

# Single Age Teaching and curriculum sequencing

2025 - 2026

INCREASED FREQUENCY SEQUENCE

For USP schools and schools with a one-week October half term



Please READ

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- This is an outline plan that is designed to be used as an example for you to edit.
- Strong Start and Reference lesson resources are available on the website within each subject area.

## Key Stage 1 Example Timetable

An editable timetable can be downloaded from CUSP Core > Timetables.

8:45 Registration 8:50 - 9:20	9:20 - 10:20		10:20 - 10:35	10:35 -10:50	10:50 -1205	12:05 - 1:00	1-130	1:30 - 2	2 – 2:30	2:30 - 3	3 - 3:30	
Phonics	Handwriting (10) English (50)		Assembly	Break	Maths Meeting + Maths	Lunch	PSHE	PE		RE		
Phonics	Handwriting (10) English (50)				Maths Meeting + Maths		Spelling, Reading	CUSP Art / DT				
Phonics	Handwriting (10) English (50)				Maths Meeting + Maths		PSHE	Music		PE		
Phonics	Handwriting (10) English (50)				Maths Meeting + Maths		Spelling, Reading	CUSP History / Geography / Computing				
Phonics	Transcription, Handwriting, spelling or sentence composition (45)	Longer celebration assembly 1005- 1035			Maths Meeting + Maths		Spelling, Reading	CUSP Science				

These are examples timings only. Please amend to suit the timings of your school.

Autumn 2025	Spring 2026	Summer 2026
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>NEW CUSP Bridging unit: 3 x Structured Storytime</li> <li>Beegu 1 Block</li> <li>Where the Wild Things Are 2 Blocks</li> <li>The Storm Whale 1 Block</li> <li>The Owl and the Pussycat 1 Block <i>or</i> Rapunzel 1 Block</li> <li>Aesop's Fables – The Boy Who Cried Wolf 1 Block</li> </ul>	<ul style="list-style-type: none"> <li>The Tale of Peter Rabbit 2 Blocks</li> <li>Look Up! 1 Block</li> <li>And Tango Makes Three 1 Block</li> <li>Chocolate Cake 1 Block <i>or</i> Too much stuff 1 Block</li> </ul>	<ul style="list-style-type: none"> <li>Here We Are 2 Blocks</li> <li>The Lion Inside 1 Block <i>or</i> Peace on Earth 1 Block</li> <li>There's a Rangtan in my bedroom 2 Blocks</li> <li>Aesop's Fables – The Hare and the Tortoise 1 Block</li> <li>The Proudest Blue 1 Block</li> </ul>
<b>CUSP Writing</b> Introduce = <i>green</i> (Block A) Revisit = <i>orange</i> (Block B) <ul style="list-style-type: none"> <li>NEW CUSP Bridging unit: Daily Sentence Composition</li> <li><i>Poetry: pattern and rhyme A</i></li> <li><i>Setting descriptions A</i></li> <li><i>Instructional writing A</i></li> <li><i>Stories with familiar settings A</i></li> <li><i>Poetry: playing with language A</i></li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li><i>Recount from personal experience A</i></li> <li><i>Informal letters A</i></li> <li><i>Poetry on a theme (nature) A</i></li> <li><i>Stories with a familiar setting B</i></li> <li><i>Poetry: playing with language B (Enrichment)</i></li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li><i>Poetry: pattern and rhyme B (Enrichment)</i></li> <li><i>Instructional writing B</i></li> <li><i>Setting descriptions B</i></li> <li><i>Poetry on a theme (nature) B (Enrichment)</i></li> <li><i>Informal letters B</i></li> <li><i>Recount from personal experience B</i></li> </ul>
<b>School's choice modules: Shape poems and calligrams A and B</b>		
<b>Maths</b>		
<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 <i>(or alternative focus for insecure knowledge)</i></li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Revisit 2: Plants, Animals including humans <i>(or alternative focus for insecure knowledge)</i></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>Creative Response Block 2026</li> <li>Printmaking Block C</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block D</li> <li>3D Block E</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Light and Shadows in Photography</li> <li>Everyone Can Code Early Learners: Functions and Loops</li> </ul>	<ul style="list-style-type: none"> <li>Online Safety: Smartie the Penguin</li> <li>Scratch Jr: Creating a Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Technology Grouping data</li> <li>Everyone Can Create: Patterns and Shapes</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Mechanisms Block A <i>Instructional writing A</i></li> <li>Structures Block B</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block C <i>Animals including humans</i></li> <li>Materials Block D</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block E <i>Hot and cold places</i></li> <li>Food and Nutrition Block F <i>Instructional writing B</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Continents</li> <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 <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>
<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>
PE	PE	PE
PSHE	PSHE	PSHE
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Christianity – God / creation</li> <li>Incarnation</li> </ul>	<ul style="list-style-type: none"> <li>Christianity - Incarnation</li> <li>Christianity - Salvation</li> </ul>	<ul style="list-style-type: none"> <li>Judaism - Shabbat</li> <li>Judaism - Rosh Hashanah and Yom Kippur</li> </ul>

# Suggested Sequence KS1

YEAR 1 Autumn 2025				Science (1.5 hours)			
Sep 1	Geography	Continents, Oceans, UK countries, capital cities and seas			STRONG START	Seasonal changes and daily weather	
	Art	Drawing Block A					
8	History	Changes within living memory					What are the four seasons?
	Art	Drawing					
15	Computing	Everyone Can Create: Light and Shadows in Photography			What's the weather like in Autumn, Winter, Spring and Summer?		
	Art	Drawing					
22	Geography	Continents, Oceans, UK countries, capital cities and seas <b>CUSP Money Matters Festival – Tuesday 23<sup>rd</sup> September</b>			Why does day become night?		
	DT	Mechanisms Block A					
29	History	Changes within living memory			What makes a tree?	Introduce Plants – evergreen and deciduous trees	
	DT	Mechanisms					
Oct 6	Computing	Everyone Can Create: Light and Shadows in Photography			What trees live around my school?		
	DT	Mechanisms					
13	Geography	Continents, Oceans, UK countries, capital cities and seas			What's the difference between trees?	Introduce Plants – evergreen and deciduous trees	
	Art	Painting Block B					
20	History	Changes within living memory					
	Art	Painting					
Oct 27	ENRICHMENT - Use these flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.			What is an animal?	Animals, including humans		
Nov 3	Half term						
10	Computing	Everyone Can Code Early Learners: Functions and Loops			What types of animals are there?		
	Art	Painting					
17	Geography	Continents, Oceans, UK countries, capital cities and seas					What types of animals are there?
	DT	Structures Block B					
24	History	Changes within living memory <b>CUSP Spoken Language Festival – Tuesday 25<sup>th</sup> November</b>			What is similar and what is different?		
	DT	Structures					
Dec 1	Computing	Everyone Can Code Early Learners: Functions and Loops			What does food tell us about an animal?		
	DT	Structures			What makes me an animal? What senses do I have?		
8	Geography	Continents, Oceans, UK countries, capital cities and seas	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.				
	History	Changes within living memory					
15	Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose. For example, you could use it to support local mapwork, science fieldwork or museum visits. Possible term ends <b>Friday 19<sup>th</sup> December 2025</b> .						

# Suggested Sequence KS1

YEAR 1 Spring 2026				Science				
Jan 5	Geography	Continents, Oceans, UK countries, capital cities and seas		STRONG START		Introduce Materials		
	DT	Food and Nutrition Block C						
12	History	The lives of significant people		What are materials?				
	DT	Food and Nutrition						
19	Computing	Online Safety: Smartie the Penguin		What are things made of in school?				
	DT	Food and Nutrition						
26	Geography	Hot and cold locations CUSP Art Festival		How can I describe materials?				
	Art	Creative Response Block 2026						
Feb 2	History	The lives of significant people		Which materials are waterproof and which are not?				
	Art	Creative Response						
9	Computing	Online Safety: Smartie the Penguin		Which materials are transparent and which are opaque?				
	Art	Creative Response						
16	Half term							
23	Geography	Hot and cold locations		What’s the best material for the job? Why?				
	Art	Printmaking Block C						
Mar 2	History	The lives of significant people		Revisit and name it		Revisit Animals including humans		
	Art	Printmaking						
9	Computing	Scratch Jr: Creating a Quiz		Describe it				
	Art	Printmaking						
16	Geography	Hot and cold locations		Sort it				
	DT	Materials Block D						
23	History	The lives of significant people						
	DT	Materials						
Easter – possible dates are 30 <sup>th</sup> April – 10th April 2026								

# Suggested Sequence KS1

YEAR 1 Summer 2026				Science	
Apr 13	Computing	Scratch Jr: Creating a Quiz		STRONG START	
	DT	Materials			
20	Geography	Hot and cold locations		What are the parts of a plant?	
	Art	Textiles Block B			
27	History	More lives of significant people		What are wild plants and where do you find them?	
	Art	Textiles			
May 4	Computing	Technology Grouping data		What are garden plants and where do find you them?	
	Art	Textiles			
11	Geography	Hot and cold locations			
	DT	Textiles Block E			
18	History	More lives of significant people			
	DT	Textiles			
25	Half Term				
Jun 1	Computing	Technology Grouping data		Animals, including humans Remember it	
	DT	Textiles			
8	Geography	Mapping and fieldwork		Animals, including humans Elaborate it	
	Art	3D Block E			
15	History	More lives of significant people CUSP Food Festival		Plants Remember it	
	Art	3D			
22	Computing	Everyone Can Create: Patterns and Shapes			
	Art	3D			
29	Geography	Mapping and fieldwork			
	DT	Food and Nutrition Block F			
Jul 6	History	School study			
	DT	Food and Nutrition			
13	Computing	Everyone Can Create: Patterns and Shapes			
	DT	Food and Nutrition			
20	Term ends 20 <sup>th</sup> July 2026.				

Autumn 2025	Spring 2026	Summer 2026
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Grandad's Island 1 Block</li> <li>Aesop's Fables - The Goose that laid the Golden Eggs 1 Block</li> <li>Mrs Noah's Pockets 1 Block</li> <li>Paddington 2 Blocks</li> <li>The Christmas Pine 1 Block or The Last Tree 1 Block</li> </ul>	<ul style="list-style-type: none"> <li>The Quangle Wangle's Hat 1 Block or Somebody Crunched Colin 1 Block</li> <li>Coming to England 1 Block</li> <li>The Street Beneath My Feet 1 Block or A Planet Full of Plastic 1 Block</li> <li>Rhythm of the Rain 2 Blocks</li> <li>Aesop's Fables – The Sun and The Wind 1 Block</li> </ul>	<ul style="list-style-type: none"> <li>Little People Big Dreams (DA) 1 Block</li> <li>Fantastically Great Women Who Changed the World 2 Blocks</li> <li>Fantastic Mr Fox 3 Blocks or The Enormous Crocodile 3 Blocks</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Strong Start Sentence Composition</li> <li>Character descriptions A</li> <li>Poems developing vocabulary A</li> <li>Simple retelling of a narrative A</li> <li>Formal invitations A</li> <li>Stories from other cultures A</li> </ul>	<ul style="list-style-type: none"> <li>Poetry on a theme (humorous) A</li> <li>Non-chronological reports A</li> <li>Formal invitations B</li> <li>Recount from personal experience A</li> <li>Simple retelling of a narrative B</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports B</li> <li>Recount from personal experience B</li> <li>Character description B</li> <li>Poems developing vocabulary B (Enrichment)</li> <li>Stories from other cultures B</li> <li>Poetry on a theme (change) B (Enrichment)</li> </ul>
Maths		
<b>CUSP Science</b> <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 (or alternative focus for insecure knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Revisit Living things and their habitats / 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>Creative Response Block 2026</li> <li>Printmaking Block C</li> </ul>	<ul style="list-style-type: none"> <li>Textiles and collage Block D</li> <li>3D Block E</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> <i>Sci Living things</i>	<ul style="list-style-type: none"> <li>Mechanisms Block C</li> <li>Materials Block D</li> </ul> <i>Sci Use of Everyday materials</i>	<ul style="list-style-type: none"> <li>Food and Nutrition Block E</li> <li>Structures Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Human and Physical features</li> <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>Compare a small part of the UK to a non-European location – London and Nairobi</li> <li>Fieldwork and map skills</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and map skills</li> <li>Compare a different non-European location to our locality - Amazon Rainforest</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Events beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> <li>Revisit – Events beyond living memory (or alternative focus for insecure knowledge)</li> </ul>
<b>CUSP Music - Tuned and untuned percussion</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Experimenting with sounds 2 Block A</li> <li>Representing sounds pictorially Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Being together in music 2 Block B</li> <li>Control the voice – sing as a choir Block B</li> </ul>	<b>Music</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Introducing rhythm and pulse 2 Block C</li> <li>Compose short patterns Block C</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing pitch 2 Block D</li> <li>Control and describe pitch Block D</li> </ul>	<b>Music</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Tuned focus: Introducing tempo and dynamic 2 Block E</li> <li>Control and describe tempo and dynamic Block E</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Exploring emotions through music 2 Block F</li> <li>Choose sounds to create an effect Block F</li> </ul>
PE	PE	PE
PSHE	PSHE	PSHE
<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>Judaism – Passover</li> <li>Islam – Prayer at home</li> <li>Christianity – Easter and the Resurrection</li> </ul>	<ul style="list-style-type: none"> <li>Judaism – The Covenant / Rites of Passage and good works</li> <li>Islam – Community and belonging / Hajj</li> </ul>

## Suggested Sequence

YEAR 2 Autumn 2025				Science 1.5 hours			
Sep 1	Geography	Human and physical features		STRONG START		Living things and their habitats	
	Art	Drawing Block A					
8	History	Events beyond living memory – Great Fire of London		What is alive and what is not?			
	Art	Drawing					
15	Computing	Everyone Can Create: Drawing People and Places		What do all living things have in common?			
	Art	Drawing					
22	Geography	Human and physical features <b>CUSP Money Matters Festival – Tuesday 23<sup>rd</sup> September</b>		Where do plants and animals live?			
	DT	Textiles Block A					
29	History	Events beyond living memory - Great Fire of London		What plants and animals live in our local environment?			
	DT	Textiles					
Oct 6	Computing	Everyone Can Create: Drawing People and Places		What are food chains? How are they connected?			
	DT	Textiles					
13	Geography	Human and physical features		Why do plants and animals need each other?			
	Art	Painting Block B					
20	History	Events beyond living memory - Great Fire of London		REMEMBER: what is an animal?			
	Art	Painting					
Oct 27	ENRICHMENT - Use these flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.						
Nov 3	Half term						
10	Computing	Everyone Can Code Early Learners: Variables and App Design		How do animals change as they mature?		Animals, including humans	
	Art	Painting					
17	Geography	Compare a small part of the UK to a non-European location		How do we change as we mature?			
	DT	Food and Nutrition Block B					
24	History	Events beyond living memory - Great Fire of London <b>CUSP Spoken Language Festival – Tuesday 25<sup>th</sup> November</b>		What do all animals need to stay alive?			
	DT	Food and Nutrition					
Dec 1	Computing	Everyone Can Code Early Learners: Variables and App Design		Keeping healthy: why do we exercise?			
	DT	Food and Nutrition					
8	Geog	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.		Keeping healthy: why do we eat different types of food?			
	History						
15	Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends possibly <b>Friday 19<sup>th</sup> December 2025</b>						



## Suggested Sequence

YEAR 2 Spring 2026				Science		
Jan 5	Geography	Compare a small part of the UK to a non-European location		STRONG START		Uses of everyday materials
	DT	Mechansims Block C				
12	History	Significant historical events, people, places in our locality		What are materials used for? Categorise and compare wood, metal, plastic and glass.		
	DT	Mechansims		What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric.		
19	Computing	Online Safety: Smartie the Penguin		What happens when we squash, bend, twist or stretch a material?		
	DT	Mechansims		What's the right material for the job?		
26	Geography	Compare a small part of the UK to a non-European location CUSP Art Festival		What's the best absorbent material?		
	Art	Creative Response Block 2026				
Feb 2	History	Significant historical events, people, places in our locality.				
	Art	Creative Response				
9	Computing	Online Safety: Smartie the Penguin				
	Art	Creative Response				
16	Half term					
23	Geography	Compare a small part of the UK to a non-European location		Who invented waterproofing?		
	Art	Printmaking Block C				
Mar 2	History	Significant historical events, people, places in our locality		What is it made from?		Revisit Living things and their habitats / materials
	Art	Printmaking		Compare: what is alive, what is not alive and what has never been alive?		
9	Computing	Scratch: Musical Actions and Sequences		What materials do our pets have or need? Why is that?		
	Art	Printmaking				
16	Geography	Fieldwork and map skills				
	DT	Materials Block D				
23	History	Significant historical events, people, places in our locality				
	DT	Materials				
Easter – possible dates are 30 <sup>th</sup> April – 10 <sup>th</sup> April 2026						

## Suggested Sequence

YEAR 2 Summer 2026			Science			
Apr 13	Computing	Scratch: Musical Actions and Sequences		STRONG START		
	DT	Materials				
21	Geography	Fieldwork and map skills		How do seeds germinate and what happens?	Plants	
	Art	Textiles and collage Block D				
27	History	Significant historical events, people, places in our locality		What happens when bulbs sprout?		
	Art	Textiles and collage				
May 4	Computing	Technology All Around Us		What do plants need to thrive and be healthy?		
	Art	Textiles and collage				
11	Geography	Fieldwork and map skills		What can happen if plants don't get the things they need?		
	DT	Food and Nutrition Block E				
18	History	Significant historical events, people, places in our locality		What do I notice about plants around the school? How are they healthy? How are they unhealthy?		
	DT	Food and Nutrition				
25	Half Term					
Jun 1	Computing	Technology All Around Us			Show what you know How do seeds and bulbs grow? What do plants need to be healthy?	
	DT	Food and Nutrition				
8	Geography	Compare a different non-European location to ours – Amazon rainforest				
	Art	3D Block E				
15	History	Revisit – Events beyond living memory <b>CUSP Food Festival</b>				
	Art	3D				
22	Computing	Everyone Can Create: Photo Collages		How do seeds and bulbs grow?		Revisit Living things and their habitats / Animals, including humans
	Art	3D				
29	Geography	Compare a different non-European location to ours – Amazon rainforest	What do I know about animals, including humans?			
	DT	Structures				
Jul 6	History	Revisit – Events beyond living memory	What do plants need to thrive and be healthy?			
	DT	Structures				
13	Computing	Everyone Can Create: Photo Collages				
	DT	Structures				
20	Term possibly ends 20th July 2026					



2025 - 2026

INCREASED FREQUENCY MODEL

# Key Stage Two

## SINGLE AGE SEQUENCE

## KS2 Example Timetable

An editable timetable can be downloaded from CUSP Core > Timetables

8:45 Registration 8:50-9:05	9:05 – 9:50	9:50 – 10:20	10:20 - 10:35	10:35- 10:50	10:50 - 11:50	11:50 – 12:20	12:20 - 1:10	1:10 - 1:40	1:40 - 2:10	2:10- 2:40	2:40 - 3:10	3:10 – 3:30	
Spelling	Transcription, Handwriting, spelling or sentence composition	Reading	Assembly	Break	Maths	Double maths meeting (30)	Lunch	PE		RE		Reading	
Handwriting	Writing	Reading			Maths	MFL (30)		Music		PE		Reading	
Spelling	Writing	Reading			Maths	PSHE (30)		Maths meeting (15)	CUSP Art / DT 1:25 – 3:30				
Spelling	Writing	Reading			Maths	Handwriting (30)		Maths meeting (15)	CUSP History / Geography / Computing 1:25 – 3:30				
Reading 8:50 -9:20		Writing 9:20-10:05			Longer celebration assembly 10:05 - 10:35	Maths		PSHE (30)	Maths meeting (15)	CUSP Science			

These are examples timings only. Please amend to suit the timings of your school.

Autumn 2025	Spring 2026	Summer 2026
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Greta and the Giants 1 Block</li> <li>Pebble in my Pocket 2 Blocks</li> <li>Leon and the Place Between 2 Blocks</li> <li>'Twas the Night before Christmas Anon 1 Block</li> </ul>	<ul style="list-style-type: none"> <li>Sam Wu is Not Afraid of the Dark 3 Blocks (includes My Shadow Robert Louis Stephenson)</li> <li>Operation Gadgetman 3 Blocks or The Great Food Bank Heist 3 Blocks</li> </ul>	<ul style="list-style-type: none"> <li>Dancing Bear 3 Blocks or Wildsmith: Into the Dark Forest 3 Blocks</li> <li>The Magician's Nephew 3 Blocks or The Little Prince Blocks 2 Blocks</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Strong Start Sentence Composition</li> <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>	<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>	<ul style="list-style-type: none"> <li>Third person narrative (animal stories) B</li> <li>Advanced instructional writing B</li> <li>Dialogue through narrative (historical) B</li> <li>Poetry on a theme (emotions) B (Enrichment)</li> <li>Formal letters to complain B</li> </ul>
Maths		
<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>Creative Response Block 2026</li> <li>Textiles and collage Block C</li> </ul>	<ul style="list-style-type: none"> <li>3D Block D</li> <li>Painting Block E</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>	<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</li> </ul> <i>Science – Animals including humans</i>	<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>	<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>	<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> <li>Recognise beats in a bar (time signatures/metre) Block B</li> </ul>	<b>Music 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> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation Block D</li> <li>Introduce the staff Block D</li> </ul>	<b>Music 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> <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>
PE		
Jigsaw PSHE		
<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>	<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>

## Suggested Sequence

YEAR 3 Autumn 2025						Weekly Science		
Sep 1	Geography	KS2 fieldwork and map skills – physical and human geography					STRONG START	Rocks
	Art	Drawing and painting Block A						
8	History	Stone Age – Iron Age					How are rocks formed?	
	Art	Drawing and painting					What types of rocks are there?	
15	Computing	Everyone Can Create: Your First Movie					Can rocks change?	
	Art	Drawing and painting					How can we test a rock to see if it is limestone or chalk?	
22	Geography	KS2 fieldwork and map skills – physical and human geography <b>CUSP Money Matters Festival – Tuesday 23<sup>rd</sup> September</b>					Is soil just dirt? What makes soil?	
	DT	Textiles Block A					How are fossils formed?	
29	History	Stone Age – Iron Age						
	DT	Textiles						
Oct 6	Computing	Everyone Can Create: Your First Movie						
	DT	Textiles						
13	Geography	KS2 fieldwork and map skills – physical and human geography						
	Art	Printmaking Block B						
20	History	Stone Age – Iron Age						
	Art	Printmaking						
Oct 27	ENRICHMENT - Use these flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.							
Nov 3	Half term							
10	Computing	Scratch: Using Loops and Repetition					What effect does the food we eat have?	Animals, including humans
	Art	Printmaking					Where is my skeleton and what does it do?	
17	Geography	OS map skills and fieldwork					Where are my muscles and what do they do?	
	DT	Food and Nutrition Block B						
24	History	Stone Age – Iron Age <b>CUSP Spoken Language Festival – Tuesday 25<sup>th</sup> November</b>					How are rocks formed and what types are there?	Revisit Rocks
	DT	Food and Nutrition					Remember: how can rocks change?	
Dec 1	Computing	Scratch: Using Loops and Repetition					Remember: how are fossils formed and how do we know?	
	DT	Food and Nutrition						
8	Geography	OS map skills and fieldwork	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.					
	History	Stone Age – Iron Age						
15	Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. <b>Term ends possibly Friday 20<sup>th</sup> December 2025.</b>							

## Suggested Sequence

YEAR 3 Spring 2026			Weekly Science				
Jan 5	Geography	UK Study		STRONG START	Forces and magnets		
	DT	Mechanisms Block C					
12	History	Stone Age – Iron Age		What are contact forces?			
	DT	Mechanisms					
19	Computing	Be Internet Legends: Online Reputation, Passwords & Behaviour and Opinions and Differences		How do surfaces affect the motion of an object?			
	DT	Mechanisms					
26	Geography	UK Study CUSP Art Festival		How does friction affect moving objects?			
	Art	Creative Response Block 2026					
Feb 2	History	Stone Age – Iron Age		What is a non-contact force? How is this different to a contact force?			
	Art	Creative Response					
9	Computing	Be Internet Legends: Online Reputation, Passwords & Behaviour and Opinions and Differences		How do magnets attract and repel?			
	Art	Creative Response					
16	Half term						
23	Geography	UK Study		Which materials are magnetic? Forces and magnetism summary	Plants		
	Art	Textiles and collage Block C					
Mar 2	History	Rome and the impact on Britain		What are the parts of a flowering plant? What do they do?			
	Art	Textiles and collage					
9	Computing	Scratch: Selection in Quizzes		Do all plants need the same things to thrive and grow?			
	Art	Textiles and collage					
16	Geography	UK Study		How do leaves make food for the plant?			
	DT	Food and Nutrition Block D					
23	History	Rome and the impact on Britain					
	DT	Food and Nutrition					
Easter – possible dates are 30 <sup>th</sup> April – 10 <sup>th</sup> April 2026							

## Suggested Sequence

YEAR 3 Summer 2026			Weekly Science			
Apr 13	Computing	Scratch: Selection in Quizzes		STRONG START		
	DT	Food and Nutrition				
20	Geography	UK Study continued		How does water move through a plant?	Plants	
	Art	3D Block D				
27	History	Rome and the impact on Britain		What do flowers do?		
	Art	3D				
May 4	Computing	Data and information - Branching databases		What is pollination?		
	Art	3D				
11	Geography	UK Study continued				
	DT	Systems Block E				
18	History	Rome and the impact on Britain				
	DT	Systems				
5	Half Term					
Jun 1	Computing	Data and information - Branching databases		Do we need light to see things? Remember: what are light sources and what are not light sources?	Light	
	DT	Systems				
8	Geography	Revisit countries, counties and regions of the UK		How are shadows formed?		
	Art	Painting Block E				
15	History	Rome and the impact on Britain CUSP Food Festival		What happens to the size of a shadow when the object moves closer to, or away?		
	Art	Painting Block E				
22	Computing	Everyone Can Create: Artistic Adjectives				
	Art	Painting Block E				
29	Geography	Revisit countries, counties and regions of the UK				
	DT	Structures Block F				
Jul 6	History	Rome and the impact on Britain				
	DT	Structures				
13	Computing	Everyone Can Create: Artistic Adjectives				
	DT	Structures				
20	Term possibly ends 20th July 2026					



Autumn 2025	Spring 2026	Summer 2026
<b>CUSP Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> 2 Blocks <b>or The Land of Roar</b> Blocks 22, 23</li> <li><b>The Raven</b> 1 Block <b>or What a Waste</b> 1 Block</li> <li><b>The Girl who stole an Elephant</b> 3 Blocks</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> 3 Blocks</li> <li><b>Young, Gifted and Black</b> 3 Blocks (Caged Bird - Maya Angelou)</li> </ul>	<ul style="list-style-type: none"> <li><b>Young, Gifted and Black</b> 1 Block (Caged Bird - Maya Angelou)</li> <li><b>The Boy at the back of the class</b> 3 Blocks</li> <li><b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll) 3 Blocks <b>or The Borrowers</b> 2 Blocks (pupils must also read the first block of the <b>Wind in the Willows</b>)</li> </ul>
<b>CUSP Writing</b> Introduce = <b>green (Block A)</b> Revisit = <b>orange (Block B)</b> <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Poems which explore form A</li> <li>Persuasive writing (adverts) A</li> <li>First person diary entries (imaginative) A</li> <li>Critical analysis of narrative poetry A</li> <li>Third person adventure stories A</li> <li>News reports A</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Stories from other cultures A</li> <li>Explanatory texts A</li> <li>Persuasive writing (adverts)</li> <li>First person diary entries B</li> <li>Poems which explore form B (Enrichment)</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Critical analysis of narrative poetry B (Enrichment)</li> <li>Third person adventure stories B</li> <li>News reports B</li> <li>Stories from other cultures B</li> <li>Explanatory texts B</li> </ul>
Maths		
<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</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>Creative Response Block 2026</li> <li>Printmaking and textiles Block C</li> </ul>	<ul style="list-style-type: none"> <li>3D and collage Block D</li> <li>Painting Block E</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Storyboards + Movie Pitch</li> <li>Scratch: Using Variables in a Game</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</li> <li>Everyone Can Code: Commands and Functions</li> </ul>	<ul style="list-style-type: none"> <li>Computer systems and networks - The Internet</li> <li>Everyone Can Create: Infographics</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</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</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>
PE	PE	PE
PSHE	PSHE	PSHE
<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 - Passover</li> <li>Buddhism – The 8-fold-path</li> <li>Christianity - Easter</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>

## Suggested Sequence

YEAR 4 Autumn 2025				Weekly Science 1.5 hours	
Sep 1	Geography	Rivers		STRONG START	Living things and their habitats
	Art	Drawing Block A			
8	History	Britain’s settlement by Anglo-Saxons and Scots		What are the characteristics of living things?	
	Art	Drawing		What animals are vertebrates?	
15	Computing	Everyone Can Create: Storyboards + Movie Pitch		What animals are invertebrates?	
	Art	Drawing		What groups are plants classified in?	
22	Geography	Rivers CUSP Money Matters Festival – Tuesday 23 <sup>rd</sup> September		What is classification? How do I use a key?	
	DT	Food and Nutrition Block A		What happens if the environment in a habitat changes?	
29	History	Britain’s settlement by Anglo-Saxons and Scots			
	DT	Food and Nutrition			
Oct 6	Computing	Everyone Can Create: Storyboards + Movie Pitch			
	DT	Food and Nutrition			
13	Geography	Rivers			
	Art	Painting Block B			
20	History	Britain’s settlement by Anglo-Saxons and Scots			
	Art	Painting			
Oct 27	ENRICHMENT - Use these flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.			What is matter? What does ‘state’ mean?	
Nov 3	Half term				
10	Computing	Scratch: Using Variables in a Game		What are solids, liquids and gases?	States of matter
	Art	Painting			
17	Geography	Latitude and longitude		Melting: how do materials change state?	
	DT	Mechanisms Block B		Evaporating: how do materials change state?	
24	History	Britain’s settlement by Anglo-Saxons and Scots CUSP Spoken Language Festival – Tuesday 25 <sup>th</sup> November		Condensing: how do materials change state?	
	DT	Mechanisms			
Dec 1	Computing	Scratch: Using Variables in a Game			
	DT	Mechanisms			
8	Geography	Latitude and longitude	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.	Summary: how do materials change their state of matter?	
	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			
15	Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. <b>Term ends possibly Friday 19<sup>th</sup> December 2025.</b>				

## Suggested sequence

YEAR 4 Spring 2026				Weekly Science		
Jan 5	Geography	Latitude and longitude		STRONG START		Animals, including humans
	DT	Textiles Block C				
12	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		What teeth do humans have? What do they do?		
	DT	Textiles				
19	Computing	Be Internet Legends: Making Good Decisions Online, Being Brave Online and Speak Up & Report It		How does our mouth and teeth help digestion? What's the process?		
	DT	Textiles				
26	Geography	Latitude and longitude CUSP Art Festival		Can teeth tell us what animals eat?		
	Art	Creative Response Block 2026				
Feb 2	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		What are the parts of the digestive system? What do they do?		
	Art	Creative Response				
9	Computing	Be Internet Legends: Making Good Decisions Online, Being Brave Online and Speak Up & Report It		How does digestion work? What's the process?		
	Art	Creative Response				
16	Half term					
23	Geography	Latitude and longitude		How does digestion work? What's the process?		
	Art	Printmaking and textiles Block C				
Mar 2	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		What are food chains How do they work?		Animals, including humans
	Art	Printmaking and textiles				
9	Computing	Everyone Can Code: Commands and Functions		How do I construct and interpret a food chain?		
	Art	Printmaking and textiles				
16	Geography	Water cycle		SUMMARY How are teeth, digestion and food chains connected?		
	DT	Structures Block D				
23	History	Ancient civilisation – Egypt / Shang Dynasty				
	DT	Structures				
Easter – possible dates are 30 <sup>th</sup> April – 10 <sup>th</sup> April 2026						

## Suggested sequence

YEAR 4 Summer 2026			Weekly Science	
Apr 13	Computing	Everyone Can Code: Commands and Functions	STRONG START	
	DT	Structures		
20	Geography	Water cycle	What appliances use electricity? What sort of power makes them work?	Electricity
	Art	3D and collage Block D		
27	History	Ancient civilisation – Egypt / Shang Dynasty	What are the components in a simple series circuit?	
	Art	3D and collage		
May 4	Computing	Computer systems and networks - The Internet	What are the effects of changing circuit components and batteries?	
	Art	3D and collage		
11	Geography	Environmental regions – map skills		
	DT	Electrical systems Block E		
18	History	Ancient civilisation – Egypt / Shang Dynasty		
	DT	Electrical systems		
25	Half Term			
Jun 1	Computing	Computer systems and networks - The Internet	What is sound?	
	DT	Electrical systems		
8	Geography	Environmental regions – map skills	How does sound travel?	
	Art	Painting Block E		
15	History	Ancient civilisation – Egypt / Shang Dynasty CUSP Food Festival	What is the pitch and loudness of sound?	
	Art	Painting		
22	Computing	Everyone Can Create: Infographics		
	Art	Painting		
29	Geography	Environmental regions – map skills		
	DT	Food and Nutrition Block F		
Jul 6	History	Ancient civilisation – Egypt / Shang Dynasty		
	DT	Food and Nutrition		
13	Computing	Everyone Can Create: Infographics		
	DT	Food and Nutrition		
20	Term possibly ends 20 <sup>th</sup> July 2026			

Autumn 2025	Spring 2026	Summer 2026
<b>CUSP Reading</b> <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>The Boy in the Tower (including Daffodils – William Wordsworth) 3 Blocks or Boy Giant 3 Blocks</li> <li>A Midsummer Night's Dream 1 Block</li> <li>I am not a label 1 of 2 Blocks</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 or A Wrinkle in Time 2 Blocks</li> <li>Five Children and It 3 Blocks or The Rabbits 1 Block</li> </ul>
<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>Dialogue in narrative A</li> <li>Poems which explore form A</li> <li>Balanced argument A</li> <li>Third person stories set in another culture A</li> <li>Poems that use word play A</li> </ul>	<ul style="list-style-type: none"> <li>Biography A</li> <li>Third person stories set in another culture B</li> <li>Playscripts (Shakespeare retelling) A</li> <li>Formal letters of application B</li> </ul>	<ul style="list-style-type: none"> <li>Biography B</li> <li>Dialogue in narrative (first person myths and legends) B</li> <li>Playscripts B</li> <li>Poems that use word play B (Enrichment)</li> <li>Balanced argument B</li> <li>Poems which explore form B (Enrichment)</li> </ul>
Maths		
<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>Creative Response Block 2026</li> <li>Textiles and collage Block C</li> </ul>	<ul style="list-style-type: none"> <li>3D Block D</li> <li>Painting Block E</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 <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</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 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>
PE	PE	PE
PSHE	PSHE	PSHE
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Hinduism – Prayer and Worship</li> <li>Sikhism - Belief into action</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Sikhism - Beliefs and moral values</li> <li>Hinduism - Hindu Beliefs</li> <li>Christianity - Salvation</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism - Beliefs and moral values</li> <li>Sikhism - Prayer and Worship</li> <li>Christianity - Beliefs and Practices</li> </ul>

## Suggested Sequence

YEAR 5 Autumn 2025				Weekly Science 1.5 hours			
Sep 1	Geography	World countries - biomes and environmental regions			Properties and changes of materials		
	Art	Drawing and painting Block A					
8	History	Ancient Greece				What properties do materials have? How do we use them?	
	Art	Drawing and painting					
15	Computing	Augmented Reality: Ancient Greek Civilisation				What is a solution and what is a mixture?	
	Art	Drawing and painting					
22	Geography	World countries - biomes and environmental regions <b>CUSP Money Matters Festival – Tuesday 23<sup>rd</sup> September</b>				How can we separate materials from a mixture?	
	DT	Food and Nutrition Block A					
29	History	Ancient Greece				How can we separate materials from a solution?	
	DT	Food and Nutrition					
Oct 6	Computing	Augmented Reality: Ancient Greek Civilisation				What changes are reversible?	
	DT	Food and Nutrition					
13	Geography	World countries - biomes and environmental regions				What changes are irreversible?	
	Art	Printmaking Block B					
20	History	Ancient Greece					
	Art	Printmaking					
Oct 27	ENRICHMENT - Use these flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.						
Nov 3	Half term						
10	Computing	Everyone Can Code: For Loops and Variables			Animals, including humans		
	Art	Printmaking					
17	Geography	World countries - biomes and environmental regions				What is the human timeline?	
	DT	Systems Block B				How do we change into adults?	
24	History	Ancient Greece <b>CUSP Spoken Language Festival – Tuesday 25<sup>th</sup> November</b>				How do human and animal lifespans compare?	
	DT	Systems					
Dec 1	Computing	Everyone Can Code: For Loops and Variables					
	DT	Systems					
8	Geography	World countries – biomes and environmental regions					
	History	Ancient Greece					
15	Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. <b>Term ends possibly Friday 19<sup>th</sup> December 2025.</b>						

## Suggested Sequence

YEAR 5 Spring 2026				Weekly Science		
Jan 5	Geography	4 and 6 figure grid references		STRONG START	Forces	
	DT	Textiles Block C		Remember gravity When is friction helpful and when is it not?		
12	History	Ancient Greece				What's the effect of air resistance?
	DT	Textiles		What's the effect of water resistance?		
19	Computing	Be Internet Legends: Positive Digital Footprints, Spotting Fake Information Online and Sharing, Settings & Password				Who was Galileo Galilei?
	DT	Textiles				
26	Geography	4 and 6 figure grid references CUSP Art Festival				
	Art	Creative Response Block 2026				
Feb 2	History	Ancient Greece				
	Art	Creative Response Block 2026				
9	Computing	Be Internet Legends: Positive Digital Footprints, Spotting Fake Information Online and Sharing, Settings & Password				
	Art	Creative Response Block 2026				
16	Half Term					
23	Geography	4 and 6 figure grid references		What are the planets in our solar system?	Earth and space	
	Art	Textiles and collage Block C		How does our view of the Moon change in a lunar month?		
Mar 2	History	Comparison study – Maya and Anglo-Saxons or Benin				Why does the rotation of Earth result in night and day?
	Art	Textiles and collage		Why is the Earth's tilt (axis) responsible for the seasons?		
9	Computing	Everyone Can Code: Conditional Code and Types + Initialisation				Review, summarise and present what you know about Earth and Space
	Art	Textiles and collage				
16	Geography	4 and 6 figure grid references				
	DT	Food and Nutrition Block D				
23	History	Comparison study – Maya or Benin and Anglo-Saxons				
	DT	Food and Nutrition				
Easter – possible dates are 30 <sup>th</sup> April – 10 <sup>th</sup> April 2026						

## Suggested Sequence

YEAR 5 Summer 2026				Weekly Science	
Apr 13	Computing	Everyone Can Code: Conditional Code and Types + Initialisation		STRONG START	
	DT	Food and Nutrition			
20	Geography	OS maps and fieldwork		Living things sand their habitats	
	Art	3D Block D			
27	History	Comparison study – Maya or Benin and Anglo-Saxons			
	Art	3D			
May 4	Computing	Data and Information - Flat-File Databases			
	Art	3D			
11	Geography	OS maps and fieldwork			
	DT	Structures Block E			
18	History	Comparison study – Maya or Benin and Anglo-Saxons			
	DT	Strutures			
25	Half Term				
Jun 1	Computing	Data and Information - Flat-File Databases		Plants and animals: what's the life process of reproduction?	
	DT	Structures			
8	Geography	OS maps and fieldwork		Forces continued	
	Art	Painting Block E			
15	History	Comparison study – Maya or Benin and Anglo-Saxons CUSP Food Festival			
	Art	Painting			
22	Computing	Everyone Can Create: Podcasts			
	Art	Painting			
29	Geography	OS maps and fieldwork			
	DT	Mechanisms Block F			
Jul 6	History	Comparison study – Maya or Benin and Anglo-Saxons			
	DT	Mechanisms			
13	Computing	Everyone Can Create: Podcasts			
	DT	Mechanisms			
20	Term possibly ends 20 <sup>th</sup> July 2026				



Autumn 2025	Spring 2026	Summer 2026
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Roof toppers (&amp; The Listeners – Walter de la Mare) 3 Blocks</li> <li>Pig Heart Boy 2 Blocks or <b>Now or Never: A Dunkirk Story</b> 2 Blocks</li> <li>How to live forever 1 Block</li> </ul>	<ul style="list-style-type: none"> <li>Skellig (+Flanders poem) 3 Blocks</li> <li>All Aboard the Empire Windrush 2 Blocks</li> <li>The Island 1 Block or <b>Climate Action</b> 1 Block</li> </ul>	<ul style="list-style-type: none"> <li>The Island 1 Block or <b>Climate Action</b> (1 Block)</li> <li>Dare to be You (KS2 – KS3 transition) 3 Blocks</li> <li>Intro to Dickens – Oliver Twist 3 Blocks or <b>Treasure Island</b> (2 Blocks)</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Autobiography A</li> <li>Discursive writing and speeches A</li> <li>First person stories with a moral A</li> <li>Poems that create images and explore vocabulary (War poetry) A</li> <li>News report A</li> <li>Explanatory text A</li> <li>Shakespeare (Sonnets) A</li> </ul>	<ul style="list-style-type: none"> <li>Extended third person narrative A</li> <li>Explanatory texts B</li> <li>Autobiography B</li> <li>Lead piece: Extended third person narrative (adventure stories) B</li> </ul>	<ul style="list-style-type: none"> <li>Lead piece: News report B</li> <li>Shakespeare (Sonnets) B (Enrichment)</li> <li>Lead piece: Discursive writing and speeches B</li> <li>Poems that create images and explore vocabulary B (Enrichment)</li> <li>First person stories with a moral B</li> </ul>
Maths		
<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>Creative Response Block 2026</li> <li>Printmaking and textiles Block C</li> </ul>	<ul style="list-style-type: none"> <li>3D Block D</li> <li>Painting Block E</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>
<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 (orienteeing)</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>	<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>
PE		
Jigsaw PSHE		
<b>Discovery RE</b> <ul style="list-style-type: none"> <li>Islam - Beliefs and Practices</li> <li>Christianity - Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Christianity – Beliefs and meaning</li> <li>Christianity - Easter</li> </ul>	<ul style="list-style-type: none"> <li>Islam - Beliefs and moral values</li> </ul>

## Suggested Sequence

Year 6 Autumn 2025				Weekly Science		
Sep 1	Geography	Physical processes		STRONG START		
	Art	Drawing Block A				
8	History	Local History Study - how did conflict change our locality in World War 2?		What is electricity? How does it work?	Electricity	
	Art	Drawing				
15	Computing	Everyone Can Create: Special Effects in iMovie		What are the components in a series circuit?		
	Art	Drawing				
22	Geography	Physical processes <b>CUSP Money Matters Festival – Tuesday 23<sup>rd</sup> September</b>		What are the effects and consequences of changing circuit components and batteries?		
	DT	Food and Nutrition Block A				
29	History	Local History Study - how did conflict change our locality in World War 2?				
	DT	Food and Nutrition				
Oct 6	Computing	Everyone Can Create: Special Effects in iMovie				
	DT	Food and Nutrition				
13	Geography	Physical processes				
	Art	Painting and collage Block B				
20	History	Local History Study - how did conflict change our locality in World War 2?		What is blood made of and why do we need it?		
	Art	Painting and collage				
Oct 27	ENRICHMENT - Use these flexible blocks to enrich the curriculum. The time can be allocated to any subject you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.			Why do our bodies need nutrients and how are they transported?		
Nov 3	Half term					
10	Computing	Everyone Can Code: Functions with Parameters and Logical Operators		What is our circulatory system?	Y6 Animals including humans	
	Art	Painting and collage				
17	Geography	Physical processes		What is our heart like inside? How does it work?		
	DT	Electrical systems Block E				
24	History	Local History Study - how did conflict change our locality in World War 2? <b>CUSP Spoken Language Festival – Tuesday 25<sup>th</sup> November</b>		Who influenced what we know about our circulatory system?		
	DT	Electrical systems				
Dec 1	Computing	Everyone Can Code: Functions with Parameters and Logical Operators		What can we do to keep healthy?		
	DT	Electrical systems				
8	Geography	Physical processes		Present and explain what we know about the circulatory system, nutrients and keeping healthy		
	History	Local History Study - how did conflict change our locality in World War 2?				
15	Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. <b>Term ends possibly Friday 19<sup>th</sup> December 2025</b>					

## Suggested Sequence

Year 6 Spring 2026				Weekly Science	
Jan 5	Geography	Settlements		STONG START	Animals, including humans
	DT	Food and Nutrition Block C			
12	History	Windrush generation		Remember circulation and digestion: how are these two systems connected?	
	DT	Food and Nutrition			
19	Computing	Be Internet Legends: Relationships & Being Kind, Refusing & Reporting and Handling & Reporting Mean Behaviour		Where are the kidneys and what do they do?	
	DT	Food and Nutrition			
26	Geography	Settlements CUSP Art Festival		How do kidneys keep us healthy?	
	Art	Creative Response Block 2026			
Feb 2	History	Windrush generation			
	Art	Creative Response			
9	Computing	Be Internet Legends: Relationships & Being Kind, Refusing & Reporting and Handling & Reporting Mean Behaviour			
	Art	Creative Response			
16	Half term				
23	Geography	UK, Europe and N America comparison study		How does light travel?	Light
	Art	Printmaking and textiles Block C			
Mar 3	History	Windrush generation		What colour is light made of?	
	Art	Printmaking and textiles			
10	Computing	Everyone Can Code: While Loops and Arrays and Refactoring		Reflection - how does light help us to see objects?	
	Art	Printmaking and textiles			
17	Geography	UK, Europe and N America comparison study		Which surfaces make the best reflectors?	
	DT	Structures Block D			
24	History	Windrush generation		Why do we see objects as a particular colour?	
	DT	Structures			
31	Computing	Everyone Can Code: While Loops and Arrays and Refactoring		What happens to the appearance of objects when placed in water?	
	DT	Structures			
Easter – possible dates are 30 <sup>th</sup> April – 10 <sup>th</sup> April 2026					

## Suggested Sequence

Year 6 Summer 2026				Weekly Science	
Apr 13	Computing	Everyone Can Code: While Loops and Arrays and Refactoring		STRONG START	
	DT	Structures			
20	Geography	UK, Europe and N America comparison study		Who was the scientist Carl Linnaeus and what did he do?	Living things and their habitats
	Art	3D Block D			
27	History	Five significant monarchs Or Battle of Britain		How do we classify vertebrates?	
	Art	3D			
May 4	Computing	Computer systems and networks - Communication and networks		How do we classify invertebrates we know?	
	Art	3D			
11	Geography	UK, Europe and N America comparison study		<b>SATS Week</b> How do we classify invertebrates we don't know? (Sponges, Jellyfish and Flatworms)	
	DT	Electrical systems Block E			
18	History	Five significant monarchs Or Battle of Britain		What are microorganisms?	
	DT	Electrical systems			
25	Half Term				
Jun 1	Computing	Computer systems and networks - Communication and networks		How do we classify plants?	
	DT	Electrical systems			
8	Geography	OS Maps and fieldwork (orienteering)		How have living things changed over time? How do we know?	Y6 Evolution and inheritance
	Art	Painting Block E			
15	History	Five significant monarchs Or Battle of Britain <b>CUSP Food Festival</b>		How has life evolved over time?	
	Art	Painting			
22	Computing	Everyone Can Create: Year 6 Short Film		What is DNA and what does it do? Working scientifically	
	Art	Painting			
29	Geography	OS Maps and fieldwork (orienteering)		Are all offspring identical to their parents?	
	DT	Textiles Block F			
Jul 6	History	Five significant monarchs Or Battle of Britain		Darwin and Wallace – what evidence did they share to argue the case for evolution?	
	DT	Textiles			
13	Computing	Everyone Can Create: Year 6 Short Film		Survival of the fittest - how have animals adapted and evolved to suit their environment?	
	DT	Textiles			
20	Term possibly ends 20 <sup>th</sup> July 2026				