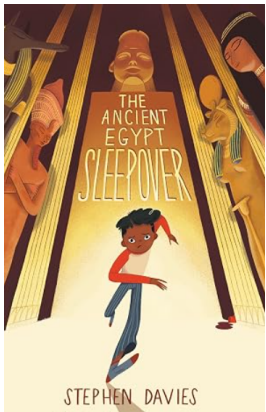
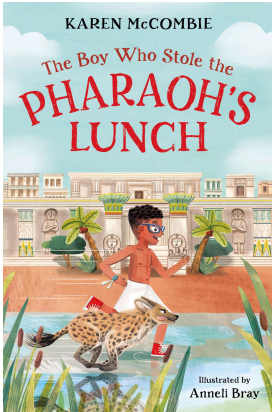


Year 3/4 Overview (Year A: 2026/2027)

Ancient Civilisations (Autumn)

History Driver

Reading 	Writing 	Mathematics 	
Year 3/4: Class Texts: The Boy Who Stole the Pharaoh's Lunch and The Ancient Egypt Sleepover   Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison. In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to ancient civilisations.	Narrative: • Narrative: Setting Description of Egypt (linked to our class text) ○ Alan Peat Sentence Types: '3 list sentences' and 'fronted time' sentence. ○ Full stops, capital letters, commas for lists, joined handwriting, determiners, prepositions • Narrative: Problem and Solution ○ Conjunctions, exclamation mark. Non-chronological report: • Creating reports about Ancient Egyptian gods (linked to class texts) ○ Alan Peat: Fronted sentence, Many Questions ○ Subordinating conjunctions, adverbs, possessive 's' Instructions: • Alan Peat: Many Questions ○ Mummification Instructions ○ Subordinating and coordinating conjunctions Fronted adverbials (including correct comma use)	Year 3: Place Value • Read, write, model, and partition 3-digit numbers into hundreds, tens, and ones. • Compare and order numbers up to 1,000 using comparison symbols. • Count in steps of 4, 8, 50, and 100, and find 10 or 100 more or less. Addition & Subtraction • Add and subtract 1s, 10s, and 100s mentally, including crossing boundaries. • Use column addition and subtraction for up to 3-digit numbers, with and without exchanging. • Estimate answers, check with inverse operations, and solve word or missing-number problems. Multiplication & Division • Recall multiplication and division facts for the 3, 4, and 8 times-tables.	Year 4: Place Value • Count, read, and write numbers up to 10,000 in words and digits. • Find 1, 10, 100, or 1,000 more or less than any number. • Compare, order, and round 4-digit numbers to the nearest 10, 100, or 1,000. • Read Roman numerals up to 100. Addition and Subtraction • Add and subtract up to 4-digit numbers using mental maths and column methods. • Estimate answers by rounding and check results using inverse operations. Area • Find shape areas by counting full and half squares on a grid. • Build and compare shapes with different areas. Multiplication and Division • Know times-tables and

				• Multiply 2-digit numbers by 1-digit numbers using written methods. • Divide 2-digit numbers by 1-digit numbers, including calculations with remainders.	division facts for 3, 6, 7, 9, 11, and 12. • Multiply numbers by 0 and 1, and divide numbers by 1 or themselves. • Multiply three single-digit numbers together.
History  Ancient Egypt		Geography  Ancient Egypt		Religious Education  <i>Why do people pray?</i> <i>What does it mean to be a Christian in Britain?</i>	
• Earliest civilizations – Ancient Egypt • Contrast with British history • Understand a timeline • Changes in a period in history. • Describe everyday life • Describe buildings and their uses of people • Describe the culture and leisure activities • To explore and identify different types of historical sources	• Earliest civilizations – Ancient Egypt • Contrast with British history • Understand a timeline • Changes in a period in history. • Describe what was important to people from the past. • Use evidence to show how the lives of rich and poor people from the past differed. • Describe influences of life today. • To gather evidence from a variety of sources using simple reasoning.	• Use maps, atlases, globes and digital/computer mapping (google earth) to locate the countries of Europe (including the location of Russia)	• Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere	Why do people pray?- Christians, Hindus or Muslims. Describe the practice of prayer in the religions studied • Describe the practice of prayer in the religions studied • Make connections between what people believe about prayer and what they do when they pray What does it mean to be a Christian in Britain? Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs including pupils themselves, help others.	
Computing- Digital Literacy and Information Technology 		PSHE - 		Physical Education  Fundamental Skills and Fitness	
• Understand how to use safely, respectfully and responsibly. • Understand that there are a range of ways to report concerns online about content and contact. • Understand how software can be used to collect and present data.		• What makes a family; features of a family life • Personal boundaries: safely responding to others; the impact of	• Positive friendships, including online • Responding to hurtful behaviour;	• Show balance, co-ordination and technique when running at different speeds, stopping with control. • Throw a variety of objects, changing action for accuracy	• Demonstrate how and when to speed up and slow down when running. • Throw with some accuracy and power towards a target area. • Throw with some accuracy and

Understand how to use search technologies effectively.	hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	managing confidentiality; recognising risks online Respecting differences and similarities; discussing difference sensitively	and distance. - Link running, hopping and jumping actions using different take-offs and landings. - Can co-ordinate their bodies with increased consistency in a variety of activities.	power towards a target area. Begin to co-ordinate their body at speed in response to a task.
Science- Sound 	Music 		Art- 	
<u>Sound</u> - Identify how sounds are made. - Find patterns between the pitch of a sound and the features of the object that produced it. - Recognise that sounds get fainter with distance. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Year 3/ Year 4 Singing: - Sing songs (5th and beyond, octave) in groups following dynamics and tempos, using the terms forte/piano and crescendo/decrescendo. - Sing a 2/3 part round/song as a class. Listening: - When listening to music, identify musical elements (tempo dynamics, pitch, rhythmic patterns, structure), recognise instruments and types of ensembles. Articulate likes and dislikes. Musicianship: - Maintain pulse using percussion including tempo changes in different types of music. - Read and write 15/20 rhythms. - Identify pitch changes using vocabulary, illustrating with hand gestures with notation for 3/6 pitches. Term focus: - Perform following staff notation (3 notes/5 notes) as a class - Improvise to create short on the spot responses/ making use of music features.		Year 3: - Explore ancient hieroglyphics and be able to replicate them accurately - Shape and mould clay to create an Ancient Egyptian tablet	Year 4: - Explore ancient hieroglyphics and be able to replicate them accurately - Shape and mould clay to create an Ancient Egyptian tablet

Design Technology 	French 	
- work collaboratively as part of a design team. - To incorporate a simple pneumatic system into a model to create a moving part. - To make my model look appealing, choosing from a range of decorative techniques. - To use a glue gun with close supervision (1:1). - To cut slots and internal shapes. - To use lolly sticks/card/split pins to make levers, linkages, hinges and pivots. - To use linkages to make movement larger or more varied. - To use and explore more complex pop ups. - To create nets.	<u>Year 3 : I am learning French</u> - Key introductory vocabulary, including greetings, numbers to 10 and saying our name. - Phonics: Focus on oi, eu and 'j'. - Grammar: No grammar as this is an introduction to French	<u>Year 4: Recap & Days/ Months</u> - Key vocabulary for learning days of the week/ months of the year and recap of previous vocabulary (Y3 side). - Phonics: focus on 'r', e and an. - Grammar: structuring sentences with the date without capital letters.



Sow, Grow, Farm (Spring)

Geography Driver

Reading



Year 3/4:

Class Texts:

Charlotte's Web (E.B. White) and James and the Giant Peach (Roald Dahl)



Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison.

In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to farming.

Writing



To be added after review of Autumn term

Mathematics



Fractions

- Understand unit/non-unit fractions and find fractions of amounts.
- Recognize equivalent fractions, compare, and order fractions.
- Add and subtract fractions with the same denominator.
- Count in tenths as equal parts of a whole.

Mass & Capacity

- Measure, compare, add, and subtract masses (g, kg) and capacities (ml, l).
- Read scales accurately, including unlabelled intervals.
- Convert between mixed units (e.g., 1 kg 200 g, 1 l 500 ml).

Length & Perimeter

- Measure, compare, add, and subtract lengths (mm, cm, m).
- Convert between length units and equivalent mixed lengths.
- Calculate the perimeter of 2D shapes.

Fractions

- Recognise how shapes and quantities split into equal parts.
- Count forwards and backwards past 1 whole.
- Partition mixed numbers into wholes and parts.
- Compare and order mixed numbers.
- Convert between mixed numbers and improper fractions.
- Identify equivalent fractions.
- Add fractions with the same denominator.
- Subtract fractions with the same denominator.

Decimals

- Recognise tenths as fractions and decimals.
- Recognise hundredths as fractions and decimals.
- Divide 1 and 2-digit numbers by 10 and 100.

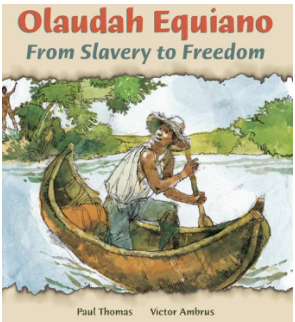
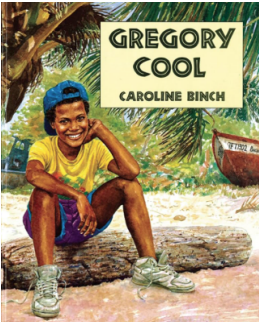
Length and Perimeter

- Measure and convert distances using metres and kilometres.
- Find the perimeter of 2D shapes.
- Calculate missing side lengths to find perimeters

History 		Geography 		Religious Education 	
Describe dates of and order significant events from the period studied.	Order significant events and dates on a timeline.	- Understand the term 'climate zones' - Discuss global warming and its implications - Use maps to locate the countries focusing on environmental regions, key physical and human characteristics and major cities - Make connections between the Equator, the tropics and North/South America - Focus on areas of Earth with a particular climate and living things and identify where these are in the world - Select a method to present the differences in transport in the area today - Research and discuss how water affects the environment - Understand the eight points of a compass and use to explain/identify points on a map - Fieldwork - The environmental regions of Europe	- Understand the term 'climate zones' - Discuss global warming and its implications - Use maps to locate the countries of North and South America focusing on environmental regions, key physical and human characteristics and major cities - Make connections between the Equator, the tropics and North/South America - Focus on areas of Earth with a particular climate and identify where these are in the world - Select a method to present the differences in transport in the area today - Research and discuss how water affects the environment - Identify local features on a map and use 4 figure grid references - Understand and use grid references - Use symbols and key (including the use of Ordnance Survey maps) to mark out areas of interest - Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere	To be added after Autumn	
Computing 		PSHE 		Physical Education  <i>Dance and Netball</i>	
- Understand how programs can run using various forms of input and output (e.g. Bee bots/ micro bits). - Understand how programs are used to control everyday devices. (e.g. toys, drones, traffic lights etc.) - Understand what scams, spams and hackers are and the corresponding dangers.		The value of rules and laws; rights, freedoms and responsibilities	- What makes a community; shared responsibilities - How data is shared and used	- Use canon, unison and formation to represent an idea. - Use counts to keep in time with a partner and group. - Use simple tactics individually	- Use action and reaction to represent an idea. - Use counts when choreographing short phrases. - Use simple tactics to help their team score or gain

Understand what is acceptable and unacceptable behaviour online.	- Age of criminal responsibility /medical consent - How the internet is used; assessing information online - Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	and within a team.	possession.
Science 	Music 	Art 		
<u>Living Things and Their Habitats</u> - Explore differences between things that are living, dead, and things that have never been alive. - Identify and name a variety of plants and animals in their habitats.	Year 3/ Year 4 Singing: - Sing songs (5th and beyond, octave) in groups following dynamics and tempos, using the terms forte/piano and crescendo/decrescendo. - Sing a 2/3 part round/song as a class. Listening: - When listening to music, identify musical elements (tempo dynamics, pitch, rhythmic patterns, structure), recognise instruments and types of ensembles. Articulate likes and dislikes. Musicianship: - Maintain pulse using percussion including tempo changes in different types of music. - Read and write 15/20 rhythms. - Identify pitch changes using vocabulary, illustrating with hand gestures with notation for 3/6 pitches. Term focus: - Improvise to create short on the spot responses/ making use of music features. - Record a rhythm using pitches, with a beginning, middle and end - Perform following staff notation (3 notes/5 notes) as a class - Create a musical response to stimuli, depicting a mood	- Use various drawing techniques to create shading - Look at how light interacts with a drawing - Practise how to create light within a drawing	- Use various drawing techniques to create shading - Look at how light interacts with a drawing - Practise how to create light within a drawing	

Design Technology 	French 	
- To sensory vocabulary to describe the smell, taste, texture and feel of different foods. - To analyse the taste, texture, smell, and appearance of a range of foods. - To measure and weigh ingredients appropriately - To follow instructions. - To make healthy eating choices from an understanding of a balanced diet. - To make healthy eating choices from an understanding of a balanced diet. - To join and combine a range of ingredients eg: snack food,	Chez Moi - Phonics: 'e' and 'eau', silent letters, elisions and h muet <u>Vocabulary</u>: Nouns and determiners for rooms of the house <u>Grammar</u>: How to say I don't have a particular room. Chez Moi - Phonics: 'e' and 'eau', silent letters, elisions and h muet <u>Vocabulary</u>: Nouns and determiners for rooms of the house <u>Grammar</u>: How to say I don't have a particular room.	

Maafa (Summer) <i>History and Geography Driver</i>		
Reading 	Writing 	Mathematics 
Year 3/ Year 4: Class Texts:  	To be added after review of Autumn and Spring term	Fractions - Add fractions with the same denominator under 1 whole. - Subtract fractions with the same denominator under 1 whole. - Split 1 whole into parts and find missing fractions. - Find unit fractions of amounts. - Find non-unit fractions of amounts. - Solve word problems using money, time, and measures. Money - Compare, write, and convert pounds and pence. - Add and subtract money and calculate change. Decimals - Adding decimal numbers together to make 1 whole. - Splitting decimals into ones, tenths, and hundredths. - Sorting decimals by size using greater than and less than signs. - Rounding decimals to the nearest whole number. - Converting halves and quarters into decimals. Money - Using decimal points to write pounds and pence.

Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison. In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to African culture.		Time • Read analogue clocks to the minute. • Read 12-hour digital clocks using am/pm. • Know time facts and calculate durations. Shape • Identify right, acute, and obtuse angles. • Measure and draw lines in cm and mm. • Identify horizontal, vertical, parallel, and perpendicular lines. • Draw and describe 2D and 3D shapes. Statistics • Read and make pictograms with scaled keys. • Read and draw bar charts. • Collect data and read two-way tables. • Swapping between pence and pounds. • Ordering amounts of money and rounding to estimate totals. • Adding, subtracting, and calculating change. Time • Converting between hours, minutes, seconds, days, weeks, and years. • Reading analogue clock faces and matching them to digital time. • Converting between 12-hour and 24-hour times. Shape • Identifying acute, right, and obtuse angles. • Naming different types of triangles and 4-sided shapes. • Spotting lines of symmetry and completing symmetrical patterns. Statistics • Reading information from pictograms, bar charts, and tables. • Reading continuous data recorded over time
History- Maafa 	Geography 	Religious Education 

- Contrast with British history - Describe dates of and order significant events from the period studied. - Use maps to locate the countries	- Contrast with British history - Order significant events and dates on a timeline. - Use evidence to show how the lives of rich and poor people from the past differed. - Order significant events and dates on a timeline.	Place & Settlement: Compare rural vs. urban regions, focusing on land use and settlements. Global Location: Locate key countries, major cities, and biomes across Africa, Asia, and Australasia/Oceania on a world map. Trade & Industry: Examine UK-Europe trade links, human geography, and global supply chains. Fairtrade & Food: Trace food origins and analyze how Fairtrade connects consumers to global producers.	Place & Settlement: Compare rural vs. urban regions and map major oceans, countries, cities, and biomes across Africa, Asia, and Australasia/Oceania. Trade & Industry: Examine UK-Europe trade links, human geography, and global supply chains. Fairtrade & Food: Trace food origins and analyze how Fairtrade connects consumers to global producers.	To be added after Autumn
Computing 		PSHE 		Physical Education  <i>Athletics and Rounders</i>
- Understand how the internet and the world wide web can provide opportunities for collaboration and communication. - To appreciate how results are selected and ranked using search technologies. - Understand how to break programs down into smaller parts (decomposition) and why that is useful. - Understand how to detect and correct errors in algorithms and programs (for various purposes).	- Health choices and habits; what affects feelings; expressing feelings - Physical and emotional changes in puberty - Personal strengths and achievements; managing and reframing setbacks - Risks and hazards; safety in the local environment and unfamiliar places	- Maintaining a balanced lifestyle; oral hygiene and dental care - Physical and emotional changes in puberty - Personal identity; recognising individuality and different qualities; mental wellbeing - Medicines and household products; drugs common to everyday life	- Strike a ball with varying techniques. - Use space with some success in game situations. - Can co-ordinate their bodies with increased consistency in a variety of activities. - Show balance, co-ordination and techniques when running at different speeds, stopping with control.	- Strike a ball using varying techniques with increasing accuracy. - Create and use space with some success in game situations. - Begin to co-ordinate their body at speed in response to a task. - Demonstrate how and when to speed up and slow down when running.
Science 		Music 		Art 

<u>Animals Including Humans</u> ● Identify and name a variety of common animals. ● Identify animals that are carnivores, herbivores and omnivores. ● Describe and compare the structure of a variety of common animals. ● Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Year 3/ Year 4 Singing: ● Sing songs (5th and beyond, octave) in groups following dynamics and tempos, using the terms forte/piano and crescendo/decrescendo. ● Sing a 2/3 part round/song as a class. Listening: ● When listening to music, identify musical elements (tempo dynamics, pitch, rhythmic patterns, structure), recognise instruments and types of ensembles. Articulate likes and dislikes. Musicianship: ● Maintain pulse using percussion including tempo changes in different types of music. ● Read and write 15/20 rhythms. ● Identify pitch changes using vocabulary, illustrating with hand gestures with notation for 3/6 pitches. Term focus: ● Perform as a class with good stagecraft and expression. ● Explore music technology to write a rhythm/melody	● To understand primary, secondary and tertiary colours and how they compliment each other ● To understand the artwork by Lubaina Himid ● Use knowledge of colour theory to replicate artwork by Lubaina Himid
Design Technology 	French 	
● To colour or decorate fabrics using a range of techniques (e.g. applique, fabric pens/crayons, buttons, beads etc) ● To cut out shapes by drawing around a template onto fabric (using pins or double sided tape). ● To join fabric pieces using running stitch, back stitch or over stitch. ● To create a fastening using a button or bead	By the end of this unit we will be able to: ● Name, recognise and remember up to 10 fruits in French. ● Attempt to spell some of these nouns with their correct article/determiner. ● Ask somebody in French if they like a particular fruit. ● Say what fruits we like and dislike in French.	By the end of this unit we will be able to: ● Name, recognise and remember up to 10 fruits in French. ● Attempt to spell some of these nouns with their correct article/determiner. ● Ask somebody in French if they like a particular fruit. ● Say what fruits we like and dislike in French.