

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• <b>Greta and the Giants</b> Block 1</li> <li>• <b>Pebble in my Pocket</b> Blocks 2,3</li> <li>• <b>Leon and the Place Between</b> Blocks 4,5</li> <li>• <b>'Twas the Night before Christmas Anon</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sam Wu is Not Afraid of the Dark</b> Blocks 7, 8, 9</li> <li>• <b>Operation Gadgetman</b> (includes My Shadow Robert Louis Stephenson) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dancing Bear</b> Blocks 13, 14, 15</li> <li>• <b>The Magician's Nephew</b> Blocks 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>• Poetry on a theme (emotions) A</li> <li>• First person narrative descriptions A</li> <li>• Non-chronological reports A</li> <li>• Formal letters to complain A</li> <li>• Dialogue through narrative (historical stories) A</li> <li>• Performance poetry (including poetry from other cultures) A</li> </ul> <b>November - Festival of the Spoken Word (Oracy)</b>	<ul style="list-style-type: none"> <li>• Third person narrative (animal stories) A</li> <li>• Non-chronological reports B</li> <li>• Advanced instructional writing A</li> <li>• First person narrative descriptions B</li> <li>• Performance poetry (including poetry from other cultures) B (Enrichment)</li> </ul>	<ul style="list-style-type: none"> <li>• Third person narrative (animal stories) B</li> <li>• Formal letters to complain B</li> <li>• Dialogue through narrative (historical) B</li> <li>• Poetry on a theme (emotions) B (Enrichment)</li> <li>• Advanced instructional writing B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place Value (3 weeks)</li> <li>• Addition and Subtraction (5 weeks)</li> <li>• Multiplication and Division (6 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division (1 weeks)</li> <li>• Measurement - Length and perimeter (3 weeks)</li> <li>• Fractions (3 weeks)</li> <li>• Measurement - Mass and capacity (3 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions (2 weeks)</li> <li>• Measurement - Money (2 weeks)</li> <li>• Measurement - Time (3 weeks)</li> <li>• Geometry – shape (2 weeks)</li> <li>• Statistics (2 weeks)</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>	<ul style="list-style-type: none"> <li>• Forces and magnets</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing and painting Block A</li> <li>• Printmaking Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles and collage Block C</li> <li>• 3D Block D</li> </ul> <b>February - Art Festival</b>	<ul style="list-style-type: none"> <li>• Painting Block E</li> <li>• Creative Response Block F</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Textiles Block A</li> <li>• Food and Nutrition Block B <small>Science – Animals including humans</small></li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms Block C <small>Science – Forces and magnets Writing – Advanced instructional writing A</small></li> <li>• Food and Nutrition Block D <small>Science – Animals including humans</small></li> </ul>	<ul style="list-style-type: none"> <li>• Systems Block E</li> <li>• Structures Block F</li> </ul> <b>June – Food Festival</b>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Fieldwork – human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>• UK Study</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit human and physical features</li> <li>• OS maps and scale</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Stone Age – Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age – Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• Rome and the impact on Britain</li> </ul>
<b>Emmanuel Project - RE</b> <ul style="list-style-type: none"> <li>• Christianity - How do Christians show that reconciliation with God and others is important?</li> <li>• Islam - How does a Muslim show their submission and obedience to Allah?</li> </ul>	<ul style="list-style-type: none"> <li>• Hinduism- Why do Hindus want to collect good karma?</li> <li>• Christianity- Is the cross a symbol of love, sacrifice or commitment for Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity- What do Christians mean when they talk about the Kingdom of God?</li> <li>• Judaism - What symbols and stories help Jewish people remember their covenant with God?</li> </ul>

**PPA, PE & PSHE**

Autumn 2024	Spring 2025	Summer 2025
<b>Music (&amp;PA)</b> <ul style="list-style-type: none"> <li>• Singing – folk</li> <li>• Christmas Production</li> </ul>	<ul style="list-style-type: none"> <li>• Stave House 1 – notation and playing the glockenspiel.</li> <li>• Composing soundscapes and Melodies</li> </ul>	<ul style="list-style-type: none"> <li>• Stave House 2 – Rhythm</li> <li>• Untuned percussion – STOMP</li> <li>• Composing Rhythms</li> </ul>
<b>French</b> <ul style="list-style-type: none"> <li>• Getting started in French Greetings Numbers France &amp; the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering Paris Numbers Landmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing Myself (Name/age etc) Countries Capital cities</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Creating Media – Animation</li> <li>• Creative Media – Desktop Publishing</li> </ul>	Programming – Sequencing sound	Programming – Events and actions
<b>Complete PE</b> <ul style="list-style-type: none"> <li>• O.AA – Communication &amp; Tactics (O)</li> <li>• Gymnastics – Symmetry &amp; Asymmetry (I)</li> <li>• Invasion games (O)</li> <li>• Dance (I)</li> </ul>	<ul style="list-style-type: none"> <li>• Tag rugby (O)</li> <li>• Squash (I)</li> <li>• Cricket (O)</li> <li>• Dance (I)</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics (O)</li> <li>• Problems solving (I)</li> <li>• Rounders (O)</li> <li>• Mindfulness (I)</li> </ul>
<b>Jigsaw PSHE</b> <ul style="list-style-type: none"> <li>• Being me in my world</li> <li>• Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and goals</li> <li>• Healthy me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships Changing me</li> </ul>

### Suggested Sequence Y3

Autumn 2024		Spring 2025		Summer 2025	
Sept 2	<b>CUSP Art and Design</b> <i>Drawing and Painting Block A</i>	Jan 6	<b>History</b> <i>Stone Age – Iron Age</i>	Apr 22	<b>CUSP Art and Design</b> <i>Painting Block E</i>
9	<b>Science</b> <i>Rocks</i>	13	<b>CUSP Art and Design</b> <i>Textiles and Collage Block C</i>	28	<b>History</b> <i>The Roman Empire and its impact on Britain</i>
16		20	<b>Geography</b> <i>UK study</i>	May 5	
23	<b>RE - Christianity - How do Christians show that reconciliation with God and others is important?</b>	27	<b>Science</b> <i>Forces and magnets 1 (split)</i>	12	<b>RE - Christianity- What do Christians mean when they talk about the Kingdom of God?</b>
30	<b>CUSP Design Technology</b> <i>Textiles Block A</i>	Feb 3	<b>RE - Hinduism- Why do Hindus want to collect good karma?</b>	19	<b>Science</b> <i>Plants</i>
Oct 7	<b>History</b> <i>Stone Age – Iron Age</i>	10	<b>CUSP Design Technology</b> <i>Mechanisms Block C</i>	26	Half term
14	Flexible block Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.	17	Half Term	June 2	<b>CUSP Design and Technology</b> <i>Systems Block E</i>
21	Half Term	24	<b>Science</b> <i>Forces and magnets 2</i>	9	<b>Science</b> <i>Light</i>
28	<b>CUSP Art and Design</b> <i>Printmaking Block B</i>	Mar 3	<b>Geography</b> <i>UK study</i>	16	<b>History</b> <i>The Roman Empire and its impact on Britain.</i>
Nov 4	<b>History</b> <i>Stone Age – Iron Age</i>	10	<b>CUSP Art and Design</b> <i>3D Block D</i>	23	<b>Geography</b> <i>OS Maps and scale</i>
11	Flexible block	17	<b>RE - Christianity- Is the cross a symbol of love, sacrifice or commitment for Christians?</b>	30	<b>Art and Design</b> <i>Creative Response Block F</i>
18	<b>Geography</b> <i>Fieldwork - human and physical features</i>	24	<b>Science</b> <i>Plants</i>	July 7	<b>Geography</b> <i>Revisit human and physical features</i>
25	<b>CUSP Design Technology</b> <i>Food and Nutrition Block B</i>	31	<b>CUSP Design and Technology</b> <i>Food and Nutrition Block D</i>	14	<b>RE - Judaism - What symbols and stories help Jewish people remember their covenant with God?</b>
Dec 2	<b>Science</b> <i>Animals, including humans</i>		Easter break	21	<b>Design Technology</b> <i>Structures Block F</i>
9	<b>RE - Islam - How does a Muslim show their submission and obedience to Allah?</b>			Summer break	
16	<b>Science</b> <i>Revisit Rocks</i>				
	Christmas break				