for insecure knowledge) 	<ul style="list-style-type: none"> Forces and magnets Plants 	<ul style="list-style-type: none"> Plants continued... Light
CUSP Art and Design <ul style="list-style-type: none"> Drawing and painting Block A Printmaking Block B 	<ul style="list-style-type: none"> Textiles and collage Block C 3D Block D 	<ul style="list-style-type: none"> Painting Block E Creative Response Block F
Unity iPad Computing <ul style="list-style-type: none"> Everyone Can Create: Your First Movie Scratch: Using Loops and Repetition 	<ul style="list-style-type: none"> Be Internet Legends: Online Reputation, Passwords & Behaviour and Opinions and Differences Scratch: Selection in Quizzes <p>Article 29: I have the right to develop my talents and abilities.</p>	<ul style="list-style-type: none"> Data and information - Branching databases Everyone Can Create: Artistic Adjectives
CUSP Design and Technology <ul style="list-style-type: none"> Textiles Block A Food and Nutrition Block B Science – Animals including humans 	<ul style="list-style-type: none"> Mechanisms Block C Science – Forces and magnets Writing – Advanced instructional writing A Food and Nutrition Block D 	<ul style="list-style-type: none"> Systems Block E Structures Block F

	<p><i>Science – Animals including humans</i></p> <p>Article 27: I have the right to nutritious food.</p>	
<p>CUSP Geography</p> <ul style="list-style-type: none"> KS2 fieldwork and map skills – physical and human geography OS map skills and fieldwork 	<ul style="list-style-type: none"> UK Study 	<ul style="list-style-type: none"> UK Study continued Revisit countries, counties and regions of the UK (or alternative focus for insecure knowledge)
<p>CUSP History</p> <ul style="list-style-type: none"> Stone Age – Iron Age 	<ul style="list-style-type: none"> Stone Age – Iron Age Rome and the impact on Britain <p>Article 28: I have the right to a good quality education.</p>	<ul style="list-style-type: none"> Rome and the impact on Britain
<p>CUSP Music - mastering the glockenspiel</p> <p>Singing</p> <ul style="list-style-type: none"> Singing focus: Introducing texture Block A Sing parts in an ensemble (e.g. rounds) Block A <p>Untuned percussion</p> <ul style="list-style-type: none"> Untuned focus: Mastering rhythm Block B Recognise beats in a bar (time signatures/metre) Block B 	<p>Music</p> <p>Singing</p> <ul style="list-style-type: none"> Singing focus: The history of singing Block C Singing for togetherness e.g. folk songs, war chants, hymns Block C <p>Glockenspiel</p> <ul style="list-style-type: none"> Tuned focus: Musical notation Block D Introduce the staff Block D 	<p>Music</p> <p>Glockenspiel</p> <ul style="list-style-type: none"> Tuned focus: Composition Block E Compose in pairs Block E <p>Range of instruments studied</p> <ul style="list-style-type: none"> Performance focus: Introducing timbre Block F Perform as an ensemble (range of instruments) Block F
<p>CUSP French</p> <ul style="list-style-type: none"> Greetings and the classroom Colours, emotions and numbers (0-10) 	<ul style="list-style-type: none"> Introductions and questions Working together (Following instructions) 	<ul style="list-style-type: none"> Playing together (Asking to play) Eating together
<p>PE</p> <ul style="list-style-type: none"> Hockey Dance Ball skills Gymnastics 	<ul style="list-style-type: none"> Cricket Fitness Fundamentals Gymnastics 	<ul style="list-style-type: none"> Athletics Fitness Rounders Dance
<p>Jigsaw PSHE</p> <ul style="list-style-type: none"> Me and my relationships Valuing difference 	<ul style="list-style-type: none"> Keeping safe Rights and respect <p>Article 32: I have the right to be safe</p>	<ul style="list-style-type: none"> Being my best Growing and changing
<p>Discovery RE</p> <ul style="list-style-type: none"> Hinduism – Divali Sikhism – The Amrit Ceremony and the Khalsa Christianity – Christmas 	<ul style="list-style-type: none"> Christianity – The miracles of Jesus Christianity – Forgiveness <p>Article 14: I have the right to my own religion and beliefs</p>	<ul style="list-style-type: none"> Hinduism - Hindu Beliefs / Pilgrimage to the River Ganges Sikhism - Sharing and Community / Prayer and Worship

Year 4 — Single Age Sequence

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

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

Year 5 — Single Age Sequence

Autumn 2024	Spring 2025	Summer 2025
CUSP Reading <ul style="list-style-type: none"> Shackleton's Journey Blocks 1,2,3 Secrets of a Sun King Rudyard Kipling Blocks 4,5,6 	<ul style="list-style-type: none"> A midsummer night's dream Block 7 I am not a label Blocks 8, 9 The Boy in the Tower (including Daffodils – William Wordsworth) Blocks 10, 11, 12 	<ul style="list-style-type: none"> The Explorer Blocks 13, 14,15 Five Children and It Blocks 16, 17, 18
<ul style="list-style-type: none"> Schools' choice: A Wrinkle in Time Block 19 and 20, The Rabbits Block 21 		
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> Formal letters of application A Third person stories set in another culture A Poems which explore form A Dialogue in narrative A Balanced argument A Poems that use word play A 	<ul style="list-style-type: none"> Third person stories set in another culture B Playscripts (Shakespeare retelling) A Formal letters of application B Biography A Poems that use word play B (Enrichment) 	<ul style="list-style-type: none"> Playscripts B Dialogue in narrative (first person myths and legends) B Balanced argument B Biography B Poems which explore form B (Enrichment)
Maths <ul style="list-style-type: none"> Unit 1: Reasoning with large whole numbers Unit 2: Problem solving with integer addition and subtraction Unit 3: Line graphs and timetables Unit 4: Multiplication and division Unit 5: Perimeter and area 	<ul style="list-style-type: none"> Unit 6 – Fractions and decimals Unit 7 - Angles Unit 8 – Fractions and percentages Unit 9 – Transformations Unit 10 – Converting units of measure. 	<ul style="list-style-type: none"> Unit 11 – Calculating with whole numbers and decimals Unit 12 – 2D and 3D shapes Unit 13 – Volume Unit 14 - Problem solving
CUSP Science <ul style="list-style-type: none"> Properties and changes of materials Animals, including humans 	<ul style="list-style-type: none"> Forces (Gravity and Galileo) Earth in space 	<ul style="list-style-type: none"> Living things and their habitats Forces (continued)
CUSP Art and Design <ul style="list-style-type: none"> Drawing and painting Block A Printmaking Block B 	<ul style="list-style-type: none"> Textiles and collage Block C 3D Block D 	<ul style="list-style-type: none"> Painting Block E Creative Response Block F
Unity iPad Computing <ul style="list-style-type: none"> Augmented Reality: Ancient Greek Civilisation Everyone Can Code: For Loops and Variables 	<ul style="list-style-type: none"> Be Internet Legends: Positive Digital Footprints, Spotting Fake Information Online and Sharing, Settings & Password Everyone Can Code: Conditional Code and Types + Initialisation 	<ul style="list-style-type: none"> Data and Information - Flat-File Databases Everyone Can Create: Podcasts
CUSP Design and Technology <ul style="list-style-type: none"> Food and Nutrition Block A Systems Block B 	<ul style="list-style-type: none"> Textiles Block C Writing Formal Letters of Application B Food and Nutrition Block D – Health and health services – article 24 Geography World Biomes 	<ul style="list-style-type: none"> Structures Block E Mechanisms Block F Science Forces

CUSP Geography <ul style="list-style-type: none"> World countries – biomes and environmental regions 	<ul style="list-style-type: none"> 4 and 6 figure grid references – Be safe from violence – connection to war and maps – article 19 	<ul style="list-style-type: none"> OS maps and fieldwork
CUSP History <ul style="list-style-type: none"> Ancient Greece 	<ul style="list-style-type: none"> Ancient Greece Comparison study – Maya or Benin and Anglo-Saxons – Protection of Identity – article 8 or Golden Age of Islam (New) 	<ul style="list-style-type: none"> Comparison study – Maya or Benin and Anglo-Saxons
CUSP Music – mastering the keyboard Untuned percussion <ul style="list-style-type: none"> Untuned focus: Musical stories Block A One piece, different performers Block A Singing <ul style="list-style-type: none"> Singing focus: Introducing structure Block B Identify parts of a song Block B 	Music Keyboard <ul style="list-style-type: none"> Tuned focus: Musical notation 3 Block C Follow musical notation Block C Singing <ul style="list-style-type: none"> Singing focus: Music technology Block D Alter pitch and dynamic to create effects Block D 	Music Range of instruments studied <ul style="list-style-type: none"> Performance focus: Composition 3 Block E Perform including an element of composition Block E Keyboard <ul style="list-style-type: none"> Tuned focus: Improvisation Block F Improvise using repeated patterns Block F
CUSP French <ul style="list-style-type: none"> Local places (Amenities) Emotions and numbers 0- 100 	French <ul style="list-style-type: none"> Friends and family Working together 	French <ul style="list-style-type: none"> Playing together (Sports and hobbies) Eating together (Preparing a meal)
PE <ul style="list-style-type: none"> Dodgeball, Hockey, Dance and Gymnastics 	<ul style="list-style-type: none"> Cricket and Fitness Tennis and Gymnastics - right to rest and play – article 31 	<ul style="list-style-type: none"> Athletics and Fitness Rounders and Dance
PSHE <ul style="list-style-type: none"> Me and My Relationships Valuing Diversity 	<ul style="list-style-type: none"> PSHE- Keeping Safe Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? PSHE- Rights Respecting What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! 	<ul style="list-style-type: none"> PSHE- Being my best It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness Growing and Changing How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here!
Discovery RE <ul style="list-style-type: none"> Hinduism – Prayer and Worship Sikhism - Belief into action Christianity - Christmas 	<ul style="list-style-type: none"> Hinduism - What is the best way for a Sanatani to show commitment to God? Christianity - How significant is it for Christians to believe that God intended Jesus to die? 	<ul style="list-style-type: none"> Hinduism - How can Brahman be everywhere and in everything? Christianity - What is the best way for a Christian to show commitment to God?

Year 6 — Single Age Sequence

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

	<ul style="list-style-type: none"> UK, Europe and N America comparison study 	
CUSP History <ul style="list-style-type: none"> Beyond 1066 Local History Study - how did conflict change our locality in World War 2? 	<ul style="list-style-type: none"> Windrush generation <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"> 5 significant monarchs or Battle of Britain
CUSP Music - mastering the keyboard Singing <ul style="list-style-type: none"> Singing focus: Musical stories 2 Block A Cultural and social – lyrics Block A Untuned percussion <ul style="list-style-type: none"> Untuned focus: Music technology 2 Block B Alter tempo and rhythm to create effects Block B 	Music Singing <ul style="list-style-type: none"> Singing focus: Introducing structure 2 Block C Identify cyclic patterns inc. verse/chorus, coda Block C Keyboard <ul style="list-style-type: none"> Tuned focus: Musical notation 4 Block D Create simple notation Block D 	Music <ul style="list-style-type: none"> Keyboard Tuned focus: Composition 4 Block E Improvise using melodic phrases Block E Range of instruments studied <ul style="list-style-type: none"> Performance focus: Improvisation 2 Block F Perform including an element of improvisation Block F
CUSP French <ul style="list-style-type: none"> Where I live (Homes) Emotions and numbers – beyond 100 	CUSP French <ul style="list-style-type: none"> Items from daily life (Money and personal effects) Learning together 	CUSP French <ul style="list-style-type: none"> The natural world (The environment) Visiting France (Directions and transport)
PE <ul style="list-style-type: none"> Rugby Benchball / Dodgeball Dance 	PE <ul style="list-style-type: none"> OAA Cricket Gymnastics <p>Article 29 – I have the right to develop my talents and abilities.</p>	PE <ul style="list-style-type: none"> Athletics Rounders Dance
Scarf PE <ul style="list-style-type: none"> Autumn term units Me and My Relationships Valuing Difference 	Scarf PE <ul style="list-style-type: none"> Spring term units Keeping Safe Rights and Respect <p>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	Scarf PE <ul style="list-style-type: none"> Summer term units Being my best Growing and changing
Jigsaw RE <ul style="list-style-type: none"> Christianity – Significance of Mary / Christmas 	<ul style="list-style-type: none"> Islam - pillars Christianity – Easter <p>Article 14: I have the right to my own religion and beliefs</p>	<ul style="list-style-type: none"> World religions – similarities and differences