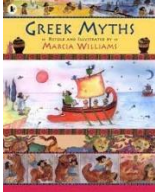
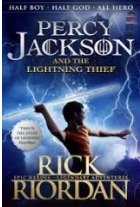
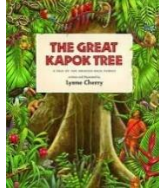
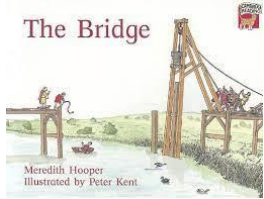
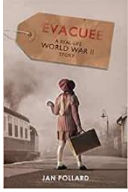

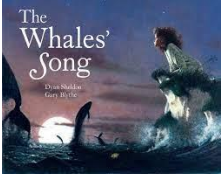
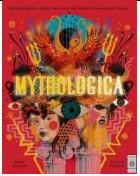
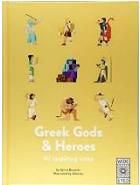
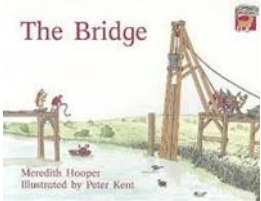
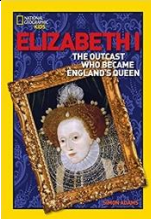
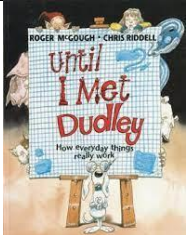


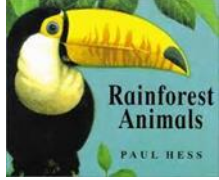
**CLASS 3 – CYCLE A**

Class 3		Autumn 1 and 2 <b>Ancient Greeks</b> <i>What was life like in Ancient Greece and how have the Ancient Greeks influenced the Modern World?</i>  <i>How does the human and physical geography of modern Greece compare to the UK?</i>		Spring 1 <b>Rainforests</b> <i>Why is the Amazon rainforest so important?</i>	Spring 2 <b>Our Local Area –</b> <i>Classic Cambridge – Castle Street and Magdalene Bridge</i> <i>How has Castle Street changed since settlers first arrived in Cambridge?</i>	<b>Brilliant Britain</b>	
		Summer 1 <b>Brilliant Britain History – Beyond Face Value</b> <i>How has propaganda been used in Britain since 1066?</i>		Summer 2 <b>Brilliant Britain</b> <i>What physical features can be found in the United Kingdom and where are they located? How has the water cycle impacted the British landscape?</i>			
Literacy	Fiction		<b>Myths and legends: Pandora's Box</b>	<b>Diary Entry (recount)</b>	<b>Time-slip Story</b>	<b>Diary Entry Evacuee</b>	<b>Story in A Familiar Setting</b>
	Key Texts		 <i>Greek Myths by Marcia Williams</i>   <i>Percy Jackson and the Lightning Thief - Riordan</i>	 <i>'The Kapok Tree' – L. Cherry</i>	 <i>The Story of Cambridge - Stephanie Boyd</i>   <i>The Bridge – Meredith Hooper</i>	 <i>Evacuee - a real-life World War Two story Paperback – by Jan Pollard</i>   <i>DKfindout! World War II</i>  <i>Primary Sources</i>	 <i>The Whale's Song – Dyan Sheldon</i>

LKS2 Overview – Cycle A

	<p>Non-Fiction</p>	<p>Non-chronological report Biography</p>	<p>Discussion text</p>	<p>Newspaper Report</p>	<p>Persuasive Text</p>	<p>Biography - Elizabeth I  Science Investigation (Explanation) - Plants</p>	<p>Explanation Text - The Water Cycle</p>
	<p>Key Texts</p>	 <p><i>Mythologica: An Encyclopaedia of Gods, Monsters and Mortals from Ancient Greece</i></p>  <p><i>Greek Gods &amp; Heroes</i> Sylvie Baussier &amp; Almasty</p>	<p><i>Newspaper articles and film clips</i></p>	<p><i>Newspaper articles and film clips</i> <i>Model text.</i></p>	<p><i>Tourist Guides and Websites</i></p>  <p><i>The Bridge – Meredith Hooper</i></p>	 <p><i>Elizabeth I: The Outcast Who Became England's Queen</i></p>	 <p><i>Until I Met Dudley – R. McGough</i></p>
	<p>Poetry</p>	<p>Poetry (description focus)</p>	<p>Christmas Haikus –</p>	<p>Rainforest Poetry</p>			

# LKS2 Overview – Cycle A

	Key Texts	Poems about the Greek Gods – P.Perro	A bitter morning – JW Hackett	 Rainforest Animals – Paul Hess			Natural world poetry
	SPaG Focus	Fronted adverbials with commas Adverbs and conjunctions to express time Word classes Powerful verbs Possessive s Capitals for proper nouns	Fronted adverbials with commas Expanded noun phrases. Paragraphs Headings and subheadings	Direct/Indirect Speech Fronted adverbials	Adverbials Commas	Conjunctions Passive Voice Direct Speech Time Adverbials	Expanded Noun Phrases Similes/Metaphors Adverbs and Powerful Direct and Indirect Speech Verbs Adverbials
Maths	Maths - Y3	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement – length and perimeter	Fractions	Measurement: Mass and Capacity	Time Statistics Geometry: Properties of Shape
	Mental Arithmetic Focus	x2, x5, x10	x/3	x/4	x/8	x/3,4,8	x/3,4,8
	Maths – Y4	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement – length and perimeter	Fractions	Y4 Decimals (including money)	Time Statistics Geometry: Properties of Shape
	Mental Arithmetic Focus	x/3,4,8 and 6	x/7	x/9	x/11,12	All	All
Science		Animals Including Humans Digestion and Teeth		Living things in their Habitats (Y4 Objectives) Animals Including Humans		Plants (Y3 Objectives)	Materials – States of Matter

**LKS2 Overview – Cycle A**

		<p><i>What are the functions of the different parts of the digestive system in humans, and what role do teeth play in this process?</i></p>	<p><b>(Y4 Objectives – Food Chains)</b>  <i>How can living things be identified, classified and grouped?</i></p>	<p><i>What is the life cycle of a flowering plant?</i></p>	<p><b>(water cycle, solids liquids gases, heating and cooling)</b>  <i>How can we compare or group materials, and what happens when materials are heated or cooled?</i></p>		
	RE	<p>What do Christians learn from the Creation Story?          LKS2 C          Creation</p>	<p>What is it like to follow God?          LKS2 C          POG          Noah</p> <p>What is the Trinity?          LKS2 C          Incarnation</p>	<p>What kind of world did Jesus want?          LKS2 C          Gospel          Calling disciples</p>	<p>Why do Christians call the day Jesus died ‘Good Friday’?          LKS2 C          Salvation</p>	<p>Why do Muslims call Muhammad the ‘seal of the prophets’?          EP LKS2          Islam          Prophets</p>	<p>How does the teaching of the gurus move Sikhs from dark to light?          EP LKS2          Sikhism          Gurus</p>
Humanities	Geography	<p>How has the geography of Greece impacted its history?</p>		<p>Why is the Amazon rainforest so important?</p>	<p>What has changed and what has stayed the same since settlers first arrived in the area of Castle Street, Cambridge?</p>	<p>What physical features can be found in the United Kingdom and where are they located?          How has the water cycle impacted the British landscape?</p>	
	History	<p>How can we find out about the civilisation of Ancient Greece?          Can we thank the Ancient Greeks for anything in our lives today?</p>			<p>How has propaganda been used in Britain since 1066?</p>		
	Music	<p>Ballads</p>	<p>Instrumental lessons unit: Caribbean</p>	<p>Body and turned percussion (Theme: Rainforests)</p>	<p>Developing singing technique (Theme: Vikings)</p>	<p>Haiku, music and performance (Theme: Hanami festival)</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p>
	Languages	<p>Phonics lesson 1&amp; 2          Shapes (E)</p>	<p>Musical Instruments (E)</p>	<p>Vegetables (E)</p>	<p>At The Café (I)</p>	<p>In Class (I)</p>	<p>Habitats or Goldilocks (I)</p>

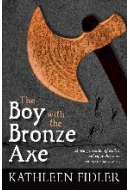
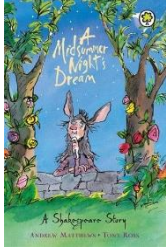
## LKS2 Overview – Cycle A

<b>PSHE</b>	<b>Myself and my relationships-</b> Beginning and Belonging (BB3/4)	<b>Myself and my relationships – family and friends</b>  Conflict Resolution (3/4)	<b>Myself and My Relationships</b> My Emotions (ME3/4)	<b>Healthy and Safer Lifestyles</b> Drug Education (DE3/4)	<b>Citizenship</b> Diversity and Communities (DC 3/4)	<b>Healthy and Safer Lifestyles</b> Relationships and sex education RS 3 and RS4 – 2 units taught together for progression
<b>PE</b>	<b>Outdoor Adventurous Activity (OAA)</b> <i>Year 3 Unit</i> (Cambs PE Advisory Service Unit)	<b>Games Activities</b> <i>Year 3 Unit:</i> Striking and Fielding (Cambs Scheme)	<b>Gymnastics</b> <i>Year 3 Unit:</i> Patterns and Pathways (Cambs Scheme)	<b>Dance</b> <i>Year 3 Unit:</i> The Solar System (Use objectives from this unit if choosing an alternative topic) (Cambs Scheme)	<b>Athletic Activities</b> <i>Year 3 Unit</i> (Cambs PE Advisory Service Unit)	<b>Summer 2+ May to July</b> Dry Swimming (Cambs PE Advisory Service Unit)
	<b>Games Activities</b> <i>Year 3 Unit:</i> Ball Handling (Cambs Scheme)					<b>Extra</b> (at some point during the academic year) Tennis (Thursdays with Cambridge Tennis Academy)
<b>Art and Design</b>	<b>Clay Vase</b>		<b>Artist Study: John Dyer and Nixiwaka Yawanawá</b> - Animal and Rainforest Scene		<b>Portraits - Holbein</b>	<b>Artist Study: Monet</b>  Landscape Observational Drawings and Paintings – Bridges and Water
<b>Design and Technology</b>	<b>Design and Make a Straw Labyrinth</b>	<b>Sewing Christmas Tree Decoration</b>		<b>Design, Construct and Test a Bridge - Cambridge Bridge Study</b>		<b>Cooking – Brilliant Britain</b>
<b>Computing</b>	<b>Connecting Computers</b>	<b>Desktop Publishing</b>	<b>Audio Production</b>	<b>Sequencing in Sounds</b>	<b>Events and Actions in Programs</b>	<b>Photo Editing</b>


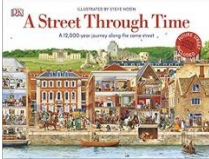
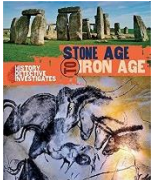
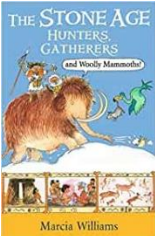

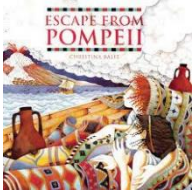
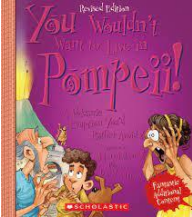
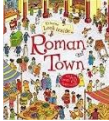
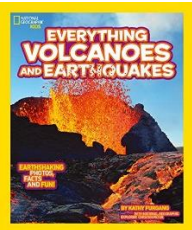
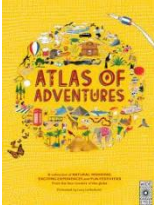
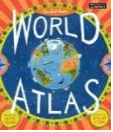

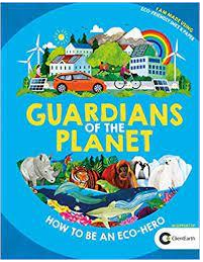
LKS2 Overview – Cycle A

Educational Visits	Fitzwilliam Museum		Botanical Gardens – Rainforest Session	Castle Mound		Jesus Green and the River Cam
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**CLASS 3 – CYCLE B**

		Autumn 1	Autumn 2	Spring		Summer 1	Summer 2
<b>Class 3</b>		<b>A Street through Time</b> <i>What changed and what stayed the same through the Stone Age, Bronze Age and Iron Age?</i>	<b>It's Magic!</b> <i>How can we apply our new knowledge of maps and fieldwork to learn about land use, and human features, in our local area and the UK?</i>	<b>Romans, Italy and Volcanoes</b> <i>What did the Romans ever do for me?</i>  <i>How and where do earthquakes and volcanic eruptions happen?</i>		<b>Off to Europe</b> <i>Can you find the countries of Europe on a map? How does the physical and human geography of Spain compare to the geography of East Anglia?</i>	<b>Keen to be Green</b> <i>How can we look after our world?</i>
<b>Literacy</b>	<b>Fiction</b>	<b>Historical Story</b>	<b>Diary Entry</b>		<b>Mystery Story</b> <b>Play-script</b>		<b>Narrative</b>
	<b>Key Texts</b>	 Stone Age Boy – S. Kitamura   The Boy with the Bronze Axe – K. Fidler	 Harry Potter and the Philosopher's Stone		 Romulus and Remus – Melissa Fitzgerald		 A Midsummer Night's Dream – Andrew Matthews

LKS2 Overview – Cycle B

	 <p>The First Drawing, Mordicai Gerstein</p>					
<p>Non-Fiction</p>	<p>Non-Chronological Report</p> <p>Discussion Text</p>	<p>Instructions (Potion)</p>	<p>Newspaper Report</p>	<p>Explanation Text - Volcanoes</p>	<p>Letters to Penpals</p> <p>Non-Chronological Report</p>	<p>Persuasive Texts</p>
<p>Key Texts</p>	 <p>A Street Through Time - Anne Millard</p>  <p>The History Detective Investigates: Stone Age to Iron Age – Clare Hibbert</p>  <p>The Stone Age Hunters, Gatherers and Woolly Mammoths Marcia Williams</p>	 <p>Harry Potter and the Philosopher's Stone</p>	 <p>Escape from Pompeii - Christina Balit</p>  <p>You Wouldn't Want to Live in Pompeii! - David Antram</p>  <p>Roman Town</p>	 <p>Everything Volcanoes and Earthquakes – National Geographic</p>	 <p>Atlas of Adventures - Rachel Williams</p>  <p>Barefoot Books World Atlas - Nick Crane</p>  <p>Spain DISCOVER SPAIN FOR KIDS - A CHILDREN'S EUROPE BOOK</p>	 <p>Guardians of the Planet - Gifford</p>



## LKS2 Overview – Cycle B

	<p>The Stone Age: Hunters, Gatherers and Woolly Mammoths - Marcia Williams</p>  <p>The Secrets of Stonehenge - Mick Manning &amp; Brita Granström</p>		<p>Look Inside a Roman Town - Conrad Mason</p>  <p>Meet the Ancient Romans - James Davies</p>		<p>Assorted non-fiction books about Spain</p>	
<b>Poetry</b>			<b>Romulus and Remus Poems and Roman Soldier Poems</b>			<b>Environmental Poems</b>
<b>Key Texts</b>			Romulus and Remus			
<b>SPaG Focus</b>	<p>Prepositions Adverbials Techniques to Create Tension Conjunctions Adverbs of Time Fronted adverbials with commas Paragraphs</p>	<p>Direct and Indirect Speech Expanded Noun Phrases Techniques to Create Tension Conjunctions Adverbs of time Fronted adverbials with commas Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p>	<p>Fronted adverbials Conjunctions Direct and Reported Speech Possession (‘s, s’) Paragraphs Headings and subheadings</p>	<p>Conjunctions Passive Voice Direct and Reported Speech Time Adverbials Paragraphs Headings and subheadings</p>	<p>Prepositions Adverbials Techniques to Create Tension Conjunctions Adverbs of Time Fronted adverbials with commas Paragraphs</p>	<p>Direct and Reported Speech Time Adverbials Paragraphs Headings and subheadings</p>

LKS2 Overview – Cycle B

Maths	Maths – Y3	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement – length and perimeter	Fractions	Measurement : Mass and Capacity	Time Statistics Geometry: Properties of Shape
	Mental Arithmetic Focus	x2, x5, x10	x/3	x/4	x/8	x/3,4,8	x/3,4,8
	Maths – Y4	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement – length and perimeter	Fractions	Y4 Decimals (including money)	Time Statistics Geometry: Properties of Shape
	Mental Arithmetic Focus	x/3,4,8 and 6	x/7	x/ 9	x/11,12	All	All
Science	<b>Light</b> <i>Where does light come from and what causes it to change in appearance?</i>	<b>Electricity</b> <i>How do we create a simple circuit?</i>	<b>Rocks</b> <i>How can we identify and group different kinds of rocks and fossils?</i>	<b>Animals Y3 Objectives (humans)</b> <i>What food should we eat to stay healthy, and what are our skeletons and muscles for?</i>	<b>Sound</b> <i>How are sounds produced and how can we change sounds?</i>	<b>Forces and Magnets</b> <i>When do magnets attract and repel and which materials are magnetic?</i>	
RE	What do Christians learn from the Creation Story? LKS2 DD Creation	What is it like to follow God? LKS2 DD POG Abraham  What is the Trinity? LKS2 DD Incarnation	What kind of world did Jesus want? LKS2 DD Gospel Parables	Why do Christians call the day Jesus died 'Good Friday'? LKS2 DD Salvation	How do Sikhs put their beliefs about equality into practice? EP LKS2 Sikhism Equality	How does the story of Rama and Sita inspire Hindus to follow their dharma? EP LKS2 Hinduism Dharma	
Humanities	Geography		<b>It's Magic!</b> <i>How can we apply our new knowledge of maps and fieldwork to learn about land use, and human features, in</i>	<b>Romans, Italy and Volcanoes</b> <i>How has the physical geography of Italy impacted the human geography?</i>		<b>Off to Europe</b>  <i>How does the physical and human geography of Spain compare</i>	<b>What's in the news?</b> <i>Pupil led question</i>

**LKS2 Overview – Cycle B**

			<i>our local area and the UK?</i>			<i>to that of East Anglia?</i>	
	<b>History</b>	<b>A Street through Time</b> <i>What changed and what stayed the same through the Stone Age, Bronze Age and Iron Age?</i>			<b>Romans, Italy and Volcanoes</b> <i>What did the Romans ever do for me?</i>		<b>What's in the news?</b> <i>Pupil led question</i>
	<b>Music</b>	<b>Instrumental lessons unit: South Africa</b>	<b>Jazz</b>	<b>Adapting and transposing motifs (Theme: Romans)</b>	<b>Creating a composition in response to an animation (Theme:Mountains)</b>	<b>Haiku, music and performance (Theme: Hanami festival)</b>	<b>Samba and carnival sounds and instruments (Theme: South America)</b>
	<b>Languages</b>	Phonics lesson 1 & 2 I'm Learning Fr/Sp/It (E)	Ancient Britain (E)	Animals (E)	I Can (E)	Fruits (E)	Presenting Myself (I)
	<b>PSHE</b>	<b>Citizenship</b> Rights, rules and responsibilities (RR3/4)  <b>Healthy and Safer Lifestyles</b> Digital Lifestyles	<b>Citizenship</b> Working Together (WT3/4)	<b>Economic Wellbeing</b> Financial Capability (FC3/4)	<b>Myself and My Relationships -</b> Anti-bullying (AB 3/4)	<b>Healthy and Safer Lifestyles</b> Personal Safety (PS3/4) <b>Healthy and Safer Lifestyles</b> Managing Safety and Risk (MSR3/4)	<b>Myself and My Relationships</b> Managing Change (MC3/4)
	<b>PE</b>	<b>Outdoor Adventurous Activity (OAA)</b> <i>Year 4 Unit</i> (Cambs PE Advisory Service Unit)	<b>Games Activities</b> <i>Year 4 Unit:</i> Ball On the Ground (Cambs Scheme)	<b>Gymnastics</b> <i>Year 4 Unit:</i> Principles of Balance (Cambs Scheme)	<b>Dance</b> <i>Year 4 Unit:</i> The Weather <small>(Use objectives from this unit if choosing an alternative topic)</small> (Cambs Scheme)	<b>Athletic Activities</b> <i>Year 4 Unit</i> (Cambs PE Advisory Service Unit)	<b>Swimming</b>
		<b>Games Activities</b> <i>Year 4 Unit:</i> Net Games at Jesus College Netball Court (Cambs Scheme)					<b>Tennis</b> (Cambridge Utd during 2022 cycle B due to covid catch up swimming)

**LKS2 Overview – Cycle B**

	<b>Art and Design</b>	Stonehenge Silhouette Against watercolour wash Cave Painting Stone Age Clay Beads		Roman Mosaic - Printing		Gaudi Small Papier Mache Models  Picasso  Dali Life and Art	Pupil Led – Linked to Topic  Recycled Junk Modelling Sculpture – Shoebox eco- houses
	<b>Design and Technology</b>	Design/Make a torch/light	Design/Make a torch/light (ctd)		Mechanical Poster – Healthy Eating	Cooking – Make Class Spanish and German Recipe Book <i>Spanish Food</i> <i>Spanish Cake,</i> <i>Sobao Pasiego,</i> <i>Paella, Patatas</i> <i>Bravas</i>	Bird Boxes
	<b>Computing</b>	The internet	Data Logging	Repetition in Shapes	Stop-frame Animation	Repetition in Games	Branching Databases
	<b>Educational Visits</b>	Local Area Walk to investigate land use	Harry Potter Studios		Sedgwick Museum		