Year 6 Teaching Sequence 2024 – 2025

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| **Autumn 2024** | **Spring 2025** | **Summer 2025** |
| **CUSP Reading**   * **Roof toppers** (& The Listeners – Walter de la Mare) Blocks 1,2,3 * **Pig Heart Boy** Blocks 4,5 * **How to live forever** Block 6 | **CUSP Reading**   * **All Aboard the Empire Windrush** Blocks 7 8 * **The Island** Block 9 * **Skellig** (+Flanders poem)  Blocks 10, 11 and 12 | **CUSP Reading**   * **Dare to be You** (KS2 – KS3 transition) Blocks 16, 17, 18 * **Intro to Dickens** – **Oliver Twist**  Blocks 13, 14,15 |
| **CUSP Writing**  Introduce = green (Block A) Revisit = orange (Block B)   * Autobiography A * Discursive writing and speeches A * First person stories with a moral A * Poems that create images and explore vocabulary (War poetry) A * Explanatory text A * News report A * Shakespeare (Sonnets) A | **CUSP Writing**   * Extended third person narrative A * Explanatory texts B * Autobiography B * Lead piece: Extended third person narrative (adventure stories) B | **CUSP Writing**   * Lead piece: News report B * Shakespeare (Sonnets) B (Enrichment) * Lead piece: Discursive writing and speeches B * Poems that create images and explore vocabulary B (Enrichment) * First person stories with a moral B |
| **Maths – Maths No Problem**   * **Numbers & Place Value:** *Numbers to 10,000,000* * **Calculations**: *Four operations on whole numbers* * **Fractions, Decimas & Percentages:** *Fractions* * **Fractions, Decimas & Percentages:** *Decimals* | **Maths – Maths No Problem**   * **Measurement:** *Measurement* * **Calculations:** *Word problems* * **Fractions, Decimas & Percentages:** *Percentages* * **Ration & Proportion:** *Ratio* * **Algebra:** *Algebra* | **Maths – Maths No Problem**   * **Measurement:** *Area & Perimeter* * **Geometry – Position & Direction:** *Geometry* * **Geometry – Position & Direction:** *Position & movement* * **Statistics:** *Graphs & averages* * **Numbers & Place Value:** *Negative numbers* * **Measurement:** *Volume* |
| **CUSP Science**   * Electricity * Animals including humans | **CUSP Science**   * Animals including humans (+ water transport) * Light | * Living things and their habitats * Evolution and inheritance |
| **CUSP Art and Design**   * Drawing Block A * Painting and collage Block B | **CUSP Art and Design**   * Printmaking and textiles Block C * 3D Block D | **CUSP Art and Design**   * Painting Block E * Creative Response Block F |
| **Computing**   * Online safety * Coding | **Computing**   * Spreadsheets * Quizzing | **Computing**   * Blogging * Text * Adventures * Network |
| **CUSP Design and Technology**   * Food and Nutrition Block A  *Writing – Discursive writing and speeches* * Mechanisms Block B | **CUSP Design and Technology**   * Food and Nutrition Block C * Structures Block D | **CUSP Design and Technology**   * Electrical systems Block E *Science – Electricity* * Textiles Block F |
| **CUSP Geography**   * Physical processes | **CUSP Geography**   * Human and Physical Geography: Economic, settlement and trade links * UK, Europe and N America comparison study | **CUSP Geography**   * UK, Europe and N America comparison study * OS Maps and fieldwork (orienteering) |
| **CUSP History**   * Beyond 1066   + Local History Study - how did conflict change our locality in World War 2? | **CUSP History**   * Windrush generation | **CUSP History**   * 5 significant monarchs |
| **CUSP Music - mastering the keyboard**  **Singing**   * Singing focus: Musical stories 2 Block A * Cultural and social – lyrics Block A   **Untuned percussion**   * Untuned focus: Music technology 2 Block B * Alter tempo and rhythm to create effects Block B | **CUSP Music**  **Singing**   * Singing focus: Introducing structure 2 Block C * Identify cyclic patterns inc. verse/chorus, coda Block C   **Keyboard**   * Tuned focus: Musical notation 4 Block D * Create simple notation Block D | **CUSP Music**  **Keyboard**   * Tuned focus: Composition 4 Block E * Improvise using melodic phrases Block E   **Range of instruments studied**   * Performance focus: Improvisation 2 Block F * Perform including an element of improvisation Block F |
| **CUSP French**   * Where I live (Homes) * Emotions and numbers – beyond 100 | **CUSP French**   * Items from daily life (Money and personal effects) * Learning together | **CUSP French**   * The natural world (The environment) * Visiting France (Directions and transport) |
| **Physical Education**   * Invasion | **Physical Education**   * Dance * Gymnastics | **Physical Education**   * Net, walls, field * Athletics |
| **PSHE – Jigsaw**   * Being Me in My World * Celebrating Difference | **PSHE – Jigsaw**   * Dreams and Goals * Healthy Me | **PSHE – Jigsaw**   * Relationships * Changing Me |
| **RE – Salford Agreed Syllabus of Religious Education**   * Is it better to express your beliefs in arts and architecture or in charity and generosity? * What matters most to Christians and humanists? | **RE – Salford Agreed Syllabus of Religious Education**   * What difference does it make to believe in ahimsa, grace or Ummah? * How and why should religious communities do more to care for Earth. | **RE – Salford Agreed Syllabus of Religious Education**   * What do religions say to use when life gets hard? |

**Y6 Autumn Term Teaching Sequence**

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| **Year 6 Autumn 2024** | |  | | | **Weekly Science** | |
| **Sep**  2 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment. | | |  | STRONG START (optional) |  |
| 9 | Geography | Physical processes  Drawing Block A | | Cycle 1 | What is electricity? How does it work? | **Y6 Electricity** |
| Art |
| 16 | History | Local History Study - how did conflict change our locality in World War 2?  Drawing | | What are the components in a series circuit? |
| Art |
| 23 | Computing | Online Safety  Drawing | | What are the effects and consequences of changing circuit components and batteries? |
| Art |
| 30 | Geography | Physical processes  Food and Nutrition Block A | |  |
| DT |
| **Oct**  7 | History | Local History Study - how did conflict change our locality in World War 2?  Food and Nutrition | |  |
| DT |
| 14 | Computing | Coding  Food and Nutrition | | What is blood made of and why do we need it? | **Y6 Animals including humans** |
| DT |
| 21 | Half Term | | | | | |  |  |
| 28 | Geography | Physical processes  Painting and collage Block B | | Cycle 2 | Why do our bodies need nutrients and how are they transported? | **Y6 Animals including humans** |
| Art |
| **Nov** 4 | History | Local History Study - how did conflict change our locality in World War 2?  Painting and collage | | What is our circulatory system? | **Y6 Animals including humans** |
| Art |
| 11 | Computing | Coding  Painting and collage | | What is our heart like inside?  How does it work? |
| Art |
| 18 | Geography | Physical processes  Electrical systems Block E | | Who influenced what we know about our circulatory system? |
| DT |
| 25 | History | Local History Study - how did conflict change our locality in World War 2?  Electrical systems | | What can we do to keep healthy? |
| DT |
| **Dec**  2 | Computing | Spreadsheets  Electrical systems | | Present and explain what we know about the circulatory system, nutrients and keeping healthy |
| DT |
| 9 | Geography | Physical processes  Local History Study - how did conflict change our locality in World War 2? | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. |  |  |
| History |
| 16 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.  **Term ends Thursday 19th December 2025** | | | | | |

**Y6 Spring Term Teaching Sequence**

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| **Year 6**  **Spring 2025** | |  | | **Weekly Science** | |
| **Jan** 6 | Geography | Settlements  Printmaking and textiles Block C | Cycle 3 | STONG START (optional) | **Y6 Animals, including humans** |
| Art |
| 13 | History | Windrush generation  Printmaking and textiles | Remember circulation and digestion: how are these two systems connected? |
| Art |
| 20 | Computing | Spreadsheets  Printmaking and textiles | Where are the kidneys and what do they do? |
| Art |
| 27 | Geography | Settlements  Food and Nutrition Block C | How do kidneys keep us healthy? |
| DT |
| **Feb**  3 | History | Windrush generation  Food and Nutrition |  |
| DT |
| 10 | Computing | Quizzing    Food and Nutrition | How does light travel? | **Y6 Light** |
| DT |
| 17 | **Half term** | | | | |
| 24 | Geography | UK, Europe and N America comparison study  3D Block D | Cycle 4 | What colour is light made of? | **Y6 Light** |
| Art |
| **Mar** 3 | History | Windrush generation  3D | Cycle 4 | Reflection - how does light help us to see objects? |
| Art |
| 10 | Computing | Quizzing  3D | Which surfaces make the best reflectors? |
| Art |
| 17 | Geography | UK, Europe and N America comparison study  Structures Block D | Why do we see objects as a particular colour? |
| DT |
| 24 | History | Windrush generation  Structures | What happens to the appearance of objects when placed in water? |
| DT |
| 31 | Computing | Blogging  Structures |  |
| DT |
| **Easter: 7th April – 22nd April 2025. (21st Easter Monday)** | | | | | |

**Y6 Summer Term Teaching Sequence**

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| **Year 6**  **Summer 2025** | |  |  | **Weekly Science** | |
| **Apr** 22 | Geography | UK, Europe and N America comparison study  Painting Block E | Cycle 5 | STRONG START (optional) | **Living things and their habitats** |
| Art |
| 28 | History | 5 significant monarchs  Painting | Who was the scientist Carl Linnaeus and what did he do? |
| Art |
| **May** 5 | Computing | Blogging  Painting | How do we classify vertebrates? |
| Art |
| 12 | Geography | UK, Europe and N America comparison study  Electrical systems Block E | **SATS Week** How do we classify invertebrates we know? |
| DT |
| 19 | History | 5 significant monarchs  Electrical systems | How do we classify invertebrates we don’t know? (Sponges, Jellyfish and Flatworms) |
| DT |
| 26 | Half Term | | | | |
| **Jun** 2 | Computing | Adventures  Electrical systems |  | What are microorganisms? |  |
| DT |
| 9 | Geography | OS Maps and fieldwork (orienteering)  Creative Response Block F | Cycle 6 | How do we classify plants? | **Y6 Evolution and inheritance** |
| Art |
| 16 | History | 5 significant monarchs  Creative Response | How have living things changed over time? How do we know? |
| Art |
| 23 | Computing | Adventures  Creative Response | How has life evolved over time? |
| Art |
| 30 | Geography | OS Maps and fieldwork (orienteering)  Textiles Block F | What is DNA and what does it do? Working scientifically |
| DT |
| **Jul** 7 | History | 5 significant monarchs  Textiles | Are all offspring identical to their parents? |
| DT |
| 14 | Computing | Networks  Textiles | Darwin and Wallace – what evidence did they share to argue the case for evolution? |
| DT |
| 21 | Geography | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.  **Term ends 23rd July 25.** |  | Survival of the fittest - how have animals adapted and evolved to suit their environment? |
| History |