

## AVY KEY STAGE 2 (Years 3 and 4) Curriculum (Rolling programme)

| Y3/4<br>2024-2025         | Autumn  |  | Spring  |  | Summer   |   |
|---------------------------|---|--|---|--|--|---|
| English Reading<br>(CUSP) | <p><b>Block 1:</b><br/>Greta and the Giants</p> <p><b>Block 2:</b><br/>The Pebble<br/>in My Pocket</p> <p><b>Block 3:</b><br/>The Pebble<br/>in My Pocket</p> | <p><b>Block 4:</b><br/>Leon and the Place<br/>Between</p> <p><b>Block 5:</b><br/>Leon and the Place<br/>Between</p> <p><b>Block 6:</b><br/>'Twas the Night<br/>before Christmas<br/>Anon</p> | <p><b>Block 7:</b><br/>Sam Wu is not afraid of<br/>the dark</p> <p><b>Block 8:</b><br/>Sam Wu is not afraid of<br/>the dark</p> <p><b>Block 9:</b><br/>Sam Wu is not afraid of<br/>the dark</p> | <p><b>Block 10:</b><br/>Operation Gadget man</p> <p><b>Block 11:</b><br/>Operation Gadget man</p> <p><b>Block 12:</b><br/>Operation Gadget man</p> | <p><b>Block 13:</b><br/>The Dancing Bear</p> <p><b>Block 14:</b><br/>The Dancing Bear</p> <p><b>Block 15:</b><br/>The Dancing Bear</p> | <p><b>Block 16:</b><br/>The<br/>Magician's Nephew</p> <p><b>Block 17:</b><br/>The<br/>Magician's Nephew</p> <p><b>Block 18:</b><br/>The<br/>Magician's Nephew</p> |

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|--|---|---|---|--|--|---|
| <p>English Writing (CUSP)</p> <p>Introduce = green (Block A)</p> <p>Revisit = orange (Block B)</p> | <p>Poetry on a theme (emotions)<br/>1 week</p> <p>First person narrative descriptions<br/>CUSP -Drawing &amp; Painting<br/>2 weeks</p> <p>Formal letters to complain.<br/>2 weeks</p> | <p>Non-chronological reports<br/>CUSP -Rocks<br/>3 weeks</p> <p>Third person narrative (animal stories)<br/>3 weeks</p> <p>Performance poetry (including poetry from other cultures)<br/>1 week</p> | <p>Third person narrative (animal stories)<br/>3 weeks</p> <p>First person diary<br/>CUSP -Anglo Saxons<br/>2 weeks</p> <p>Formal letters to complain.<br/>CUSP -DT<br/>2 weeks</p> | <p>Poetry on a theme (emotions)<br/>1 week</p> <p>Third person narrative (animal stories) CUSP - Predators &amp; Prey<br/>3 weeks</p> <p>News Reports<br/>CUSP -Rivers<br/>2 weeks</p> | <p>Non-chronological reports-<br/>CUSP -UK Study<br/>3 weeks</p> <p>First person narrative descriptions –<br/>CUSP -UK Study<br/>2 weeks</p> <p>Performance poetry (including poetry from other cultures)<br/>1 week</p> | <p>News Reports<br/>CUSP -Egyptians<br/>2 weeks</p> <p>First person diary<br/>CUSP -Egyptians<br/>2 weeks</p> |

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|--|--|---|
| <p>Maths<br/>(Mathematics<br/>Mastery Primary)</p> | <p><u>Autumn</u><br/>Number sense and exploring calculation strategies<br/>Place Value<br/>Graphs<br/>Addition and Subtraction<br/>Length and Perimeter</p> <p><u>Spring</u><br/>Multiplication and Division<br/>Calculating with multiplication and division<br/>Time<br/>Fractions</p> <p><u>Summer</u><br/>Angles and Shapes<br/>Measures<br/>Applying multiplicative thinking<br/>Exploring calculation strategies and place value</p> | <p><u>Autumn</u><br/>Reasoning with large numbers<br/>Addition and Subtraction<br/>Multiplication and Division<br/>Discrete and continuous data</p> <p><u>Spring</u><br/>Calculating with multiplication and division<br/>Fractions<br/>Time<br/>Decimals<br/>Area and perimeter</p> <p><u>Summer</u><br/>Solving measures and money problems<br/>Shape and symmetry<br/>Position and direction<br/>Reasoning with pattern and sequences<br/>3D shape</p> |

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|---|---|--|--|--|---|---|
| Science<br>(Rolling programme)<br>(CUSP)    | Introducing Rocks<br>Animals, including humans  |  | Forces and Magnets<br>Plants   |  | Light<br>Revisit rocks  |   |
| History<br>(Rolling curriculum)<br>(CUSP)   | Britain's settlement by Anglo Saxons and Scots  |  | Vikings and Anglo Saxons – struggle for the kingdom of England to the time of Edward Confessor |  | Ancient civilisation (Egyptian)   |   |
| Geography<br>(Rolling curriculum)<br>(CUSP) | Rivers  |  | UK study – locational knowledge  |  | Latitude and longitude – location, position, diverts and time zones               |   |
| Art<br>(Rolling curriculum)<br>(CUSP)       | Drawing and painting<br>Printmaking   |  | Textiles and collage<br>3D   |  | Painting<br>Creative response   |   |
| DT<br>(Rolling curriculum)<br>(CUSP)        | Food and Nutrition<br>Mechanisms  |  | Textiles<br>Structures   |  | Electrical Systems<br>Food and Nutrition  |   |
| RE<br>(Rolling programme)                   | What do Christians learn from the creation story?   | What is it like for someone to follow God? | How do festivals and worships show what matters to a Muslim?                                   | How do festivals and family life show what matters to Jewish people? | What kind of world did Jesus want?  | How and why do people try to make the world a better place? |
| PE  | Gymnastics – Strength and Conditioning<br>Games – Basketball/netball<br>Dance (related to learning/ book) |  | Gymnastics – Sequences<br>Games – Invasion Tactics<br>Gymnastics - Apparatus                   |  | Striking games – Rounders / Cricket<br>Sports Day Preparation<br>Wellbeing – Yoga |   |

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|  |   |  |   |                  |  |                       |
|--|---|--|---|------------------|--|-----------------------|
|  | Games – Football  |  | OAA - Collaborative problem solving   |                  | OAA / Athletics  |                       |
| PSHE<br>(Year 4)<br>(Rolling curriculum)<br>(Lifewise) | Healthy eating and a balanced diet x 2<br>The importance of physical activity x 2<br>Relaxing to recharge x 2<br>The recreational drugs of alcohol and drugs<br>My body, your body<br>Sleep x 2<br>Screen time x 2<br>Body language and communication<br>What's love? |  | Bullying x 2<br>Everything will be alright<br>All about TikTok<br>Identity and gender<br>Fairtrade<br>British Values: Government and Rules x 2<br>British Values: Freedom in beliefs x 2<br>Family relationships x 2<br>Understanding consent |                  | Where does my food come from?<br>Respect x 2<br>Being responsible x 2<br>Earning money<br>Problem solving and resourcefulness x 2<br>Try and try again x 2<br>Leadership x 2 |                       |
| Music<br>(Rolling curriculum)<br>(CUSP)                | Singing in rounds   | Untuned percussion – perform and combine multiple rhythms at the same time | The history of singing  | Musical notation | Composition  | Introducing timbre    |
| Computing<br>(Teach computing)                         | Data and information Y3<br>Branching databases<br><br>Data and information Y4<br>Data logging   |  | Programming Y3<br>Events and actions in programmes<br><br>Programming Y4<br>Repetition in shapes  |                  | Creating media Y3<br>Stop frame animation<br><br>Creating media Y4<br>Audio production   |                       |
| French<br>(CUSP)                                       | Greekings and the Classroom   | Colours, emotions and numbers (1-10)                                       | Numbers 11-20   | The calendar     | Introductions & questions  | Items from daily life |