

LKS2 CYCLE 2 (Y3 Content) Mixed Age Sequencing 2024 – 2025

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 (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>Mathematics – Y4</b> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition and Subtraction</li> <li>Measurement (Area)</li> <li>Multiplication and Division A</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division B</li> <li>Length and Perimeter</li> <li>Fractions</li> <li>Decimals A</li> </ul>	<ul style="list-style-type: none"> <li>Decimals B</li> <li>Money</li> <li>Time</li> <li>Shape</li> <li>Statistics</li> <li>Position and direction</li> </ul>
<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</b> <ul style="list-style-type: none"> <li><b>Digital Citizenship</b></li> <li>Be Internet Legends: Think before you share</li> <li>Project: Digital Citizenship presentation</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>Purple Mash: Coding (Unit 3.1)</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>Apple Everyone Can Create: Photo-Everyday Objects</li> <li>Project: Create a personified picture</li> </ul> <b>Computer Science</b> Apple Everyone Can Code Early Learners: Loops	<b>Information Technology</b> <ul style="list-style-type: none"> <li>Apple Everyone Can Create: Video- Your First Movie</li> <li>Project: Create your own introduction</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>App Design Template from *Early Learners.</li> </ul> Project: Create an App in Keynote
<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) <i>Science – Animals including humans</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Mechanisms Block C (Y3)</b> <i>Science – Forces and magnets</i></li> <li><b>Food and Nutrition Block D (Y3)</b> <i>Writing – Advanced instructional writing A</i> <i>Science – Animals including humans</i></li> </ul>	<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>Y3 Changes in Britain from the Stone Age to the Iron Age (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>Y3 Changes in Britain from the Stone Age to the Iron Age (Y3) continued...</li> <li>Y3 The Roman Empire and its impact on Britain (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>Y3 The Roman Empire and its impact on Britain (Y3) continued</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</b> <b>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</b> <b>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>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>
<b>Physical Education</b> <ul style="list-style-type: none"> <li>Swimming</li> <li>Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Swimming</li> <li>Handball</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Ball Skills</li> <li>Cricket</li> <li>Basketball</li> </ul>

<p><b>Personal Social Health Education</b> <b>Being Me in My World</b></p> <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> <p><b>Celebrating Difference</b></p> <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 compliments</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Difficult challenges and achieving success</li> <li>• Dreams and ambitions</li> <li>• New challenges</li> <li>• Motivations 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> <p><b>Healthy Me</b></p> <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 offline scenarios</li> <li>• Respect for myself and others</li> <li>• Healthy and safe choices</li> </ul>	<p><b>Relationships</b></p> <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> <p><b>Changing Me</b></p> <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>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• 3.6 Harvest</li> <li>• UC 2A.2 What is it like to follow God?</li> <li>• 3.2 Christmas. God with us</li> </ul>	<ul style="list-style-type: none"> <li>• 3.3 Jesus the man who changed lives</li> <li>• UC 2A.4 What kind of world did Jesus want?</li> <li>• 3.4 Exploring the sadness and joy of Easter.</li> <li>• UC 2A.5 Why do Christians call the day Jesus died Good Friday?</li> </ul>	<ul style="list-style-type: none"> <li>• 3.5 Which rules should we follow?</li> <li>• UC 2B.3 How can following God bring freedom and justice?</li> <li>• 3.1 Called by God</li> </ul>
<p><b>Enrichment Opportunities</b></p> <ul style="list-style-type: none"> <li>• Tatton Park Stone Age Life or Visitor</li> <li>• Circus Visit</li> </ul>	<ul style="list-style-type: none"> <li>• Visit a Roman Town e.g Chester</li> <li>• Photography professionals Visitor or Media City Visit</li> </ul>	<ul style="list-style-type: none"> <li>• Attend a live sports event</li> <li>• Restaurant – become a Chef and make a meal or afternoon tea</li> <li>• Temple Visit</li> </ul>
<p>Raise money for charity Be an entrepreneur Visit a place of beauty Take part in a performance Learn with an author Perform a dance Play in a competitive sport event Showcase Learning Celebration</p>		
<p><b>Christian Values</b></p> <p>Throughout the year children have opportunities to reflect, discuss and learn about all Christian Values through Collective Worship, Religious Education and the wider curriculum: Creativity, Respect, Perseverance, Forgiveness, Peace, Trust, Compassion, Generosity, Justice, Friendship, Responsibility, Thankfulness, Service, Truthfulness, Forgiveness, Wisdom, Hope, Koinonia</p>		
<p><b>Global Dimension Themes</b></p> <p>Famine, Community links and roles, Human rights and fairness, Lent appeal Fairtrade, Change for the better, Clean Air, Poverty, Human rights and justice Sustainability for the future, Homelessness, Fairness in the world, Change for the better, Clean water</p>		