

2023 – 2024

**Year 6**      **2023 – 2024 curriculum sequence on a page**

Autumn 2022	Spring 2023	Summer 2023
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Roof toppers</li> <li>The Listeners – Walter de la Mare</li> <li>Pig Heart Boy</li> <li>How to Live Forever</li> </ul>	<ul style="list-style-type: none"> <li>All Aboard the Empire Windrush</li> <li>The Island</li> <li>Skellig</li> </ul>	<ul style="list-style-type: none"> <li>Intro to Dickens – Oliver Twist</li> <li>Dare to be You (KS2 – KS3 transition)</li> <li></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>Poems that create images and explore vocabulary (War poetry) A</li> <li>First person stories with a moral A</li> <li>Shakespeare (Sonnets) A</li> <li>Explanatory text A</li> </ul>	<ul style="list-style-type: none"> <li>Extended third person narrative A</li> <li>Explanatory texts B</li> <li>Newspaper report A</li> <li>Autobiography B</li> <li>First person stories with a moral B</li> </ul>	<ul style="list-style-type: none"> <li>Extended third person narrative (adventure stories) B</li> <li>Newspaper report B</li> <li>Discursive writing and speeches B</li> <li>Poems that create images and explore vocabulary B (Enrichment)</li> <li>Shakespeare (Sonnets) B (Enrichment)</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Number and place value</li> <li>Fractions</li> <li>Measurement</li> <li>Geometry (Properties of shape)</li> </ul>	<ul style="list-style-type: none"> <li>Geometry (Position and movement)</li> <li>Statistics</li> <li>Ratio and proportion</li> <li>Algebra</li> </ul>	<ul style="list-style-type: none"> <li>Numerical problems</li> <li>Reasoning</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Light</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans</li> <li>Animals, including humans (water transport)</li> </ul>	<ul style="list-style-type: none"> <li>Electricity</li> <li>Evolution and inheritance</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting and collage</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles</li> <li>3D</li> </ul>	<ul style="list-style-type: none"> <li>Painting</li> <li>Creative Response</li> </ul>
<b>Computing</b> Online Safety <ul style="list-style-type: none"> <li>Online safety Y6</li> </ul> Computing systems and networks <ul style="list-style-type: none"> <li>Bletchley Park 1 (L1-3)</li> </ul>	<b>Data Handling</b> <ul style="list-style-type: none"> <li>Big data 2 (L1,3,4 &amp; 5)</li> </ul>	<b>Creating Media</b> <ul style="list-style-type: none"> <li>History of Computers (L3 – 5)</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Intro to Python (L1-4)</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition</li> <li>Mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition</li> <li>Structures</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems</li> <li>Textiles</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Physical processes: Earthquakes, mountains and volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>Settlements</li> <li>Comparison study – UK, Europe and North or South America</li> </ul>	<ul style="list-style-type: none"> <li>Comparison study – UK, Europe and North or South America</li> <li>Maps and orienteering</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Beyond 1066               <ul style="list-style-type: none"> <li>5 significant monarchs, or</li> <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>The Battle of Britain</li> </ul>
<b>CUSP Music - mastering the keyboard</b> <b>Singing</b> <ul style="list-style-type: none"> <li>Block A - Singing focus: Musical stories 2</li> <li>Block A - Cultural and social - lyrics</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Block B - Untuned focus: Music technology 2</li> <li>Block B - Alter tempo and rhythm to create effects</li> </ul>	<b>Music Singing</b> <ul style="list-style-type: none"> <li>Block C - Singing focus: Introducing structure 2</li> <li>Block C - Identify cyclic patterns inc. verse/chorus, coda</li> </ul> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Block D - Tuned focus: Musical notation 4</li> <li>Block D - Create simple notation</li> </ul>	<b>Music Keyboard</b> <ul style="list-style-type: none"> <li>Block E - Tuned focus: Composition 4</li> <li>Block E - Improvise using melodic phrases</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Block F - Performance focus: Improvisation 2</li> <li>Block F - Perform including an element of improvisation</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Where I live (Homes)</li> <li>Emotions and numbers – beyond 100</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>Items from daily life (Money and personal effects)</li> <li>Learning together</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>The natural world (The environment)</li> <li>Visiting France (Directions and transport)</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Basketball</li> <li>Dancy/Gym</li> <li>Tag rugby</li> </ul>	<ul style="list-style-type: none"> <li>Netball</li> <li>Hockey</li> <li>Football</li> <li>Cricket</li> </ul>	<ul style="list-style-type: none"> <li>Tennis</li> <li>Rounders</li> <li>Athletics</li> <li>OAA</li> </ul>

PSHE <ul style="list-style-type: none"> <li>• Family and relationships</li> <li>• Health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and the changing body</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Economic well-being</li> <li>• Identity</li> <li>• Transition</li> </ul>
RE <ul style="list-style-type: none"> <li>• Christianity – How do Christians show their belief that Jesus is God incarnate?</li> <li>• Islam- How do tawhid create a sense of belonging to the Muslim community?</li> </ul>	<ul style="list-style-type: none"> <li>• How do questions about Brahman and the atman influence the way a Hindu lives?</li> <li>• How does the triple refuge help Buddhists find their way through the journey of life?</li> </ul>	<ul style="list-style-type: none"> <li>• Should believing in Resurrection change how Christians view life and death?</li> <li>• Why do Humanists say happiness is the goal of life?</li> </ul>