

| Autumn 2025 | Spring 2026 | Summer 2026 |
|---|--|---|
| CUSP Reading <ul style="list-style-type: none"> Greta and the Giants 1 Block Pebble in my Pocket 2 Blocks Leon and the Place Between 2 Blocks 'Twas the Night before Christmas Anon 1 Block | <ul style="list-style-type: none"> Sam Wu is Not Afraid of the Dark 3 Blocks (includes My Shadow Robert Louis Stephenson) Operation Gadgetman 3 Blocks or The Great Food Bank Heist 3 Blocks | <ul style="list-style-type: none"> Dancing Bear 3 Blocks or Wildsmith: Into the Dark Forest 3 Blocks The Magician's Nephew 3 Blocks or The Little Prince Blocks 2 Blocks |
| CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) <ul style="list-style-type: none"> Strong Start Sentence Composition Poetry on a theme (emotions) A First person narrative descriptions A Non-chronological reports A Formal letters to complain A Performance poetry (including poetry from other cultures A) Dialogue through narrative (historical stories) A | <ul style="list-style-type: none"> Third person narrative (animal stories) A Non-chronological reports B Advanced instructional writing A Performance poetry (including poetry from other cultures) B (Enrichment) First person narrative descriptions B | <ul style="list-style-type: none"> Third person narrative (animal stories) B Advanced instructional writing B Dialogue through narrative (historical) B Poetry on a theme (emotions) B (Enrichment) Formal letters to complain B |
| Maths | | |
| CUSP Science <ul style="list-style-type: none"> Rocks Animals, including humans Revisit Rocks (or alternative focus for insecure knowledge) | <ul style="list-style-type: none"> Forces and magnets Plants | <ul style="list-style-type: none"> Plants continued... Light |
| CUSP Art and Design <ul style="list-style-type: none"> Drawing and painting Block A Printmaking Block B | <ul style="list-style-type: none"> Creative Response Block 2026 Textiles and collage Block C | <ul style="list-style-type: none"> 3D Block D Painting Block E |
| Unity iPad Computing <ul style="list-style-type: none"> Everyone Can Create: Your First Movie Scratch: Using Loops and Repetition | <ul style="list-style-type: none"> Be Internet Legends: Online Reputation, Passwords & Behaviour and Opinions and Differences Scratch: Selection in Quizzes | <ul style="list-style-type: none"> Data and information - Branching databases Everyone Can Create: Artistic Adjectives |
| CUSP Design and Technology <ul style="list-style-type: none"> Textiles Block A Food and Nutrition Block B (Science – Animals including humans) | <ul style="list-style-type: none"> Mechanisms Block C (Science – Forces and magnets Writing – Advanced instructional writing A) Food and Nutrition Block D (Science – Animals including humans) | <ul style="list-style-type: none"> Systems Block E Structures Block F |
| CUSP Geography <ul style="list-style-type: none"> KS2 fieldwork and map skills – physical and human geography OS map skills and fieldwork | <ul style="list-style-type: none"> UK Study | <ul style="list-style-type: none"> UK Study continued Revisit countries, counties and regions of the UK (or alternative focus for insecure knowledge) |
| CUSP History <ul style="list-style-type: none"> Stone Age – Iron Age | <ul style="list-style-type: none"> Stone Age – Iron Age Rome and the impact on Britain | <ul style="list-style-type: none"> Rome and the impact on Britain |
| CUSP Music - mastering the glockenspiel Singing <ul style="list-style-type: none"> Singing focus: Introducing texture Block A Sing parts in an ensemble (e.g. rounds) Block A Untuned percussion <ul style="list-style-type: none"> Untuned focus: Mastering rhythm Block B Recognise beats in a bar (time signatures/metre) Block B | Music Singing <ul style="list-style-type: none"> Singing focus: The history of singing Block C Singing for togetherness e.g. folk songs, war chants, hymns Block C Glockenspiel <ul style="list-style-type: none"> Tuned focus: Musical notation Block D Introduce the staff Block D | Music Glockenspiel <ul style="list-style-type: none"> Tuned focus: Composition Block E Compose in pairs Block E Range of instruments studied <ul style="list-style-type: none"> Performance focus: Introducing timbre Block F Perform as an ensemble (range of instruments) Block F |
| CUSP French <ul style="list-style-type: none"> Greetings and the classroom Colours, emotions and numbers (0-10) | <ul style="list-style-type: none"> Introductions and questions Working together (Following instructions) | <ul style="list-style-type: none"> Playing together (Asking to play) Eating together |
| PE | | |
| Jigsaw PSHE | | |
| Discovery RE <ul style="list-style-type: none"> Hinduism – Divali Sikhism - The Amrit Ceremony and the Khalsa Christianity - Christmas | <ul style="list-style-type: none"> Christianity – The miracles of Jesus Christianity - Forgiveness | <ul style="list-style-type: none"> Hinduism - Hindu Beliefs / Pilgrimage to the River Ganges Sikhism - Sharing and Community / Prayer and Worship |

Suggested Sequence

| YEAR 3 Autumn 2025 | | | | Weekly Science | | |
|-----------------------|--|---|---|--|---------------------------|--------------------------------|
| Sep 1 | Geography | KS2 fieldwork and map skills – physical and human geography | | STRONG START | Rocks | |
| | Art | Drawing and painting Block A | | | | |
| 8 | History | Stone Age – Iron Age | | | | How are rocks formed? |
| | Art | Drawing and painting | | | | |
| 15 | Computing | Everyone Can Create: Your First Movie | | | | What types of rocks are there? |
| | Art | Drawing and painting | | | | |
| 22 | Geography | KS2 fieldwork and map skills – physical and human geography CUSP Money Matters Festival – Tuesday 23rd September | | | | Can rocks change? |
| | DT | Textiles Block A | | | | |
| 29 | History | Stone Age – Iron Age | | How can we test a rock to see if it is limestone or chalk? | | |
| | DT | Textiles | | | | |
| Oct 6 | Computing | Everyone Can Create: Your First Movie | | Is soil just dirt? What makes soil? | | |
| | DT | Textiles | | | | |
| 13 | Geography | KS2 fieldwork and map skills – physical and human geography | | How are fossils formed? | | |
| | Art | Printmaking Block B | | | | |
| 20 | History | Stone Age – Iron Age | | | | |
| | Art | Printmaking | | | | |
| Oct 27 Nov 3 | Half term | | | | | |
| 10 | Computing | Scratch: Using Loops and Repetition | | What effect does the food we eat have? | Animals, including humans | |
| | Art | Printmaking | | | | |
| 17 | Geography | OS map skills and fieldwork | | Where is my skeleton and what does it do? | | |
| | DT | Food and Nutrition Block B | | | | |
| 24 | History | Stone Age – Iron Age CUSP Spoken Language Festival – Tuesday 25th November | | Where are my muscles and what do they do? | | |
| | DT | Food and Nutrition | | | | |
| Dec 1 | Computing | Scratch: Using Loops and Repetition | | How are rocks formed and what types are there? | Revisit Rocks | |
| | DT | Food and Nutrition | | | | |
| 8 | Geography | OS map skills and fieldwork | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. | Remember: how can rocks change? | | |
| | History | Stone Age – Iron Age | | | | |
| 15 | Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends possibly Friday 20th December 2025. | | | Remember: how are fossils formed and how do we know? | | |

Suggested Sequence

| YEAR 3 Spring 2026 | | Weekly Science | | |
|---|------------------|--|--|--------------------|
| Jan 5 | Geography | UK Study | STRONG START What are contact forces? How do surfaces affect the motion of an object? How does friction affect moving objects? What is a non-contact force? How is this different to a contact force? How do magnets attract and repel? | Forces and magnets |
| | DT | Mechanisms Block C | | |
| 12 | History | Stone Age – Iron Age | | |
| | DT | Mechanisms | | |
| 19 | Computing | Be Internet Legends: Online Reputation, Passwords & Behaviour and Opinions and Differences | | |
| | DT | Mechanisms | | |
| 26 | Geography | UK Study CUSP Art Festival | | |
| | Art | Creative Response Block 2026 | | |
| Feb 2 | History | Stone Age – Iron Age | | |
| | Art | Creative Response | | |
| 9 | Computing | Be Internet Legends: Online Reputation, Passwords & Behaviour and Opinions and Differences | | |
| | Art | Creative Response | | |
| 16 | Half term | | | |
| 23 | Geography | UK Study | Which materials are magnetic? Forces and magnetism summary What are the parts of a flowering plant? What do they do? Do all plants need the same things to thrive and grow? How do leaves make food for the plant? | Plants |
| | Art | Textiles and collage Block C | | |
| Mar 2 | History | Rome and the impact on Britain | | |
| | Art | Textiles and collage | | |
| 9 | Computing | Scratch: Selection in Quizzes | | |
| | Art | Textiles and collage | | |
| 16 | Geography | UK Study | | |
| | DT | Food and Nutrition Block D | | |
| 23 | History | Rome and the impact on Britain | | |
| | DT | Food and Nutrition | | |
| Easter – possible dates are 30th April – 10th April 2026 | | | | |

Suggested Sequence

| YEAR 3 Summer 2026 | | | Weekly Science | | |
|--------------------|-----------------------------------|---|--|--------|--|
| Apr 13 | Computing | Scratch: Selection in Quizzes | STRONG START | Plants | |
| | DT | Food and Nutrition | | | |
| 20 | Geography | UK Study continued | | | How does water move through a plant? |
| | Art | 3D Block D | | | |
| 27 | History | Rome and the impact on Britain | | | What do flowers do? |
| | Art | 3D | | | |
| May 4 | Computing | Data and information - Branching databases | | | What is pollination? |
| | Art | 3D | | | |
| 11 | Geography | UK Study continued | | | |
| | DT | Systems Block E | | | |
| 18 | History | Rome and the impact on Britain | | | |
| | DT | Systems | | | |
| 5 | Half Term | | | | |
| Jun 1 | Computing | Data and information - Branching databases | Do we need light to see things? Remember: what are light sources and what are not light sources? | Light | |
| | DT | Systems | | | |
| 8 | Geography | Revisit countries, counties and regions of the UK | | | How are shadows formed? |
| | Art | Painting Block E | | | |
| 15 | History | Rome and the impact on Britain CUSP Food Festival | | | What happens to the size of a shadow when the object moves closer to, or away? |
| | Art | Painting Block E | | | |
| 22 | Computing | Everyone Can Create: Artistic Adjectives | | | |
| | Art | Painting Block E | | | |
| 29 | Geography | Revisit countries, counties and regions of the UK | | | |
| | DT | Structures Block F | | | |
| Jul 6 | History | Rome and the impact on Britain | | | |
| | DT | Structures | | | |
| 13 | Computing | Everyone Can Create: Artistic Adjectives | | | |
| | DT | Structures | | | |
| 20 | Term possibly ends 20th July 2026 | | | | |