

# Lower KS2 CYCLE 2

## (Y3 Content) 2023 – 2024

Autumn 2023		Spring 2024		Summer 2024	
<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 (Y3)</li> <li>• First person narrative descriptions A (Y3)</li> <li>• Non-chronological reports A (Y3)</li> <li>• Formal letters to complain A (Y3)</li> <li>• Dialogue through narrative (historical stories) A (Y3)</li> <li>• Performance poetry (including poetry from other cultures A (Y3)</li> </ul>		<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 -White Rose Maths</b> <b>Year 3</b> Place Value Addition and Subtraction Multiplication and Division	<b>Year 4</b> Place Value Addition and Subtraction Area Multiplication and Division	<b>Year 3</b> Multiplication and Division Length and Perimeter Fractions Mass and Capacity	<b>Year 4</b> Multiplication and Division Length Fractions Decimals	<b>Year 3</b> Fractions Money Time Shape Statistics	<b>Year 4</b> Decimals Money Time Shape Statistics Position and Direction
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>• Rocks (Y3)</li> <li>• Animals including humans (Y3)</li> <li>• Revisit Rocks (Y3)</li> </ul>		<ul style="list-style-type: none"> <li>• Forces and magnet (Y3)</li> <li>• Plants (Y3)</li> </ul>		<ul style="list-style-type: none"> <li>• Plants (Y3) continued...</li> <li>• Light (Y3)</li> </ul>	
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing and painting Block A (Y3)</li> <li>• Printmaking Block B (Y3)</li> </ul>		<ul style="list-style-type: none"> <li>• Textiles and collage Block C (Y3)</li> <li>• 3D Block D (Y3)</li> </ul>		<ul style="list-style-type: none"> <li>• Painting Block E (Y3)</li> <li>• Creative Response Block F (Y3)</li> </ul>	
<b>Computing- MR P ICT</b> <ul style="list-style-type: none"> <li>• Computer Networks- Understanding the internet</li> <li>• Data Handling- Interactive Story graphs</li> <li>• Sound- Podcasting</li> </ul>		<ul style="list-style-type: none"> <li>• Presentation, Web design and Ebook creation- Interactive comics</li> <li>• Coding and Programming- Makey Makey Games controller</li> </ul>		<ul style="list-style-type: none"> <li>• Video Creation-Voice over Film</li> <li>• Digital Art and Photography- Digital Self portraits</li> <li>• Augmented Reality and Virtual Reality- Design my own playground</li> </ul>	
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>• Textiles Block A (Y3)</li> <li>• Food and Nutrition Block B (Y3)</li> </ul> <i>Science – Animals including humans</i>		<ul style="list-style-type: none"> <li>• Mechanisms Block C (Y3)</li> </ul> <i>Science – Forces and magnets</i> <i>Writing – Advanced instructional writing A</i> <ul style="list-style-type: none"> <li>• Food and Nutrition Block D (Y3)</li> </ul> <i>Science – Animals including humans</i>		<ul style="list-style-type: none"> <li>• Systems Block E (Y3)</li> <li>• Structures Block F (Y3)</li> </ul>	
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>• Fieldwork – human and physical features (Y3)</li> <li>• Fieldwork OS maps (Y3)</li> </ul>		<ul style="list-style-type: none"> <li>• UK Study (Y3)</li> </ul>		<ul style="list-style-type: none"> <li>• UK Study (Y3) continued</li> <li>• Revisit human and physical features (Y3)</li> </ul>	
<b>CUSP History</b> <ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots y4</li> </ul>		<ul style="list-style-type: none"> <li>• Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor y4</li> </ul>		<ul style="list-style-type: none"> <li>• Achievements of an ancient civilisation Egypt y4</li> </ul>	
<b>CUSP Music - mastering the glockenspiel</b> <b>Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: Introducing texture Block A</li> <li>• Sing parts in an ensemble (e.g. rounds) Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>• Untuned focus: Mastering rhythm Block B</li> <li>• Recognise beats in a bar (time signatures/metre) Block B</li> </ul>		<b>Music Singing</b> <ul style="list-style-type: none"> <li>• Singing focus: The history of singing Block C</li> <li>• Singing for togetherness e.g. folk songs, war chants, hymns Block C</li> </ul> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>• Tuned focus: Musical notation Block D</li> <li>• Introduce the staff Block D</li> </ul>		<b>Music Glockenspiel</b> <ul style="list-style-type: none"> <li>• Tuned focus: Composition Block E</li> <li>• Compose in pairs Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>• Performance focus: Introducing timbre Block F</li> <li>• Perform as an ensemble (range of instruments) Block F</li> </ul>	
<b>Spanish – Language Angels</b> Instruments Seasons		Vegetables Ice Creams		My Family In the Classroom	
<b>PE Games OAA</b> Problem solving challenges N/C Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending. Compare their		<b>Games Invasion games</b> N/C. Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending. Compare their		<b>Games Striking and Fielding</b> N/C Use running, jumping, throwing and catching in isolation and in combination	

performances with previous ones and demonstrate improvement to achieve their personal best. <b>Dance</b>  N/C Perform dances using a range of movement patterns <b>Games Invasion Games Throwing and catching skill development</b> N /C take part in outdoor and adventurous activity challenges both individually and within a team <b>Gym</b> <b>1<sup>st</sup> 6 LOs</b> Floor N/C Develop flexibility, strength, technique, control and balance		performances with previous ones and demonstrate improvement to achieve their personal best. <b>Dance</b>  N/C Perform dances using a range of movement patterns. <b>Games</b> <b>Net and Wall</b> N/C. Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <b>Gym</b> <b>2<sup>nd</sup> 6 LOs</b> Vault/ Apparatus – climbing wall N/C Develop flexibility, strength, technique, control and balance		Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <b>Dance</b>  N/C Perform dances using a range of movement patterns. <b>Games</b> <b>Yr 3 Tri golf</b> <b>Yr 4 Net and Wall Volleyball</b> N/C Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best <b>Athletics</b> Running, jumping throwing N/C Develop flexibility, strength, technique, control and balance N/C Use running, jumping, throwing and catching in isolation and in combination N/C Compare their performances with previous ones and demonstrate improvement to achieve their personal best	
<b>Jigsaw PSHE Being me in My World</b> <ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliment</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>
<b>RE</b> What do different people believe about God? Christian focus and both Hindus and Muslims (Not Judaism) Believing	Why are festivals important to religious communities? Christians, Hindus and Muslims	What does it mean to be a Christian in Britain today?	Why is the Bible so important for Christians today?	What does it mean to be a Hindu in Britain today?	Why do people pray?

LKS2 CYCLE 2		Autumn 2023			Weekly Science	
Sep 4	Geography	Fieldwork – human and physical features (Y3)		Cycle 1	STRONG START (optional)	
	Art	Drawing and painting Block A (Y3)				
11	History	Britain's settlement by Anglo-Saxons and Scots y4			How are rocks formed?	
	Art	Drawing and painting Block A (Y3)				
18	Computing				What types of rocks are there?	
	Art	Drawing and painting Block A (Y3)				
25	Geography	Fieldwork – human and physical features (Y3)			Can rocks change?	
	DT	Textiles Block A (Y3)				
Oct 2	History	Britain's settlement by Anglo-Saxons and Scots y4			How can we test a rock to see if it is limestone or chalk?	

	DT	Textiles Block A (Y3)			
9	Computing			Is soil just dirt? What makes soil?	
	DT	Textiles Block A (Y3)			
16		ENRICHMENT 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.		How are fossils formed?	
23	Half Term				
30	Geography	Fieldwork OS maps (Y3)		What effect does the food we eat have?	
	Art	Printmaking Block B (Y3)			
Nov 6	History	Y3 Changes in Britain from the Stone Age to the Iron Age (Y3)		Where is my skeleton and what does it do?	
	Art	Printmaking Block B (Y3)			
13	Computing			Where are my muscles and what do they do?	
	Art	Printmaking Block B (Y3)			
20	Geography	Fieldwork OS maps (Y3)			
	DT	Food and Nutrition Block B (Y3)			
27	History	Britain's settlement by Anglo-Saxons and Scots y4		How are rocks formed and what types are there?	
	DT	Food and Nutrition Block B (Y3)			
Dec 4	Computing			Remember: how can rocks change?	
	DT	Food and Nutrition Block B (Y3)			
11	Geography	Fieldwork OS maps (Y3)	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.	Remember: how are fossils formed and how do we know?	
	History	Y3 Changes in Britain from the Stone Age to the Iron Age (Y3)			
18		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. Term ends Thursday 21 <sup>st</sup> December.			

LKS2 CYCLE 2		Spring 2024		Weekly Science	
Jan 1 (start Wed 2/1)	Geography	UK Study (Y3)		STRONG START (optional)	
	Art	Textiles and collage Block C (Y3)			
8	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor y4		What are contact forces?	
	Art	Textiles and collage Block C (Y3)			
15	Computing			How do surfaces affect the motion of an object?	
	Art	Textiles and collage Block C (Y3)			
22	Geography	UK Study (Y3)		How does friction affect moving objects?	
	DT	Mechanisms Block C (Y3)			

29	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor y4		What is a non-contact force? How is this different to a contact force?		
	DT	Mechanisms Block C (Y3)				
Feb 5	Computing					How do magnets attract and repel?
	DT	Mechanisms Block C (Y3)				
12	Half Term					
19	Geography	UK Study (Y3)	Cycle 4	Which materials are magnetic? Forces and magnetism summary	Y3 Plants	
	Art	3D Block D (Y3)				
26	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor y4		What are the parts of a flowering plant? What do they do?		
	Art	3D Block D (Y3)				
Mar 4	Computing					
	Art	3D Block D (Y3)				
11	Geography	UK Study (Y3)		Do all plants need the same things to thrive and grow?		
	DT	Food and Nutrition Block D (Y3)				
18	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor y4				
	DT	Food and Nutrition Block D (Y3)				
25	Computing			How do leaves make food for the plant?		
	DT	Food and Nutrition Block D (Y3)				
Easter break						

LKS2 CYCLE 2		Summer 2024		Weekly Science	
Apr 15	Geography	UK Study (Y3)	Cycle 5	STRONG START (optional)	Y3 Plants
	Art	Painting Block E (Y3)			
22	History	Achievements of an ancient civilisation Egypt y4		How does water move through a plant?	
	Art	Painting Block E (Y3)			
29	Computing			What do flowers do?	
	Art	Painting Block E (Y3)			
May 6	Geography	UK Study (Y3)		What is pollination?	
	DT	Systems Block E (Y3)			
13	History	Achievements of an ancient civilisation Egypt y4			
	DT	Systems Block E (Y3)			
20	Computing				
	DT	Systems Block E (Y3)			

27						
Jun 3	Geography	Revisit human and physical features (Y3)	Cycle 6	Do we need light to see things? Remember: what are light sources and what are not light sources?	Y3 Light	
	Art	Creative Response Block F (Y3)				
10	History	Achievements of an ancient civilisation Egypt y4		How are shadows formed?		
	Art	Creative Response Block F (Y3)				
17	Computing			What happens to the size of a shadow when the object moves closer to, or away from, the light source?		
	Art	Creative Response Block F (Y3)				
24	Geography	Revisit human and physical features (Y3)				
	DT	Structures Block F (Y3)				
Jul 1	History	Achievements of an ancient civilisation Egypt y4				
	DT	Structures Block F (Y3)				
8	Computing					
	DT	Structures Block F (Y3)				
15	History	Or ENRICHMENT - Use these flexible blocks to enrich the curriculum				
	Geography					