

Autumn 2024	Spring 2025	Summer 2025
<b>Reading</b> <ul style="list-style-type: none"> <li>The Journey Home</li> <li>We are Water Protectors</li> <li>The Goldilocks Project</li> <li>Wolves</li> </ul>	<ul style="list-style-type: none"> <li>The Minpins</li> <li>The Bear and the Piano</li> <li>The Owl and the Pussy-cat</li> <li>Grandad's Camper</li> </ul>	<ul style="list-style-type: none"> <li>Lizzy and the Cloud</li> <li>The Dragon Machine</li> <li>Ocean Meets Sky</li> <li>Rosie Revere Engineer</li> <li>The Great Fire of London</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>Persuasive Letters</li> <li>Non-Chronological Reports</li> <li>Sequel Stories</li> <li>Character Descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Narratives (Bravery)</li> <li>Narratives (Adventure)</li> <li>Rhyming Poems</li> <li>Postcards/Letters</li> </ul>	<ul style="list-style-type: none"> <li>Guidebooks</li> <li>Narrative (Fantasy)</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>Coding</li> <li>Online Safety</li> </ul>	<ul style="list-style-type: none"> <li>Questioning</li> <li>Effective Searching</li> </ul>	<ul style="list-style-type: none"> <li>Making Music/ Creating Pictures</li> <li>Presenting Skills</li> </ul>
<b>Design and Technology (Kapow)</b> Jenifer Carver Day <ul style="list-style-type: none"> <li>Food: A Balanced Diet</li> <li>Textiles: Christmas Pouches</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms: Fairground Wheel (S2)</li> </ul>	<ul style="list-style-type: none"> <li>Structures: Baby Bear's Chair (S2)</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>Hands, Feet Heart</li> <li>Ho, Ho, Ho</li> </ul>	Music <ul style="list-style-type: none"> <li>'I wanna play in a rock band.'</li> <li>Zoo Time</li> </ul>	Music <ul style="list-style-type: none"> <li>Friendship Song</li> <li>Reflect, Rewind and Replay</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>Health and Well-being</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>Feet 1</li> </ul>	PE <ul style="list-style-type: none"> <li>Creating Games</li> <li>Hands 1</li> <li>Jumping 1</li> <li>Rackets, Bats and Balls (Squash)</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>