

# ECTON VILLAGE PRIMARY ACADEMY YEAR 3 AND 4 CYCLE A (2022-2023)

Autumn 2022		Spring 2023		Summer 2023	
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>• Pebble in my Pocket</li> <li>• Greta and the Giants</li> <li>• Leon and the Place Between</li> <li>• 'Twas the Night Before Christmas</li> </ul>		<b>Cusp Reading</b> <ul style="list-style-type: none"> <li>• Sam Wu is not Afraid of the Dark</li> <li>• My Shadow – Robert Louis Stevenson</li> <li>• Operation Gadget man</li> </ul>		<b>Cusp Reading</b> <ul style="list-style-type: none"> <li>• Dancing Bear</li> <li>• The Magician’s Nephew</li> </ul>	
<b>Cusp Writing</b> Introduce – green Revisit – Orange <ul style="list-style-type: none"> <li>• Poetry on a theme (emotions) includes E-safety</li> <li>• Non-chronological reports builds on</li> <li>• First person narrative descriptions – builds on CUSP Art drawing and observation</li> <li>• Dialogue through narrative (historical stories)</li> <li>• Formal letters to complain</li> <li>• Performance poetry (including poetry from other cultures)</li> </ul>		<b>Cusp Writing</b> Introduce – green Revisit – Orange <ul style="list-style-type: none"> <li>• Non-chronological reports – builds on CUSP UK study</li> <li>• Third person narrative (animal stories)</li> <li>• Performance poetry (including poetry from other cultures)</li> <li>• Advanced instructional writing</li> <li>• First person narrative descriptions – builds on CUSP UK study</li> </ul>		<b>Cusp Writing</b> Introduce – green Revisit – Orange <ul style="list-style-type: none"> <li>• Dialogue through narrative (historical stories) – builds on CUSP Roman study</li> <li>• Poetry on a theme</li> <li>• Formal letters to complain – builds on CUSP Healthy diets</li> <li>• Third person narrative (animal stories).</li> <li>• Advanced instructional writing – builds on CUSP materials, tye-dye, weave and sew</li> </ul>	
<b>White Rose Maths Year 3</b> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Multiplication and Division</li> </ul>	<b>White Rose Maths Year 4</b> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Multiplication and Division</li> </ul>	<b>White Rose Maths Year 3</b> <ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Length and Perimeter</li> <li>• Fractions</li> <li>• Mass and Capacity</li> </ul>	<b>White Rose Maths Year 4</b> <ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Length and Perimeter</li> <li>• Fractions</li> <li>• Decimals</li> </ul>	<b>White Rose Maths Year 3</b> <ul style="list-style-type: none"> <li>• Decimals (inc. money)</li> <li>• Time</li> <li>• Statistics</li> <li>• Properties of shape</li> </ul>	<b>White Rose Maths Year 4</b> <ul style="list-style-type: none"> <li>• Decimals (inc. money)</li> <li>• Time</li> <li>• Statistics</li> <li>• Position and Direction</li> </ul>
<b>CUSP Art</b> Drawing and Painting Block A	<b>CUSP Art</b> Print making Block B	<b>CUSP Art</b> Textiles and collage Block C	<b>CUSP Art</b> 3D Block D	<b>CUSP Art</b> Painting Block E	<b>CUSP Art</b> Creative Response Block F



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<ul style="list-style-type: none"> <li>• Peter and the Wolf by Sergei Prokofiev</li> <li>• Listen to the story behind the piece</li> <li>• Understand that music can be used to tell stories.</li> <li>• Perform a small section of the music</li> <li>• Compose own melody based on small section of the text.</li> <li>• Instruments within the orchestra.</li> </ul>	<ul style="list-style-type: none"> <li>• G. F. Handel</li> <li>• The Royal Fireworks</li> <li>• The Water Music</li> <li>• Recognise that music is built up around themes. Recognise the different themes in these pieces of music.</li> <li>• Take one theme and develop it through composition using their own ideas.</li> </ul>	<b>NMPAT First Access Instrumental Project</b>		<ul style="list-style-type: none"> <li>• Calypso Tropical Bird by Trinidad Steel Band</li> </ul>	<ul style="list-style-type: none"> <li>• Wolfgang Amadeus Mozart Eine kleine Nacht Musik</li> <li>• Recognise that the theme is built around an arpeggio.</li> <li>• Practise different chords, building triads and then playing them as arpeggio figures.</li> <li>• Children to compose own motif around the notes in a given arpeggio.</li> <li>• Jot down composition either as stave notation or graphic jottings, showing rhythms, pitches and dynamics.</li> <li>• Instruments within the orchestra and orchestral layout.</li> </ul>
<b>MFL</b> <b>All About Me</b> Introduce yourself <ul style="list-style-type: none"> <li>- Name</li> <li>- Age</li> </ul> Family	<b>MFL</b> <b>Food</b> <ul style="list-style-type: none"> <li>- Different types of food</li> <li>- Menus</li> <li>- Shopping</li> </ul>	<b>MFL</b> <b>Telling the time</b> <ul style="list-style-type: none"> <li>- O'clock</li> <li>- Half past</li> <li>- Quarter paster</li> <li>- Quarter to</li> </ul>	<b>MFL</b> <b>Places</b> <ul style="list-style-type: none"> <li>- buildings</li> <li>- forests</li> <li>- beach</li> <li>- rivers</li> </ul>	<b>MFL</b> <b>Clothes</b>  <b>Parts of body</b>  <b>Character descriptions</b>	<b>MFL</b> <b>Share a familiar story in Spanish from KS1</b>

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Pets Hobbies Birthday  <b>Classroom instructions and items in pencil case</b>  <b>Useful adjectives</b> - Colours - Numbers - Size Shape	- recipes  <b>Animals</b> - pets - wild animals - descriptions riddles	- 5 minute intervals  <b>School</b> - Subjects - Teachers - Description of school - Favourite subject Least favourite subject	- my favourite place  <b>Setting descriptions-</b> - one setting description each year. - Forest - Beach - Park Town centre		- The Very Hungry Caterpillar - The Gruffalow - The Smartest Giant in Town -  <b>Write own version of familiar story</b>
<b>Cambridgeshire PSHE</b> Rights, Rules and responsibilities  Cit8 RR34	<b>Cambridgeshire PSHE</b>  My Emotions  MMR10 ME34  Anti Bullying  MMR712 AB34	<b>Cambridgeshire PSHE</b>  Diversity and Communities Cit7 DC34	<b>Cambridgeshire PSHE</b>  Drug Education HSL15 DE34	<b>Cambridgeshire PSHE</b>  Personal Safety HSL16 PS34	<b>Cambridgeshire PSHE</b>  Managing Change  MMR13 MC34
<b>PE</b> Orienteering	<b>PE</b> Gymnastics	<b>PE</b> Net and Wall	<b>PE</b> Invasion Games	<b>PE</b> Striking and Fielding	<b>PE</b> Multiskills and Athletics
<b>RE - Northants Agreed Syllabus</b> <b>Chritsianity</b> <ul style="list-style-type: none"> <li>To recall the Christian calendar</li> </ul>	<b>RE - Northants Agreed Syllabus</b> <b>Chritsianity</b> <ul style="list-style-type: none"> <li>To know that each of the books in the</li> </ul>	<b>RE- Northants Agreed Syllabus</b> <b>Humanism</b>	<b>RE- Northants Agreed Syllabus</b> <b>Humanism</b> <ul style="list-style-type: none"> <li>To explore what Humanist</li> </ul>	<b>RE- Northants Agreed Syllabus</b> <b>Islam</b>	<b>RE- Northants Agreed Syllabus</b> <b>Islam</b>

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<p>of festivals and deepen this knowledge</p> <ul style="list-style-type: none"> <li>• To know that there is variety in Christianity</li> <li>• To understand the importance of prayer; how people pray and examples of prayers</li> </ul>	<p>bible teach us something about God and his relationship with humankind</p> <ul style="list-style-type: none"> <li>• To know that there are four gospels giving 'good news' about Jesus</li> <li>• To understand the significance of Advent and Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• To Explore how Humanists decide what to believe</li> <li>• To explore Humanist's views on happiness</li> </ul>	<p>celebrations tell us about the things that Humanists value</p> <ul style="list-style-type: none"> <li>• 2.To explore what Humanists value in life</li> </ul>	<ul style="list-style-type: none"> <li>• To recap the main features of a mosque and deepen understanding their significance.</li> <li>• 2. To explore the way Muslims try to follow the example of Muhammed</li> </ul>	<ul style="list-style-type: none"> <li>• To recap and develop learning about the Qur'an</li> <li>• To know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia)</li> </ul>
<p><b>Science - Light</b> Recognise that they need light in order to see things, and that dark is the absence of light. Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p>	<p><b>Science – States of Matter</b> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ('C).</p>	<p><b>Science - States of Matter continued</b> Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ('C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Science – Animals including Humans</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Science – Electricity</b> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p>	<p><b>Science - Living Things and Their Habitats</b> Recognise that living things can be grouped in a variety of ways. Explain and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>

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<p>Find patterns in the way that the size of shadows change.</p>			<p>Why do we see objects as a particular colour?</p>	<p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
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