

Mixed Age Teaching and curriculum sequencing

2025 – 2026

Long Term Plan 2025-2026

Autumn 2025	Spring 2026	Summer 2026
CUSP Reading <ul style="list-style-type: none"> Greta and the Giants Pebble in my Pocket Leon and the Place Between 'Twas the Night before Christmas 	<ul style="list-style-type: none"> Sam Wu is Not Afraid of the Dark Operation Gadgetman 	<ul style="list-style-type: none"> Dancing Bear The Magician's Nephew
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> Strong Start Sentence Composition Poetry on a theme (emotions) A First person narrative descriptions A Non-chronological reports A Formal letters to complain A Performance poetry (including poetry from other cultures A Dialogue through narrative (historical stories) A 	<ul style="list-style-type: none"> Third person narrative (animal stories) A Non-chronological reports B Advanced instructional writing A Performance poetry (including poetry from other cultures) B (Enrichment) First person narrative descriptions B 	<ul style="list-style-type: none"> Third person narrative (animal stories) B Advanced instructional writing B Dialogue through narrative (historical) B Poetry on a theme (emotions) B (Enrichment) Formal letters to complain B
Maths <ul style="list-style-type: none"> Place value Addition and Subtraction Measurement – Area (y4 only) Multiplication and Division 	<ul style="list-style-type: none"> Multiplication and Division Length and Perimeter Fractions Mass and Capacity (y3 only) Decimals (Y4 only)	<ul style="list-style-type: none"> Decimals (Y4 only) Fractions (Y3 only) Money Time Shape Statistics (y3) Position and direction (y4 only)
CUSP Science <ul style="list-style-type: none"> Rocks Animals, including humans 	<ul style="list-style-type: none"> Forces and magnets Plants 1 	<ul style="list-style-type: none"> Plants 2 Light
CUSP Art and Design <ul style="list-style-type: none"> Drawing and painting Block A Printmaking Block B 	<ul style="list-style-type: none"> Creative Response Block 2026 Textiles and collage Block C 	<ul style="list-style-type: none"> 3D Block D Painting Block E
Computing <ul style="list-style-type: none"> Computing systems and networks – Internet Creating Media - Audio 	<ul style="list-style-type: none"> Programming - Shape Data and Information 	<ul style="list-style-type: none"> Creating Media – Photos Programming - Games
CUSP Design and Technology <ul style="list-style-type: none"> Textiles Block A Food and Nutrition Block B 	<ul style="list-style-type: none"> Mechanisms Block C Food and Nutrition Block D 	<ul style="list-style-type: none"> Systems Block E Structures Block F
CUSP Geography <ul style="list-style-type: none"> KS2 fieldwork and map skills – physical and human geography OS map skills and fieldwork 	<ul style="list-style-type: none"> UK Study 	<ul style="list-style-type: none"> UK Study continued Revisit countries, counties and regions of the UK
CUSP History <ul style="list-style-type: none"> Stone Age – Iron Age 	<ul style="list-style-type: none"> Stone Age – Iron Age Rome and the impact on Britain 	<ul style="list-style-type: none"> Rome and the impact on Britain
CUSP Music - mastering the glockenspiel Singing <ul style="list-style-type: none"> Singing focus: Introducing texture Block A Sing parts in an ensemble (e.g. rounds) Block A Untuned percussion <ul style="list-style-type: none"> Untuned focus: Mastering rhythm Block B Recognise beats in a bar (time signatures/metre) Block B 	Music Singing <ul style="list-style-type: none"> Singing focus: The history of singing Block C Singing for togetherness e.g. folk songs, war chants, hymns Block C Glockenspiel <ul style="list-style-type: none"> Tuned focus: Musical notation Block D Introduce the staff Block D 	Music Glockenspiel <ul style="list-style-type: none"> Tuned focus: Composition Block E Compose in pairs Block E Range of instruments studied <ul style="list-style-type: none"> Performance focus: Introducing timbre Block F Perform as an ensemble (range of instruments) Block F
CUSP French <ul style="list-style-type: none"> Greetings and the classroom Colours, emotions and numbers (0-10) 	<ul style="list-style-type: none"> Introductions and questions Working together (Following instructions) 	<ul style="list-style-type: none"> Playing together (Asking to play) Eating together
PE <ul style="list-style-type: none"> OAA Ball Skills Gymnastics Hockey 	<ul style="list-style-type: none"> Dance Basketball Football Tag Rugby 	<ul style="list-style-type: none"> Athletic Cricket Tennis Rounders
PSHE <ul style="list-style-type: none"> Rights, Rules and Responsibilities My Emotions Anti-bullying 	<ul style="list-style-type: none"> Diversity and Communities Drug Education 	<ul style="list-style-type: none"> Personal Safety Sex and Relationship Education Managing Change
Discovery RE <ul style="list-style-type: none"> Do beliefs make any difference to someone's life? Christianity - Enquiry – Reconciliation. Hindu – Karma or Samsara 	<ul style="list-style-type: none"> Do beliefs make any difference to someone's life? Islam – Submission or Salah What beliefs drive people to make a difference in the world? Christianity - Kingdom of God (Sacrifice or Creation) 	<ul style="list-style-type: none"> What beliefs drive people to make a difference in the world? Humanism – Morals or Reasoning Guru or Waheguru