

Autumn 2023	Spring 2024	Summer 2024
<b>CUSP Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> Block 1, 2</li> <li><b>Young, Gifted and Black</b> Blocks 3,4,5 Caged Bird - Maya Angelou</li> <li><b>The Girl who stole an Elephant</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li><b>The Girl who stole an Elephant</b> Blocks 7, 8</li> <li><b>The Boy at the back of the class</b> Blocks 9,10, 11</li> <li><b>Varjak Paw</b> Block 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> Blocks 13, 14</li> <li><b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll) Blocks 15, 16,17</li> <li><b>The Raven</b> – Edgar Allen Poe Block 18</li> </ul>
<b>CUSP Writing (Y4)</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>Poems which explore form A (Y4)</li> <li>Persuasive writing (adverts) A (Y4)</li> <li>First person diary entries (imaginative) A (Y4)</li> <li>Critical analysis of narrative poetry A (Y4)</li> <li>Third person adventure stories A (Y4)</li> <li>Newspaper reports A (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures A (Y4)</li> <li>Explanatory texts A (Y4)</li> <li>Third person adventure stories B (Y4)</li> <li>Poems which explore form B (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures B (Y4)</li> <li>First person diary entries (imaginative) B (Y4)</li> <li>Critical analysis of narrative poetry B (Y4)</li> <li>Newspaper reports B (Y4)</li> <li>Explanatory texts B (Y4)</li> </ul>
<b>Mathematics</b> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Multiplication and Division A</li> <li>Addition and Subtraction</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>Fraction A</li> <li>Mass and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Fractions B</li> <li>Money</li> <li>Time</li> <li>Shape</li> <li>Statistics</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats (Y4)</li> <li>States of matter (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans (Y4) <i>Writing – Explanatory texts A</i></li> </ul>	<ul style="list-style-type: none"> <li>Electricity (Y4)</li> <li>Sound (Y4)</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A (Y4)</li> <li>Painting Block B (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles Block C (Y4)</li> <li>3D and collage Block D (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E (Y4)</li> <li>Creative Response Block F (Y4)</li> </ul>
<b>Computing</b> <b>Digital Citizenship</b> <ul style="list-style-type: none"> <li>Be Internet Legends: Check it's for real</li> <li>Project: Digital Citizenship presentation</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>Purple Mash: Coding (Unit 4.1)</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>Apple Everyone Can Create: Photo-Action photo</li> <li>Project: Create a moment in motion</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>Apple Everyone Can Code Early Learners: Variables</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>Apple Everyone Can Create: Video- Story Boarding</li> <li>Project: Create a movie pitch</li> </ul> <b>Computer Science</b> <ul style="list-style-type: none"> <li>Purple Mash: Hardware Investigators (Unit 4.6)</li> <li>Project: Create an App in Keynote - *App Design Template from Early Learners.</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A (Y4)</li> <li>Mechanisms Block B (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block C (Y4)</li> <li>Structures Block D (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E (Y4) <i>Science - Electricity</i></li> <li>Food and Nutrition Block F (Y4) <i>Science – Animals including humans</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Rivers (Y4)</li> <li>Map skills and Environmental regions (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Map skills and Environmental regions (Y4)</li> <li>Water cycle (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude (Y4)</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots (Y4)</li> <li>Ancient civilisation - Egypt or Shang Dynasty (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Ancient civilisation – Egypt or Shang Dynasty (Y4) continued...</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>Physical Education</b> <ul style="list-style-type: none"> <li>Dodgeball</li> <li>Yoga</li> <li>Dance</li> <li>Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Netball</li> <li>Gymnastics</li> <li>Swimming</li> <li>Tennis</li> </ul>	<ul style="list-style-type: none"> <li>Swimming</li> <li>Athletics</li> <li>Rounders</li> </ul>

<p><b>Personal Social Health Education</b> <b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem- solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer Pressure</li> <li>• Celebrating inner strength</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and Falling out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Preparing for transition</li> <li>• Environmental change</li> </ul>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• 4.1 God, David and the Psalms</li> <li>• 4.2 Christmas. Exploring the symbolism of Light.</li> </ul>	<ul style="list-style-type: none"> <li>• 4.3 Jesus the Son of God</li> <li>• 4.4 Exploring Easter as a story of betrayal and trust</li> <li>• UC 2A.5 Why do Christians call the day Jesus died Good Friday?</li> </ul>	<ul style="list-style-type: none"> <li>• 4.5 Are all churches the same?</li> <li>• 4.6 What is Prayer?</li> </ul>
<p style="text-align: center;"><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, <b>Respect</b>, Perseverance, Forgiveness, Peace, <b>Trust</b>, Compassion, Generosity, Justice, <b>Friendship</b>, Responsibility, Thankfulness, Service, Truthfulness, Forgiveness, Wisdom, <b>Hope</b>, Koinonia</p>		