

Y6 UKS2 CYCLE 1 (Y6 Content) Mixed Age Sequencing 2023 – 2024

| Autumn 2023 | Spring 2024 | Summer 2024 |
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| CUSP Reading <ul style="list-style-type: none"> • Roof toppers (& The Listeners – Walter de la Mare) Blocks 1,2,3 • Pig Heart Boy Blocks 4,5 • How to live forever Block 6 | <ul style="list-style-type: none"> • All Aboard the Empire Windrush Blocks 7 8 • The Island Block 9 • Skellig (+Flanders poem) Blocks 10, 11 and 12 | <ul style="list-style-type: none"> • Intro to Dickens – Oliver Twist Blocks 13, 14,15 • Dare to be You (KS2 – KS3 transition) Blocks 16, 17, 18 |
| CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> • Autobiography A • Discursive writing and speeches A • Poems that create images and explore vocabulary (War poetry) A • First person stories with a moral A • Shakespeare (Sonnets) A • Explanatory text A | <ul style="list-style-type: none"> • Extended third person narrative A • Explanatory texts B • Newspaper report A • Autobiography B • First person stories with a moral B | <ul style="list-style-type: none"> • Extended third person narrative (adventure stories) B • Newspaper report B • Discursive writing and speeches B • Poems that create images and explore vocabulary B (Enrichment) • Shakespeare (Sonnets) B (Enrichment) |
| Mathematics Y6 <ul style="list-style-type: none"> • Place Value • Addition Subtraction, Multiplication and Division | <ul style="list-style-type: none"> • Addition Subtraction, Multiplication and Division • Fractions A • Fractions B | <ul style="list-style-type: none"> • Ratio • Algebra • Decimals |
| CUSP Science <ul style="list-style-type: none"> • Electricity (Y6) • Animals including humans (Y6) | <ul style="list-style-type: none"> • Animals including humans (+ water transport) (Y6) • Light (Y6) | <ul style="list-style-type: none"> • Living things and their habitats (Y6) • Evolution and inheritance (Y6) |
| CUSP Art and Design <ul style="list-style-type: none"> • Drawing Block A (Y6) • Painting and collage Block B (Y6) | <ul style="list-style-type: none"> • Printmaking and textiles Block C (Y6) • 3D Block D (Y6) | <ul style="list-style-type: none"> • Painting Block E (Y6) • Creative Response Block F (Y6) |
| Computing Digital Citizenship <ul style="list-style-type: none"> • Be Internet Legends: Respect each other • Project: Digital Citizenship presentation Computer Science <ul style="list-style-type: none"> • Purple Mash: Coding (Unit 6.1) | Information Technology <ul style="list-style-type: none"> • Apple Everyone Can Create: Photo-Publishing • Project: Create a portfolio of your favourite photos Computer Science <ul style="list-style-type: none"> • Apple Everyone Can Code Puzzles: Conditionals | Information Technology <ul style="list-style-type: none"> • Apple Everyone Can Create: Video-Documentaries • Project: Create a documentary Computer Science <ul style="list-style-type: none"> • *Apple Everyone Can Code Puzzles: App Design Template from Early Learners. • Project: Create an App in Keynote |
| CUSP Design and Technology <ul style="list-style-type: none"> • Food and Nutrition Block A (Y6) <i>Writing – Discursive writing and speeches</i> • Mechanisms Block B (Y6) | <ul style="list-style-type: none"> • Food and Nutrition Block C (Y6) • Structures Block D (Y6) | <ul style="list-style-type: none"> • Electrical systems Block E (Y6) <i>Science – Electricity</i> • Textiles Block F (Y6) |
| CUSP Geography <ul style="list-style-type: none"> • Physical processes (Y6) | <ul style="list-style-type: none"> • Settlements (Y6) • UK, Europe and N America comparison study (Y6) | <ul style="list-style-type: none"> • UK, Europe and N America comparison study (Y6) • OS Maps and fieldwork (orienteeing) (Y6) |
| CUSP History <ul style="list-style-type: none"> • Beyond 1066 <ul style="list-style-type: none"> ○ Local History Study - how did conflict change our locality in World War 2? (Y6) | <ul style="list-style-type: none"> • Windrush generation (Y6) | <ul style="list-style-type: none"> • Ancient Greece (Place in time and significant events) (Y5) |
| CUSP Music - mastering the keyboard Singing <ul style="list-style-type: none"> • Singing focus: Musical stories 2 Block A • Cultural and social – lyrics Block A Untuned percussion <ul style="list-style-type: none"> • Untuned focus: Music technology 2 Block B • Alter tempo and rhythm to create effects Block B | Music Singing <ul style="list-style-type: none"> • Singing focus: Introducing structure 2 Block C • Identify cyclic patterns inc. verse/chorus, coda Block C Keyboard <ul style="list-style-type: none"> • Tuned focus: Musical notation 4 Block D • Create simple notation Block D | Music Keyboard <ul style="list-style-type: none"> • Tuned focus: Composition 4 Block E • Improvise using melodic phrases Block E Range of instruments studied <ul style="list-style-type: none"> • Performance focus: Improvisation 2 Block F • Perform including an element of improvisation Block F |
| CUSP French <ul style="list-style-type: none"> • Where I live (Homes) • Emotions and numbers – beyond 100 | CUSP French <ul style="list-style-type: none"> • Items from daily life (Money and personal effects) • Learning together | CUSP French <ul style="list-style-type: none"> • The natural world (The environment) • Visiting France (Directions and transport) |
| Physical Education <ul style="list-style-type: none"> • Basketball • Fitness • Hockey | <ul style="list-style-type: none"> • Volleyball • Gymnastics • Tag Rugby | <ul style="list-style-type: none"> • Athletics • Badminton • OAA |

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