



# John Scurr Primary School

## Curriculum Content 2023-2024

### Year One

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• Beegu ( block 1)</li> <li>• Where the Wild Things Are (block 2,3)</li> <li>• The Storm Whale ( block 4)</li> <li>• The Owl and the Pussycat – Edward Lear (5)</li> <li>• Aesop’s Fables – The Boy Who Cried Wolf (6)</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• The Tale of Peter Rabbit (7,8)</li> <li>• Look Up!(9)</li> <li>• Here We Are(10,11)</li> <li>• Chocolate Cake – Michael Rosen (12)</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• There’s a Rangtan in my bedroom (13,14)</li> <li>• And Tango Makes Three (15)</li> <li>• The Lion Inside (16)</li> <li>• Aesop’s Fables – The Hare and the Tortoise (172)</li> <li>• The Proudest Blue (18)</li> </ul>
<b>CUSP Writing</b> Introduce = <b>green (Block A)</b> Revisit = <b>orange (Block B)</b> <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme</li> <li>• Setting descriptions</li> <li>• Instructional writing</li> <li>• Shape poems and calligrams</li> <li>• Stories with familiar settings</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>☑ Shape poems and calligrams</li> <li>☑ Informal letters</li> <li>☑ Recount from personal experience</li> <li>☑ Poetry on a theme</li> <li>☑ Stories with a familiar setting</li> <li>☑ Recount from personal experience</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>• Informal letters</li> <li>• Poetry on a theme</li> <li>• Setting descriptions</li> <li>• Poetry on a theme ( nature)</li> <li>• Instructional writing</li> </ul>
<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>• Number place value to 10</li> <li>• Addition and subtraction to 10</li> <li>• Shape</li> </ul>	<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>• Place value to 20</li> <li>• Addition and subtraction to 20</li> <li>• Place value to 50</li> <li>• Measurement length height</li> <li>• Measurement weight volume</li> </ul>	<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Fractions</li> <li>• Geometry position and direction</li> <li>• Place value to 100</li> <li>• Money</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Seasonal changes and daily weather</li> <li>• Introduce Plants – (trees)</li> <li>• Animals, including humans</li> </ul>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Everyday Materials</li> <li>• Revisit Animals, including humans</li> </ul>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Plants</li> <li>• Revisit Plants, Animals including humans, Seasonal change and weather</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing (a)</li> <li>• Painting (b)</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Printmaking (c)</li> <li>• Textiles (d)</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Collage (e)</li> <li>• 3D (f)</li> </ul>
<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>• Technology around us</li> <li>• Recognising technology</li> <li>• Using it responsibly</li> <li>• Digital painting</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>• Moving a robot</li> <li>• Writing short algorithms</li> <li>• Grouping data</li> <li>• Exploring objects, labels, sorting by properties</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>• Digital writing</li> <li>• Using a computer to create and format text</li> <li>• Before comparing to write non-digital</li> <li>• Programming animations</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Mechanisms (Block A)</li> <li>• Structures (BlockB)</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>• Food and nutrition (Block C)</li> <li>• Understanding materials (Block D)</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>• Textiles (Block E)</li> <li>• Food and nutrition (Block F)</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Continents</li> <li>• Oceans</li> <li>• Countries of UK</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Continents</li> <li>• Oceans</li> <li>• Countries of UK</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Hot and cold places</li> <li>• School study (mapping and Fieldwork)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Changes within Living memory</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>• The lives of significant people (Mary Anning and David Attenborough)</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>• More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.)</li> </ul>
<b>CUSP Music</b> <b>Singing</b> - Being together in music Control the voice – nursery rhymes <b>Untuned Percussion</b> – Introducing rhythm and pulse Representing sounds pictorially	<b>CUSP Music</b> <b>Singing</b> - Introducing pitch Identify changes in sound (high/low) <b>Untuned Percussion</b> – Introducing tempo and dynamic Identify changes in sounds	<b>CUSP Music</b> <b>Singing</b> - Exploring emotions through music Responding to music <b>Untuned Percussion</b> – Introducing tempo and dynamic 2 Control and describe tempo and dynamic
<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Fundamentals</li> <li>• Ball skills</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Sending and Receiving</li> <li>• Striking and Fielding</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Target Games</li> <li>• Athletics</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me – Medway Resources</li> </ul>
<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>• Who is a Christian and what do they believe?</li> </ul>	<ul style="list-style-type: none"> <li>• Tower Hamlets Agreed Syllabus for RE</li> <li>• What makes some places sacred?</li> <li>• (Christians, Muslims and Jewish people)</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>• What does it mean to belong to a faith community?</li> <li>• (Christians, Muslims and Jewish people)</li> </ul>



# John Scurr Primary School

## Curriculum Content 2022-2023

### Year Two

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Grandad's Island</li> <li>Aesop's Fables - The Goose that laid the Golden Eggs</li> <li>Mrs Noah's Pockets</li> <li>Paddington</li> <li>The Christmas Pine - Julia Donaldson</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>The Street Beneath My Feet</li> <li>The Quangle Wangle's Hat - Edward Lear</li> <li>Coming to England</li> <li>Rhythm of the Rain</li> <li>Lila and the Secret of The Rain</li> <li>Little People Big Dreams</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Great Women Who Changed the World</li> <li>Aesop's Fables – The Sun and The Wind</li> <li>Fantastic Mr Fox</li> </ul>
<b>CUSP Writing</b> Introduce = <b>green (Block A)</b> Revisit = <b>orange (Block B)</b> <ul style="list-style-type: none"> <li>Character descriptions – CUSP link – Animals and living things</li> <li>Simple retelling of a narrative</li> <li>Poems developing vocabulary</li> <li>Formal invitations</li> <li>Non-chronological reports</li> <li></li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>Poetry on a theme (humorous).</li> <li>Recount from personal experience</li> <li>Stories from other cultures</li> <li>Formal invitations</li> <li>Stories from other cultures</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>Character description – builds on CUSP Animals, including humans</li> <li>Non-chronological reports – builds on CUSP Significant people</li> <li>Simple retelling of a narrative</li> <li>Recount from personal experience – builds on CUSP Where we live</li> <li>Poems developing vocabulary – builds on CUSP Stop motion animation</li> <li>Poetry on a theme (humorous/change)</li> </ul>
<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>Number - Place Value</li> <li>Number - Addition and Subtraction</li> <li>Measurement - Money</li> <li>Number - Multiplication and Division</li> <li>Consolidation</li> </ul>	<b>White Rose</b> <ul style="list-style-type: none"> <li>Number - Multiplication and Division</li> <li>Statistics</li> <li>Geometry - Properties of shape</li> <li>Number - Fractions</li> </ul>	<b>White Rose</b> <ul style="list-style-type: none"> <li>Measurement - Length and Height</li> <li>Geometry - Position and Direction</li> <li>Consolidation and problem solving</li> <li>Measurement - Time</li> <li>Measurement - Mass, Capacity, Temperature</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>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Use of everyday materials</li> <li>Revisit Living things and their habitats / materials</li> </ul>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Plants</li> <li>Revisit Living things and their habitats / Animals, including humans</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Printmaking</li> <li>Textiles and Collage</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>3D</li> <li>Creative Response</li> </ul>
<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Information technology around us</li> <li>Digital photography</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Robot Algorithms</li> <li>Pictograms</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Digital Music</li> <li>Programming Quizzes</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles – making a pouch</li> <li>Food and Nutrition</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>Block C - Mechanisms</li> <li>Block D - Understanding Materials</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>Block E - Food and Nutrition</li> <li>Block F - Structures</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Human and Physical features</li> <li>Compare a small part of the UK to a non-European location</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Compare a small part of the UK to a non-European location</li> <li>Fieldwork and Map skills</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Fieldwork and Map skills</li> <li>Compare a different non-European location to our locality (Amazon Rainforest)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Events beyond living memory - The Great Fire of London</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> <li>Revisit – Events beyond living memory</li> </ul>
<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Singing and Rhythm led by Joanne Gibson</li> <li>Ikoro Dance Performance Trip</li> <li>Untuned Percussion – experimenting with sound 2, Representing sounds pictorially</li> </ul>	<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Singing and Rhythm led by Joanne Gibson</li> <li>Untuned Percussion – Introducing rhythm and pulse 2</li> <li>Compose short patterns</li> </ul>	<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Singing and Rhythm led by Joanne Gibson</li> <li>Untuned Percussion – Introducing tempo and dynamic 2</li> <li>Control and describe tempo and dynamic</li> </ul>
<b>PE - Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Ball skills</li> <li>Team Building</li> <li>Fitness</li> </ul>	<b>PE - Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Target Games</li> <li>Invasion</li> <li>Gymnastics</li> </ul>	<b>PE - Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Ball Skills</li> <li>Athletics</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me – Using Medway resources</li> </ul>
<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>Christianity – God/creation</li> <li>Incarnation</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>Christianity – God/creation</li> <li>Incarnation - Salvation</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>Judaism – Shabbat</li> <li>Judaism – Rosh Hashanah and Yom Kippur</li> </ul>



# John Scurr Primary School

## Curriculum Content 2022-2023

### Year Three

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Pebble in my Pocket</li> <li>Greta and the Giant</li> <li>Leon and the Place Between</li> <li>'Twas the Night before Christmas Anon</li> </ul>	<ul style="list-style-type: none"> <li>Sam Wu is Not Afraid of the Dark</li> <li>My Shadow Robert Louis Stephenson</li> <li>Operation Gadgetman</li> </ul>	<ul style="list-style-type: none"> <li>Dancing Bear</li> <li>The Magician's Nephew</li> </ul>
<b>CUSP Writing</b> Introduce = <b>green (Block A)</b> Revisit = <b>orange (Block B)</b> <ul style="list-style-type: none"> <li>Poetry on a theme (emotions) builds on CUSP E-safety</li> <li>Non-chronological reports builds on CUSP Rocks and fossils</li> <li>First person narrative descriptions – builds on CUSP Art drawing and observation</li> <li>Dialogue through narrative (historical stories) builds on CUSP The Iron Age.</li> <li>Formal letters to complain</li> <li>Performance poetry (including poetry from other cultures)</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>Non-chronological reports – builds on CUSP UK study</li> <li>Third person narrative (animal stories)</li> <li>Performance poetry (including poetry from other cultures)</li> <li>Advanced instructional writing</li> <li>First person narrative descriptions – builds on CUSP UK study</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>Dialogue through narrative (historical stories) – builds on CUSP Roman study</li> <li>Poetry on a theme</li> <li>Formal letters to complain – builds on CUSP Healthy diets</li> <li>Third person narrative (animal stories).</li> <li>Advanced instructional writing – builds on CUSP materials, tie-dye, weave and sew</li> </ul>
<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and subtraction</li> <li>Multiplication and Division</li> </ul>	<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Money</li> <li>Statistics</li> <li>Length and Perimeter</li> </ul>	<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>Fractions</li> <li>Time</li> <li>Properties of shape</li> <li>Mass and capacity</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Animals, including humans</li> <li>Revisit Rocks</li> </ul>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Forces and magnets</li> <li>Light</li> </ul>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Plants</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and Painting.</li> <li>Prehistoric Art</li> <li>Printmaking</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Textiles and Collage</li> <li>3D Art</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Painting</li> <li>Creative Response</li> </ul>
<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Connecting Computers</li> <li>Stop-Frame animation</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Sequencing Sound</li> <li>Branching Databases</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Desktop Publishing</li> <li>Events and Actions in Programs</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles</li> <li>Food and Nutrition</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>Mechanisms</li> <li>Food and nutrition</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>Systems</li> <li>Structures</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Fieldwork and map skills</li> <li>Fieldwork: Human and Physical features.</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>UK Study</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Fieldwork and map skills</li> <li>OS map and scale</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Stone Age to Iron Age</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>Stone Age to Iron Age</li> <li>Rome and the Impact on Britain</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>Rome and the Impact on Britain</li> </ul>
<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Recorders</li> <li>Singing – Introducing Texture, sing parts</li> <li>Untuned Percussion – mastering rhythm</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Recorders</li> <li>Singing – the history of singing, singing for togetherness</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Recorders</li> <li>Performance – as an ensemble, introducing timbre</li> </ul>
<b>Get Set 4 PE:</b> <ul style="list-style-type: none"> <li>Basketball</li> <li>Gymnastics</li> <li>Football</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Football</li> <li>Gymnastics</li> <li>Basketball</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Cricket</li> <li>Football</li> <li>Dodgeball</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me – Using Medway resources</li> </ul>
<b>Tower Hamlets Agreed Syllabus for RE:</b> <ul style="list-style-type: none"> <li>What does it mean to be a Hindu in Britain today?</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE:</b> <ul style="list-style-type: none"> <li>What do different people believe about God? (Christians, Hindus and/or Muslims)</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE:</b> <ul style="list-style-type: none"> <li>Why do people pray?</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Greeting and the classroom</li> <li>Colours, emotions and numbers (0-10)</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>Introductions and Questions</li> <li>Working together</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>Playing together</li> <li>Eating together</li> </ul>



# John Scurr Primary School

## Curriculum Content 2022-2023

### Year Four

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>The Queen's Nose</li> <li>Young Gifted and Black</li> <li>Caged Bird – Maya Angelou</li> <li>The Girl who stole an Elephant</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>The Girl who stole an Elephant</li> <li>The Boy at the back of the Class</li> <li>Varjak Paw</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Varjak Paw</li> <li>Wind in the Willows</li> <li>The Walrus and the Carpenter – Lewis Carroll</li> <li>The Raven – Edgar Allen Poe</li> </ul>
<b>CUSP Writing</b> Introduce = <b>green (Block A)</b> Revisit = <b>orange (Block B)</b> <ul style="list-style-type: none"> <li>Third person adventure stories – builds on CUSP habitats</li> <li>Newspaper reports – builds on CUSP Anglo-Saxons and Viking struggle for England</li> <li>First person diary entries (imaginative) – builds on CUSP Vikings</li> <li>Poems which explore form</li> <li>Persuasive writing (adverts)</li> <li>Stories from other cultures – builds on CUSP world locations</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>Poems which explore form</li> <li>Explanatory texts – builds on CUSP human digestion</li> <li>Critical analysis of narrative poetry</li> <li>Stories from other cultures – builds on CUSP World countries.</li> <li>Persuasive writing – builds on CUSP electrical systems</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>Newspaper reports – builds on CUSP Ancient Egyptians</li> <li>First person diary entries (imaginative) – builds on CUSP Archaeologists and Tutankhamun</li> <li>Explanatory texts – builds on CUSP states of matter</li> <li>Critical analysis of narrative poetry.</li> <li>Third person adventure stories</li> </ul>
<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and subtraction</li> <li>Length and perimeter</li> <li>Multiplication and division</li> </ul>	<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Measurement - Area</li> <li>Fractions</li> <li>Decimals</li> </ul>	<b>Maths White Rose:</b> <ul style="list-style-type: none"> <li>Decimals</li> <li>Money</li> <li>Time</li> <li>Statistics</li> <li>Properties of shapes</li> <li>Position and direction</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>States of matter</li> </ul>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Animals, including humans</li> </ul>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Sound</li> <li>Electricity</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Printmaking and Textiles</li> <li>3D and collage</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Painting</li> <li>Creative Response</li> </ul>
<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>The Internet</li> <li>Audio Production</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Repetition in Shapes</li> <li>Data logging</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Photo Editing</li> <li>Repetition in Games</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition</li> <li>Mechanisms</li> </ul>	<b>CUSP Design &amp; Technology</b> <ul style="list-style-type: none"> <li>Textiles</li> <li>Structures</li> </ul>	<b>CUSP Design &amp; Technology</b> <ul style="list-style-type: none"> <li>Electrical systems</li> <li>Food and nutrition</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Latitude and longitude</li> <li>Water cycle</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Rivers revisited</li> <li>Fieldwork and mapping</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Anglo-Saxons</li> <li>Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>Vikings and Anglo-Saxon struggle for the kingdom of England to the times of Edward the Confessor</li> <li>Ancient civilisation – Egypt or Shang Dynasty</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>Ancient civilisation – Egypt or Shang Dynasty</li> </ul>
<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Percussion: Glockenspiels</li> <li>Untuned Percussion – Mastering rhythm 2</li> <li>Singing – introduce texture 2, part of a ensemble</li> </ul>	<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Percussion: Glockenspiels</li> <li>Singing – the history singing 2, singing for entertainment</li> </ul>	<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Percussion: Glockenspiels</li> <li>Tuned focus – introducing timbre 2, identify and describe how sounds are combined.</li> </ul>
<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Fitness</li> <li>Football</li> <li>Gymnastics</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Football</li> <li>Badminton</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Cricket</li> <li>Football</li> <li>Athletics</li> </ul>
<b>Jigsaw PHSE</b> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> </ul>	<b>Jigsaw PHSE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<b>Jigsaw PHSE</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me – Using Medway Resources</li> </ul>
<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>Judaism – Belief and practice</li> <li>Buddhism – Buddha's teachings</li> <li>Christianity - Christmas</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>Judaism – Passover</li> <li>Buddhism – The 8 fold path</li> <li>Christianity - Easter</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>Judasim – Rigte of Passage and good works</li> <li>Buddhism – The 8-fold path</li> <li>Christianity –Prayer and Worship</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>The calendar (days, months, date)</li> <li>Colours, emotions and numbers 0-20</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>Items from daily life (clothes)</li> <li>Learning Together (subjects and school)</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>The natural world (animals and plants)</li> <li>Celebrations (Bastille Day)</li> </ul>



## Curriculum Content 2022-2023

### Year Five

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Shackleton's Journey</li> <li>Secrets of a Sun King</li> <li>If – Rudyard Kipling</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>A midsummer night's dream</li> <li>I am not a label</li> <li>The Boy in the Tower</li> <li>Daffodils – William Wordsworth</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>The Explorer</li> <li>Five Children and It</li> </ul>
<b>CUSP Writing</b> Introduce = <b>green (Block A)</b> Revisit = <b>orange (Block B)</b> <ul style="list-style-type: none"> <li>Balanced argument – builds on CUSP Disturbance of a natural habitat</li> <li>Third person stories set in another culture</li> <li>Poems that use word play – builds on CUSP Vocabulary in languages</li> <li>Formal letters of application</li> <li>Dialogue in narrative (first person myths and legends) – builds on CUSP Greeks and Maya</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>Biography – builds on CUSP Earth and space</li> <li>Third person stories set in another culture – builds on CUSP location study</li> <li>Poems which explore form.</li> <li>Playscripts (Shakespeare retelling)</li> <li>Formal letters of application – builds on CUSP design for a purpose</li> <li>Poems that use word play</li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>Balanced argument – builds on properties of materials</li> <li>Poems which explore form – CUSP music lyrics</li> <li>Playscripts</li> <li>Dialogue in narrative (first person myths and legends) – builds on CUSP Ancient Greeks and Maya</li> <li>Biography – builds on CUSP famous modern scientists</li> </ul>
<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> <li>Statistics</li> <li>Multiplication and division</li> <li>Area and perimeter</li> </ul>	<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> <li>Decimals and percentages</li> </ul>	<b>Maths White Rose</b> <ul style="list-style-type: none"> <li>Decimals</li> <li>Properties of shape</li> <li>Position and Direction</li> <li>Converting units</li> <li>Volume</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Properties and changes of materials</li> <li>Animals, including humans</li> </ul>	<b>CUSP Science:</b> <ul style="list-style-type: none"> <li>Earth in space</li> <li>Forces</li> </ul>	<b>CUSP Science:</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Forces continued</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and Painting</li> <li>Printmaking</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Textiles and collage</li> <li>3D</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Painting</li> <li>Creative Response</li> </ul>
<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Systems and Searching</li> <li>Video Production</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Selection in Physical computing</li> <li>Flat File Database</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>Introduction to Vector Graphics</li> <li>Selection in Quizzes</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition</li> <li>Systems</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>Textiles</li> <li>Food and Nutrition</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>Structures</li> <li>Mechanisms</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>World countries – biomes and environmental regions</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>4 and 6 figure grid references</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Revisit world countries – biomes and environmental regions</li> <li>NEW OS maps and fieldwork</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Ancient Greeks</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>Ancient Greeks</li> <li>Comparison study – Maya/ Benin and Anglo-Saxons.</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>Comparison study – Maya/ Benin and Anglo-Saxons.</li> </ul>
<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Untuned Percussion – Musical stories, one piece different performers</li> <li>Singing – introduce structure, identify parts of a song</li> </ul>	<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Singing – Music Technology, Alter pitch and dynamic to change effects</li> </ul>	<b>CUSP Music</b> <ul style="list-style-type: none"> <li>Performance focus – Composition 3</li> </ul>
<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Football</li> <li>Gymnastics</li> <li>Fitness</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Swimming</li> <li>Gymnastics</li> <li>Football</li> <li>Badminton</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>Swimming</li> <li>Dodgeball</li> <li>Hockey</li> <li>Cricket</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Being Me in My World</li> <li>Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me – Medway Resources</li> </ul>
<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>Hindusim – Prayer and Worship</li> <li>Sikhism – Belief into action</li> <li>Christianity - Christmas</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>Sikhism – Beliefs and moral values</li> <li>Hinduism – Hindu Beliefs</li> <li>Christianity - Salvation</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>Sikhism – Prayer and Worship</li> <li>Hinduism – Beliefs and moral values</li> <li>Christianity – Beliefs and Practices</li> </ul>



# John Scurr Primary School

## Curriculum Content 2022-2023

### Year Six

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• Rooftoppers</li> <li>• The Listeners – Walter de la Mare</li> <li>• Pig Heart Boy</li> <li>• How to Live forever</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• Skellig</li> <li>• All Aboard the Empire Windrush</li> <li>• The Island</li> </ul>	<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• Dare to be You</li> <li>• Shakespeare’s Sonnets: – Sonnet 27</li> <li>• Intro to Dickens – Oliver Twist</li> </ul>
<b>CUSP Writing</b> Introduce = <b>green (Block A)</b> Revisit = <b>orange (Block B)</b> <ul style="list-style-type: none"> <li>• <b>Autobiography – builds on CUSP famous naturalists</b></li> <li>• <b>First person stories with a moral.</b></li> <li>• <b>Poems that create images and explore vocabulary (War poetry) – Remembrance</b></li> <li>• <b>Discursive writing and speeches – builds on CUSP Study of Europe</b></li> <li>• <b>Explanatory text – builds on CUSP phenomena of light</b></li> <li>• <b>Shakespeare (Sonnets)</b></li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>• <b>Explanatory texts – builds on CUSP Circulatory system</b></li> <li>• <b>Autobiography – builds on CUSP sporting heroes</b></li> <li>• <b>Extended third person narrative (adventure stories) – builds on CUSP Disaster stories</b></li> <li>• <b>Newspaper report – builds on CUSP natural disasters / Bletchley Park Computing.</b></li> <li>• <b>First person stories with a moral</b></li> </ul>	<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>• <b>Extended third person narrative (adventure stories)</b></li> <li>• <b>Newspaper report – builds on CUSP conflict and peace</b></li> <li>• <b>Poems that create images and explore vocabulary – builds on CUSP conflict and peace</b></li> <li>• <b>Discursive writing and speeches.</b></li> <li>• <b>Shakespeare (Sonnets)</b></li> </ul>
<b>Maths White Rose:</b> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition, Subtraction, Multiplication, Division</li> <li>• Fractions</li> <li>• Position and direction</li> </ul>	<b>Maths White Rose:</b> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Percentages</li> <li>• Algebra</li> <li>• Converting units</li> <li>• Perimeter, Area and Volume</li> <li>• Ratio</li> </ul>	<b>Maths White Rose:</b> <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Properties of shape</li> <li>• Consolidation and themed projects</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Light</li> </ul>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Animals, including humans</li> <li>• Animals, including humans (water transport)</li> </ul>	<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Evolution and inheritance</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting and Collage</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Printmaking and textiles</li> <li>• 3D</li> </ul>	<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Painting</li> <li>• Creative Response.</li> </ul>
<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Webpage Creation</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>• Variables in Games</li> <li>• Introduction to Spreadsheets</li> </ul>	<b>National Centre for Computing Education (NCCE)</b> <ul style="list-style-type: none"> <li>• 3-D modelling</li> <li>• Sensing movement</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Food and Nutrition</li> <li>• Mechanisms</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>• Food and nutrition</li> <li>• Structures</li> </ul>	<b>CUSP DT</b> <ul style="list-style-type: none"> <li>• Electrical systems</li> <li>• Textiles</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Physical Processes</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• UK, Europe and N America and comparison study</li> </ul>	<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• UK, Europe and N America Comparison study</li> <li>• OS Maps and fieldwork ( orienteering)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Beyond 1066</li> <li>• 5 significant monarchs or</li> <li>• The Battle of Britain (NEW)</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Windrush generation</li> </ul>	<b>CUSP History</b> <ul style="list-style-type: none"> <li>• The Battle of Britain or 5 significant monarchs</li> </ul>
<b>CUSP Music</b> <ul style="list-style-type: none"> <li>• Singing focus – Musical stories</li> <li>• Cultural and social – lyrics</li> <li>• Untuned focus; Music technology</li> <li>• Alter tempo and rhythm to create effects</li> </ul>	<b>CUSP Music</b> <ul style="list-style-type: none"> <li>• Singing focus; introducing structure</li> <li>• Identity cyclic pattern verse/chorus.</li> <li>• Keyboard</li> </ul>	<b>CUSP Music</b> <ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Range of instruments studied</li> </ul>
<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Swimming</li> <li>• Gymnastics</li> <li>• Football</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Football</li> <li>• Badminton</li> </ul>	<b>Get Set 4 PE</b> <ul style="list-style-type: none"> <li>• Dodgeball</li> <li>• Cricket</li> <li>• Football</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Healthy Me</li> </ul>	<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me – Using Medway Resources</li> </ul>
<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>• Islam – Beliefs and Practices</li> <li>• Christianity - Christmas</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>• Christianity – Beliefs and meaning</li> <li>• Christianity - Easter</li> </ul>	<b>Tower Hamlets Agreed Syllabus for RE</b> <ul style="list-style-type: none"> <li>• Islam – beliefs and moral values</li> </ul>