

Autumn 2025	Spring 2026	Summer 2026
<b>Reading</b> <ul style="list-style-type: none"> <li>Dear Earth</li> <li>The Journey Home</li> <li>Jim and the Beanstalk</li> <li>Wolves</li> </ul>	<ul style="list-style-type: none"> <li>The Owl and the Pussy-cat</li> <li>If All the World Were</li> <li>The Bear and the Piano</li> <li>The Bear Under the Stairs</li> </ul>	<ul style="list-style-type: none"> <li>The Minpins</li> <li>Toys in Space</li> <li>Rosie Revere Engineer</li> <li>The Great Fire of London</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>Information Leaflet</li> <li>Persuasive Letter</li> <li>Narrative (Sequel)</li> <li>Non-Chronological Leaflet</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming Poem</li> <li>Letter of Advice</li> <li>News Report</li> <li>Information Text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative (Adventure)</li> <li>Narrative (Setting Description)</li> <li>Explanation Text</li> <li>Information Booklets</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Length</li> <li>Mass and Volume</li> <li>Place value (U1)</li> <li>Addition and subtraction (U1)</li> <li>Multiplication and division (U1)</li> <li>Time</li> <li>Fractions (U1)</li> </ul>	<ul style="list-style-type: none"> <li>Geometry (U1)</li> <li>Money (U1)</li> <li>Place value (U2)</li> <li>Addition and subtraction (U2)</li> <li>Multiplication and division (U2)</li> <li>Fractions (U2)</li> <li>Statistics (U2)</li> <li>Place Value (U3)</li> </ul>	<ul style="list-style-type: none"> <li>Calculation</li> <li>Money (U2)</li> <li>Length</li> <li>Mass and Volume</li> <li>Patterns and Relationships</li> </ul>
<b>CUSP Art and Design</b>  <b>Drawing:</b> Evoke Mood and Represent Movement through Mark Making. <b>Artist:</b> Beth Krommes  <b>Painting:</b> Explore line, colour and shape, make own painting tools and develop colour mixing. <b>Artist:</b> Wassily Kandinsky	<b>Printmaking:</b> Create repeated patterns with positive and negative space and use natural objects as a stimulus. <b>Artist:</b> William Morris  <b>Textiles and Collage:</b> Explore dip dye technique. Use relief and block printing techniques on fabric. Create work focusing on pattern, line and colour using mixed media. <b>Artist:</b> Katie Vernon	<b>3D:</b> Take inspiration from designs of indigenous art. Create 3D sculptures using paper and cardboard. <b>Sculptor:</b> John Kindness  <b>Creative Response</b> Build on learnt techniques to follow a creative process. Combine drawing and collage to add detail and interest.
<b>Computing</b> <ul style="list-style-type: none"> <li>Drawing People and Places</li> <li>Variables and App Design</li> </ul>	<ul style="list-style-type: none"> <li>Digital Safety</li> <li>Musical Actions &amp; Sequences</li> </ul>	<ul style="list-style-type: none"> <li>Technology All Around Us</li> <li>Creativity: Collage Composition</li> </ul>
<b>Design and Technology</b> Jenifer Carver Day <ul style="list-style-type: none"> <li>Food: Preparing Fruit and Vegetables</li> <li>Textiles: Christmas Stockings</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms: Wheels and Axles (S2)</li> </ul>	<ul style="list-style-type: none"> <li>Free Standing Structures</li> </ul>
<b>CUSP Geography</b> Comparison study <ul style="list-style-type: none"> <li>London to Nairobi (A1)</li> </ul>	<ul style="list-style-type: none"> <li>Local Area Study – Egremont (S1)</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and Map Skills (S1)</li> </ul>
<b>CUSP History</b> Events Beyond Living Memory <ul style="list-style-type: none"> <li>The Rum Story (A2)</li> </ul>	Lives of Significant Individuals (S2) <ul style="list-style-type: none"> <li>Florence Nightingale &amp; Edith Cavell</li> </ul>	Local History Study (S2) <ul style="list-style-type: none"> <li>Egremont Castle</li> </ul>
<b>Music</b> <ul style="list-style-type: none"> <li>Call and Response (Animals)</li> <li>Instruments (Storytelling)</li> </ul>	Music <ul style="list-style-type: none"> <li>Singing (On this Island)</li> <li>Contrasting Dynamics (Space)</li> </ul>	Music <ul style="list-style-type: none"> <li>Structure (Myths and Legends)</li> <li>Pitch (Musical Me)</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>Being me in my world</li> <li>Celebrating Difference</li> </ul>	PSHE <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	PSHE <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing me</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>Feet 1</li> <li>Dodging</li> <li>Orienteering</li> <li>Gym - Linking</li> </ul>	PE <ul style="list-style-type: none"> <li>Explorers - Dance</li> <li>Gym – Pathways</li> <li>Forest School</li> <li>Hands 1</li> </ul>	PE <ul style="list-style-type: none"> <li>Creating Games</li> <li>Rackets, Bats and Balls</li> <li>Jumping 1</li> <li>Games for Understanding</li> </ul>
<b>Jigsaw RE</b> Christianity <ul style="list-style-type: none"> <li>Is it possible to be kind to everyone all of the time?</li> <li>Why do Christians believe God gave Jesus to the world?</li> </ul>	Judaism <ul style="list-style-type: none"> <li>Who is God to the Jews?</li> </ul> Christianity <ul style="list-style-type: none"> <li>How important is it to Christians that Jesus came back to life after his crucifixion?</li> </ul>	Islam <ul style="list-style-type: none"> <li>Who is God to Muslims?</li> </ul> Judaism <ul style="list-style-type: none"> <li>What is the best way for a Jew to lead a good life?</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living Things and their Habitats</li> <li>Animals Including Humans</li> </ul>	<ul style="list-style-type: none"> <li>Uses of Everyday Materials</li> <li>REVISIT Living things and their Habitats.</li> </ul>	<ul style="list-style-type: none"> <li>Growing Plants</li> <li>REVISIT Animals, including Humans.</li> </ul>