



Eagle Class – Curriculum Overview

2025 – 2026 Cycle A

Autumn 2025	Spring 2026	Summer 2026
CUSP Reading - Roof toppers (& The Listeners – Walter de la Mare) 3 Blocks - Pig Heart Boy 2 Blocks - How to live forever 1 Block	- Skellig (+Flanders poem) 3 Blocks - All Aboard the Empire Windrush 2 Blocks - The Island 1 Block	- The Island 1 Block - Dare to be You (KS2 – KS3 transition) 3 Blocks - Intro to Dickens – Oliver Twist 3 Blocks
CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) - Autobiography A - Discursive writing and speeches A - First person stories with a moral A - Poems that create images and explore vocabulary (War poetry) A - News report A - Explanatory text A - Shakespeare (Sonnets) A	- Extended third person narrative A - Explanatory texts B - Autobiography B - Lead piece: Extended third person narrative (adventure stories) B	- Lead piece: News report B - Shakespeare (Sonnets) B (Enrichment) - Lead piece: Discursive writing and speeches B - Poems that create images and explore vocabulary B (Enrichment) - First person stories with a moral B
Maths - Place Value - Addition and subtraction - Multiplication and division A - Fractions A - Multiplication and division B	Maths - Multiplication and division B continued - Fractions B - Decimals A - Area, perimeter and volume - Decimals B - Fractions, decimals and percentages	Maths - Ratio - Algebra - Shape - Position and direction - Statistics - Converting units
CUSP Science - Electricity - Animals including humans	- Animals including humans (+ water transport) - Light	- Living things and their habitats - Evolution and inheritance
CUSP Art and Design - Drawing Block A - Painting and collage Block B	- Creative Response Block 2026 - Printmaking and textiles Block C	3D Block D - Painting Block E
TEACH Computing - Computing systems and networks – communication and collaboration - Creating media – web page creation	- Programming A – Variables in games - Data and information – Introduction to Spreadsheets	- Creating media – 3D Modelling - Programming B – Sensing movement
CUSP Design and Technology - Food and Nutrition Block A <i>Writing – Discursive writing and speeches</i> - Mechanisms Block B	- Food and Nutrition Block C - Structures Block D	- Electrical systems Block E <i>Science – Electricity</i> - Textiles Block F
CUSP Geography Physical processes	- Human and Physical Geography: Economic, settlement and trade links - UK, Europe and N America comparison study	- UK, Europe and N America comparison study - OS Maps and fieldwork (orienteering)
CUSP History - Beyond 1066 - Local History Study - how did conflict change our locality in World War 2? (Y6)	Windrush generation (Y6)	Ancient Greece (Place in time and significant events) (Y5)
Music (Cumberland Music Service) Ukulele	Ukulele	Ukulele
CUSP French - Where I live (Homes) - Emotions and numbers – beyond 100	- Items from daily life (Money and personal effects) - Learning together	- The natural world (The environment) - Visiting France (Directions and transport)
Get Set 4 PE - Netball - Tag Rugby - Trampolining (Sands Centre) - Volleyball (Sands Centre)	- Netball - Gymnastics - Hockey - Dance	- Athletics - Cricket (Fraser Conn – Cricket Coach) - Orienteering - Rounders
SCARF PSHE - Me and My relationships (Y6) - Rights and respect (Y6)	- Valuing difference (Y6) - Being my best (Y6)	- Keeping safe (Y6) - Growing and changing (Y6)
RE Today - GOSPEL: Christians and how to live: what would Jesus do? (Y6) - INCARNATION: Why do Christians believe that Jesus was the Messiah? (Y6)	- HINDU DHARMA: Why do Hindus want to be good? (Y6) - SALVATION: What difference does the resurrection make to Christians? (Y6)	- KINGDOM OF GOD: For Christians what kind of King was Jesus? (Y6) - THEMATIC: Why do some people believe in God and some people not? (Y6)