

## Y5/6 UKS2 CYCLE 1 (Y6 Content) Mixed Age Sequencing 2023 – 2024

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• <b>Roof toppers</b> (&amp; The Listeners – Walter de la Mare) Blocks 1,2,3</li> <li>• <b>Pig Heart Boy</b> Blocks 4,5</li> <li>• <b>How to live forever</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All Aboard the Empire Windrush</b> Blocks 7 8</li> <li>• <b>The Island</b> Block 9</li> <li>• <b>Skellig</b> (+Flanders poem) Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intro to Dickens – Oliver Twist</b> Blocks 13, 14,15</li> <li>• <b>Dare to be You</b> (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>• <b>Autobiography A</b></li> <li>• <b>Discursive writing and speeches A</b></li> <li>• <b>Poems that create images and explore vocabulary (War poetry) A</b></li> <li>• <b>First person stories with a moral A</b></li> <li>• <b>Shakespeare (Sonnets) A</b></li> <li>• <b>Explanatory text A</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Extended third person narrative A</b></li> <li>• <b>Explanatory texts B</b></li> <li>• <b>Newspaper report A</b></li> <li>• <b>Autobiography B</b></li> <li>• <b>First person stories with a moral B</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Extended third person narrative (adventure stories) B</b></li> <li>• <b>Newspaper report B</b></li> <li>• <b>Discursive writing and speeches B</b></li> <li>• <b>Poems that create images and explore vocabulary B (Enrichment)</b></li> <li>• <b>Shakespeare (Sonnets) B (Enrichment)</b></li> </ul>
<b>Mathematics Y5</b> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Multiplication and Division A</li> <li>• Fractions A</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division B</li> <li>• Fractions B</li> <li>• Decimals and percentages</li> <li>• Perimeter and area</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Position and Direction</li> <li>• Decimals</li> <li>• Number (Negative number)</li> <li>• Converting units</li> <li>• Measurements (Volume)</li> </ul>
<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>Computing</b> <b>Digital Citizenship</b> <ul style="list-style-type: none"> <li>• Be Internet Legends: Respect each other</li> <li>• Project: Digital Citizenship presentation</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Purple Mash: Coding (Unit 6.1)</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Create: Photo-Publishing</li> <li>• Project: Create a portfolio of your favourite photos</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Code Puzzles: Conditionals</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Apple Everyone Can Create: Video-Documentaries</li> <li>• Project: Create a documentary</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• *Apple Everyone Can Code Puzzles: App Design Template from Early Learners.</li> <li>• Project: Create an App in Keynote</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 (orienteeing) (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> </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>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>Physical Education</b> <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Badminton</li> </ul>

<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Tag Rugby</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• OAA</li> <li>• Rounders</li> </ul>
<p><b>Personal Social Health Education</b></p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Identifying goals for the year Global citizenship</li> <li>• Children's universal rights</li> <li>• Feeling welcome and valued</li> <li>• Choices, consequences and rewards</li> <li>• Group dynamics</li> <li>• Democracy, having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Perception of normality</li> <li>• Understanding disability</li> <li>• Power struggles</li> <li>• Understanding bullying</li> <li>• Inclusion/exclusion</li> <li>• Differences as conflict</li> <li>• Difference as celebration</li> <li>• Empathy</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Personal learning goals, in and out of school</li> <li>• Success criteria</li> <li>• Emotions in success</li> <li>• Making a difference in the world</li> <li>• Motivation</li> <li>• Recognising achievements</li> <li>• Compliments</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Taking personal responsibility</li> <li>• How substances affect the body</li> <li>• Exploitation, including 'county lines' and gang culture</li> <li>• Emotional and mental health</li> <li>• Managing stress</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and Loss</li> <li>• Managing feelings</li> <li>• Power and Control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Self- and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Conception (including IVF)</li> <li>• Growing responsibility</li> <li>• Coping with change</li> <li>• Preparing for transition</li> </ul>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• 6.1 Life as a journey and pilgrimage</li> <li>• 6.2 How do Christians prepare for Christmas?</li> <li>• UC 2B.4 Was Jesus the Messiah?</li> </ul>	<ul style="list-style-type: none"> <li>• 6.3 Why do Christians celebrate the Eucharist?</li> <li>• 6.3A Why is the Exodus such a significant event in Jewish and Christian history?</li> </ul>	<ul style="list-style-type: none"> <li>• 6.4 Who was Jesus? Who is Jesus?</li> <li>• UC 2B.4 Was Jesus the Messiah?</li> <li>• 6.5 Ascension and Pentecost – In what ways do these events and beliefs make Christianity distinctive?</li> <li>• UC 2A.6 When Jesus left what was the impact of Pentecost?</li> </ul>
<p><b>Christian Values</b></p> <p>Throughout the year children have opportunities to reflect, discuss and learn about all Christian Values through Collective Worship, Religious Education and the wider curriculum: Creativity, <b>Respect</b>, Perseverance, Forgiveness, Peace, <b>Trust</b>, Compassion, Generosity, Justice, <b>Friendship</b>, Responsibility, Thankfulness, Service, Truthfulness, Forgiveness, Wisdom, <b>Hope</b>, Koinonia</p>		