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
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| **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
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| **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)
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| **Physical Education*** Invasion
 | **Physical Education*** Dance
* Gymnastics
 | **Physical Education*** Net, walls, field
* Athletics
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| **PSHE – Jigsaw*** Being Me in My World
* Celebrating Difference
 | **PSHE – Jigsaw*** Dreams and Goals
* Healthy Me
 | **PSHE – Jigsaw*** Relationships
* Changing Me
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| **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?
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**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 processesDrawing 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 SafetyDrawing  | What are the effects and consequences of changing circuit components and batteries? |
| Art |
| 30 | Geography | Physical processesFood 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 | CodingFood and Nutrition  | What is blood made of and why do we need it? | **Y6 Animals including humans** |
| DT |
| 21 | Half Term |  |  |
| 28 | Geography | Physical processesPainting 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 | CodingPainting and collage  | What is our heart like inside?How does it work? |
| Art |
| 18 | Geography | Physical processesElectrical 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 | SpreadsheetsElectrical 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 | SettlementsPrintmaking and textiles Block C | Cycle 3 | STONG START (optional) | **Y6 Animals, including humans** |
| Art |
| 13 | History | Windrush generationPrintmaking and textiles | Remember circulation and digestion: how are these two systems connected? |
| Art |
| 20 | Computing | SpreadsheetsPrintmaking and textiles | Where are the kidneys and what do they do? |
| Art |
| 27 | Geography | SettlementsFood and Nutrition Block C | How do kidneys keep us healthy? |
| DT |
| **Feb** 3 | History | Windrush generationFood 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 study3D Block D | Cycle 4 | What colour is light made of? | **Y6 Light** |
| Art |
| **Mar**3 | History | Windrush generation3D  | Cycle 4 | Reflection - how does light help us to see objects? |
| Art |
| 10 | Computing | Quizzing3D  | Which surfaces make the best reflectors? |
| Art |
| 17 | Geography | UK, Europe and N America comparison studyStructures Block D | Why do we see objects as a particular colour? |
| DT |
| 24 | History | Windrush generationStructures | What happens to the appearance of objects when placed in water? |
| DT |
| 31 | Computing | BloggingStructures |  |
| 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 studyPainting 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 | BloggingPainting  | How do we classify vertebrates? |
| Art |
| 12 | Geography | UK, Europe and N America comparison studyElectrical 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 | AdventuresElectrical 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 | AdventuresCreative 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 | NetworksTextiles | 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 |