

Year 3/4 Overview (Year D: 2025/2026)

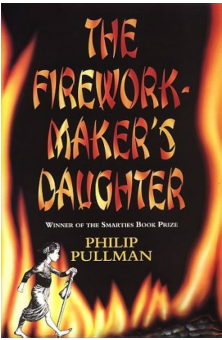
Dynamic Dynasties (Autumn) <i>History Driver (Ancient History)</i>		
Reading 	Writing 	Mathematics  <i>Place value, addition and subtraction, multiplication and division and area</i>
Year 3s and 4s • Reading for Pleasure: The Worries by Jion Sheibani (Maroon) • The Accidental Prime Minister by Tom McLaughlin (Lime)   Word inference, analysis evaluation, prediction, explaining and comparison. meaning, summarising, and retrieval, In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to Dynamic Dynasties.	Alan Peat focus runs throughout each term. Narrative Poems • Exploring the specific features of Narrative Poetry • Recapping Year 1 and 2 Alan Peat 1A, 2A, ! Sentence- Using noun phrases including those with two adjectives and making use of punctuation such as exclamation marks. Focus on Alan Peat -ing sentence • SPaG: Year 3: use determiners correctly (28) • Independent: Writing an emergency poem Biographies • Alan Peat Double -ly- Using sentences with two adverbs and conjunctions • SPaG: Year 3: Begin to use pronouns effectively (29); use of apostrophes for possession (20); Year 4: Use pronouns to aid cohesion (12); using apostrophes for singular and plural possessions (24 and 25) Stories from other cultures • Consolidation of Alan Peat 1A, 2A, ! and Double -ly • SPaG: Year 3: using coordinating and subordinating conjunctions (21 and 22); Year 4: using coordinating and subordinating conjunctions with greater confidence (17, 18 and 19)	Place Value Place value up to 1,000, understanding hundreds, tens, and ones to read, write, compare, and order these numbers. Year 4 builds on this by extending place value to four-digit numbers, introducing rounding (nearest 10, 100, or 1,000), along with negative numbers and Roman numerals up to 100. Addition and Subtraction Three-digit to four-digit addition and subtraction. Year 3 focuses on formal column methods for numbers up to 1,000, using inverse operations to check work. This is extended in Year 4 to include numbers up to 10,000, multi-step word problems, and more advanced mental calculations, building fluency and problem-solving. Multiplication and Division Unit A Multiplication and division fluency. Year 3 involves mastering the 3, 4, and 8 times tables and applying them to problems with two-digit by one-digit numbers using mental and written methods. Year 4 requires full times table recall up to 12x12, written methods to three-digit numbers and solving multi-step problems. Throughout both years, children use related division facts and inverse operations. Area Measuring an area by counting squares on a grid. They make rectilinear shapes with the same area to understand that different shapes can have the same measurement. Comparing the areas of different shapes to reinforce their understanding.
History 	Geography 	Religious Education  <i>Why do people pray? What does it mean to be a Christian in Britain?</i>

Year 3: - Describe dates of and order significant events - Use documents and sources. Ask questions and find information - Use evidence to describe the following: culture, leisure activities, clothes, ways of life and buildings	Year 4: - Order significant dates/events on a timeline - To gather evidence from a variety of provided sources (including printed and digital materials) and use this evidence to answer specific historical questions using simple reasoning. - Use evidence to 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.	Year 3: - Use maps, atlases and globes, including digital mapping to locate countries - On a world map locate the main countries in Africa, Asia. Identify their main environmental regions and major cities	Year 4: - Identify oceans on a map - On a world map locate the main countries in Africa, Asia. Identify their main environmental regions and major cities	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  <i>Digital Literacy and Information Technology</i>		PSHE- <i>Feeling and Friendships, Safe Relationships and Respecting Ourselves/Others</i> 		Physical Education- <i>Fundamental Skills, Tag Rugby, Basketball, Hockey</i> 
Year 3: - Demonstrate an ability to use technology safely, respectfully and responsibly. - Identify and report concerns appropriately about online content and contact.	Year 4: - Recognise acceptable/unacceptable behaviours online and act accordingly. - Recognise if a/my device has been scammed, spammed or hacked.	Year 3: Feelings and Friendships What makes a family? Features of family life Safe Relationships - Personal boundaries, a impact of behaviour - Consent Respecting ourselves and others - Recognising respectful behaviour	Year 4: Feelings and Friendships - Positive friendships Safe Relationships - Responding to hurtful behaviour; managing confidentiality; recognising risks including online - PANTS/Consent Respecting ourselves and others - Respecting differences and similarities sensitively	Fundamental Skills - Demonstrate how/ when to speed up/ slow down when running. - Throw with some accuracy and power towards a target area. - Begin to co-ordinate their body at speed in response to a task. Tag Rugby - Variety of throwing techniques with increasing success in game situations. - Catch a ball passed to them using one/two hands with increasing success. Basketball - Link dribbling the ball with other actions with increasing control. - Create and use space with some success in game situations. Hockey - Strike a ball using varying techniques with increasing accuracy. - Change direction to lose an opponent with some success.
Science  <i>States of Matter and Electricity</i>		Music 		Art-  <i>Tints, Tones and Shades</i>

States of Matter ● Compare and group materials together, according to whether they are solids, liquids or gases ● Observe materials and changes in state ● Understand evaporation and condensation in the water cycle Electricity: ● Identify common electrical appliances ● Construct simple electrical circuits ● Recognise that a switch opens/closes a circuit ● Recognise common conductors and insulators	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: ● Mix colours to match with images ● Experiment with watercolour and explore intensity to create shades ● Explore complementary and opposing colours	Year 4: ● Mix colours to match with images ● Use black and white paint to create tints, tones and shades ● Experiment with colour to create more abstract colour palettes
Design Technology  <i>Chinese Kite Making</i>	French 		
Year 3/Year 4: ● Undertake research and develop a design criteria for a product that is fit for purpose for particular individuals or groups ● Generate, develop, model and communicate ideas through a range of mediums ● Select and use a wider range of tools, equipment, materials and components for practical tasks ● Investigate and analyse a range of existing products ● Evaluate ideas and products against design criteria considering the views of others to improve work ● Understand how key events and individuals in design and technology have helped shape the world ● Apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● Apply their understanding of computing to program, monitor and control their products.	Year 3: Vocab: Core French vocabulary: Greetings, Colours, Numbers Phonics: 'Oi' (trois, noir) 'On' (marron) 'Ou' (rouge) Grammar Silent letters 's', 't' (Paris, gris, vert, violet) Gutteral 'r' Song: My name is (Cultural reading) Objectives: Can read write and say colours and numbers in French	Year 4: Vocab: Core French vocabulary: Greetings, Colours, Numbers Phonics: 'Oi' (trois, noir) 'On' (marron) 'Ou' (rouge) Grammar Silent letters 's', 't' (Paris, gris, vert, violet) Gutteral 'r' Song: My name is (Cultural reading) Objectives: Can read write and say colours and numbers in French Year 4: All year 3 objectives, including basic greeting conversation.	

Rock, Relics and Rumbles (Spring)

Geography Driver

Reading 	Writing 	Mathematics  <i>Multiplication and division, perimeter, fractions and mass and capacity</i>
Year 3s and 4s Class Texts: <i>The Firework Maker's Daughter</i>  Reading for Pleasure Reading Skills: 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 Rock, Relics and Rumbles.	Alan Peat focus runs throughout each term. Non Chronological Reports - Alan Peat fronted sentences: using fronted adverbials (and commas) to provide additional details in sentences - Spag: Year 3: use simple organisational devices such as headings (27), using coordinating and subordinating conjunctions (21 and 22); Year 4: using coordinating and subordinating conjunctions with greater confidence (17, 18 and 19) Shape Poems - SPaG: Year 3: Use adverbs (23); Year 4: use adverbs and adverbials (20 and 21) Newspaper Reports - SPaG: Year 3: use simple organisational devices such as headings (27), correct use of inverted commas to punctuate speech (30), use apostrophes for contraction (19); Year 4: organise paragraphs around a theme (16); use of inverted commas for direct speech (23) Diaries - Alan Peat Emotion sentences: explaining emotions in sentences using commas effectively - SPag: Year 3: Begin to use pronouns effectively (29), use correct tense (25) use apostrophes for contraction (19); Year 4: Use pronouns to aid cohesion (12), use correct tense consistently (15)	<u>Multiplication and Division Unit B</u> Building mental math skills, understanding factor pairs and multiplying by 10 or 100, and using known facts for reasoning. Applying multiplication in problems, including scaling and combining items. Formal written methods for multiplication and division with up to 3-digit numbers, first without carrying over, then with it and remainder. <u>Length and Perimeter</u> Measuring things using different units like millimetres, centimetres, and kilometres, and converting between these units. Learning to add and subtract lengths. A focus on the perimeter, how to calculate it for different shapes, including complex shapes with straight lines and other polygons. <u>Fractions Units A and B</u> Explains the basic parts of fractions, the denominator/numerator, and what makes up a whole. Students practice comparing and ordering different types of fractions, using tools like number lines. Finding equivalent fractions, understanding and converting between mixed numbers and improper fractions, and recognising equivalent fraction families. Add and subtract fractions, starting with simple fractions and moving to mixed numbers and whole amounts. Finding fractions of quantities, unit fractions (like 1/2) and non-unit fractions (like 3/4). <u>Mass and Capacity</u> Students measure, compare, add, and subtract mass (weight) using grams and kilograms, and capacity (volume) using millilitres and litres. Measuring and understanding equivalent units for each concept before moving on to combining and comparing them.

History 		Geography 		Religious Education 
History Year 3: - Use evidence to describe the culture and leisure activities from the past. - Use evidence to describe the clothes, way of life and actions of people in the past.		Geography Year 3: - Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc) - Compare a region of the UK with a contrasting region – identify similarities and differences - Understand the eight points of a compass and use to explain/identify points on a map		Religious Education What do different people believe about God? Why are festivals important to religious communities?
Year 4: Use evidence to describe what was important to people from the past.		Year 4: - Compare the size and function of different settlements (village, town, city), and investigate a local settlement. - Understand and use grid references		Year 3/ Year 4: What do different people believe about God?- Hindus, Christians, Muslims Describe some of the ways in which Christians Hindus and/or Muslims describe God Why are festivals important to religious communities? (Easter and Eid focus)- Christian, Muslim, Hindus. Make connections between stories, symbols and beliefs with what happens in at least two festivals
Computing  <i>Control Systems and Digital Literacy</i>		PSHE  <i>Community, media literacy and money and work</i>		Physical Education  <i>Gym, Dance, Netball, Swimming</i>
Year 3: Select, use and combine a		Year 3: Community		Gymnastics Use body tension to perform balances
Year 4: Collaborate and communicate		Year 4: Community		

variety of softwares to accomplish given goals (collecting and presenting data/information) Use search technologies effectively.	effectively for a specific purpose. Use filters to find specific information.	- Value of rules, laws, rights, freedoms and responsibilities Media Literacy/ Digital Resilience - How the internet is used - Assessing information online Money and Work - Different jobs and skills - Job stereotypes - Setting personal goals	- What makes a community; shared responsibilities Media Literacy/ Digital Resilience - How data is shared and used Money and Work - Making decisions about money - Using and keeping money safe	- Plan and perform sequences showing control and technique Dance - Copy, remember and adapt set choreography. - Change dynamics to express changes in character or narrative. Netball - Change direction to lose an opponent - Catch a ball passed to them using one and two hands Swimming - Use arms and legs together to move effectively across a short distance - Glide on front and back over short distances.
Science 		Music 		Art 
Year 3/Year 4: Rocks Compare and group materials together, according to whether they are solids, liquids or gases		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		Year 3: Use roller and ink printing Blend two colours when printing Take prints from other objects to show texture Year 4: Make string prints Use foam prints to create continuous patterns

Design Technology  <i>Exploding Volcanic Toys</i>	French 	
Year 3/ Year 4 • Use research and develop a design criteria for a product that is fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate design ideas through a range of mediums • Select and use a wider range of tools, equipment, materials and components to perform practical tasks • Investigate and analyse a range of existing products • Evaluate design ideas and products against design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world • Understand and use mechanical systems in their products	<u>Vocab:</u> High frequency verbs linked to common activities: Pouvoir, Jouer, Danser, Chanter, Cuisiner, Dessiner <u>Phonics:</u> CH sound in chanter. • OU sound in jouer d'un instrument. • Silent letters. 'X' is one of the 6 most commonly silent consonants in French. <u>Grammar:</u> GD: adding the conjunction 'et' or 'mais' and extending the sentence.	



Emperors and Empires (Summer) <i>History Driver (Local History)</i>				
Reading 		Writing 		Mathematics  <i>Time, decimals, money, shape, position and direction and statistics</i>
Year 3/Year 4 Reading for Pleasure: 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 Emperors and Empires.		Alan Peat focus runs throughout each term. Biographies - SPaG: Year 3: Begin to use pronouns effectively (29), use correct tense (25); Year 4: Use pronouns to aid cohesion (12), use correct tense consistently (15) Letters - Alan Peat 3 ed sentences: using 3 adjectives ending in ed as opening lists for sentences - SPaG: Year 3: using coordinating and subordinating conjunctions (21 and 22); Year 4: using coordinating and subordinating conjunctions with greater confidence (17, 18 and 19), use standard English correctly (28) Myths - Alan Peat SSI sentences: writing short, impactful sentences, sometime writing these in threes e.g. 'She stopped, she looked, she listened' - SPaG: Year 3: use prepositions (22); Year 4: use prepositions with greater confidence (24) Poems - Alan Peat pairs sentences: using 2 adjectives separated by and and a coma when describing a noun		Time Analogue and digital clocks, starting with five-minute intervals and progressing to the minute. Converting between analogue/digital displays, including 12-hour and 24-hour formats. Understanding units of time, such as hours, minutes, and seconds, relating them to larger units like years, months, and weeks. Decimals Tenths and hundredths as fractions and decimals. Using tools like charts and number lines to understand, compare, and order decimals, and how to round them. How to make decimals a whole and how to divide numbers by 10 and 100. Money Identifying and writing pounds and pence using decimals. Converting between these units and comparing different amounts. Estimate, add, and subtract money to find change and solve more complex word problems. Shape Basic geometry, starting with angles and different types of lines. Identifying and drawing various 2D shapes like triangles, quadrilaterals, and other polygons. Symmetry and 3D shapes. Position and Direction Describing and plot coordinates on a grid. Draw 2D shapes on a grid. Translation of shapes. Statistics Data handling, introducing pictograms and bar charts, focusing on interpreting/drawing them. Interpret/ draw line graphs and how to work with more complex data organisation, such as two-way tables. Collecting data and choosing the best way to represent it.
History 		Geography 		Religious Education  <i>What does it mean to be a Hindu in Britain today? Why is the bible so important for Christians today?</i>
Year 3 Describe dates of and order significant events	Year 4 Order significant events and dates on a timeline.	Year 3:	Year 4: Compare the size and function of different settlements (village, town, city), and	Year 3/ Year 4 What does it mean to be a Hindu in Britain today?- Hindus Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life

● Explore the idea that there are different accounts of history from the period studied. ● To communicate ideas about the past using a variety of formats, including drawing, simple writing genres (e.g., diary entry), oral storytelling, and drama role-play. ● Use evidence to describe the culture and leisure activities from the past. ● Use evidence to describe the clothes, way of life and actions of people in the past. ● Use evidence to describe buildings and their uses of people from the past	● To communicate ideas about the past using structured writing genres, clear diagrams, basic data-handling techniques (e.g., charts), and appropriate use of digital tools (ICT). ● Know that people in the past represent events or ideas in a way that persuades others. ● Look at different versions of the same event in history and identify differences. ● Use evidence to 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 similarities and differences between people, events and artefacts studied and how these affect/influence life today.	● Study how human Geography has changed over time ● Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	investigate a local settlement. ● Use symbols and key (including the use of Ordnance Survey maps) to mark out areas of interest ● Compare the size and function of different settlements (village, town, city), and investigate a local settlement to identify visible changes over time and suggest simple reasons for its growth or decline.	Why is the Bible so important for Christians today?- Christians Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of how and suggest reasons why Christians use the Bible today.
Computing  <i>Information Technology and Control Systems</i>		PSHE  <i>Physical Health, Mental Wellbeing and Keeping Safe</i>		Physical Education  <i>Rounders, Athletics, Football, Frisbee</i>
Year 3: ● Use various forms of input and output. ● Create a program which can control/replicate everyday/real world devices.	Year 4: ● Use decomposition to solve problems linked to programs. ● Use logical reasoning to detect and correct errors in algorithms and programs.	Year 3: Physical Health and Mental Wellbeing ● Health choices and habits ● What affects feelings and expressing feelings Growing and Changing ● Physical and emotional changes in puberty ● Personal strengths and achievements ● Managing and reframing	Year 4: Physical Health and Mental Wellbeing ● Maintaining a balanced lifestyle ● Oral hygiene and dental care ● Mental Wellbeing Growing and Changing ● Physical and emotional changes in puberty ● Personal identity, recognising	Football ● Link dribbling the ball with other actions with ● Change direction when dribbling with feet Athletics ● Show balance when changing direction at speed ● Jump for distance and height Frisbee ● Create and use space with some success ● Use simple tactics to help their team score or gain possession. Rounders ● Catch a ball passed to them using one and two hands with increasing success. ● Use a variety of throwing techniques with increasing

		setbacks Keeping Safe ● Risks and hazards, safety in the local environment and unfamiliar places	individuality and different qualities ● Medicines and household products Keeping Safe ● Medicines and household products ● Drugs common to everyday life	success
Science  <i>Forces</i>	Music 	Art 		
Year 3/Year 4 Forces Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.	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	Year 3/Year 4: To explore the use of mosaic to create a pattern from inspiration images		

Design Technology  <i>Catapults</i>	French 	
• Use research and develop a design criteria for a product that is fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through a range of mediums. • Select from and use a wider range of tools, equipment, materials and components to perform practical tasks • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world • Understand and use mechanical systems in their products	<u>Vocab:</u> Common household pets, the phrases “J’ai” (I have) and “Je n’ai pas” (I have not) <u>Phonics:</u> È É Ê EAU EUX (particularly in oiseau and deux) <u>Grammar:</u> ‘Un’ or ‘une’ for masculine and feminine nouns. <u>Y4:</u> Year 3 Vocab, Grammar and Phonics and as below. <u>Extension:</u> ‘H’aspireur’ Not forming liaisons and ellisions as with other ‘h’ sounds. Eg. Hamster does not form liaisons but heure does.	