

Year 6

Single Age Sequence

2024 – 2025

Autumn 2024	Spring 2025	Summer 2025
<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>Mathematics Y6</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition Subtraction, Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Addition Subtraction, Multiplication and Division</li> <li>Fractions A</li> <li>Fractions B</li> </ul>	<ul style="list-style-type: none"> <li>Ratio</li> <li>Algebra</li> <li>Decimals</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Electricity</li> <li>Animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>Animals including humans (+ water transport)</li> <li>Light</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Evolution and inheritance</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 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> Purple Mash: Coding (Unit 6.1)	<b>Information Technology</b> <ul style="list-style-type: none"> <li>Apple Everyone Can Create:</li> <li>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:</li> <li>Conditionals</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>Apple Everyone Can Create:</li> <li>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:</li> <li>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 <i>Writing – Discursive writing and speeches</i></li> <li>Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition Block C</li> <li>Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E <i>Science – Electricity</i></li> <li>Textiles Block F</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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Windrush generation</li> </ul>	5 significant monarchs or Battle of Britain (Y6)
<b>CUSP Music - mastering the keyboard Singing</b> <ul style="list-style-type: none"> <li>Block A - Singing focus: Musical stories 2</li> <li>Block A - Cultural and social - lyrics</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Block B - Untuned focus: Music technology 2</li> <li>Block B - Alter tempo and rhythm to create effects</li> </ul>	<b>Music Singing</b> <ul style="list-style-type: none"> <li>Block C - Singing focus: Introducing structure 2</li> <li>Block C - Identify cyclic patterns inc. verse/chorus, coda</li> </ul> <b>Keyboard</b> <ul style="list-style-type: none"> <li>Block D - Tuned focus: Musical notation 4</li> <li>Block D - Create simple notation</li> </ul>	<b>Music Keyboard</b> <ul style="list-style-type: none"> <li>Block E - Tuned focus: Composition 4</li> <li>Block E - Improvise using melodic phrases</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Block F - Performance focus: Improvisation 2</li> <li>Block F - Perform including an element of improvisation</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Where I live (Homes)</li> <li>Emotions and numbers – beyond 100</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>Items from daily life (Money and personal effects)</li> <li>Learning together</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>The natural world (The environment)</li> <li>Visiting France (Directions and transport)</li> </ul>
<b>Physical Education</b>		

<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Tag rugby</li> <li>• Hockey</li> <li>• Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Gymnastics</li> <li>• OAA</li> <li>• Fitness</li> </ul> <p>Yoga</p>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Badminton</li> <li>• Cricket</li> <li>• Rounders</li> </ul>
<p><b>Personal Social Health Education</b> <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> </ul> <p>Managing stress</p>	<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> </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>• 6.5 Ascension and Pentecost – In what ways do these events and beliefs make Christianity distinctive?</li> </ul>
<p><b>Enrichment Opportunities</b></p> <ul style="list-style-type: none"> <li>• Imperial War Museum or RAF Burtonwood Heritage Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Print artist or a dress maker/tailor</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Residential to a city</li> <li>• Watch a professional Theatre Show</li> <li>• Explore a large city</li> <li>• Bikeability</li> <li>• Cathedral Visit</li> <li>• Mosque Visit</li> </ul>
<p>Raise money for charity Be an entrepreneur Visit a place of beauty Take part in a performance Learn with an author Perform a dance Play in a competitive sport event Showcase Learning Celebration</p>		
<p><b>Values</b></p> <p>Throughout the year children have opportunities to reflect, discuss and learn about all our values through assemblies, Religious Education and the wider curriculum. Our values include professional, compassionate, loyal, kind, respect and responsible.</p>		
<p><b>Global Dimension Themes</b></p> <p>Famine, Community links and roles, Human rights and fairness, Lent appeal Fairtrade, Change for the better, Clean Air, Poverty, Human rights and justice Sustainability for the future, Homelessness, Fairness in the world, Change for the better, Clean water</p>		