

Y3/4 CYCLE 1 2025 – 2026

Autumn 2025		Spring 2026		Summer 2026	
CUSP Reading (Y4) <ul style="list-style-type: none"> The Queen's Nose Block 1, 2 Young, Gifted and Black Blocks 3,4,5 Caged Bird - Maya Angelou The Girl who stole an Elephant 		<ul style="list-style-type: none"> The Girl who stole an Elephant Blocks 7, 8 The Boy at the back of the class Blocks 9,10, 11 Varjak Paw Block 12 		<ul style="list-style-type: none"> Varjak Paw Blocks 13, 14 Wind in the Willows (The Walrus and the Carpenter – Lewis Carroll) Blocks 15, 16,17 The Raven – Edgar Allen Poe 	
CUSP Writing (Y4) Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> Poems which explore form A (Y4) Persuasive writing (adverts) A (Y4) First person diary entries (imaginative) A (Y4) Critical analysis of narrative poetry A (Y4) Third person adventure stories A (Y4) Newspaper reports A (Y4) 		<ul style="list-style-type: none"> Stories from other cultures A (Y4) Explanatory texts A (Y4) Third person adventure stories B (Y4) Poems which explore form B (Y4) 		<ul style="list-style-type: none"> Stories from other cultures B (Y4) First person diary entries (imaginative) B (Y4) Critical analysis of narrative poetry B (Y4) Newspaper reports B (Y4) Explanatory texts B (Y4) 	
Maths – White Rose Y3 Place Value Addition & Subtraction Multiplication & Division A	Y4 Place Value Addition & Subtraction Area Multiplication & Division A	Y3 Multiplication & Division B Length & Perimeter Fractions Mass & Capacity	Y4 Multiplication & Division B Length & Perimeter Fractions Decimals	Y3 Fractions Money Time Shape Statistics	Y4 Decimals Money Time Shape Statistics Position & Direction
CUSP Science <ul style="list-style-type: none"> Living things and their habitats States of matter 		<ul style="list-style-type: none"> Animals, including humans Writing – Explanatory texts A 		<ul style="list-style-type: none"> Electricity Sound 	
CUSP Art and Design <ul style="list-style-type: none"> Drawing Block A Painting Block B 		<ul style="list-style-type: none"> Printmaking and textiles Block C 3D and collage Block D 		<ul style="list-style-type: none"> Painting Block E Creative Response Block F 	
Computing – KAPOW <ul style="list-style-type: none"> Computing systems & Networks Collaborative learning Programming 1: Further coding with Scratch 		<ul style="list-style-type: none"> Data Handling Investigating weather 		<ul style="list-style-type: none"> Programming 2 Programming music 	
CUSP Design and Technology <ul style="list-style-type: none"> Food and Nutrition Block A Mechanisms Block B 		<ul style="list-style-type: none"> Textiles Block C Structures Block D 		<ul style="list-style-type: none"> Electrical systems Block E Food and Nutrition Block F <i>Science – Animals including humans</i> 	
CUSP Geography <ul style="list-style-type: none"> Rivers Map skills and Environmental regions 		<ul style="list-style-type: none"> Map skills and Environmental regions Water cycle 		<ul style="list-style-type: none"> Latitude and longitude 	
CUSP History <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 		<ul style="list-style-type: none"> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation – Egypt or Shang Dynasty 		<ul style="list-style-type: none"> Ancient civilisation – Egypt or Shang Dynasty continued... 	
CUSP Music - mastering the glockenspiel Untuned percussion <ul style="list-style-type: none"> Untuned focus: Mastering rhythm 2 Block A Follow beats in a bar (time signatures/metre) Block A Singing <ul style="list-style-type: none"> Singing focus: Introducing texture 2 Block B Sing parts in an ensemble (harmony) Block B 		Music Glockenspiel <ul style="list-style-type: none"> Tuned focus: Musical notation 2 Revisit the staff Block C Singing <ul style="list-style-type: none"> Singing focus: The history of singing 2 Singing for entertainment e.g. opera, theatrical, modernism Block D 		Music Glockenspiel <ul style="list-style-type: none"> Performance focus: Composition 2 Block E Perform including an element of composition Range of instruments studied <ul style="list-style-type: none"> Tuned focus: Introducing timbre 2 Block F Identify and describe how sounds are combined Block F 	
CUSP French <ul style="list-style-type: none"> The calendar (Days, months, date) Colours, emotions and numbers 0-20 		CUSP French <ul style="list-style-type: none"> Items from daily life (Clothes) Learning together (Subjects and school) 		CUSP French <ul style="list-style-type: none"> The natural world (Animals and plants) Celebration (Bastille Day) 	
PE – Real PE <ul style="list-style-type: none"> Unit 1: Fundamental Movement 10: Coordination, Footwork Fundamental Movement 1: Static Balance, One Leg Basketball Unit 2: Fundamental Movement 6: Dynamic Balance to Agility, Jumping and Landing Fundamental Movement 2: Static Balance, Seated Dance Around the World 		PE <ul style="list-style-type: none"> Unit 3: Fundamental Movement 5: Dynamic Balance, On a Line Fundamental Movement 4: Static Balance, Stance Gymnastics Unit 4: Fundamental Movement 9: Coordination, Ball Skills Fundamental Movement 7: Counterbalance, With a Partner Tennis 		PE <ul style="list-style-type: none"> Unit 5: Fundamental Movement 8: Coordination, Sending and Receiving Fundamental Movement 12: Agility, Reaction/Response Athletics Orienteering Cricket 	
PSHE - SCARF <ul style="list-style-type: none"> Me and My Relationships Valuing Difference 		<ul style="list-style-type: none"> Keeping Myself Safe Rights and Responsibilities 		<ul style="list-style-type: none"> Being My Best Growing and Changing 	

<p>RE – Understanding Christianity & Leicestershire Diocese SOW</p> <ul style="list-style-type: none"> People of God 2A.2 What is it like to follow God? 	<ul style="list-style-type: none"> Hinduism L2 What does it mean to be Hindu in Britain today? What is the Trinity? 	<ul style="list-style-type: none"> Kingdom of God 2A.6 When Jesus left, what was the impact of Pentecost? 	<ul style="list-style-type: none"> Gospel 2A.4 What kind of world did Jesus want? Why do Christians call the day Jesus died 'Good Friday'? 	<p>Judaism L2.10</p> <ul style="list-style-type: none"> How do festivals and family life show what matters to Jewish people? 	<ul style="list-style-type: none"> How and why do people mark the significant events of life?
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