

# Lower KS2 (Year 3 and Year 4)

## Curriculum Overview-2025 – 2026

Autumn 2025	Spring 2026	Summer 2026
<b>CUSP Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> 2 Blocks <b>or The Land of Roar</b> Blocks 22, 23</li> <li><b>The Raven</b> 1 Block <b>or What a Waste</b> 1 Block</li> <li><b>The Girl who stole an Elephant</b> 3 Blocks</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> 3 Blocks</li> <li><b>Young, Gifted and Black</b> 3 Blocks (Caged Bird - Maya Angelou)</li> </ul>	<ul style="list-style-type: none"> <li><b>Young, Gifted and Black</b> 1 Block (Caged Bird - Maya Angelou)</li> <li><b>The Boy at the back of the class</b> 3 Blocks</li> <li><b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll) 3 Blocks <b>or The Borrowers</b> 2 Blocks (pupils must also read the first block of the <b>Wind in the Willows</b>)</li> </ul>
<b>CUSP Writing</b> Introduce = <b>green</b> (Block A) Revisit = <b>orange</b> (Block B) <b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Poems which explore form A</li> <li>Persuasive writing (adverts) A</li> <li>First person diary entries (imaginative) A</li> <li>Critical analysis of narrative poetry A</li> <li>Third person adventure stories A</li> <li>News reports A</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Stories from other cultures A</li> <li>Explanatory texts A</li> <li>Persuasive writing (adverts)</li> <li>First person diary entries B</li> <li>Poems which explore form B (Enrichment)</li> </ul>	<b>Strong Start Sentence Composition</b> <ul style="list-style-type: none"> <li>Critical analysis of narrative poetry B (Enrichment)</li> <li>Third person adventure stories B</li> <li>News reports B</li> <li>Stories from other cultures B</li> <li>Explanatory texts B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and subtraction</li> <li>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>Living things and their habitats</li> <li>States of matter</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Electricity</li> <li>Sound</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A</li> <li>Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>Creative Response Block 2026</li> <li>Printmaking and textiles Block C</li> </ul>	<ul style="list-style-type: none"> <li>3D and collage Block D</li> <li>Painting Block E</li> </ul>
<b>Unity iPad Computing</b> <ul style="list-style-type: none"> <li>Everyone Can Create: Storyboards + Movie Pitch</li> <li>Scratch: Using Variables in a Game</li> </ul>	<ul style="list-style-type: none"> <li>Be Internet Legends: Making Good Decisions Online, Being Brave Online and Speak Up &amp; Report It</li> <li>Everyone Can Code: Commands and Functions</li> </ul>	<ul style="list-style-type: none"> <li>Computer systems and networks - The Internet</li> <li>Everyone Can Create: Infographics</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A</li> <li>Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block C</li> <li>Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E <i>Science - Electricity</i></li> <li>Food and Nutrition Block F <i>Science – Animals including humans</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude</li> <li>Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Water cycle</li> <li>Map skills &amp; Environmental regions</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</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</li> <li>Ancient civilisation: Egypt or Shang Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>Ancient civilisation – Egypt or Shang Dynasty</li> </ul>
<b>CUSP Music - mastering the glockenspiel</b> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm 2 Block A</li> <li>Follow beats in a bar (time signatures/metre) Block A</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing texture 2 Block B</li> <li>Sing parts in an ensemble (harmony) Block B</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 2 Block C</li> <li>Revisit the staff Block C</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: The history of singing 2 Block D</li> <li>Singing for entertainment e.g. opera, theatrical, modernism Block D</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Performance focus: Composition 2 Block E</li> <li>Perform including an element of composition Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Tuned focus: Introducing timbre 2 Block F</li> <li>Identify and describe how sounds are combined Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>The calendar (Days, months, date)</li> <li>Colours, emotions and numbers 0-20</li> </ul>	<ul style="list-style-type: none"> <li>Items from daily life (Clothes)</li> <li>Learning together (Subjects and school)</li> </ul>	<ul style="list-style-type: none"> <li>The natural world (Animals and plants)</li> <li>Celebration (Bastille Day)</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>OUTDOOR: Outdoors Adventures</li> <li>INDOOR: Gymnastics: 'movement'</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>OUTDOOR: Tag rugby (Invasion)</li> <li>INDOOR: Circuit training</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>OUTDOOR: Striking and fielding games: cricket</li> <li>INDOOR: Gymnastics: 'Ancient Egypt'</li> </ul>

<ul style="list-style-type: none"> <li>• OUTDOOR: Tennis (Net)</li> <li>• INDOOR: Dance: 'Romans'</li> </ul>	<ul style="list-style-type: none"> <li>• OUTDOOR: Football (Invasion)</li> <li>• INDOOR: Swimming Dance: Carnival of the Animals</li> </ul>	<ul style="list-style-type: none"> <li>• OUTDOOR: Athletics</li> <li>• INDOOR: Dance: 'Water'</li> </ul>
<p>PSHE</p> <ul style="list-style-type: none"> <li>• (Being Me in My World) 'Who am I and how do I fit?'</li> <li>• (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</li> </ul>	<p>PSHE</p> <ul style="list-style-type: none"> <li>• (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this</li> <li>• (Healthy Me) Being and keeping safe and healthy</li> </ul>	<p>PSHE</p> <ul style="list-style-type: none"> <li>• (Relationships) Building positive, healthy relationships</li> <li>• (Changing Me) Coping positively with change</li> </ul>

<p>RE</p> <ul style="list-style-type: none"> <li>• Why are there four Gospels and how are they relevant for Christians?</li> <li>• What is the most significant part of the nativity story for Christians today?</li> </ul>	<ul style="list-style-type: none"> <li>• Does praying at regular intervals help Muslims in their everyday lives?</li> <li>• Is forgiveness always possible for Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• How does celebrating Shavuot help Jewish children feel closer to God?</li> <li>• Do people need to go to church to show they are Christians?</li> </ul>
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