



Owl Class – Curriculum Overview

2025 – 2026 Cycle A

Autumn 2025	Spring 2026	Summer 2026
CUSP Reading (Y4) The Queen's Nose 2 Blocks The Raven 1 Block The Girl who stole an Elephant 3 Blocks	Varjak Paw 3 Blocks Young, Gifted and Black 3 Blocks (Caged Bird - Maya Angelou)	Young, Gifted and Black 1 Block (Caged Bird - Maya Angelou) The Boy at the back of the class 3 Blocks Wind in the Willows (The Walrus and the Carpenter – Lewis Carroll) 3 Blocks
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition - Poems which explore form A - Persuasive writing (adverts) A - First person diary entries (imaginative) A - Critical analysis of narrative poetry A - Third person adventure stories A - News reports A	Strong Start Sentence Composition - Stories from other cultures A - Explanatory texts A - Persuasive writing (adverts) - First person diary entries B - Poems which explore form B (Enrichment)	Strong Start Sentence Composition - Critical analysis of narrative poetry B (Enrichment) - Third person adventure stories B - News reports B - Stories from other cultures B - Explanatory texts B
Maths - Place Value - Addition & Subtraction - Multiplication & Division - Area	- Multiplication & Division - Length & Perimeter - Fractions A&B - Mass & Capacity	- Time - Decimals - Money - Shape - Position & Direction - Statistics
CUSP Science - Living things and their habitats - States of matter	Animals, including humans	- Electricity - Sound
CUSP Art and Design - Drawing Block A - Painting Block B	- Creative Response Block 2026 - Printmaking and textiles Block C	3D and collage Block D - Painting Block E
CUSP Design and Technology - Food and Nutrition Block A - Mechanisms Block B	- Textiles Block C - Structures Block D	- Electrical systems Block E <i>Science - Electricity</i> - Food and Nutrition Block F <i>Science – Animals including humans</i>
CUSP Geography - Rivers - Latitude and longitude	- Latitude and longitude - Water cycle	- Water cycle - Map skills & Environmental regions
CUSP History - Britain's settlement by Anglo-Saxons and Scots - Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	- Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Ancient civilisation: Egypt or Shang Dynasty	Ancient civilisation – Egypt or Shang Dynasty
Computing- Teach - Computing systems and networks - the internet - Creating media- audio production	- Programming A- repetition in shapes - Data and information - data logging	- Creating Media- photo editing - Programming B- repetition in games
CUSP Music - mastering the glockenspiel Untuned percussion - Untuned focus: Mastering rhythm 2 Block A - Follow beats in a bar (time signatures/metre) Block A Singing - Singing focus: Introducing texture 2 Block B - Sing parts in an ensemble (harmony) Block B	Glockenspiel - Tuned focus: Musical notation 2 Block C - Revisit the staff Block C Singing - Singing focus: The history of singing 2 Block D - Singing for entertainment e.g. opera, theatrical, modernism Block D	Glockenspiel - Performance focus: Composition 2 Block E - Perform including an element of composition Block E Range of instruments studied - Tuned focus: Introducing timbre 2 Block F - Identify and describe how sounds are combined Block F
CUSP French - The calendar (Days, months, date) - Colours, emotions and numbers 0-20	- Items from daily life (Clothes) - Learning together (Subjects and school)	- The natural world (Animals and plants) - Celebration (Bastille Day)
PE - Ball Skills - Football - Hockey - Dance	PE - Fitness - Gymnastics - Orienteering - Tennis	PE - Athletics - Swimming - Cricket - Rounders
PSHE- SCARF - Me and my relationships - Rights and respect	PSHE - Valuing difference - Being my best	PSHE - Keeping safe - Growing and changing
RE - What kind of a world did Jesus want? - For Christians when Jesus left; what was the impact of the Pentecost?	- What do Hindus believe God is like? - Why do Christians call the day that Jesus died Good Friday?	- What does you mean to be a Hindu in Britain today? - How and why do the people mark the significant events of life?