

# KS1 CYCLE 1 (Y2 Content)    Mixed Age Sequencing    2024-2025

Autumn	Spring	Summer
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li><b>Grandad's Island</b> Block 1</li> <li><b>Aesop's Fables</b> - The Goose that laid the Golden Eggs Block 2</li> <li><b>Mrs Noah's Pockets</b> Block 3</li> <li><b>Paddington</b> Blocks 4, 5</li> <li><b>The Christmas Pine</b> - Julia Donaldson Block 6</li> </ul>	<ul style="list-style-type: none"> <li><b>The Quangle Wangle's Hat</b> - Edward Lear Block 7</li> <li><b>Coming to England</b> Block 8</li> <li><b>The Street Beneath My Feet</b> Block 9</li> <li><b>Rhythm of the Rain</b> Blocks 10, 11</li> <li><b>Little People Big Dreams</b> Block 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Fantastically Great Women Who Changed the World</b> Blocks 13, 14</li> <li><b>Aesop's Fables</b> – The Sun and The Wind Block 15</li> <li><b>Fantastic Mr Fox</b> Blocks 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>Character descriptions A (Y2)</li> <li>Poems developing vocabulary A (Y2)</li> <li>Simple retelling of a narrative A (Y2)</li> <li>Formal invitations A (Y2)</li> <li>Stories from other cultures A (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Poetry on a theme (humorous) A (Y2)</li> <li>Non-chronological reports A (Y2)</li> <li>Formal invitations B (Y2)</li> <li>Stories from other cultures B (Y2)</li> <li>Recount from personal experience A (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports B</li> <li>Simple retelling of a narrative B</li> <li>Recount from personal experience B</li> <li>Poems developing vocabulary B (Enrichment)</li> <li>Character description B</li> <li>Poetry on a theme (humorous / poems about change) B (Enrichment)</li> </ul>
<b>Maths</b>  <b>Year 1</b> Place Value within 10 Addition and Subtraction within 10 <b>Year 2</b> Place Value Addition and Subtraction Shape	<b>Year 1</b> Place Value within 20 Addition and Subtraction within 20 Place Value within 50 Length and Height Mass and Volume  <b>Year 2</b> Money Multiplication and Division Length and Height Mass, Capacity and Temperature	<b>Year 1</b> Multiplication and Division Fractions Position and Direction Place Value Money Time <b>Year 2</b> Fractions Time Statistics Position and Direction
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats (Y2)</li> <li>Animals, including humans (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Uses of everyday materials (Y2)</li> <li>Revisit Living things and their habitats / materials (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Plants (Y2)</li> <li>Revisit Living things and their habitats / Animals, including humans (Y2)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A (Y2)</li> <li>Painting Block B (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking Block C (Y2)</li> <li>Textiles and collage Block D (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>3D Block E (Y2)</li> <li>Creative Response Block F (Y2)</li> </ul>
<b>Mr P ICT -DARES Projects</b> <ul style="list-style-type: none"> <li>Presentations-Animal Catchphrase</li> <li>Artificial Intelligence</li> <li>Photo &amp; Dig Art-Robot Avatars</li> <li>Photography-Simple Photoshopping</li> </ul>	<ul style="list-style-type: none"> <li>Programming-Algorithms with Bee Bot App</li> <li>Presentations-Speech Bubble Pictures</li> <li>AR &amp; VR -Storytelling</li> <li>Video Creation-Masking Storytime</li> </ul>	<ul style="list-style-type: none"> <li>Programming-My Robot Helper</li> <li>Data Handling- Digital Venn Diagrams</li> <li>Programming-Knock Knock Joke</li> <li>Animation-Stop Motion Animation</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles Block A (Y2)</li> <li>Food and Nutrition Block B (Y2) <i>Sci Living things</i></li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms Block C (Y2)</li> <li>Materials Block D (Y2) <i>Sci Use of Everyday materials</i></li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block E (Y2)</li> <li>Structures Block F (Y2)</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Human and Physical features (Y2)</li> <li>Compare a small part of the UK to a non-European location – London and Nairobi (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Compare a small part of the UK to a non-European location – London and Nairobi (Y2)</li> <li>Fieldwork and map skills (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and map skills (Y2)</li> <li>Compare a different non-European location to our locality - Amazon Rainforest (Y2)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Events beyond living memory (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality (Y2)</li> <li>Revisit – Events beyond living memory (Y2)</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 (Y2)</li> <li>Control the voice – sing as a choir Block B (Y2)</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 (Y2)</li> <li>Compose short patterns Block C (Y2)</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing pitch 2 Block D (Y2)</li> <li>Control and describe pitch Block D (Y2)</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 (Y2)</li> <li>Control and describe tempo and dynamic Block E (Y2)</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Exploring emotions through music 2 Block F (Y2)</li> <li>Choose sounds to create an effect Block F (Y2)</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Mastering/Consolidating Fundamental skills-throwing, catching</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Mastering/Consolidating Fundamental skills-throwing, catching</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>OAA /Basic Fundamental skills</li> <li>Dance</li> </ul>

<ul style="list-style-type: none"> <li>OAA/Active learning skills</li> <li>Dance</li> <li>Gym</li> </ul>	<ul style="list-style-type: none"> <li>Invasion Games</li> <li>Dance</li> <li>Gym</li> </ul>	<ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Athletics</li> </ul>
<b>PSHE-Jigsaw</b> Being me in my world <ul style="list-style-type: none"> <li>Hopes and Fears for the year</li> <li>Rights and Responsibilities</li> <li>Rewards and consequences</li> <li>Working well with others</li> <li>Learning charter</li> </ul> Celebrating Difference <ul style="list-style-type: none"> <li>Boys and Girls- Stereotypes</li> <li>Boys and Girls-difference is ok</li> <li>Why does bullying happen?</li> <li>Standing up for myself and others</li> <li>Diversity</li> <li>Celebrating difference</li> </ul>	PSHE Dreams and Goals <ul style="list-style-type: none"> <li>Goals to success</li> <li>My learning strength</li> <li>Learning with others</li> <li>Working as a group</li> <li>Helping others to achieve goals</li> <li>Celebrating our achievement</li> </ul> Healthy Me <ul style="list-style-type: none"> <li>Being Healthy</li> <li>Being Relaxed</li> <li>Medicine safety</li> <li>Healthy eatingx2</li> <li>Happy, Healthy me!</li> </ul>	PSHE Relationships Year 1 Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships  Year 2 Families Keeping safe and exploring physical contact Friends and conflict Secrets Trust and appreciation Celebrating my special relationships  Changing Me Year 1 Life cycles Changing me My changing body Boys' and girls' bodies Learning and growing Coping with changes  Year 2 Life cycled in nature Growing from young to old The changing me Boys and Girls bodies Assertiveness Looking Ahead
Re Today <ul style="list-style-type: none"> <li>How should we care for others and the world, and why does it matter?</li> <li>How and why do we celebrate special and sacred times? Christmas/Easter</li> </ul>	<ul style="list-style-type: none"> <li>How and why do we celebrate special and sacred times? Christmas/Easter</li> </ul>	<ul style="list-style-type: none"> <li>Who is a Muslim and what do they believe?</li> </ul>

### Suggested Sequence

MAS KS1 CYCLE 1 Autumn				Science	
Wk 1	Geography	Human and Physical features (Y2)	Cycle 1	STRONG START (optional)	
	Art	Drawing Block A (Y2)			
Wk2	History	Events beyond living memory (Y2)		What is alive and what is not?	
	Art	Drawing Block A (Y2)			
Wk3	Computing	Presentations/AI		What do all living things have in common?	
	Art	Drawing Block A (Y2)			
Wk4	Geography	Human and Physical features (Y2)		Where do plants and animals live?	
	DT	Textiles Block A (Y2)			
Wk5	History	Events beyond living memory (Y2)		What plants and animals live in our local environment?	
	DT	Textiles Block A (Y2)			
Wk6	Computing	Presentations/AI		What are food chains? How are they connected?	
	DT	Textiles Block A (Y2)			
	ENRICHMENT - 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.			Why do plants and animals need each other?	
	Half Term				

Wk1	Geography	Human and Physical features (Y2)		Cycle 2	REMEMBER: what is an animal?	Animals, including humans
	Art	Painting Block B (Y2)				
Wk2	History	Events beyond living memory (Y2)			How do animals change as they mature?	
	Art	Painting Block B (Y2)				
Wk3	Computing	Photography			How do we change as we mature?	
	Art	Painting Block B (Y2)				
Wk4	Geography	Compare a small part of the UK to a non-European location – London and Nairobi (Y2)			What do all animals need to stay alive?	
	DT	Food and Nutrition Block B (Y2)				
Wk5	History	Events beyond living memory (Y2)			Keeping healthy: why do we exercise?	
	DT	Food and Nutrition Block B (Y2)				
Wk6	Computing	Photography		Keeping healthy: why do we eat different types of food?		
	DT	Food and Nutrition Block B (Y2)				
Wk7	Geog	Compare a small part of the UK to a non-European location – London and Nairobi (Y2)	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	Events beyond living memory (Y2)				
	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.					

### Suggested Sequence

MAS KS1 CYCLE 1 Spring			Science		
Wk1	Geography	Compare a small part of the UK to a non-European location – London and Nairobi (Y2)	Cycle 3	STRONG START (optional)	Uses of everyday materials
	Art	Printmaking Block C (Y2)			
Wk2	History	Significant historical events, people, places in our locality (Y2)		What are materials used for? Categorise and compare wood, metal, plastic and glass.	
	Art	Printmaking Block C (Y2)			
Wk3	Computing	Programming/PresentatiOons		What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric.	
	Art	Printmaking Block C (Y2)			
Wk4	Geography	Compare a small part of the UK to a non-European location – London and Nairobi (Y2)		What happens when we squash, bend, twist or stretch a material?	
	DT	Mechanisms Block C (Y2)			
Wk5	History	Significant historical events, people, places in our locality (Y2		What's the right material for the job?	
	DT	Mechanisms Block C (Y2)			
Wk6	Computing	Programming and Presentations		What's the best absorbent material?	
	DT	Mechanisms Block C (Y2)			
Wk1 – after half term	Geography	Y2 - Mapping and fieldwork	Cycle 4	Who invented waterproofing?	
	Art	Textiles and collage Block D (Y2)			
	Half term				
Wk2	History	Significant historical events, people, places in our locality (Y2	Cycle 4	What is it made from?	Re vis it it :.

	Art	Textiles and collage Block D (Y2)			
Wk3	Computing	Video Creation/VR		Compare: what is alive, what is not alive and what has never been alive?	
	Art	Textiles and collage Block D (Y2)			
Wk4	Geography	Y2 - Mapping and fieldwork		What materials do our pets have or need? Why is that?	
	DT	Materials Block D (Y2)			
Wk5	History	Significant historical events, people, places in our locality (Y2)			
	DT	Materials Block D (Y2)			
Wk6	Computing	Video reaction/VR			
	DT	Materials Block D (Y2)			
	Easter break				

### Suggested Sequence

MAS KS1 CYCLE 1 Summer				Science		
Wk1	Geography	Y2 - Mapping and fieldwork	Cycle 5	STRONG START (optional)		Plants (Y2)
	Art	3D Block E (Y2)		How do seeds germinate and what happens?		
Wk2	History	Significant historical events, people, places in our locality (Y2)		What happens when bulbs sprout?		
	Art	3D Block E (Y2)		What do plants need to thrive and be healthy?		
Wk3	Computing	Programming/Data Handling		What can happen if plants don't get the things they need?		
	Art	3D Block E (Y2)		What do I notice about plants around the school? How are they healthy? How are they unhealthy?		
Wk4	Geography	Y2 - Mapping and fieldwork				
	DT	Food and Nutrition Block E (Y2)				
Wk5	History	Significant historical events, people, places in our locality (Y2)				
	DT	Food and Nutrition Block E (Y2)				
Wk6	Computing	Programming/Data Handling				
	DT	Food and Nutrition Block E (Y2)				
	Half Term					
Wk1	Geography	Y2 – Compare Different non-European location - Amazon	Cycle 6	Show what you know How do seeds and bulbs grow? What do plants need to be healthy?		Revisit Living things and their habitats / Animals, including humans
	Art	Creative Response Block F (Y2)				
Wk2	History	Revisit – Events beyond living memory (Y2)				
	Art	Creative Response Block F (Y2)		How do seeds and bulbs grow?		
Wk3	Computing	Programming/Animation				
	Art	Creative Response Block F (Y2)		What do I know about animals, including humans?		
Wk4	Geography	Y2 – Compare Different non-European location - Amazon				
	DT	Structures Block F (Y2)				

Wk5	History	Revisit – Events beyond living memory (Y2)		What do plants need to thrive and be healthy?	
	DT	Structures Block F (Y2)			
Wk6	Computing	Programming/Animation			
	DT	Structures Block F (Y2)			
	ENRICHMENT - Use these flexible blocks to enrich the curriculum -				

## LKS2 CYCLE 1(Y4 Content)      Mixed Age Sequencing

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> Block 1, 2</li> <li><b>Young, Gifted and Black</b> Blocks 3,4,5 Caged Bird - Maya Angelou</li> <li><b>The Girl who stole an Elephant</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li><b>The Girl who stole an Elephant</b> Blocks 7, 8</li> <li><b>The Boy at the back of the class</b> Blocks 9,10, 11</li> <li><b>Varjak Paw</b> Block 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> Blocks 13, 14</li> <li><b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll) Blocks 15, 16,17</li> <li><b>The Raven</b> – Edgar Allen Poe Block 18</li> </ul>
<b>CUSP Writing (Y4)</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>Poems which explore form A (Y4)</li> <li>Persuasive writing (adverts) A (Y4)</li> <li>First person diary entries (imaginative) A (Y4)</li> <li>Critical analysis of narrative poetry A (Y4)</li> <li>Third person adventure stories A (Y4)</li> <li>Newspaper reports A (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures A (Y4)</li> <li>Explanatory texts A (Y4)</li> <li>Third person adventure stories B (Y4)</li> <li>Poems which explore form B (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures B (Y4)</li> <li>First person diary entries (imaginative) B (Y4)</li> <li>Critical analysis of narrative poetry B (Y4)</li> <li>Newspaper reports B (Y4)</li> <li>Explanatory texts B (Y4)</li> </ul>
<b>Maths</b> <b>Year 3</b> Place Value Addition and Subtraction Multiplication and Division  <b>Year 4</b> Place Value Addition and Subtraction Area Multiplication and Division	<b>Year 3</b> Multiplication and Division Length and Perimeter Fractions Mass and Capacity  <b>Year 4</b> Multiplication and Division Length Fractions Decimals	<b>Year 3</b> Fractions Money Time Shape Statistics  <b>Year 4</b> Decimals Money Time Shape Statistics Position and Direction
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats (Y4)</li> <li>States of matter (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans (Y4) <i>Writing – Explanatory texts A</i></li> </ul>	<ul style="list-style-type: none"> <li>Electricity (Y4)</li> <li>Sound (Y4)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A (Y4)</li> <li>Painting Block B (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles Block C (Y4)</li> <li>3D and collage Block D (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E (Y4)</li> <li>Creative Response Block F (Y4)</li> </ul>
<b>Mr P ICT DARES Projects</b> <ul style="list-style-type: none"> <li>AR &amp; VR - Invent a Toy</li> <li>Artificial Intelligence - Teachable Machine</li> <li>Animation - Line Draw Animation</li> <li>Programming - MicroBit Get Off My Stuff!</li> </ul>	<ul style="list-style-type: none"> <li>Presentation - Interactive Quiz eBook</li> <li>AR &amp; VR - AR Museum</li> <li>Computer Networks - Understanding The Internet</li> <li>Physical Computing - Crumble powered robot orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Programming - Makey Makey Games Controller</li> <li>Presentation - Digital Posters</li> <li>Sound - Movie Soundtrack</li> <li>Video Creation - Visual Storytelling</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A (Y4)</li> <li>Mechanisms Block B (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block C (Y4)</li> <li>Structures Block D (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E (Y4) <i>Science - Electricity</i></li> <li>Food and Nutrition Block F (Y4) <i>Science – Animals including humans</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Rivers (Y4)</li> <li>Map skills and Environmental regions (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Map skills and Environmental regions (Y4)</li> <li>Water cycle (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude (Y4)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Changes in Britain from Stone Age to the Iron Age (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval study – Changes in Britain from the Stone Age to the Iron Age (Y3)</li> <li>Study the Roman Empire and its impact on Britain (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>Study the Roman Empire and its impact on Britain (Y3)</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>Music</b> <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>Music</b> <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>Spanish- Language Angels</b>  I am Learning SPANISH Animals	Fruits I am able... I know how.....	Presenting myself Habitats/Romans
PE <ul style="list-style-type: none"> <li>OAA Problem Solving</li> <li>Invasion Games</li> <li>Dance</li> <li>Gym</li> </ul>	PE <ul style="list-style-type: none"> <li>Invasion Games</li> <li>Striking and Fielding</li> <li>Dance</li> <li>Gym</li> </ul>	PE <ul style="list-style-type: none"> <li>Net and Wall</li> <li>Tri Golf</li> <li>Athletics</li> <li>Dance</li> </ul>
<b>PSHE Jigsaw</b> <b>Being me in my world</b> <ul style="list-style-type: none"> <li>Becoming a class team</li> <li>Being a school citizen</li> <li>Rights, Responsibilities and Democracy</li> <li>Rewards and Consequences</li> <li>Working with others</li> <li>Our Learning Charter</li> </ul> <b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Judging by appearances</li> <li>Understanding influences</li> <li>Problem Solving</li> <li>Special me</li> <li>Celebrating difference</li> </ul>	<b>PSHE</b> <b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Hope and dreams</li> <li>Broken dreams</li> <li>Overcoming disappointment</li> <li>Creating new dreams</li> <li>Achieving goals</li> <li>Celebrating achievement</li> </ul> <b>Healthy me</b> <ul style="list-style-type: none"> <li>My friends and me</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Healthy friendships</li> <li>Celebrating inner and strength and assertiveness</li> </ul>	<b>PSHE</b> <b>Relationships</b> Year 3 Families and roles and responsibilities Friendship Keeping myself safe online Being a global citizen Celebrating my relationships  Year 4 Jealousy Love and loss Memories Getting on and falling out Girlfriends and boyfriends Celebrating my relationships  <b>Changing me</b>  Year 3 How babies grow Babies Outside body changes Inside body changes Family stereotypes Looking Ahead  Year 4 Unique me Having a baby Puberty Circles of change Accepting change Looking ahead
RE today <ul style="list-style-type: none"> <li>What can we learn from religions about deciding what is right and wrong?</li> <li>How do people from religious and non-religious celebrate festivals? Christian/Jewish</li> </ul>	<ul style="list-style-type: none"> <li>How do family life and festivals show what matters to Jewish people?</li> <li>Why is Jesus inspiring to some people?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be a Hindu in Britain today</li> <li>Why do people pray?</li> </ul>

### Suggested Sequence

MAS LKS2 CYCLE 1 Autumn			Weekly Science	
Wk1	Geography	Rivers	Cycle 1	STRONG START (optional)
	Art	Drawing Block A (Y4)		
Wk2	History	Britain's settlement by Anglo-Saxons and Scots (Y4)		What are the characteristics of living things?
	Art	Drawing Block A (Y4)		
Wk3	Computing	AR & VR - Invent a Toy/Artificial Intelligence - Teachable Machine		What animals are vertebrates?
	Art	Drawing Block A (Y4)		
Wk4	Geography	Rivers		What animals are invertebrates?
	DT	Food and Nutrition Block A (Y4)		
Wk5	History	Britain's settlement by Anglo-Saxons and Scots (Y4)		What groups are plants classified in?

	DT	Food and Nutrition Block A (Y4)				
Wk6	Computing	AR & VR - Invent a Toy/Artificial Intelligence - Teachable Machine			What is classification? How do I use a key?	
	DT	Food and Nutrition Block A (Y4)				
	ENRICHMENT 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.				What happens if the environment in a habitat changes?	
Wk1	Geography	Rivers		Cycle 2	What is matter? What does 'state' mean?	Y4 States of matter
	Art	Painting Block B (Y4)				
Wk2	History	Britain's settlement by Anglo-Saxons and Scots (Y4)			What are solids, liquids and gases?	
	Art	Painting Block B (Y4)				
Wk3	Computing	Animation - Line Draw Animation/Programming - MicroBit Get Off My Stuff!			Melting: how do materials change state?	
	Art	Painting Block B (Y4)				
Wk4	Geography	Y4 Map skills and Environmental regions (Y4)			Evaporating: how do materials change state?	
	DT	Mechanisms Block B (Y4)				
Wk5	History	Britain's settlement by Anglo-Saxons and Scots (Y4)			Condensing: how do materials change state?	
	DT	Mechanisms Block B (Y4)				
Wk6	Computing	Animation - Line Draw Animation/Programming - MicroBit Get Off My Stuff!			Summary: how do materials change their state of matter?	
	DT	Mechanisms Block B (Y4)				
Wk7	Geography	Y4 Map skills and Environmental regions (Y4)	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	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4)				
	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.					

## Suggested Sequence

MAS LKS2 CYCLE 1 Spring				Weekly Science	
Wk1	Geography	Y4 Map skills and Environmental regions (Y4)	Cycle 3	STRONG START (optional)	
	Art	Printmaking and textiles Block C (Y4)			
Wk2	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4)		What teeth do humans have? What do they do?	
	Art	Printmaking and textiles Block C (Y4)			
Wk3	Computing	Presentation - Interactive Quiz eBook/AR & VR - AR Museum		How does our mouth and teeth help digestion? What's the process?	
	Art	Printmaking and textiles Block C (Y4)			
Wk4	Geography	Y4 Map skills and Environmental regions (Y4)		Can teeth tell us what animals eat?	
	DT	Textiles Block C (Y4)			
Wk5	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4)		What are the parts of the digestive system? What do they do?	
	DT	Textiles Block C (Y4)			
Wk6	Computing	Presentation - Interactive Quiz eBook/AR & VR - AR Museum		How does digestion work? What's the process?	
	DT	Textiles Block C (Y4)			
				Y4 Animals, including humans	

Wk1 - after half term	Geography	Water cycle (Y4)	Cycle 4	How does digestion work? What's the process?	
	Art	3D and collage Block D (Y4)			
	Half term				
Wk2	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4)	Cycle 4	What are food chains How do they work?	Y4 Animals, including humans
	Art	3D and collage Block D (Y4)			
Wk3	Computing	Computer Networks - Understanding The Internet/Physical Computing - Crumble powered robot orchestra		How do I construct and interpret a food chain?	
	Art	3D and collage Block D (Y4)			
Wk4	Geography	Water cycle (Y4)		SUMMARY How are teeth, digestion and food chains connected?	
	DT	Structures Block D (Y4)			
Wk5	History	Ancient civilisation - Egypt or Shang Dynasty (Y4)			
	DT	Structures Block D (Y4)			
Wk6	Computing	Computer Networks - Understanding The Internet/Physical Computing - Crumble powered robot orchestra			
	DT	Structures Block D (Y4)			
Easter break					

### Suggested Sequence

MAS LKS2 CYCLE 1 Summer				Weekly Science	
Wk1	Geography	Latitude and longitude (Y4)	Cycle 5	STRONG START (optional)	Y4 Electricity
	Art	Painting Block E (Y4)			
Wk2	History	Ancient civilisation - Egypt or Shang Dynasty (Y4)		What appliances use electricity? What sort of power makes them work?	
	Art	Painting Block E (Y4)			
Wk3	Computing	Programming - Makey Makey Games Controller /Presentation - Digital Posters		What are the components in a simple series circuit?	
	Art	Painting Block E (Y4)			
Wk4	Geography	Latitude and longitude (Y4)		What are the effects of changing circuit components and batteries?	
	DT	Electrical systems Block E (Y4)			
Wk5	History	Ancient civilisation - Egypt or Shang Dynasty (Y4)			
	DT	Electrical systems Block E (Y4)			
Wk6	Computing	Programming - Makey Makey Games Controller /Presentation - Digital Posters			
	DT	Electrical systems Block E (Y4)			
	Half Term				
Wk1	Geography	Latitude and longitude (Y4)	Cycle 6	What is sound?	Y4 Sound
	Art	Creative Response Block F (Y4)			
Wk2	History	Ancient civilisation - Egypt or Shang Dynasty (Y4)		How does sound travel?	



	Art	Creative Response Block F (Y4)			What is the pitch and loudness of sound?	
Wk3	Computing	Sound - Movie Soundtrack/Video Creation - Visual Storytelling				
	Art	Creative Response Block F (Y4)				
Wk4	Geography	Latitude and longitude (Y4)				
	DT	Food and Nutrition Block F (Y4)				
Wk5	History	Ancient civilisation - Egypt or Shang Dynasty (Y4)				
	DT	Food and Nutrition Block F (Y4)				
Wk6	Computing	Sound - Movie Soundtrack/Video Creation - Visual Storytelling				
	DT	Food and Nutrition Block F (Y4)				
Wk7	History or	Ancient civilisation - Egypt or Shang Dynasty (Y4) Y4 Latitude and longitude Or ENRICHMENT - Use these flexible blocks to enrich the curriculum -				
	Geography					

## UKS2 CYCLE 1 (Y6 Content) Mixed Age Sequencing

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Roof toppers (&amp; The Listeners – Walter de la Mare) Blocks 1,2,3</li> <li>Pig Heart Boy Blocks 4,5</li> <li>How to live forever Block 6</li> </ul>	<ul style="list-style-type: none"> <li>All Aboard the Empire Windrush Blocks 7 8</li> <li>The Island Block 9</li> <li>Skellig (+Flanders poem) Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>Intro to Dickens – Oliver Twist Blocks 13, 14,15</li> <li>Dare to be You (KS2 – KS3 transition) Blocks 16, 17, 18</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> <b>Year 5</b> Place Value Addition and Subtraction Multiplication and Division Fractions <b>Year 6</b> Place Value Addition, Subtraction, Multiplication and Division Fractions Converting Units	<b>Year 5</b> Multiplication and Division Fractions Decimals and Percentages Perimeter /Area Statistics <b>Year 6</b> Ratio Algebra Decimals Fractions, Decimals and Percentages Area , Perimeter and Volume Statistics	<b>Year 5</b> Shape Position and Direction Decimals Negative Numbers Converting Units Volume <b>Year 6</b> Shape Position and Direction Consolidation
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Electricity (Y6)</li> <li>Animals including humans (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Animals including humans (+ water transport) (Y6)</li> <li>Light (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats (Y6)</li> <li>Evolution and inheritance (Y6)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A (Y6)</li> <li>Painting and collage Block B (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles Block C (Y6)</li> <li>3D Block D (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E (Y6)</li> <li>Creative Response Block F (Y6)</li> </ul>
<b>MR P ICT DARES Projects</b> <ul style="list-style-type: none"> <li>Programming - Coding Patterns with Tinkercad</li> <li>Artificial Intelligence - Machine Learning For Kids</li> <li>Animation - Animated Cartoon Character GIF</li> <li>Programming - MicroBit Sensors</li> </ul>	<ul style="list-style-type: none"> <li>Sound - Podcasting</li> <li>AR &amp; VR - Interactive AR Scenes</li> <li>Computer Networks - HTML</li> <li>Programming – Scratch game</li> </ul>	<ul style="list-style-type: none"> <li>Animation - 3D Animated Cartoon</li> <li>AR &amp; VR - Interactive VR Experience</li> <li>Presentation - App Prototype</li> <li>Video Creation - Greenscreen Special Effects</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A (Y6) <i>Writing – Discursive writing and speeches</i></li> <li>Mechanisms Block B (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block C (Y6)</li> <li>Structures Block D (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E (Y6) <i>Science – Electricity</i></li> <li>Textiles Block F (Y6)</li> </ul>

<b>CUSP Geography</b>			<ul style="list-style-type: none"> <li>Physical processes (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Settlements (Y6)</li> <li>UK, Europe and N America comparison study (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>UK, Europe and N America comparison study (Y6)</li> <li>OS Maps and fieldwork (orienteering) (Y6)</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? (Y6)</li> <li>OR Battle of Britain (Y6)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Windrush generation (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece (Place in time and significant events) (Y5)</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 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 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>Spanish- Language Angels</b> Presenting Myself Family				At the Café Olympics	The Weekend Vikings
PE			<ul style="list-style-type: none"> <li>OAA Problem Solving</li> <li>Invasion Games</li> <li>Dance</li> <li>Gym</li> </ul>	<ul style="list-style-type: none"> <li>Net and Wall</li> <li>Striking and Fielding</li> <li>Dance</li> <li>Gym</li> </ul>	<ul style="list-style-type: none"> <li>Invasion Games</li> <li>Striking and Field</li> <li>Athletics</li> <li>Swimming</li> </ul>
<b>PSHE Jigsaw</b> <b>Being me in my world</b>			<ul style="list-style-type: none"> <li>My year ahead</li> <li>Being a global citizen-school community</li> <li>Being a global citizen-Everyone's right to learn</li> <li>Learning charter-other's feelings</li> <li>Learning charter-Working with others</li> </ul>	<b>PSHE Dreams and Goals</b> <ul style="list-style-type: none"> <li><b>Personal learning goals</b></li> <li><b>Steps to success</b></li> <li><b>My dream for the world</b></li> <li><b>Helping to make a difference</b></li> <li><b>Recognising our achievements</b></li> </ul>	<b>PSHE Relationships</b> Year 5 Recognising me Safety with online communities Being in an online community Online gaming My relationship with technology Relationships and technology  Year 6 What is mental health My mental health Love and loss Power and control Being online Using technology responsibility  <b>Changing me</b> Year 5 Self and body Puberty for girls Puberty for boys Looking ahead  Year 6 My self image Puberty Babies to conception Boyfriends and girlfriends Adolescent friendships Real and ideal self The Year ahead
<b>Celebrating Difference</b>			<ul style="list-style-type: none"> <li>Am I normal?</li> <li>Understanding difference</li> <li>Power struggles</li> <li>Why bully?</li> <li>Celebrating difference</li> </ul>	<b>Healthy me</b> <ul style="list-style-type: none"> <li>Taking responsibility for our health</li> <li>Drugs</li> <li>Exploitation</li> <li>Gangs</li> <li>Emotional and mental health</li> <li>Managing pressure</li> </ul>	
RE -RE Today			<ul style="list-style-type: none"> <li>Is it better to express your beliefs in arts and architecture or in charity and generosity?</li> <li>What difference does it make to believe in ahimsa, grace and/or Ummah?</li> </ul>	<ul style="list-style-type: none"> <li>What matters most to Christians and Humanists?</li> <li>What can be done to reduce racism?</li> </ul>	<ul style="list-style-type: none"> <li>What do religions say to us when life gets hard?</li> </ul>

### Suggested Sequence

MAS UKS2 CYCLE 1 Autumn		Weekly Science			
Wk1	Geography	Physical processes (Y6)	Cycle 1	STRONG START (optional)	Y6 Electricit
	Art	Drawing Block A (Y6)			

Wk2	History	Y6 Local History Study - how did conflict change our locality in World War 2? Or Battle of Britain			What is electricity? How does it work?		
	Art				Drawing Block A (Y6)		
Wk3	Computing	Programming - Coding Patterns with Tinkercad /Artificial Intelligence - Machine Learning For Kids			What are the components in a series circuit?		
	Art				Drawing Block A (Y6)		
Wk4	Geography	Physical processes (Y6)  Y6 Food and Nutrition Block A			What are the effects and consequences of changing circuit components and batteries?		
	DT						
Wk5	History	Y6 Local History Study - how did conflict change our locality in World War 2? Or Battle of Britain					
	DT				Food and Nutrition Block A (Y6)		
Wk6	Computing	Programming - Coding Patterns with Tinkercad /Artificial Intelligence - Machine Learning For Kids					
	DT				Food and Nutrition Block A (Y6)		
	ENRICHMENT 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.				What is blood made of and why do we need it?		
	Half Term						
Wk1	Geography	Physical processes (Y6)  Painting and collage Block B (Y6)		Cycle 2	Why do our bodies need nutrients and how are they transported?	Y6 Animals including humans	
	Art						
Wk2	History	Y6 Local History Study - how did conflict change our locality in World War 2? Or Battle of Britain			What is our circulatory system?		
	Art				Painting and collage Block B (Y6)		
Wk3	Computing	Animation - Animated Cartoon Character GIF/rogramming - MicroBit Sensors  Painting and collage Block B (Y6)			What is our heart like inside? How does it work?		
	Art						
Wk4	Geography	Physical processes (Y6)  Mechanisms Block B (Y6)			Who influenced what we know about our circulatory system?		
	DT						
Wk5	History	Y6 Local History Study - how did conflict change our locality in World War 2? Or Battle of Britain			What can we do to keep healthy?		
	DT				Mechanisms Block B (Y6)		
Wk6	Computing	Animation - Animated Cartoon Character GIF/Programming - MicroBit Sensors  Mechanisms Block B (Y6)		Present and explain what we know about the circulatory system, nutrients and keeping healthy			
	DT						
Wk7	Geography	Physical processes (Y6)	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	Y6 Local History Study - how did conflict change our locality in World War 2? Or Battle of Britain					
	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 Thursday 21 <sup>st</sup> December.						

### Suggested Sequence

MAS UKS2 CYCLE 1 Spring 2024				Weekly Science	
Wk1	Geography	Settlements (Y6)	Cycle 3	STONG START (optional)	Y6 Animals, including humans
	Art	Printmaking and textiles Block C (Y6)			
Wk2	History	Windrush generation (Y6)		Remember circulation and digestion: how are these two systems connected?	
	Art	Printmaking and textiles Block C (Y6)			

Wk3	Computing	Sound – Podcasting/AR & VR - Interactive AR Scenes		Where are the kidneys and what do they do?	
	Art	Printmaking and textiles Block C (Y6)		How do kidneys keep us healthy?	
Wk4	Geography	Settlements (Y6)			
	DT	Food and Nutrition Block C (Y6)			
Wk5	History	Windrush generation (Y6)			
	DT	Food and Nutrition Block C (Y6)			
Wk6	Computing	Sound – Podcasting/AR & VR - Interactive AR Scenes		How does light travel?	Y6 Light
	DT	Food and Nutrition Block C (Y6)			
Wk1 - after half term	Geography	UK, Europe and N America comparison study (Y6)	Cycle 4	What colour is light made of?	
	Art	3D Block D (Y6)			
	Half term				
Wk2	History	Windrush generation (Y6)	Cycle 4	Reflection - how does light help us to see objects?	Y6 Light
	Art	3D Block D (Y6)			
Wk3	Computing	Computer Networks – HTML/Programming – Scratch game			
	Art	3D Block D (Y6)			
Wk4	Geography	UK, Europe and N America comparison study (Y6)			
	DT	Structures Block D (Y6)			
Wk5	History	Windrush generation (Y6)			
	DT	Structures Block D (Y6)			
Wk6	Computing	Computer Networks – HTML/Programming – Scratch game			
	DT	Structures Block D (Y6)			
Easter break					

### Suggested Sequence

MAS UKS2 CYCLE 1 Summer			Weekly Science		
Wk1	Geography	UK, Europe and N America comparison study (Y6)	Cycle 5	STRONG START (optional)	Living things and their habitats
	Art	Painting Block E (Y6)		Who was the scientist Carl Linnaeus and what did he do?	
Wk2	History	Ancient Greece (Place in time and significant events) (Y5) KN 1, 3, 4, 7, 9		How do we classify vertebrates?	
	Art	Painting Block E (Y6)		SATS Week How do we classify invertebrates we know?	
Wk3	Computing			How do we classify invertebrates we don't know?	
	Art	Painting Block E (Y6)			
Wk4	Geography	UK, Europe and N America comparison study (Y6)			
	DT	Electrical Systems Block E (Y6)			
Wk5	History	Ancient Greece (Place in time and significant events) (Y5) KN 1, 3, 4, 7, 9			

	DT	Electrical Systems Block E (Y6)		(Sponges, Jellyfish and Flatworms)	
Wk6	Computing			What are microorganisms?	
	DT	Electrical Systems Block E (Y6)			
	Half Term				
Wk1	Geography	OS Maps and fieldwork (orienteering)	Cycle 6	How do we classify plants?	
	Art	Creative Response Block F (Y6)			
Wk2	History	Ancient Greece (Place in time and significant events) (Y5) KN 1, 3, 4, 7, 9		How have living things changed over time? How do we know?	Y6 Evolution and inheritance
	Art	Creative Response Block F (Y6)			
Wk3	Computing			How has life evolved over time?	
	Art	Creative Response Block F (Y6)			
Wk4	Geography	OS Maps and fieldwork (orienteering)		What is DNA and what does it do? Working scientifically	
	DT	Textiles Block F (Y6)			
Wk5	History	Ancient Greece (Place in time and significant events) (Y5) KN 1, 3, 4, 7, 9		Are all offspring identical to their parents?	
	DT	Textiles Block F (Y6)			
Wk6	Computing			Darwin and Wallace – what evidence did they share to argue the case for evolution?	
	DT	Textiles Block F (Y6)			
Wk7	Geography	ENRICHMENT - Use these flexible blocks to enrich the curriculum or consolidate Geography / History		Survival of the fittest - how have animals adapted and evolved to suit their environment?	
	History				