





Curriculum Overview

Year 3 & 4
2025 - 2027

"We believe, we achieve, we succeed in God's family"


'With God, all things are possible.' Matthew 19:26


THANKFULNESS ● **COMMUNITY** ● **COMPASSION** ● **TRUTHFULNESS** ● **COURAGE** ● **FORGIVENESS**

YEAR A						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	Horrible Histories!	Let's Remember & Rejoice WWI	To Infinity & Beyond	Myths & Legends	Eco Warriors	The Kingdom of England
Curriculum Enrichment	Harvest Festival Performance Buddhist Centre Visit	Visit from the President of the Royal British Legion	30th anniversary of British Science Week Female Scientists from William de Ferrers	Easter Production	RHS Hyde Hall	
Speaking & Listening	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text
PE & Wellbeing	Team / Invasion Games Basketball, methods of passing, dribbling, decision making, tactics for scenarios Team / Invasion Games – Hockey Dance Explore movement memory, composition and structure		Net and Wall Basketball / Netball, technique, evaluation of performance, controlled rally, tactics, movement, agility and coordination Gymnastics Developing floor movement and floor shapes, apparatus jumping		Athletics Jumping / Throwing / Running / Relay / 2 x weeks of competition (cover all events) Distance jumping and throwing, power sprinting Games – striking and fielding Tennis & Handball Accuracy, one/two handed shots, power & placement	
PSHE	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Transition lessons
 Phonics	Please see whole school phonics and spelling overview document					
English Driver Texts	Sam Wu is not Afraid of Sharks by Katie & Kevin Tsang Terrible Tudors (Horrible Histories)	The War Game by Teary Deary Private Peaceful by Michael Morpurgo	Spaceboy by David Waiiams Ask an Astronaut: My Guide to Life in Space by Tim Peake	Myths & legends Explore graphic novels by Marcia Williams	Iron Man by Ted Hughes	The Magic Faraway Tree by Enid Blyton
Poetry & Drama	U3 How to write a Haiku	U9 How to write a diamante poem	U2 How to build an image over a stanza	U6 How to perform your own poem	U6 How to write a list poem	U12 How to use metaphors
Fiction	U8 How to balance telling, description, dialogue and action	U14 How to write a triumphant story	U17 How to enjoy Shakespeare	U1 How to write a defeating the monster story	U10 How to write a persuasive flyer	U2 How to describe settings
Non-Fiction	U7 How to write a guidebook	U10 How to write a magazine article	U4 How to write a newspaper report	U7 How to write instructions for games	Unit 16 How to explain	U3 How to write a recipe
Mathematics 	Number Place value Addition and subtraction Use measures as a context Measures Area	Number Multiplication & division	Number Multiplication & division – using perimeter & area as a context where appropriate Measures Length & perimeter Mass & capacity	Number Fractions & decimals	Number Decimals (inc money) Measures Time	Geometry Properties of shape Position and direction – retrieval practise in Forest School sessions Consolidations and investigations
Science	Y4 - Living things and their habitats	Y4 – States of Matter	Y4 – Electricity	Y3 - Animals, including humans	Y3– Plants (focus on life cycles)	Y4– Animals including humans

	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify, and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can pose dangers to living things.</p>	<p>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.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers.</p> <p>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>Recognise that a switch opens and closes a circuit.</p> <p>Construct and interpret a variety of food chains. and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Describe the simple functions of the basic parts of the human digestive.</p> <p>Identify different type of human teeth and their functions.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	
Computing	Creating media – The internet	Programming A – Repetition in shapes	Data and information – Data logging	Creating media – Photo editing	Data and information – Pictograms	Programming B – Repetition in games	
National Online Safety	SMART rules, logging on/off, Online relationships, Online reputation, Online bullying		Self-image & identity, Health, wellbeing & lifestyle		Copyright & ownership, Privacy & security, Managing online information		
Geography	Locational knowledge Geographical skills and fieldwork		Locational knowledge Place knowledge Human Geography		Locational knowledge Geographical skills and field work		
History	The Terrible Tudors, Social organisation, Governance, Cultural developments and interaction, Significant Person: Henry VIII		The Roman Empire, Trade and Economy, Social organisation, Governance, Significant Person: Julius Caesar		Conquering the Kingdom of England, Humans and the Environment, Governance, Cultural developments and interaction, Significant Person: Alfred the Great		
RE Essex Agreed Syllabus	Theology: Asking questions theologians ask Philosophy: Asking questions philosophers ask Human/Social Sciences: Asking questions human and social scientists ask						
	Enquiry 1		Enquiry 2		Enquiry 3		
	Where do religious beliefs come from?		What do we mean by truth? Is seeing believing?		How do religious groups contribute to society and culture in the local area and beyond?		
Enquiry 4		Enquiry 5		Enquiry 6		Enquiry 7	
What difference does being a Muslim make to daily life?		What does sacrifice mean?		What difference does being a Muslim make to daily life?		What does sacrifice mean?	

Charanga Music	Glockenspiel Stage 1 (Year 3)		Mamma Mia (Year 4)	Stop! (Year 4)	Reflect, Rewind and Replay
Language Angels	Core Vocabulary & Phonics - Phonics 1 & 2 (X)	Vegetables (E)	Ice Creams (E)	In the Classroom (I)	
DT	Structures: Constructing		Electrical systems: Torches	Food: Eating seasonally	
Access Art Focus	Storytelling Through Drawing		Exploring Pattern	Festival Feasts	

YEAR B						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	The Stone Age	Let's Remember & Rejoice WWI	Author Study – Dick King-Smith		Let your Light Shine!	Growing Up and Moving On
Curriculum Enrichment <i>(this list is not exhaustive)</i>	Jamia Masjid Mosque visit	Cathedral Visit	Chris Connaughton Author Visit Visit to the lake		Power2Inspire	Writtle Food & Farming
Speaking & Listening	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text
PE & Wellbeing	Team / Invasion Games Football & Tag Rugby Games – Net Forehand, backhand, serves, basic tactics Gymnastics Developing routines, fluidity, counterbalances and group balances		Invasion Games Dodgeball / Netball, methods of passing, movement, creating space, tactics, attacking, defending, marking Dance Levels, speeds, connections, body language Outdoor Adventurous Activities How to use a compass, mapwork, co-ordinates, teamwork		Athletics Jumping / Throwing / Running / Relay / 2 x weeks of competition (cover all events) Throwing technique, sprinting effectively, Tactics Games – striking and fielding Cricket & Rounders Accuracy, one/two handed shots, power & placement	
PSHE	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Transition lessons
Phonics 	Please see whole school phonics and spelling overview document.					
English Driver Text	Stig of the Dump by Clive King	Farm Boy by Michael Morpurgo	Dick King-Smith Texts Water Horse Sheep Pig Hodgeheg		The Firework Maker's Daughter by Philip Pullman	The Boy who Grew Dragons by Andy Shepherd
Poetry & Drama	U15 How to learn from a poet	U18 How to create a mood in a poem	U9 How to write a Cinquain	U15 How to write a Tanka	U18 How to communicate through poetry	U12 How to use similes

Fiction	U5 How to write a buddy story	U11 How to write a warning story	U11 How to learn from an author	U8 How to write a “tricking the monster” story	U14 How to write a portal story	U5 How to write a guided voyage and return story
Non-Fiction	U16 How to write a persuasive brochure	U4 How to write an account of events	U17 How to perform a scene	U13 How to write a letter	U13 How to write and deliver a presentation	U1 How to inform a reader
Mathematics 	Number Place value Addition and subtraction Use measures as a context Measures Area	Number Multiplication & division	Number Multiplication & division – using perimeter & area as a context where appropriate Measures Length & perimeter Mass & capacity	Number Fractions & decimals	Number Decimals (inc money) Measures Time	Geometry Properties of shape Position and direction – retrieval practise in Forest School sessions Consolidations and investigations
Science	Y3 –Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Y4 – States of Matter 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Y3 - Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact between 2 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 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	Y4– Sound Identify how sounds are made, associating some of them with vibrating. Recognise that vibrations from sounds travel through a medium to the ear Find patterns between with pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Y3– Light 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 Find patterns in the way that the size of shadows change	Y3– Plants (focus on plants and their needs and how they grow) Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants.
Computing	Computing systems and networks – Connecting computers	Creating media - Stop-frame animation	Programming A – Sequencing sounds	Data and information – Branching databases	Creating media – Desktop publishing	Programming B – Events and actions in programmes
National Online Safety	SMART rules, logging on/off, Online relationships Online reputation Online bullying		Self-image & identity Health, wellbeing & lifestyle		Copyright & ownership Privacy & security Managing online information	
Geography	Humanities: Local Area Study Locational knowledge Geographical skills and field work		Locational Knowledge Physical Geography		Locational and place knowledge	
History	Humanities: Local Area Study whole term Geography & History <i>Humans and the Environment</i> <i>Governance</i> <i>Cultural Development and Interaction</i> <i>Social organisation</i>		Through the Ages <i>Humans and the Environment</i> <i>Cultural Development and Interaction</i>		Ancient Egypt <i>Social organisation</i> <i>Technology and Innovation</i> <i>Cultural Development and Interaction</i>	

	<i>Technology and Innovation</i> Significant Person: David Lloyd George (WW1)		Significant Person: Cheddar Man		Significant Person: Tutankhamun
RE Essex Agreed Syllabus	Theology: Asking questions theologians ask Philosophy: Asking questions philosophers ask Human/Social Sciences: Asking questions human and social scientists ask				
	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
	How do people express commitment to a religion/ worldview in different ways?	What is the Trinity?	What is philosophy? How do people make moral decisions?	What do Muslims believe about God?	Why is there so much diversity of belief within Christianity?
Charanga Music	Three Little Birds (Year 3)	Glockenspiel Stage 2 (Year 4)		The Dragon Song (Year 3)	Reflect, Rewind and Replay
Language Angels	Core Vocabulary & Phonics Animals (E)	Fruits (E)		Presenting Myself (I)	
DT	Textiles: Cushions	Mechanical systems: Pneumatic toys		Digital world: Mindful moments timer	
Access Art Focus	Gestural Drawing with Charcoal	Cloth, Thread, Paint		Making Animated Drawings	