



# Year 1 2025 – 2026 curriculum sequence



Autumn 2025 14 weeks 3 days	Spring 2026 11 weeks	Summer 2026 12 weeks 4 days
<b>CUSP Reading –</b> <ul style="list-style-type: none"> <li>• <b>Beegu</b> Block 1</li> <li>• <b>Where the Wild Things Are</b> Blocks 2, 3</li> <li>• <b>The Storm Whale</b> Block 4</li> <li>• <b>The Owl and the Pussycat</b> – Edward Lear Block 5</li> <li>• <b>Aesop's Fables</b> – The Boy Who Cried Wolf Block 6</li> </ul>	<b>CUSP Reading –</b> <ul style="list-style-type: none"> <li>• <b>The Tale of Peter Rabbit</b> Blocks 7,8</li> <li>• <b>Look Up!</b> Block 9</li> <li>• <b>Here We Are</b> Blocks 10, 11</li> <li>• <b>Chocolate Cake</b> – Michael Rosen Block 12</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• <b>There's a Rangtan in my bedroom</b> Blocks 13, 14</li> <li>• <b>And Tango Makes Three</b> Block 15</li> <li>• <b>The Lion Inside</b> Block 16</li> <li>• <b>Aesop's Fables</b> – The Hare and the Tortoise Block 17</li> <li>• <b>The Proudest Blue</b> Block 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B)  3 weeks Strong Start Sentence Composition <ul style="list-style-type: none"> <li>• 1 week Poetry: pattern and rhyme A (Science seasonal changes)</li> <li>• 2 weeks Setting descriptions A (Science seasonal changes)</li> <li>• 3 weeks Stories with familiar settings A</li> <li>• 2 weeks Instructional writing A (DT Making pictures move)</li> <li>• 1 week Shape poems and calligrams A</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• 1 week Shape poems and calligrams B (Enrichment)</li> <li>• 2 weeks Recount from personal experience A</li> <li>• 2 weeks Informal letters A(History lives of significant individuals)</li> <li>• 1 week Poetry on a theme A(Nature)</li> <li>• 3 weeks Stories with a familiar setting B</li> <li>• 2 weeks Recount from personal experience B</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• 1 week Poetry: pattern and rhyme B</li> <li>• 2 weeks Informal letters B(There's a Rang-Tan in my bedroom)</li> <li>• 2 weeks Setting descriptions B There's a Rang-Tan in my bedroom)</li> <li>• 1 week Poetry on a theme (nature) B (Science – plants) (Enrichment)</li> <li>• 2 weeks Instructional writing B (DT Food and nutrition)</li> </ul>
<b>Spelling</b> Not applicable	<b>Spelling</b> <ul style="list-style-type: none"> <li>• Block 1 and 6 -Common exception words</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>• Blocks 2 – 5 CUSP Spelling Long Term Sequence</li> </ul>
<b>Power Maths</b> <ul style="list-style-type: none"> <li>• Numbers to 10</li> <li>• Part-whole within 10</li> <li>• Addition and subtraction within 10</li> <li>• 2D and 3D shapes</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>• Numbers to 20</li> <li>• Addition and subtraction within 20</li> <li>• Numbers to 50</li> <li>• Introducing length and height</li> <li>• Introducing mass and capacity</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>• Multiplication/division</li> <li>• Halves and quarters</li> <li>• Position and direction</li> <li>• Numbers to 100</li> <li>• Time/Money</li> </ul>
<b>Science</b> <u>Seasonal changes</u> <ul style="list-style-type: none"> <li>• Seasons, weather, day and night</li> </ul> <u>Introduce plants</u> <ul style="list-style-type: none"> <li>• Structure, species, differences</li> </ul> <u>Everyday Materials</u> <ul style="list-style-type: none"> <li>• Materials, objects, properties, investigation</li> </ul>	<b>Science</b> <u>Seasonal changes - revisit</u> <ul style="list-style-type: none"> <li>• Weather – winter and spring</li> <li>• Compare to autumn</li> </ul> <u>Animals including humans</u> <ul style="list-style-type: none"> <li>• species, differences, food clues, animal attributes, senses</li> </ul> <u>Plants (growing)</u> <ul style="list-style-type: none"> <li>• Planting and observing growth, parts of a plant, wild and garden plant's location</li> </ul>	<b>Science</b> <u>Animals including humans - revisit</u> <ul style="list-style-type: none"> <li>• Name it, describe it and sort it</li> </ul> <u>Plants (growing)</u> <ul style="list-style-type: none"> <li>• Planting and observing growth, parts of a plant, wild and garden plant's location</li> </ul> <u>Seasonal changes - revisit</u> <ul style="list-style-type: none"> <li>• Weather – summer</li> <li>• How does this compare to the other seasons?</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>• <b>Drawing &amp; Sketchbooks</b> Spirals</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li>• <b>Surface &amp; Colour</b> Exploring watercolours</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li>• <b>Working in 3D</b> Making Birds</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Algorithms and programming: BeeBots</li> <li>• Computing systems and networks</li> <li>• Technology around us</li> </ul>	<b>Computing (Safer Internet Day)</b> <ul style="list-style-type: none"> <li>• Algorithms and programming: Programming animations</li> <li>• Data: Grouping data - Labels (Offline - links to maths –sorting)</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>• Digital Literacy: Creating media – digital painting (Paint)</li> <li>• Creating media – digital writing (Word)</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Mechanisms - moving model</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Textiles - bookmarks</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Food – Teddy Bears Picnic</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>• Around the world.</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>• The four seasons</li> <li>• Introduce mapping lesson</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>• Where do I live?</li> <li>• FW -Walk around the local area, identify features</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>• Toys through time</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>• How transport has changed</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>• TBD – Historical figure?</li> </ul>
<b>Music (whole class handbells)</b> <ul style="list-style-type: none"> <li>• Hey You</li> <li>• Rhythm in the way we walk</li> </ul>	<b>Music (whole class handbells)</b> <ul style="list-style-type: none"> <li>• In the groove</li> <li>• Round and round</li> </ul>	<b>Music (whole class handbells)</b> <ul style="list-style-type: none"> <li>• Your imagination</li> <li>• Reflect, rewind and replay</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>• Dance unit 1</li> <li>• Attack, defend, shoot unit 1</li> <li>• Gymnastics unit 1</li> <li>• Hit, catch, and run unit 1</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>• Dance unit 2</li> <li>• Send and return unit 1</li> <li>• Gymnastics unit 2</li> <li>• Run Jump Throw unit 1</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>• Attack Defend Shoot unit 2</li> <li>• Run Jump Throw unit 2</li> <li>• Hit Catch Run unit 2</li> <li>• Send and Return unit 2</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>• What do Christians believe about God?</li> <li>• Why is the story of the Buddha important to Buddhists?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>• Who is God to Sikhs?</li> <li>• Why was Jesus Welcomed as a king or celebrity on Palm Sunday?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>• Who is God to Muslims?</li> <li>• What is the best way for a Buddhist to live a good life? Right Speech</li> </ul>



# Year 2 2025 – 2026 curriculum sequence



Autumn 2025 14 weeks 3 days	Spring 2026 10 weeks 4 days	Summer 2026 12 weeks 3 days
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Grandad's Island Block 1</li> <li>Aesop's Fables - The Goose that laid the Golden Eggs Block 2</li> <li>Mrs Noah's Pockets Block 3</li> <li>Paddington Blocks 4, 5</li> <li>The Christmas Pine - Julia Donaldson Block 6</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>The Quangle Wangle's Hat - Edward Lear Block 7</li> <li>Coming to England Block 8</li> <li>The Street Beneath My Feet Block 9</li> <li>Rhythm of the Rain Blocks 10, 11</li> <li>Little People Big Dreams Block 12</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Fantastically Great Women Who Changed the World Blocks 13, 14</li> <li>Aesop's Fables – The Sun and The Wind Block 15</li> <li>Fantastic Mr Fox 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>2 weeks Character descriptions A (Living things and their habitats)</li> <li>1 week Poems developing vocabulary A</li> <li>3 weeks Simple retelling of a narrative A</li> <li>2 weeks Formal invitations A</li> <li>3 weeks Stories from other cultures A</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>2 weeks Poetry on a theme (humorous) A &amp; B</li> <li>3 weeks non-chronological reports A (Materials)</li> <li>2 weeks Formal invitations B</li> <li>3 weeks Stories from other cultures B</li> <li>2 weeks Recount from personal experience A</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>3 weeks non-chronological reports B (Plants)</li> <li>3 weeks Simple retelling of a narrative B</li> <li>2 weeks Recount from personal experience B (Local Study)</li> <li>1 week Poems developing vocabulary B (Enrichment)</li> <li>2 weeks Character description B (Animals including humans)</li> </ul>
<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 1-6</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 7-11</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 12-16</li> </ul>
<b>Power Maths</b> <ul style="list-style-type: none"> <li>Numbers to 100</li> <li>Addition and subtraction</li> <li>Properties of shapes</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Money</li> <li>Multiplication and division</li> <li>Length and height</li> <li>Mass, capacity and temperature</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Statistics</li> <li>Fractions</li> <li>Position and Direction</li> <li>Time</li> <li>Problem solving</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats (observation, labelling, simple food chains)</li> <li>Animals including humans (life cycles and observation of growth)</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Uses of everyday materials</li> <li>Revisit Living things and their habitats / materials.</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Plants – growing</li> <li>Revisit Living things and their habitats /Animals, including humans</li> </ul>
<b>Art and Design</b> <b>Drawing &amp; Sketchbooks</b> <ul style="list-style-type: none"> <li>Explore and Draw</li> </ul>	<b>Art and Design</b> <b>Surface &amp; Colour Pathway</b> <ul style="list-style-type: none"> <li>Exploring the world through monoprint</li> </ul>	<b>Art and Design</b> <b>Working in 3D</b> <ul style="list-style-type: none"> <li>Stick Transformation project</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Making music - chrome Musiclab</li> <li>Digital Literacy: Digital photography - using iPads.</li> </ul>	<b>Computing (Safer Internet Day)</b> <ul style="list-style-type: none"> <li>Computing systems and networks – information around us</li> <li>Algorithms &amp; programming: BeeBots Robot algorithms</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Algorithms and programming: programming quizzes</li> <li>Data: pictograms (link to maths)</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles – templates and joining</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Structures – Free Standing Structures</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Mechanisms – wheels and axels</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>Maps and mapping</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Ipswich and contrasting location <i>FW – Walk around the local area, make annotations, notes, sketches, land use</i></li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>On Safari –Kenya</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>First Flight (including local link to Edith Maud Cook)</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>The Great Fire of London</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>People who brought change (including local link to Elizabeth Garrett Anderson)</li> </ul>
<b>Music (whole class ocarinas)</b> <ul style="list-style-type: none"> <li>Hands, Heart, Feet</li> <li>Winter Music with BBC Bring the Noise</li> </ul>	<b>Music (whole class ocarinas)</b> <ul style="list-style-type: none"> <li>I Wanna Play in a Band</li> <li>Zootime</li> </ul>	<b>Music (whole class ocarinas)</b> <ul style="list-style-type: none"> <li>Friendship Song</li> <li>Composing unit</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Gymnastics 1 Attack Defend Shoot 1</li> <li>Dance 1 Hit, catch, and run 1</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Gymnastics 2 Send and return 1</li> <li>Dance 2 Run jump throw 2</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Attack Defend Shoot 2 Run Jump Throw 2</li> <li>Hit Catch Run 2 Send and Return 2</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>What might Sanatanis learn from the story of Rama and Sita from the celebrations of Diwali?</li> <li>Why do Christians believe God gave Jesus to the world</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>How important is the Qur'an to Muslims?</li> <li>How important is it to Christians believe that Jesus came back to life after his crucifixion?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>What is the best way for a Buddhist to live a good life? Right Action</li> <li>What do Humanists believe?</li> </ul>



# Year 3 2025 – 2026 curriculum sequence



Autumn 2025 14 weeks 3 days	Spring 2026 10 weeks 4 days	Summer 2026 12 weeks 3 days
<b>Reading</b> Jabberwocky      The Firework Maker's Daughter      Earth Shattering Events      Lost Species      Bill's New Frock The Sheep Pig		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Strong Start Sentence Composition</li> <li>Wellbeing week/1 week Poetry on a theme (emotions) A</li> <li>2 weeks First person narrative descriptions A</li> <li>2 weeks Formal letters to complain A</li> <li>3 weeks Non-chronological reports A(Rocks and Fossils)</li> <li>3 weeks Dialogue through narrative (historical stories) A (Iron Age)</li> <li>1 week Performance poetry (including poetry from other cultures A)(Enrichment)</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>3 weeks first person narrative (animal stories) A – Literacy shed stimulus</li> <li>3 weeks Non-chronological reports B(3 contrasting locations)</li> <li>2 weeks Advanced instructional writing A (Pasta salad)</li> <li>2 weeks third person narrative descriptions – Literacy shed/Ride of Passage)</li> <li>1 week Performance poetry (including poetry from other cultures) B (Enrichment)</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>3 weeks Third person narrative (animal stories) B</li> <li>2 weeks Formal letters to complain B</li> <li>3 weeks Dialogue through narrative B(The Roman Empire)</li> <li>2 weeks Advanced instructional writing B(Photo frames)</li> <li>1 week Poetry on a theme (emotions) B (Enrichment)</li> </ul>
<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 1-6</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 7-11</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 12-16</li> </ul>
<b>Power Maths</b> <ul style="list-style-type: none"> <li>Place value within 1000</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Length and perimeter</li> <li>Fractions</li> <li>Mass</li> <li>Capacity</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Fractions</li> <li>Money</li> <li>Time</li> <li>Angles and properties of shapes</li> <li>Statistics</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>Rocks and soils- classify rocks and soils.</li> <li>Animals including humans (food and nutrition, parts and functions of the skeleton)</li> <li>Revisit rocks</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Light – (shadows, reflection, sun safety)</li> <li>Plants – parts, functions of parts and life cycle</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Plants – parts, functions of parts and life cycle (continued)</li> <li>Magnets and Forces – pushes, pulls, magnetism</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li><b>Drawing &amp; Sketchbooks Pathway Focus</b> Gestural drawing with charcoal</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li><b>Surface &amp; Colour Pathway Focus</b> Cloth, thread and paint.</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li><b>Working in 3D Pathway Focus</b> Making animated drawings</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Algorithms and programming: Scratch JNR into Scratch</li> <li>Algorithms and programming: Scratch Events and actions in programs</li> </ul>	<b>Computing (Safer Internet Day)</b> <ul style="list-style-type: none"> <li>Computing systems and networks: Connecting computers</li> <li>Data: Branching databases(link to science classifying)</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Digital Literacy: Desk Top Publishing (Word)</li> <li>Stop frame animation</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles - Sewing Seasonal Stockings</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Food – Pasta Salad</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Mechanisms - Photograph frames</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>Earthquakes and Volcanoes</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Where does our food come from? FW Farm to Fork</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Italy</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>Stone Age to Iron Age</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>The Roman Empire</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Impact of Romans in Britain and in our local area (Colchester)</li> </ul>
<b>Music (whole class recorders)</b> <ul style="list-style-type: none"> <li>Let your spirit fly</li> <li>Glockenspiel Stage 1</li> </ul>	<b>Music (whole class recorders)</b> <ul style="list-style-type: none"> <li>Three Little Birds</li> <li>The Dragon Song</li> </ul>	<b>Music (whole class recorders)</b> <ul style="list-style-type: none"> <li>Music Technology Yu Studio</li> <li>Bringing us together</li> </ul>
<b>French (Rigolo 1)</b> <ul style="list-style-type: none"> <li>Unit 1: Bojour</li> <li>Unit 2: En classe</li> </ul>	<b>French (Rigolo 1)</b> <ul style="list-style-type: none"> <li>Unit 3: Mon Corps</li> <li>Unit 4: Les Animaux</li> </ul>	<b>French (Rigolo 1)</b> <ul style="list-style-type: none"> <li>Unit 5: Ma Famille</li> <li>Unit 6: Bon anniversaire!</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Gymnastics unit 1</li> <li>Tag Rugby</li> <li>Dance unit 1</li> <li>Basketball</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Fitness unit 1</li> <li>Handball</li> <li>Volleyball</li> <li>Netball</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Tennis</li> <li>Cricket</li> <li>OAA</li> <li>Athletics</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>What is the best way for a Jew to live a good life?</li> <li>Has Christmas lost its true meaning?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>What do some deities tell Sanatanis about God?</li> <li>Does praying at regular intervals help a Muslim in their everyday lives?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>Is forgiveness always possible for Christians?</li> <li>How do Jewish belief, teachings and stories impact on daily life?</li> </ul>



# Year 4 2025 – 2026 curriculum sequence



Autumn 2025 14 weeks 3 days	Spring 2026 10 weeks 4 days	Summer 2025 12 weeks 3 days
<b>Reading</b> The Lion, The Witch and the Wardrobe (1950)    Viking Voyagers    The Iron Man (1968)    Jabberwocky Peter Pan - abridged The Boy at the Back of the Class    Critical Analysis of Poetry (CUSP)		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Strong Start Sentence Composition</li> <li>Wellbeing week</li> <li>1 week Poems which explore form A</li> <li>2 weeks Persuasive writing (adverts) A (online safety)</li> <li>2 weeks First person diary entries (imaginative) A (Anglo Saxons and Scots)</li> <li>3 weeks Third person adventure stories A</li> <li>2 weeks Newspaper reports A (Sutton Hoo)</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>3 weeks Stories from other cultures (Beowulf)</li> <li>2 weeks Persuasive writing (adverts) B</li> <li>2 weeks Explanatory texts A (Human digestion)</li> <li>3 weeks Third person adventure stories B</li> <li>1 week Poems which explore form B</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>3 weeks Stories from other cultures B (African animation stimulus)</li> <li>2 weeks First person diary entries (imaginative) B</li> <li>2 weeks Newspaper reports B (Tudors)</li> <li>2 weeks Explanatory texts B (geography link)</li> </ul>
<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 1-6</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 7-11</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 12-16</li> </ul>
<b>Power Maths</b> <ul style="list-style-type: none"> <li>4 digit numbers</li> <li>Place value</li> <li>Addition and subtraction</li> <li>Area</li> <li>Multiplication and division</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Length and perimeter</li> <li>Fractions</li> <li>Decimals</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Decimals</li> <li>Money/Time</li> <li>Geometry – angles and 2D shapes</li> <li>Statistics</li> <li>Position and Direction</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>States of Matter (solids, liquids, and gases)</li> <li>Sound</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Animals including humans (digestive system, teeth, and food chains)</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Electricity (simple circuits, conductors, and insulators)</li> <li>Living things and their habitats (classification)</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>Drawing &amp; Sketchbooks Storytelling through drawing</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li>Surface &amp; Colour Exploring still life - contemporary and traditional.</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li>Working in 3D Sculpture, structure, inventiveness and Determination</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Algorithms and programming: Repetition in shapes</li> <li>Digital Literacy: Audio editing – PowerPoint (Anglo Saxons)</li> </ul>	<b>Computing (Safer Internet Day)</b> <ul style="list-style-type: none"> <li>Computing Systems and Networks – The Internet</li> <li>Data: Data Logger</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Photo Editing</li> <li>Algorithms and programming: Crumble Playground</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Mechanisms - Pneumatics</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles – 2D shapes to 3D products</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Electrical Systems – Simple circuits and switches</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>The United Kingdom - The British Isles, UK, and GB</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Shackleton's Antarctica</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Reduce, reuse, recycle, sustainability in the local area. FW environmental walk, litter pick, traffic survey, how can I help?</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>Anglo-Saxon Britain</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Vikings – did they deserve their reputation?</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Life in Tudor Britain</li> </ul>
<b>Music (whole class ukuleles)</b> <ul style="list-style-type: none"> <li>Abba's music</li> <li>Examining stringed instruments</li> <li>Beethoven's music</li> </ul>	<b>Music (whole class ukuleles)</b> <ul style="list-style-type: none"> <li>Mozart's music</li> <li>Elgar's music</li> <li>Repertoire for concert</li> </ul>	<b>Music (whole class ukuleles)</b> <ul style="list-style-type: none"> <li>Improvising</li> <li>Composition using notation</li> </ul>
<b>French (Rigolo 1)</b> <ul style="list-style-type: none"> <li>Unit 7: Encore!</li> <li>Unit 8: Quelle heure est-il ?</li> </ul>	<b>French (Rigolo 1)</b> <ul style="list-style-type: none"> <li>Unit 9: On mange!</li> <li>Unit 10: Ou vas-tu</li> </ul>	<b>French (Rigolo 1)</b> <ul style="list-style-type: none"> <li>Unit 11: On mange!</li> <li>Unit 12: Le cirque</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Gymnastics unit 1</li> <li>Tag Rugby</li> <li>Dance 1</li> <li>Basketball</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Fitness unit 2</li> <li>Handball</li> <li>Volleyball</li> <li>Netball</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Tennis</li> <li>Cricket</li> <li>OAA</li> <li>Athletics</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>Could Jesus heal people? Did he perform miracles or was there some other explanation?</li> <li>What is the best way for a Buddhist to lead a good life?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>How does celebrating Shavuot help Jewish children feel closer to God?</li> <li>Does belief in the Trinity help Christians make better sense of God as a whole?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>What motivates Humanists to live good lives?</li> <li>Do Sikhs think it is important to share?</li> </ul>



# Year 5 2025 – 2026 curriculum sequence



Autumn 2025 14 weeks 2 days	Spring 2026 10 weeks 4 days	Summer 2026 12 weeks 3 days
<b>Reading</b> Black and British I Have a Dream (speech) Journey to Jo-burg The Midnight Fox All The World's a Stage Caged Bird Fly Me Home Secrets of a Sun King A Midsummer Night's Dream (prose)		
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Strong start</li> <li>3 weeks Third person stories set in another culture A (Vikings)</li> <li>2 weeks Formal letters of application A</li> <li>3 weeks Dialogue in narrative A</li> <li>1 week Poems which explore form A</li> <li>2 weeks Balanced argument A (Sustainability)</li> <li>Enrichment unit</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>2 weeks synopsis Journey to Jo-burg</li> <li>3 weeks Biography A (Earth and Space)</li> <li>3 weeks Third person stories set in another culture (Ancient Egypt)</li> <li>2 weeks Balanced argument B</li> <li>1 week Poems that use word play B (Enrichment)</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>2 weeks Formal letters of application B (Yr 6 roles)</li> <li>3 weeks Dialogue in narrative (Ancient Baghdad)</li> <li>3 weeks biography B (Marie Curie)</li> <li>Enrichment unit</li> </ul>
<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 1-6</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 7-11</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 12-16</li> </ul>
<b>Power Maths</b> <ul style="list-style-type: none"> <li>Unit 1: Place value within 1,000,000 (1)</li> <li>Unit 2: Place value within 1,000,000 (2)</li> <li>Unit 3: Addition and subtraction</li> <li>Unit 4: Multiplication and division (1)</li> <li>Unit 5: Fractions (1)</li> <li>Unit 6: Fractions (2)</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Unit 7: Multiplication and division (2)</li> <li>Unit 8: Fractions (3)</li> <li>Unit 9: Decimals and percentages</li> <li>Unit 10: Measure - perimeter and area</li> <li>Unit 11: Graphs and tables</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Unit 12: Geography – properties of shapes</li> <li>Unit 13: Geometry – position and direction</li> <li>Unit 14: Decimals</li> <li>Unit 15: Negative numbers</li> <li>Unit 16: Measure – converting units</li> <li>Unit 17: Measure - volume</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>Properties and changes in materials</li> <li>Forces</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Earth and Space (VR Goggles experience)</li> <li>Living things and their habitats (life cycles)</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Forces revisited (Levers and Pulleys)</li> <li>Animals including humans – changes to old age</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>Drawing &amp; Sketchbooks</li> <li>Typography and maps</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li>Surface &amp; Colour - 3D</li> <li>Fashion Design</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li>Surface and Colour –Printing</li> <li>Making Monotypes</li> <li>(art in a Day mansion visit)</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Algorithms and programming: Edisons</li> </ul>	<b>Computing (Safer Internet Day)</b> <ul style="list-style-type: none"> <li>Algorithms and programming: Selection in quizzes</li> <li>Data: databases – Flatfile databases</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Digital Literacy: Video editing</li> <li>Digital Literacy: Vector drawing</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Food – celebrating culture and seasonality</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Mechanisms - Cam Toy</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Structures – frame structures</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>Rivers and the river systems</li> <li>FW- Redgrave and Lopham Fen River visit</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Mountains</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Brazil</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>The achievements of other Ancient Civilizations</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Ancient Egyptians</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Early Islamic civilization</li> </ul>
<b>Music (whole class violins)</b> <ul style="list-style-type: none"> <li>Living on a prayer</li> <li>Make you feel my love</li> </ul>	<b>Music (whole class violins)</b> <ul style="list-style-type: none"> <li>Fresh Prince of Bel Air</li> <li>Classroom Jazz1</li> </ul>	<b>Music (whole class violins)</b> <ul style="list-style-type: none"> <li>Dancing in the street</li> <li>Music technology</li> </ul>
<b>French (Rigolo 2)</b> <ul style="list-style-type: none"> <li>Unit 1: Salut, Gustave!</li> <li>Unit 2: A l'ecole</li> </ul>	<b>French (Rigolo 2)</b> <ul style="list-style-type: none"> <li>Unit 3: La nourriture</li> <li>Unit 4: En ville</li> </ul>	<b>French (Rigolo 2)</b> <ul style="list-style-type: none"> <li>Unit 5: En vacances</li> <li>Unit 6 Chez moi</li> </ul>
<b>PE – 1 term of deep water swimming</b> <ul style="list-style-type: none"> <li>Dance unit 1/swimming</li> <li>Tag Rugby</li> <li>Gymnastics unit 1/swimming</li> <li>Basketball</li> </ul>	<b>PE – 1 term of deep water swimming</b> <ul style="list-style-type: none"> <li>Dance unit 1/swimming</li> <li>Hockey – Yrs 3, 4 objectives</li> <li>Gymnastics unit 1/swimming</li> <li>Netball</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Tennis</li> <li>Cricket</li> <li>Rounders – Yr 3,4 objectives</li> <li>Athletics</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>How can Brahman be everywhere and everything?</li> <li>Is the Christmas story true?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>What is the best way for a Jew to show commitment to God?</li> <li>How significant is it that God intended Jesus to die?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>What is the best way for a Muslim to show commitment to God?</li> <li>How are sacred teachings and stories interpreted by Sikhs today?</li> </ul>



Autumn 2025 14 weeks 3 days	Spring 2026 10 weeks 4 days	Summer 2026 12 weeks 3 days
<b>Reading</b> The Highwayman Politics for Beginners Bridge to Terabithia Coming to England The Tempest Holes Intro to Dickens/Oliver Twist Darwin's Voyage of Discovery On The Move Reading skills		
<b>Writing</b> <ul style="list-style-type: none"> <li>2 weeks Narrative - Blue Umbrella</li> <li>2 weeks letters – The Day the Crayons Quit</li> <li>3 weeks - Day of the Dead</li> <li>2 weeks Discursive writing A Should homework be banned? (CUSP)</li> <li>2 weeks The Christmas Truce</li> </ul> <b>SPaG focus/assessment week</b>	<b>Writing</b> <ul style="list-style-type: none"> <li>2 weeks First person stories with a moral B- Hansel and Gretel</li> <li>2 weeks Explanatory texts: circulatory system (CUSP)</li> <li>2 weeks non chronological report - Pandora</li> <li>3 weeks Extended third person narrative Little Freak</li> </ul> <b>SPaG focus/assessment week</b>	<b>Writing</b> <ul style="list-style-type: none"> <li>3 weeks narrative/diary entry - Francis</li> <li>2 weeks speeches (CUSP)</li> </ul>
<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 1-6</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 7-11</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Blocks 12-16</li> </ul>
<b>Power Maths</b> <ul style="list-style-type: none"> <li>Place value</li> <li>Four operations</li> <li>Fractions</li> <li>Measure</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Ratio and proportion</li> <li>Decimals</li> <li>Percentages</li> <li>Perimeter and area</li> </ul>	<b>Power Maths</b> <ul style="list-style-type: none"> <li>Algebra</li> <li>Statistics</li> <li>Geometry</li> <li>Problem solving</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>Electricity</li> <li>Animals including Humans</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Animals including Humans (cont.)</li> <li>Light</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Living Things and their Habitats</li> <li>Evolution and Inheritance</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>Drawing &amp; Sketchbooks</li> <li>2D drawing – 3D making</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li>Surface &amp; Colour</li> <li>Activism</li> </ul>	<b>Art and Design</b> <ul style="list-style-type: none"> <li>Working in 3D</li> <li>Shadow puppets.</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Digital Literacy: Non-linear presentations</li> <li>Algorithms and programming: Variables in games</li> </ul>	<b>Computing (Safer Internet Day)</b> <ul style="list-style-type: none"> <li>Digital Literacy Webpage creations</li> <li>Algorithms and programming: Micro bits</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Digital Literacy 3D Modelling</li> <li>Data: Excel</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles – combining different fabric shapes</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Mechanisms – pulleys or gears</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Electrical Systems – more complex switches and circuits</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>Global Trade</li> <li>FW- Trip to local shop, research on products, take photos, I pads, research back in class.</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>United States of America</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Sustainable Living The environment and sustainability</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>Crime and Punishment</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Ancient Greek life, influence and achievement</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Beyond Face Value – bias, perspective and reliability</li> </ul>
<b>Music (whole class Djembe drums and glockenspiels)</b> <ul style="list-style-type: none"> <li>Djembe drums</li> <li>Carol Service performance</li> </ul>	<b>Music (whole class Djembe drums and glockenspiels)</b> <ul style="list-style-type: none"> <li>Classroom jazz 2</li> <li>Garage band on iPad - composition</li> </ul>	<b>Music (whole class Djembe drums and glockenspiels)</b> <ul style="list-style-type: none"> <li>Music and Me</li> <li>You've got a friend</li> </ul>
<b>French (Rigolo 2)</b> <ul style="list-style-type: none"> <li>Unit 7: Le week-end</li> <li>Unit 8: Les vetemets</li> </ul>	<b>French (Rigolo 2)</b> <ul style="list-style-type: none"> <li>Unit 9: Ma journee</li> <li>Unit 10: Les transports</li> </ul>	<b>French (Rigolo 2)</b> <ul style="list-style-type: none"> <li>Unit 11: Le sport</li> <li>Unit 12: On va faire la fete!</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Dance unit 1</li> <li>Tag Rugby</li> <li>Gymnastics unit 1</li> <li>Basketball</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Badminton – Yr 5,6 objectives</li> <li>Hockey – Yr 5, 6 objectives</li> <li>Wellbeing KS2 Unit</li> <li>Netball</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Tennis</li> <li>Cricket</li> <li>Rounders Yr 5,6 objectives</li> <li>Athletics</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> </ul>	<b>PSHE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<b>PSHE</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>Does belief in Akirah (life after death) help Muslims live a good life?</li> <li>How are sacred teachings and stories interpreted by Jews today?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>How did Jesus create a "New Covenant" and what does it mean to Christians today?</li> <li>How far would a Sikh go for their religion?</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>How do inspirational people impact on how Humanists live today?</li> <li>Is anything ever eternal?</li> </ul>