



2022 - 2023

Year 1 2022 – 2023 curriculum sequence on a page

| Autumn : | 2022 | Spring 20 | 023 | Summer 2023 |
|-----------|--|-----------|--|--|
| CUSP Red | ading | • | The Tale of Peter Rabbit | There's a Rangtan in my bedroom |
| • | Beegu | • | Look Up! | And Tango Makes Three |
| • | Where the Wild Things Are | • | Here We Are | The Lion Within |
| • | The Storm Whale | | Chocolate Cake – Michael Rosen | Aesop's Fables – The Hare and the Tortoise |
| • | The Owl and the Pussycat – Edward Lear | | Chocolate Cake Michael Rosen | The Proudest Blue |
| • | Aesop's Fables – The Boy Who Cried Wolf | | | - me i roudesi pioc |
| CUSP Wri | | 1 | | |
| | = green (Block A) Revisit = orange (Block B) | | | |
| | | • | Shape poems and calligrams | Informal letters |
| | of sentence composition) 15 days teaching | • | Informal letters | |
| | ning soon on CUSP. | • | Recount from personal experience | Poetry on a theme |
| • | Poetry: pattern and rhyme | • | Poetry on a theme | Setting descriptions |
| • | Setting descriptions | • | Instructional writing | Poetry: pattern and rhyme |
| • | Instructional writing | • | Stories with a familiar setting | Recount from personal experience |
| • | Shape poems and calligrams | | | |
| • | Stories with familiar settings | | | |
| Maths | | | | |
| See adap | oted White Rose Long Term Sequence | See adap | oted White Rose Long Term Sequence | See adapted White Rose Long Term Sequence |
| CUSP Sci | · · · · · · · · · · · · · · · · · · · | | | |
| • | Seasonal changes and daily weather | | Everyday materials | Plants |
| | Introduce Plants – (trees) | | Revisit 1: Animals, including humans | Revisit 2: Plants, Animals including humans |
| | Animals, including humans | | Ko Jan T. Allinais, incloding homais | Revisit 2: Fidilis, Allinais incloding holians |
| | and Design | | | |
| CUSF An | Drawing Drawing | | Printmaking | • 3D |
| | Painting | | Textiles | Collage |
| • | Painting | • | Textiles | Collage |
| Computin | ng - Purple Mash | | | |
| • | Online Safety & Exploring Purple Mash | | Animated Storybooks | Coding |
| • | Pictograms | | ica cici j books | - County |
| • | riciograms | | | |
| CUSP De | sign and Technology | | | |
| • | Mechanisms | • | Food and Nutrition | Textiles |
| • | Structures | • | Understanding Materials | Food and Nutrition |
| CUSP Ge | ography | | | |
| • | Continents | | Capital cities of UK | Hot and cold places |
| | Oceans | | Seas around UK | Mapping and fieldwork |
| | Countries of UK | | Revisit continents, oceans, countries of | Mapping and heldwork |
| • | Coulines of OK | | UK, capital cities | |
| CUSP His | ·tanı | | Ony capital cities | |
| COSF HIS | Changes within living memory | | The lives of significant people (Mary | More lives of significant people |
| _ | (updated) | | Anning and David Attenborough) | (Neil Armstrong, Mae Jemison, Bernard Harris |
| | (opadiod) | | | Jr, Tim Peake.) |
| CUSP Mu | usic - Tuned and untuned percussion | | | |
| Singing | Paragram | Singing | | Singing |
| • | Singing focus: Being together in music | • | Singing focus: Introducing pitch | Singing focus: Exploring emotions through |
| • | Control the voice – nursery rhymes | • | Identify changes in sounds (high/low) | music |
| Untuned | percussion | Untuned | percussion | Responding to music |
| • | Untuned focus: Introducing rhythm and pulse | • | Untuned focus: Introducing tempo and | Untuned percussion |
| • | Representing sounds pictorially | | dynamic | Tuned focus: Introducing tempo and dynamic |
| | | • | Identify changes in sounds (fast/slow, | 2 |
| | | | loud/soft) | Control and describe tempo and dynamic |
| PE - PE F | | | | |
| • | Outdoor Adventurous Activity | • | Send and Return | Attack Defend Shoot |
| • | Dance | • | Dance | Squash |
| • | Attack Defend Shoot | • | Hit Catch Run | Run Jump Throw |
| • | Gymnastics | • | Gymnastics | Hit Catch Run |
| ı: B | PSHE | | | |
| Jiasaw P | | | Dreams and goals | Relationships |
| Jigsaw P | Being Me In My World | | | |
| • | Being Me In My World Celebrating Difference | | Healthy Me | Changing Me |
| Jigsaw P | Being Me In My World Celebrating Difference | • | Healthy Me | Changing Me |
| • | Celebrating Difference | • | Healthy Me | Changing Me |
| • | Celebrating Difference | • | Healthy Me Christianity - Incarnation | Changing Me Judaism - Shabbat |
| • | Celebrating Difference y RE | • | , | |

Year 2 2022 – 2023 curriculum sequence on a page

| A G M P Th | ng Grandad's Island Nesop's Fables - The Goose that laid the Golden Eggs | • | The Quangle Wangle's Hat - Edward | |
|-------------------------------|---|----------|--|--|
| A G M P Th | sesop's Fables - The Goose that laid the | • | me woungle wangle's nat - cawara | |
| M Po Th CUSP Writing | Golden Eggs | _ | Lear | Great Women Who Changed the World |
| Po Th CUSP Writing | | | Coming to England The Street Beneath My Feet | Aesop's Fables – The Sun and The Wind |
| The CUSP Writing | Ars Noah's Pockets | • | Rhythm of the Rain | Fantastic Mr Fox |
| • | addington he Christmas Pine - Julia Donaldson | • | Little People Big Dreams | |
| Introduce = g | g green (Block A) Revisit = orange (Block B) | | | Character description – builds on CUSP Animals, including humans |
| • C | Character descriptions – CUSP link – Animals | • | Poetry on a theme (humorous). Recount from personal experience | Non-chronological reports – builds on CUSP Significant people |
| aı | and living things | • | Formal invitations | Simple retelling of a narrative |
| | imple retelling of a narrative | • | Stories from other cultures | Recount from personal experience – builds on CUSP Where we live |
| | oems developing vocabulary tories from other cultures | • | Non-chronological reports | Poems developing vocabulary – builds on |
| | ormal invitations | | | CUSP Stop motion animation • Poetry on a theme (humorous / poems abou |
| Maths | | | | change) |
| See adapted | d White Rose Long Term Sequence | See adap | oted White Rose Long Term Sequence | See adapted White Rose Long Term Sequence |
| CUSP Science | | | | |
| | iving things and their habitats | • | Uses of everyday materials | Plants Povicit Living things and their habitate / |
| • A | nimals, including humans | • | Revisit Living things and their habitats / materials | Revisit Living things and their habitats / Animals, including humans |
| CUSP Art an | | | | |
| | Prawing | • | Printmaking | • 3D |
| | ainting | • | Textiles and collage | Creative Response |
| | - Purple Mash Coding | | Questioning | Creating Pictures |
| | Online Safety | | Effective Searches | Making Music |
| | | | 2 | maning move |
| | n and Technology | | | |
| - | extiles ood and Nutrition | • | Mechanimsms Understanding Materials | Food and NutritionStructures |
| CUSP Geogr | | - | Onderstanding Materials | - Officerores |
| | luman and Physical features | • | Compare a small part of the UK to a | Fieldwork and map skills |
| | Compare a small part of the UK to a non- | | non-European location – London and | Compare a different non-European location |
| Eu | uropean location – London and Nairobi | • | Nairobi Fieldwork and map skills | to our locality - Amazon Rainforest |
| CUSP History | у | | | |
| • Ev | vents beyond living memory | • | Significant historical events, people, | Significant historical events, people, places |
| | | | places in our locality | in our locality Revisit – Events beyond living memory |
| CUSP Music | - Tuned and untuned percussion | | | Revisit Events beyond fiving memory |
| Untuned per | rcussion | Untuned | percussion | Untuned percussion |
| | Intuned focus: Experimenting with sounds 2 | • | Untuned focus: Introducing rhythm and pulse 2 | Tuned focus: Introducing tempo and dynamic 2 |
| • Re Singing | epresenting sounds pictorially | • | Compose short patterns | Control and describe tempo and dynamic |
| | inging focus: Being together in music 2 | Singing | P P | Singing |
| | Control the voice – sing as a choir | • | Singing focus: Introducing pitch 2 | Singing focus: Exploring emotions through |
| | | • | Control and describe pitch | music 2 Choose sounds to create an effect |
| PE – PE Hub | | | | - Choose sounds to create all effect |
| | Outdoor Adventurous Activity | • | Send and Return | Attack Defend Shoot |
| | Dance | • | Dance | Squash Dun Ivan Thank |
| | Attack Defend Shoot Symnastics | | Hit Catch Run Gymnastics | Run Jump ThrowHit Catch Run |
| | , | | | - Till Calai Roll |
| Jigsaw PSHI | | | | |
| | eing Me In My World Celebrating Difference | | Dreams and goals Healthy Me | RelationshipsChanging Me |
| | Constraining Difference | | nealing me | - Changing Me |
| Discovery RI | | | ludeian Danson | a hydring The C |
| | Christianity - What did Jesus teach? Christianity - Christmas - Jesus as gift from | • | Judaism – Passover Islam – Prayer at home | Judaism – The Covenant / Rites of Passage and good works |
| | Sod | | Christianity – Easter and the | Islam – Community and belonging / Hajj |
| | | | Resurrection | , 3 3 , 141 |

Year 3 2022 – 2023 curriculum sequence on a page

| | 2022 | Spring 20 | 023 | Summer 2023 |
|---|---|-----------|--|---|
| CUSP Red | ading | | | |
| • | Greta and the Giants | • | Sam Wu is Not Afraid of the Dark | Dancing Bear |
| • | Pebble in my Pocket | | Operation Gadgetman | The Magician's Nephew |
| • | Leon and the Place Between | • | My Shadow Robert Louis Stephenson | - me magician s replie v |
| • | 'Twas the Night before Christmas Anon | | , oliddow Robert Louis Siephelisoli | |
| CUSP Wri | | | | |
| | = green (Block A) Revisit = orange (Block B) | | Non-chronological reports – builds on | |
| • | Poetry on a theme (emotions) builds on CUSP | | CUSP UK study | Dialogue through narrative (historical |
| | E-safety . | • | Third person narrative (animal | stories) – builds on CUSP Roman study |
| • | Non-chronological reports builds on CUSP | | stories) | Poetry on a theme |
| | Rocks and fossils | • | Performance poetry (including poetry | Formal letters to complain – builds on CUSP |
| • | First person narrative descriptions – builds on | | from other cultures) | Healthy diets |
| | CUSP Art drawing and observation | • | Advanced instructional writing | Third person narrative (animal stories). |
| • | Dialogue through narrative (historical stories) | | First person narrative descriptions – | Advanced instructional writing – builds on |
| | builds on CUSP The Iron Age. | | builds on CUSP UK study | CUSP materials, tye-dye, weave and sew |
| • | Formal letters to complain | | | |
| • | Performance poetry (including poetry from | | | |
| | other cultures | | | |
| Maths | | | | |
| | | | | |
| See adap | pted White Rose Long Term Sequence | See ada | oted White Rose Long Term Sequence | See adapted White Rose Long Term Sequence |
| CUSP Sci | ence | | | |
| • | Rocks | • | Forces and magnets | • Plants |
| • | Animals, including humans | • | Light | |
| • | Revisit Rocks | | | |
| CUSP Art | t and Design | | | |
| • | Drawing and painting | | Textiles and collage | Painting |
| • | Printmaking | | 3D | Creative Response |
| | ng - Purple Mash | | | |
| Componi | | 1 _ | Touch Typing | Regarding Dates acces |
| • | Coding | • | Touch Typing | Branching Databases Company Company Branching Databases |
| • | Online Safety | • | Email | Simulations |
| CUSP De | sign and Technology | | | |
| • | Textiles | | Mechanisms | Systems |
| • | Food and Nutrition | | Food and Nutrition | Structures |
| | 1 000 dila Normon | | 1000 una Nominon | Officioles |
| CUSP Ge | ography | | | |
| • | Fieldwork – human and physical features | • | UK Study | Revisit human and physical features |
| | | | | OS maps and scale |
| | | | | • Os maps and scale |
| CHEBIT | alaw. | | | C3 maps and scale |
| CUSP His | • | | | · |
| CUSP His | story Stone Age – Iron Age | • | Stone Age – Iron Age | Rome and the impact on Britain |
| CUSP His | • | • | Stone Age — Iron Age Rome and the impact on Britain | · |
| • | • | • | | · |
| • | Stone Age – Iron Age | Singing | | · |
| CUSP Mu | Stone Age – Iron Age | Singing | | Rome and the impact on Britain |
| CUSP Mu Singing | Stone Age — Iron Age usic - mastering the glockenspiel | | Rome and the impact on Britain | Rome and the impact on Britain Glockenspiel |
| CUSP Mu Singing | Stone Age — Iron Age usic - mastering the glockenspiel Singing focus: Introducing texture | • | Rome and the impact on Britain Singing focus: The history of singing | Rome and the impact on Britain Glockenspiel Tuned focus: Composition |
| CUSP Mu Singing | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) | • | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns | Rome and the impact on Britain Glockenspiel Tuned focus: Composition |
| CUSP Mu Singing | Stone Age — Iron Age usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion | • | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs |
| CUSP Mu Singing | Stone Age — Iron Age usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns piel | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied |
| CUSP Mu Singing | Stone Age — Iron Age usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns piel Tuned focus: Musical notation | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre |
| CUSP Mu Singing • • Untuned | Stone Age — Iron Age usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns piel Tuned focus: Musical notation | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of |
| CUSP Mu Singing | Stone Age — Iron Age usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns piel Tuned focus: Musical notation | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of |
| CUSP Mu Singing • • Untuned | Stone Age — Iron Age usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) ench Greetings and the classroom | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns spiel Tuned focus: Musical notation Introduce the staff | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) |
| CUSP Mu Singing • • Untuned | Stone Age — Iron Age usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns spiel Tuned focus: Musical notation Introduce the staff Introductions and questions | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) |
| CUSP Mu Singing • • Untuned | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) Ench Greetings and the classroom Colours, emotions and numbers (0-10) | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns spiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) |
| CUSP Mu Singing • Untuned | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) Ench Greetings and the classroom Colours, emotions and numbers (0-10) | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns spiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) |
| CUSP Mu Singing Untuned CUSP Fre | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) Ench Greetings and the classroom Colours, emotions and numbers (0-10) | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns spiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together |
| CUSP Mu Singing Untuned CUSP Fre | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) Pench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns ipiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders |
| CUSP Mu Singing Untuned CUSP Fre | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) Pench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance Hockey | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns ipiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics |
| CUSP Mu Singing Untuned CUSP Fre | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) Pench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns piel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash Basketball | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics Athletics |
| CUSP Mu Singing Untuned CUSP Fre | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) ench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance Hockey Gymnastics | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns piel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash Basketball | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics Athletics |
| CUSP Mu Singing Untuned | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) ench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance Hockey Gymnastics | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns piel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash Basketball | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics Athletics Badminton |
| CUSP Mu Singing Untuned | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) ench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance Hockey Gymnastics PSHE Being Me In My World | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns ipiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash Basketball Dance Dreams and goals | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics Athletics Badminton Relationships |
| CUSP Mu Singing Untuned CUSP Fre | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) ench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance Hockey Gymnastics | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns ipiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash Basketball Dance | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics Athletics Badminton |
| CUSP Mu Singing Untuned PE – PE H | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) ench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance Hockey Gymnastics PSHE Being Me In My World Celebrating Difference | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns ipiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash Basketball Dance Dreams and goals | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics Athletics Badminton Relationships |
| CUSP Mu Singing Untuned | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) ench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance Hockey Gymnastics PSHE Being Me In My World Celebrating Difference | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns spiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash Basketball Dance Dreams and goals Healthy Me | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics Athletics Badminton Relationships Changing Me |
| CUSP Mu Singing Untuned CUSP Fre | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) Ench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance Hockey Gymnastics PSHE Being Me In My World Celebrating Difference y RE Hinduism — Divali | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns spiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash Basketball Dance Dreams and goals Healthy Me Christianity – The miracles of Jesus | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics Athletics Badminton Relationships Changing Me Hinduism - Hindu Beliefs / Pilgrimage to the |
| CUSP Mu Singing Untuned CUSP Fre | Stone Age — Iron Age Usic - mastering the glockenspiel Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) ench Greetings and the classroom Colours, emotions and numbers (0-10) Hub Outdoor Adventurous Activity Dance Hockey Gymnastics PSHE Being Me In My World Celebrating Difference | Glockens | Rome and the impact on Britain Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns spiel Tuned focus: Musical notation Introduce the staff Introductions and questions Working together (Following instructions) Football Squash Basketball Dance Dreams and goals Healthy Me | Rome and the impact on Britain Glockenspiel Tuned focus: Composition Compose in pairs Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) Playing together (Asking to play) Eating together Rounders Gymnastics Athletics Badminton Relationships Changing Me |

Year 4 2022 – 2023 curriculum sequence on a page

| Autumn 2022 | | Spring 20 | 23 | Summer 2023 | | |
|--|--|---------------|--|--|--|--|
| CUSP Reading | | • | Young, Gifted and Black | Varjak Paw | | |
| The Co | Queen's Nose | | Caged Bird - Maya Angelou | The girl who stole an elephant | | |
| • The B | Boy at the back of the class | • | Wind in the Willows | The Jabberwocky — Lewis Carroll | | |
| The R | Raven – Edgar Allen Poe | | The Walrus and the Carpenter – Lewis Carroll | | | |
| CUSP Writing | | | Lewis Carroll | | | |
| Introduce = greer | n (Block A) Revisit = orange (Block B) | • | Poems which explore form | | | |
| a This all | and the second s | • | Explanatory texts – builds on CUSP | Newspaper reports – builds on CUSP | | |
| | person adventure stories – builds on Phabitats | | human digestion | Ancient Egyptians | | |
| | spaper reports – builds on CUSP Anglo- | • | Critical analysis of narrative poetry | First person diary entries (imaginative) – builds on CUSP Archaeologists and | | |
| | ons and Viking struggle for England | • | Stories from other cultures – builds on | Tutankhamun | | |
| | person diary entries (imaginative) – | | CUSP World countries. | Explanatory texts – builds on CUSP states | | |
| | s on CUSP Vikings | • | Persuasive writing – builds on CUSP | of matter (will be updated) | | |
| | ns which explore form | | electrical systems (move to summer term Block B) | Critical analysis of narrative poetry. | | |
| | vasive writing (adverts) | | Term block by | Third person adventure stories | | |
| | es from other cultures — builds on CUSP | | | | | |
| Maths | a rocarions | | | | | |
| See adapted W | hite Rose Long Term Sequence | See adan | oted White Rose Long Term Sequence | See adapted White Rose Long Term Sequence | | |
| | oo _og .o ooqooo | 000 000 | | coo daap.ca :::::::::::::::::::::::::::::::::::: | | |
| CUSP Science • Livino | g things and their habitats | | Animals, including humans | Electricity | | |
| | g mings and meir nabitats es of matter | | Animals, incloding nomans | Sound | | |
| Sidle | J OI Marior | | | Count | | |
| CUSP Art and D | esign | | | | | |
| • Draw | • | • | Printmaking and textiles | Painting | | |
| Painti Computing But | | • | 3D and collage | Creative Response | | |
| • Codir | | | Spreadsheets | Animation | | |
| | ng ne Safety | | Writing For Different Audiences | Effective Search | | |
| , Oniiii | | | g . o. Directin Addiences | Hardware Investigators | | |
| CUSP Design an | nd Technology | | | | | |
| | and Nutrition | • | Textiles | Electrical systems | | |
| • Mech | anisms | • | Structures | Food and Nutrition | | |
| CUSP Geograph | у | | | | | |
| • River | s | • | Latitude and longitude | Rivers revisited | | |
| • Latitu | ude and longitude | • | Water cycle | Map skills – environmental regions | | |
| | | | | | | |
| CUSP History | | • | Viking and Anglo-Saxon struggle for | | | |
| • | in's settlement by Anglo-Saxons and Scots | | the Kingdom of England to the time | Ancient civilisation - Egypt | | |
| | • | | of Edward the Confessor | 571 | | |
| | | • | Ancient civilisation - Egypt | | | |
| | astering the glockenspiel | Glaskans | mial | Glaskonsnial | | |
| Untuned percus: • Untun | sion ned focus: Mastering rhythm 2 | Glockens • | Tuned focus: Musical notation 2 | Performance focus: Composition 2 | | |
| | w beats in a bar (time signatures/metre) | | Revisit the staff | Perform including an element of composition | | |
| Singing | (3.3 | Singing | | Range of instruments studied | | |
| • Singi | ng focus: Introducing texture 2 | • | Singing focus: The history of singing 2 | Tuned focus: Introducing timbre 2 | | |
| • Sing | parts in an ensemble (harmony) | • | Singing for entertainment e.g. opera, | Identify and describe how sounds are | | |
| | | - | theatrical, modernism | combined | | |
| CUSP French | | • | Items from daily life (Clothes) | | | |
| | alendar (Days, months, date) | • | Learning together (Subjects and | The natural world (Animals and plants) | | |
| | urs, emotions and numbers 0-20 | | school) | Celebration (Bastille Day) | | |
| PE – PE Hub | | | N. d. II | | | |
| | oor Adventurous Activity | | Netball Savanh | • Cricket | | |
| Dance Footb | | | Squash Handball | GymnasticsAthletics | | |
| | nastics | | Dance | Badminton | | |
| • | | | = =::•• | 244 | | |
| Jigsaw PSHE • Being | a Ma In My World | | Dreams and goals | Relationships | | |
| _ | g Me In My World brating Difference | | Dreams and goals Healthy Me | RelationshipsChanging Me | | |
| | | | · | | | |
| Discovery RE | ism - Belief and practice | | Judaism - Passover | Iudaism - Rites of Passage and good work | | |
| | ism — Belief and practice hism — Buddha's teachings | | Buddhism – The 8-fold-path | Judaism - Rites of Passage and good work Buddhism - The 8-fold-path | | |
| - 5000 | _ | | · | · | | |
| • Christ | tianity - Christmas | | Christianity - Easter | Christianity – Prayer and Worship | | |

Year 5 2022 – 2023 curriculum sequence on a page

| Autumn 2 | | Spring 20 | 23 | Summer | 2023 |
|---------------------|---|-----------|--|----------|---|
| CUSP Rea | ıding | • | A midsummer night's dream | • | The Explorer |
| • | Shackleton's Journey | • | l am not a label | • | Five Children and It |
| • | Secrets of a Sun King | | The Boy in the Tower | | |
| | If — Rudyard Kipling | | Daffodils – William Wordsworth | | |
| CUSP Writ | *: | | | | |
| | = green (Block A) Revisit = orange (Block B) | • | Third person stories set in another | • | Balanced argument – builds on properties |
| | ground (2000) (2000) | | culture – builds on CUSP location | | of materials |
| • | Balanced argument – builds on CUSP | | study | • | Poems which explore form – CUSP music |
| | Disturbance of a natural habitat | • | Poems which explore form. | | lyrics |
| | Third person stories set in another culture | • | Playscripts (Shakespeare retelling) | • | Playscripts |
| | • | • | Formal letters of application – builds | • | Dialogue in narrative (first person myths |
| • | Poems that use word play – builds on CUSP | | on CUSP design for a purpose | | and legends) – builds on CUSP Ancient |
| | Vocabulary in languages | • | Poems that use word play | | Greeks and Maya |
| • | Formal letters of application | | Biography – builds on CUSP Earth | • | Biography – builds on CUSP famous modern |
| • | Dialogue in narrative (first person myths and | | and space | | scientists |
| | legends) – builds on CUSP Greeks and Maya | | · | | |
| Maths | | | | | |
| See adap | ted White Rose Long Term Sequence | See adap | ted White Rose Long Term Sequence | See adap | oted White Rose Long Term Sequence |
| CUSP Scie | ence | | | | |
| • | Properties and changes of materials | | Forces (Gravity and Galileo) | • | Living things and their habitats |
| • | Animals, including humans | | Earth in space | | Forces continued |
| | <u> </u> | | | | |
| CUSP Art | and Design Drawing and painting | | Textiles and collage | | Painting |
| | | | | | • |
| • | Printmaking | | 3D | • | Creative Response |
| Computin | g - Purple Mash | | | | |
| • | Coding | • | Spreadsheets | • | Game Creator |
| • | Online safety | • | Databases | • | 3D Modelling |
| | | | | | |
| | ign and Technology | | | | |
| • | Food and Nutrition | • | Textiles | • | Structures |
| • | Systems | • | Food & Nutrition | • | Mechanisms |
| CUSP Geo | ography | | | | |
| • | World countries – biomes and environmental | • | 4 and 6 figure grid references | • | Revisit world countries – biomes and |
| | regions | | The same of the sa | | environmental regions |
| | | | | | OS maps and fieldwork |
| | | | | | |
| CUSP Hist | tory | | | | |
| • | Ancient Greeks | • | Ancient Greeks | • | Comparison study – Maya and Anglo- |
| | | • | Comparison study – Maya and | | Saxons. |
| | | | Anglo-Saxons. | | |
| CUSP Mus | sic — mastering the keyboard | | | | |
| | percussion | Keyboard | l | Range of | instruments studied |
| • | Untuned focus: Musical stories | • | Tuned focus: Musical notation 3 | • | Performance focus: Composition 3 |
| • | One piece, different performers | • | Follow musical notation | • | Perform including an element of composition |
| Singing | • | Singing | | Keyboard | = |
| • | Singing focus: Introducing structure | • | Singing focus: Music technology | • | Tuned focus: Improvisation |
| • | Identify parts of a song | • | Alter pitch and dynamic to create | • | Improvise using repeated patterns |
| | | | effects | | |
| CUSP Frer | | | | | |
| • | Local places (Amenities) | • | Friends and family | • | Playing together (Sports and hobbies) |
| • | Emotions and numbers 0- 100 | • | Working together | • | Eating together (Preparing a meal) |
| PE – PE H | lub | - | | | |
| • | Outdoor Adventurous Activity | | Basketball | | Rounders |
| • | Squash | | Gymnastics | | Gymnastics |
| • | • | | Tennis | | • |
| • | Hockey | • | | • | Athletics Swimming |
| Jigsaw PS | Dance SHF | • | Dance | • | Swimming |
| vigauw P3 | | _ | Dragms and coals | _ | Palatianshins |
| - | Being Me In My World | • | Dreams and goals Healthy Me | • | Relationships |
| • | Calabanatian Diff | | DECITO MA | • | Changing Me |
| • | Celebrating Difference | • | rically Mc | | |
| Discovery | | • | Treatiny Me | | |
| • • Discovery | | • | Sikhism - Beliefs and moral values | • | Hinduism - Beliefs and moral values |
| Discovery | r RE Hinduism — Prayer and Worship | • | Sikhism - Beliefs and moral values | • | |
| Discovery | , RE | • | · | • | Hinduism - Beliefs and moral values Sikhism - Prayer and Worship Christianity - Beliefs and Practices |

Year 6 2022 – 2023 curriculum sequence on a page

| CUSP Re | 2022 | Spring 20 | 23 | Summer 2 | 023 |
|----------------------------------|---|--------------------|--|---------------|--|
| | ading | • | Pig Heart Boy | • | Intro to Dickens – Oliver Twist |
| • | Roof toppers | • | How to Live Forever | • | Dare to be You (KS2 – KS3 transition) |
| | The Listeners – Walter de la Mare | • | All Aboard the Empire Windrush | • | Shakespeare's Sonnets: - Sonnet 27 |
| • | Skellig | • | The Island | | |
| | A Carol from Flanders – Frederick Niven | | | | |
| CUSP Wr | riting | • | Explanatory texts – builds on CUSP | | |
| Introduce | = green (Block A) Revisit = orange (Block B) | | Circulatory system | • | Extended third person narrative (adventure |
| • | Autobiography – builds on CUSP famous | • | Autobiography — builds on CUSP | | stories) |
| | naturalists | | sporting heroes | • | Newspaper report – builds on CUSP conflic |
| • | First person stories with a moral. | • | Extended third person narrative | | and peace |
| • | Poems that create images and explore | | (adventure stories) – builds on CUSP | • | Poems that create images and explore |
| | vocabulary (War poetry) – Remembrance | | Disaster stories | | vocabulary – builds on CUSP conflict and |
| • | Discursive writing and speeches – builds on | • | Newspaper report – builds on CUSP | | peace |
| | CUSP Study of Europe | | natural disasters / Bletchley Park | • | Discursive writing and speeches. |
| • | Explanatory text – builds on CUSP | | Computing. | • | Shakespeare (Sonnets) |
| | phenomena of light | • | First person stories with a moral | | |
| Maths | Shakespeare (Sonnets). | | | | |
| Mullis | | | | | |
| See ada | pted White Rose Long Term Sequence | See adap | ted White Rose Long Term Sequence | See adapt | ed White Rose Long Term Sequence |
| CUSP Sci | ience | | | | |
| • | Living things and their habitats | • | Animals, including humans | • | Electricity |
| • | Light | • | Animals, including humans (water | • | Evolution and inheritance |
| CUSD A- | t and Design | | transport) | | |
| CUSP Ar | Drawing | | Printmaking and textiles | | Painting |
| • | Painting and collage | | 3D | | Creative Response |
| | ng - Purple Mash | | | | Creditio Response |
| • | Coding | • | Spreadsheets | • | Text Adventures |
| • | Online Safety | • | Blogging | • | Networks |
| allen n | | | | | |
| CUSP De | esign and Technology Food and Nutrition | | Food and Nutrition | • | Electrical systems |
| | Mechanisms | | Structures | | Textiles |
| | | , i | Silucioles | • | Textiles |
| CUSP Ge | eography | | | | |
| • | Comparison study – UK, Europe and North or | • | Physical processes: Earthquakes, | • | Settlements |
| | South America | | mountains and volcanoes | • | Maps and orienteering |
| | | | | | |
| CUSP His | story | | | | |
| • | Beyond 1066 | • | Windrush generation | • | The Battle of Britain, or 5 |
| | 5 significant monarchs, or | | | • | significant monarchs |
| | Local History Study - how did conflict | | | | |
| | · · · · · · · · · · · · · · · · · · · | | | | |
| CUED M. | change our locality in World War 2? | | | | |
| | | Singing | | Keyboard | |
| | change our locality in World War 2? usic - mastering the keyboard | Singing | Singing focus: Introducing structure 2 | Keyboard • | Block E- Tuned focus: Composition 4 |
| CUSP Mu Singing | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 | Singing | Singing focus: Introducing structure 2 Block C - Identify cyclic patterns inc. | - | Block E- Tuned focus: Composition 4 Block E - Improvise using melodic phrases |
| Singing • • | change our locality in World War 2? usic - mastering the keyboard | • | Singing focus: Introducing structure 2 Block C - Identify cyclic patterns inc. verse/chorus, coda | • | Block E- Tuned focus: Composition 4 Block E - Improvise using melodic phrases nstruments studied |
| Singing • | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion | • | Block C - Identify cyclic patterns inc. verse/chorus, coda | • | Block E - Improvise using melodic phrases nstruments studied |
| Singing • | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics | • | Block C - Identify cyclic patterns inc. verse/chorus, coda | • | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 |
| Singing • | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 | • • Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda | Range of | Block E - Improvise using melodic phrases nstruments studied |
| Singing • Untuned • | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects | • • Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 Block F - Perform including an element of |
| Singing Untuned CUSP Free | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 Block F - Perform including an element of improvisation |
| Singing Output Untuned Output | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) | • • Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 Block F - Perform including an element of improvisation The natural world (The environment) |
| Singing Untuned CUSP Free | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 Block F - Perform including an element of improvisation |
| Untuned | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation Block F - Perform including an element of improvisation The natural world (The environment) |
| Untuned | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) Emotions and numbers — beyond 100 | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation Block F - Perform including an element of improvisation The natural world (The environment) |
| Untuned | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) Emotions and numbers — beyond 100 | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation and Block F - Perform including an element of improvisation The natural world (The environment) |
| Singing Untuned CUSP Fre | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) Emotions and numbers – beyond 100 | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) Learning together | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation is Block F - Perform including an element of improvisation The natural world (The environment) Visiting France (Directions and transport) |
| Singing Untuned CUSP Fre | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) Emotions and numbers — beyond 100 Hub Outdoor Adventurous Activity | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) Learning together | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation is Block F - Perform including an element of improvisation The natural world (The environment) Visiting France (Directions and transport) Cricket |
| Untuned CUSP Fre | change our locality in World War 2? Jusic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects Pench Where I live (Homes) Emotions and numbers – beyond 100 Hub Outdoor Adventurous Activity Squash Tag Rugby Dance | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) Learning together Netball Gymnastics | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation Block F - Perform including an element of improvisation The natural world (The environment) Visiting France (Directions and transport) Cricket Gymnastics |
| Singing Untuned CUSP Fre | change our locality in World War 2? Jusic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects Pench Where I live (Homes) Emotions and numbers – beyond 100 Hub Outdoor Adventurous Activity Squash Tag Rugby Dance PSHE | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) Learning together Netball Gymnastics Tennis Dance | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 Block F - Perform including an element of improvisation The natural world (The environment) Visiting France (Directions and transport) Cricket Gymnastics Athletics Swimming |
| Untuned CUSP Fre | change our locality in World War 2? Jusic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects Pench Where I live (Homes) Emotions and numbers – beyond 100 Hub Outdoor Adventurous Activity Squash Tag Rugby Dance PSHE Being Me In My World | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) Learning together Netball Gymnastics Tennis Dance Dreams and goals | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 Block F - Perform including an element of improvisation The natural world (The environment) Visiting France (Directions and transport) Cricket Gymnastics Athletics Swimming Relationships |
| Untuned CUSP Free PE - PE I | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) Emotions and numbers – beyond 100 Hub Outdoor Adventurous Activity Squash Tag Rugby Dance PSHE Being Me In My World Celebrating Difference | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) Learning together Netball Gymnastics Tennis Dance | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 Block F - Perform including an element of improvisation The natural world (The environment) Visiting France (Directions and transport) Cricket Gymnastics Athletics Swimming |
| Untuned CUSP Fre | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) Emotions and numbers – beyond 100 Hub Outdoor Adventurous Activity Squash Tag Rugby Dance PSHE Being Me In My World Celebrating Difference | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) Learning together Netball Gymnastics Tennis Dance Dreams and goals Healthy Me | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 Block F - Perform including an element of improvisation The natural world (The environment) Visiting France (Directions and transport) Cricket Gymnastics Athletics Swimming Relationships Changing Me |
| Untuned CUSP Free PE - PE I | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) Emotions and numbers — beyond 100 Hub Outdoor Adventurous Activity Squash Tag Rugby Dance PSHE Being Me In My World Celebrating Difference ry RE Islam - Beliefs and Practices | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) Learning together Netball Gymnastics Tennis Dance Dreams and goals Healthy Me Christianity — Beliefs and meaning | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation 2 Block F - Perform including an element of improvisation The natural world (The environment) Visiting France (Directions and transport) Cricket Gymnastics Athletics Swimming Relationships |
| Untuned CUSP Free PE - PE I | change our locality in World War 2? usic - mastering the keyboard Singing focus: Musical stories 2 Cultural and social - lyrics percussion Untuned focus: Music technology 2 Alter tempo and rhythm to create effects ench Where I live (Homes) Emotions and numbers – beyond 100 Hub Outdoor Adventurous Activity Squash Tag Rugby Dance PSHE Being Me In My World Celebrating Difference | Keyboard | Block C - Identify cyclic patterns inc. verse/chorus, coda Block D - Tuned focus: Musical notation 4 Block D - Create simple notation Items from daily life (Money and personal effects) Learning together Netball Gymnastics Tennis Dance Dreams and goals Healthy Me | Range of | Block E - Improvise using melodic phrases nstruments studied Block F - Performance focus: Improvisation of Block F - Perform including an element of improvisation The natural world (The environment) Visiting France (Directions and transport) Cricket Gymnastics Athletics Swimming Relationships Changing Me |