

2023 – 2024

Year 3 2023 – 2024 curriculum sequence on a page

| Autumn 2022   | Spring 2023  | Summer 2023   |
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| <b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Greta and the Giants</li> <li>Pebble in my Pocket</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>Operation Gadgetman</li> <li>My Shadow Robert Louis Stephenson</li> </ul>   | <ul style="list-style-type: none"> <li>Dancing Bear</li> <li>The Magician's Nephew</li> </ul>   |
| <b>CUSP Writing</b><br>Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> <li>Poetry on a theme (emotions) builds on CUSP E-safety</li> <li>First person narrative descriptions – builds on CUSP Art drawing and observation</li> <li>Non-chronological reports builds on CUSP Rocks and fossils</li> <li>Formal letters to complain</li> <li>Dialogue through narrative (historical stories) builds on CUSP The Iron Age.</li> <li>Performance poetry (including poetry from other cultures)</li> </ul> | <ul style="list-style-type: none"> <li>Third person narrative (animal stories)</li> <li>Non-chronological reports – builds on CUSP UK study</li> <li>Advanced instructional writing</li> <li>First person narrative descriptions – builds on CUSP UK study</li> <li>Performance poetry (including poetry from other cultures)</li> </ul>                   | <ul style="list-style-type: none"> <li>Third person narrative (animal stories).</li> <li>Formal letters to complain – builds on CUSP Healthy diets</li> <li>Dialogue through narrative (historical stories) – builds on CUSP Roman study</li> <li>Poetry on a theme</li> <li>Advanced instructional writing – builds on CUSP materials, tie-dye, weave and sew</li> </ul> |
| <b>Maths</b> <ul style="list-style-type: none"> <li>Number sense and exploring calculation strategies.</li> <li>Place value.</li> <li>Graphs</li> <li>Addition and subtraction.</li> <li>Length and perimeter.</li> </ul>   | <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Deriving multiplication and division facts</li> <li>Time</li> <li>Fractions</li> </ul>   | <ul style="list-style-type: none"> <li>Angles and shape</li> <li>Measures</li> <li>Securing multiplication and division</li> <li>Exploring calculation strategies and place value</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</li> <li>Printmaking</li> </ul>  | <ul style="list-style-type: none"> <li>Textiles and collage</li> <li>3D</li> </ul>   | <ul style="list-style-type: none"> <li>Painting</li> <li>Creative Response</li> </ul>   |
| <b>Computing</b><br>Computing systems and networks <ul style="list-style-type: none"> <li>Networks and the internet (L1,3,5)</li> </ul> Computing systems and networks 3<br>Journey inside a computer (L1,2,5)  | Creating media <ul style="list-style-type: none"> <li>Video trailers (L1 – 4)</li> </ul>   | Programming <ul style="list-style-type: none"> <li>Scratch (L1,2,3,5)</li> </ul> Online Safety <ul style="list-style-type: none"> <li>Online Safety Y3 (all lessons)</li> </ul>   |
| <b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles</li> <li>Food and Nutrition</li> </ul>  | <ul style="list-style-type: none"> <li>Mechanisms</li> <li>Food and Nutrition</li> </ul>   | <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 – 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>CUSP Music - mastering the glockenspiel</b><br><b>Singing</b> <ul style="list-style-type: none"> <li>Block A - Singing focus: Introducing texture</li> <li>Block A - Sing parts in an ensemble (e.g. rounds)</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Block B - Untuned focus: Mastering rhythm</li> <li>Block B - Recognise beats in a bar (time signatures/metre)</li> </ul>  | <b>Music Singing</b> <ul style="list-style-type: none"> <li>Block C - Singing focus: The history of singing</li> <li>Block C - Singing for togetherness e.g. folk songs, war chants, hymns</li> </ul> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Block D - Tuned focus: Musical notation</li> <li>Block D - Introduce the staff</li> </ul> | <b>Music Glockenspiel</b> <ul style="list-style-type: none"> <li>Block E- Tuned focus: Composition</li> <li>Block E - Compose in pairs</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Block F - Performance focus: Introducing timbre</li> <li>Block F - Perform as an ensemble (range of instruments)</li> </ul>                  |
| <b>CUSP French</b> <ul style="list-style-type: none"> <li>Greetings and the classroom</li> <li>Colours, emotions and numbers (0-10)</li> </ul>  | <ul style="list-style-type: none"> <li>Introductions and questions</li> <li>Working together (Following instructions)</li> </ul>   | <ul style="list-style-type: none"> <li>Playing together (Asking to play)</li> <li>Eating together</li> </ul>  |
| PE  |  |   |

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| <ul style="list-style-type: none"> <li>• Gymnastics and Basketball</li> <li>• Dance /GYM and Tag rugby</li> </ul>          | <ul style="list-style-type: none"> <li>• Netball and Hockey</li> <li>• Football and Cricket</li> </ul>  | <ul style="list-style-type: none"> <li>• Tennis and Rounders</li> <li>• Athletics and OAA</li> </ul> |
| <p>PSHE</p> <ul style="list-style-type: none"> <li>• Family and relationships</li> <li>• Health and well-being.</li> </ul> | <ul style="list-style-type: none"> <li>• Safety and the changing body</li> <li>• Citizenship</li> </ul> | <ul style="list-style-type: none"> <li>• Economic well- being</li> <li>• Transition</li> </ul>       |
| <p>RE</p> <ul style="list-style-type: none"> <li>• Hinduism</li> <li>• The Nativity Story</li> </ul>                       | <ul style="list-style-type: none"> <li>• Islam</li> <li>• Good Friday</li> </ul>                        | <ul style="list-style-type: none"> <li>• Sikhism</li> <li>• Judaism</li> </ul>                       |