YEAR 3/4 • AUTUMN 2ND HALF TERM 2026/27

Journeys and Connections

Curriculum Overview

SUBJECT	WHAT WE WILL LEARN	KEY VOCABULARY
English	• Discuss, plan and write poems • Organise paragraphs around a theme. • In narratives, create settings, characters and plot. • In non-narrative material, use simple organisational devices (headings & subheadings). • Write a clear introduction and conclusion.	Poetry • Planning • Discussion • Writing • Paragraphs • Themes • Narratives • Settings • Characters • Plot • Non-Fiction • Organisation • Headings • Subheadings • Introduction • Conclusion
Mathematics	• Add 1s, 10s, 100s, 1,000s across a boundary • Subtract 1s, 10s, 100s, 1,000s across a boundary • Add up to 2 four-digit numbers with no exchange, crossing 10, crossing 100 and crossing 1000 • Subtract up to 2 four-digit numbers with no exchange, crossing 10, crossing 100 and crossing 1000 • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (Y3) • Recall multiplication and division facts for multiplication tables up to 12 × 12 (Y4) • Write and calculate mathematical statements for multiplication and division using the multiplication tables • Solve problems, including missing number problems, involving multiplication and division use place value	Addition • Subtraction • Exchange • Boundaries • Place Value • Thousands • Hundreds • Tens • Ones • Multiplication • Division • Times Tables • Recall • Calculate • Four-Digit Numbers • Number Facts • Problems • Missing Numbers • Inverse • Fluency
Religious Education	• At least one interpretation of the term 'sacrifice' • The Fourth Pillar of Islam and the place of self-sacrifice in Islam • Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. • Humanist views on altruism and charity, considering the reasoned approach to these.	Atonement • Commitment • Dedication • Devotion • Forgiveness • Gift • Giving • Help • Love • Offering • Resurrection • Salvation • Selflessness
PSHE & RSHE	• The same respectful behaviours apply online as in person. • Online communication can make misunderstandings more likely. • They should only communicate online with others they know, not with people they do not know. • Bullying can happen online. • Once something is shared online, even privately, they no longer have control over who sees it. • Even when they are speaking to friends online, they should not share private information.	Respect • Online • Communication • Misunderstandings • Safety • Strangers • Bullying • Privacy • Sharing • Control • Information • Trust
Science & Technology	• 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.	Solids • Liquids • Gases • Materials • Heating • Cooling • Temperature • Celsius • Evaporation • Condensation

	• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	
Geography & History	• Why railways are built. • How settlements grow around stations. • Jobs created by railways. Commuting to London today. • Why was the railway built where it is? • The coming of the Railway • Railways during WW2	Branch line • Commuter • Engine • Evacuation • Fieldwork • Freight • Heritage railway • Platform • Railway • Settlement • Station • Track • Transport • Tunnel • Viaduct
Music	• Sing songs with attention to expression and dynamics, following the conductor's cues. • Perform actions with accuracy and confidence. • Sing confidently with my whole class	Expression • Conductor • Diction • Choreography • Piano • Forte • Feelings • Signals • Clarity • Volume
PE & Wellbeing	• Apply compositional ideas independently and with others to create a sequence. • Copy, explore and remember a variety of movements and uses these to create our own sequence. • Begin to notice similarities and differences between sequences. • Uses turns whilst travelling in a variety of ways. • Begin to show flexibility in movements. • Begin to develop good technique when travelling, balancing, using equipment.	Composition • Sequence • Movement • Explore • Remember • Similarities • Differences • Turns • Flexibility • Balance
Art & DT	• That when we draw, we can use gestural marks to make work. • That when we draw, we can use the expressive marks we make to create a sense of drama. • That when we draw, we can move around. • That when we draw, we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.	Charcoal • Gestural • Movement • Drawing • Marks • Expressive • Tone • Chiaroscuro • Drama • Light

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

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

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