



Year 3/4 Year B

Autumn

Plants v Animals

Plants v Animals

Science

Plants vs Animals: What is the same, what is different?

States of Matter

Geography

What would a bird see?
Human & physical features
in the local geography

History

The Anglo-Saxons:
Why is King Alfred
remembered as
Alfred 'The Great'?

PE

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Dance : Plants

RE

Pilgrimage -Why might someone
visit Jerusalem, Karbala or Mekkah
Incarnation - What is the Trinity?

Computing

Online Safety: Project
Evolve, Online Relationships

Computer Systems and
Networks: The Internet

PSHE

Money Matters
One World

DT

Textiles: Who shall we design for?

French

Language Angels: Les Saisons

Music

What stories does music tell
us about the past?

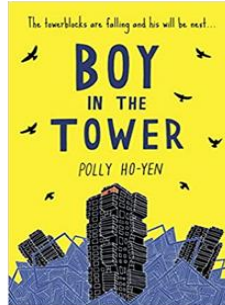
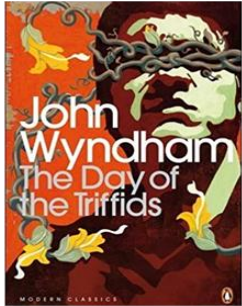
Art

Textiles: How can you tell a
story through textiles?

Year 3/4

Theme: Science – Plants v Animals

Linked Texts

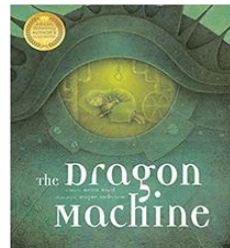
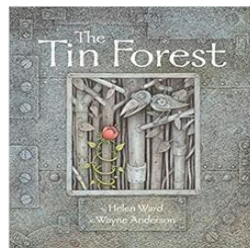
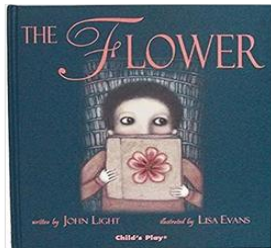


Non-Fiction:
Non-Chronological report

Linked Texts

Comparing texts on
a similar theme

Comparing texts by
the same author



Narrative:
Setting and Character Description
Character Recount

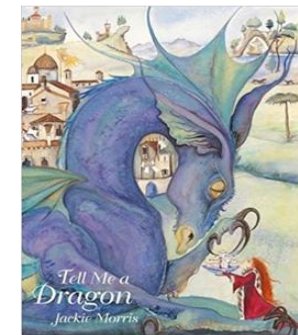
Core Text

Whole Class
Reading using
VIPERS



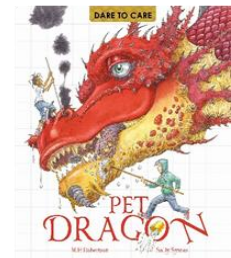
Class Reader

Linked Text



Poetry:
Descriptive Poetry

Linked Texts



Non-Fiction:
Instructions



Science 1

Plants vs Animals: What is the same, what is different?		Term: Autumn 1	Year: 3/4 Year B 2026-2027	
Foundations of previous learning: Year 1 Plants Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees.		Foundations of previous learning: Year 2 Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water light and a suitable temperature to grow and stay healthy.		
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Plants Y3 Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, & room to grow) & how they vary from plant to plant. Investigate the way in which water is transported within plants.	Begin to use a science model to describe Describe patterns in data, charts & graphs Describe results by linking cause & effect	To understand the conditions plants need to grow. To understand how water gets around the plant.	Grow Seed Bulb Leaf root root hairs stem flower petals pollen eggs fruit	seedling water light temperature nutrients transport
	Assessment of Skills	Assessment of Knowledge		
	Explaining science Designing experiments	What conditions do plants need to grow? How does water get around the plant?		



Science 2

States of Matter: How can materials change? Is water always wet?		Term: Autumn 2	Year: 3/4 Year B 2026-2027
Foundations of previous learning: Year 1 Everyday Materials Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock		Foundations of previous learning: Year 2 Uses of everyday materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
(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 (°C) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Use science model to describe Plan a fair test Identify the data range & interval	To compare and group materials. To observe how and at what temperature some materials change state. To understand and explain the water cycle. To explain how a change in temperature cause condensation and evaporation.	States of matter Solid Liquid Gas Particles Water cycle Evaporation Condensation Freezing Melting State change Melting point Boiling point Temperature
	Assessment of Skills	Assessment of Knowledge	
	Explaining science Designing experiments	What is the difference between solids, liquids and gases? How do some materials change state? How does a change in temperature affect states of matter? What is the water cycle? How does a change in temperature cause condensation and evaporation?	



Geography

Locational and Place Knowledge: What would a bird see?		Term: Autumn	Year: 3/4 Year B 2026-2027
Foundations of previous learning: KS1 –Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Use basic geographical vocabulary: key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, alley, vegetation, season and weather. Human physical features: city, town, village, factory, farm, house, office, port, harbour and shop.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<u>Geographical skills and fieldwork</u> 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.	Create a survey to explore human or physical features in the local area. Make a simple scale drawing. Make a simple sketch map of the human and physical features in the local area. Take photographs of the local area to help produce a simple map.	To know what a human and physical feature is. To know some of the human and physical features in Colerne village. To be able to draw a field sketch of the local area. To be able to compare a field sketch with an OS map. To identify human and physical features on an OS map. To use a digital map to explore the local area and add digital photographs.	Human Physical Feature Landscape Village Town Building Land use Green space Housing Amenities Facilities Field sketch Birds' eye view
	Assessment of Skills	Assessment of Knowledge	
	I can identify human and physical features in my local area and make field sketch maps to show their location. I can take photographs of the local area and read OS and digital maps using keys as support.	I can explain how human and physical features make up places and make comparisons between sketch and OS maps.	



History

Anglo-Saxons : Why is King Alfred remembered as Alfred 'The Great'?		Term: Autumn	Year: 3/4 Year B 2026-2027
Foundations of previous learning: A growing understanding of how to organise ideas chronologically including using time specific vocabulary and timelines. Children know how time periods can be identified by the people who lived at the time e.g. Tudors, Egyptians Children have learned about a pharaoh's position and therefore are beginning to understand class systems and hierarchy. KS1: Childhood memories, Great Fire of London, Elizabeth I and Georgians KS2: Prehistoric Britain, Roman Britain			
Unit Learning			
NC Objective -Coverage	Skills	Knowledge	Vocab
Britain's settlement by the Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor.	Year 3 Skills Chronological understanding Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade. Knowledge and understanding Uses evidence to describe past. Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects. Historical interpretation Looks at 2 versions of same event and identifies differences in the accounts. Historical enquiry Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Organisation and communication Presents findings about past using speaking, writing, ICT and drawing skills. Discusses different ways of presenting information for different purposes. Year 4 Skills Chronological understanding Uses words and phrases: century, decade, BC, AD, after, before, during. Names and places dates of significant events from past on a timeline. Knowledge and understanding Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Describes how some of the past events/people affect life today. Historical interpretation Gives reasons why there may be different accounts of history. Historical enquiry Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Organisation and communication Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Discusses most appropriate way to present information, realising that it is for an audience.	I know the meaning of the words century, decade, BC, AD, after, before and during. I know why the Anglo-Saxons invaded Britain after the Romans left. I know how Anglo-Saxon kingdoms were organised. I know about Anglo-Saxon village life and how it was different to life in Roman Britain. I know about Anglo-Saxon laws and justice. I know about the struggle between the Anglo-Saxons and the Vikings for the Kingdom of England. I know about King Alfred the Great and his importance in the Anglo-Saxon resistance to the Vikings. I know that the Anglo-Saxons converted to Christianity and about the important Christian sites in the Kingdom of England.	invasion invaders settlers Jute Angle Saxon runes manuscript chronicles resistance Lindisfarne monastery missionary
	Assessment of Skills	Assessment of Knowledge	
	Year 3 I can place events in order on a timeline. I can use the terms BC and AD when using a timeline. Year 4 I can name and date significant events on a timeline from the period of time I am studying. I can use words and phrases such as century, decade, BC, AD, after, before and during.	Why did the Anglo-Saxons invade Britain? How were Anglo-Saxon kingdoms organised and how did they rule? How was Anglo-Saxon life different to Roman life? Why was there a struggle between the Anglo-Saxons and the Vikings for the rule of England? Who was King Alfred and why is he an important Anglo-Saxon figure? Who converted the Anglo-Saxons to Christianity?	



Computing 1

Online Safety - Project Evolve Online Relationships		Term: 1/2	Year: 3/4 Year B 2026-2027
Foundations of previous learning: Self-image and identity Health, well-being and lifestyle			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: - Use technology safely, respectfully and responsibly - Recognise acceptable/unacceptable behaviour - Identify a range of ways to report concerns about content and contact - Recognise relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	- I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). - I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	- I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. - I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). - I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	technology emoji meme GIF communicate communication acceptable/unacceptable content online communities social media
	Assessment of Skills - I can understand that communication online does not have to be text-based. - I can understand that a variety of communication methods have been developed specific to online communication eg gifs, memes. - I can understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context.	Assessment of Knowledge - I can describe what is meant by harm. - I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart - I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible. - I understand some of the difficulties some people may have, including online - I can describe what I can do to support others online, both friends and people I know less well - I understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else	



Computing 2

Computer Systems and Networks: The Internet		Term: Autumn	Year: 3/4 Year B 2026-2027
Foundations of previous learning: How can computers talk to each other: school networks (Y3) Computer Systems and Networks - IT Around Us (Y2) Technology Around Us (Y1)			
Unit Learning			
NC Objective - Coverage	Skills & Knowledge	Vocabulary	
- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information - Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	Network Online World Wide Web Internet Devices Website Webpage Services Media Storage Content Online safety Fake news	
	Assessment of Skills & Knowledge		
	- I can describe the internet as a network of networks - I can demonstrate how information is shared across the internet - I can discuss why a network needs protecting - I can describe networked devices and how they connect - I can explain that the internet is used to provide many services - I can recognise that the World Wide Web contains websites and web pages - I can explain the types of media that can be shared on the WWW - I can describe where websites are stored when uploaded to the WWW - I can describe how to access websites on the WWW - I can explain what media can be found on websites - I can recognise that I can add content to the WWW - I can explain that internet services can be used to create content online - I can explain that websites and their content are created by people - I can suggest who owns the content on websites - I can explain that there are rules to protect content - I can explain that not everything on the World Wide Web is true - I can explain why some information I find online may not be honest, accurate, or legal - I can explain why I need to think carefully before I share or re share content		



PSHE 1

Living in the Wider World – Money Matters		Term: Autumn 1	Year: 3/4 Year B 2026-2027
Foundations of previous learning: Y1/2 – Living in the Wider world Money Matters – Spending and Saving Money Y1/2 - Milo’s Money- Living In The Wider World: Economic Well Being and Money			
Unit Learning			
Themes	Skills / Knowledge	Vocabulary	
1. Where does money come form 2. Ways to pay 3. Reasons to pay 4. Spending Decisions 5. Advertising 6. Keeping Track.	I know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life I know that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid about the different ways to pay for things and the choices people have about this I am aware about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe I can recognise that people make spending decisions based on priorities, needs and wants I can discuss financial risk and borrowing and explain some consequences of this. I understand the different decisions people have to make about how to spend their money. I can explain how adverts try to influence our spending and why they do this.	Money Employment Wages Bank account Debit card Credit card Contactless payment Online payments Interest Ethical spending Environment priority	
	Assessment		
	<u>Year 3</u> I can discuss where money comes from; I can talk about reasons people go to work; I can discuss payment resources we can use to spend money; I can consider why and how people might borrow money; I can discuss the choices we have about how to spend our money; I can explain ways we can keep track of what we spend. <u>Year 4</u> I can discuss some consequences financial decisions can have on our emotional wellbeing; I can talk about the importance of prioritising our spending; I can discuss advertisements that try to influence what we buy; I can explain why it is important to keep track of what we spend; I can discuss what is meant by ethical spending.		



PSHE 2

Living in the Wider World - One World		Term: Autumn 2	Year: 3/4 Year B 2026-2027
Foundations of previous learning: Y1 - I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. Y2 - I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends. Y3 - I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.			
Unit Learning			
Themes	Skills / Knowledge	Vocabulary	
Respecting difference and similarities. Human rights and stereotypes. Diversity. Compassion, responsibility and Fairness.	I can discuss ways in which people’s lives are similar and different and give reasons for these differences. I can explore differences of opinion and identify if I feel these are fair. I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. I can explain what climate change is and how it affects people’s lives as well as identify what I can do to help. I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.	Similarities Differences Rural Urban Stereotype United Nations Discrimaintaion Empathy Compassion Diversity Resources Fair trade Responsibility Climate Change Charity	
	Assessment		
	Year 3 I can describe similarities and differences between people’s lives. I can identify opinions that are different from their own. I can express their own opinions. I can recognise that their actions impact on people in different countries. I know what climate change is. I know there are organisations working to help people in challenging situations in other communities. Year 4 I can give reasons for similarities and differences between people’s lives. I can detail if something is fair or not. I can give reasons for my own opinions. I can recognise how their actions impact on people in different countries. I can discuss climate change in terms of what it is and its effects. I can explain how organisations help people in need.		



Design Technology

Who shall we design for? Textiles		Term: Autumn	Year: 3/4 Year B 2026-2027
Foundations of previous learning: KS 1: Puppets: How can we join two pieces of identical fabric? - that a 3-D textiles product can be assembled from two identical fabric shapes			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
When designing and making, pupils should be taught to: Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: Select from and use a wider range of tools and equipment to perform practical tasks accurately Evaluate: 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 Technological Knowledge: Understand and use mechanical systems in their products	Year 3 - To investigate a range of cases. - To practise and compare sewing stitches. - To investigate ways of opening and closing cases. - To be able to sew embellishments to a piece of fabric. - To be able to design a case for a specific purpose. - To be able to make and evaluate a case based on a design.	To know the features of a case. To practise and compare sewing stitches To investigate ways of opening and closing cases. To design, make and evaluate case.	Purpose Design Product Stitches Running stitch Back stitch Whip stitch Joining Button Popper Toggle Needle Thread Embellishments Evaluate
	Assessment of Skills	Assessment of Knowledge	
	Think about their ideas as they make progress and be willing to change things to improve their work. Explore, develop and communicate design proposals by modelling ideas Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. Join and combine materials and components accurately in temporary and permanent ways.	What is the purpose of a case/bag? How can two pieces of material be joined? How can the bag/case be opened and closed? How can I improve the look of a bag/ case?	



Art

Textiles: Key question: How can you tell a story through textiles?		Term: Autumn 1	Year: 3/4 Year B 2026-2027
Foundations of previous learning: FS2: ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, KS1: Textiles - Key question: How can the colour and texture of fabrics be changed? They looked at pattern by weaving; using a dyeing technique to alter a textile's colour and pattern; decorating textiles with glue or stitching, to add colour and detail;			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught: To select appropriate materials, giving reasons. To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. To develop skills in stitching, cutting and joining. To create sketch books to record observations and use them to review and revisit ideas To improve mastery of art and design techniques. To learn about great artists in history.	- To select appropriate materials, giving reasons. - To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. - To develop skills in stitching, cutting and joining. - Use key vocabulary to demonstrate knowledge and understanding in this strand.	To investigate how stories can be told through textiles. To collect visual information to explore ideas. To design a piece of textiles that is meaningful. To use materials to create a piece of textiles. To use finishing techniques to complete a piece of textiles. To be able to evaluate a finished piece of artwork.	Textile Tapestry Stitch Sew Embroidery Quilting Shiny Silky Rough Ridged Running stitch Needle Thread Knot Fabric Glue Sticky tape Safety pins
	Assessment of Skills Collect a variety of visual information and make first hand observations to gather ideas. Use a variety of materials to create a story on textiles. Use a variety of techniques to join and combine materials.	Assessment of Knowledge Explain how textiles has been used in history. To recognise how different textiles/materials can be used in different ways. To use skills in joining and stitching. Develop ideas for textiles design. Create final textiles design and evaluate against a criteria.	

RE 1

Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah?		Term: Autumn 1	Year: 3/4 Year B 2026-2027
Foundations of previous learning: Year 1/2 - Places of Worship- What makes them Sacred? Christianity, Islam, Judaism Y2 Places of Worship- What makes them Sacred? Christianity, Islam, Judaism			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To reflect on spirituality, deepening their understanding of the Jewish and Islamic faiths. To reflect on beliefs and practices of the islamic and Jewish faith.	Observation Describe features of Jer-Kar-Mak using photographs, maps and archaeological evidence. Interpretation Suggest what archaeological remains tell us about people who lived there and why the site may have been important. Understanding significance Explain why Jer-Kar-Mak is important to some people today and compare this with other significant places. Making connections Compare Jer-Kar-Mak with places that are special to themselves or to people of different faiths and worldviews. Empathy Imagine how visitors or pilgrims might feel when visiting Jer-Kar-Mak and explain why. Giving reasons Use evidence to justify opinions, e.g. "I think people visit because..." Reflecting Consider why humans value ancient places and whether such places should be protected. Comparing viewpoints Recognise that different people may have different reasons for visiting Jer-Kar-Mak. Communicating ideas Present learning through discussion, writing, artwork or presentations using appropriate RE vocabulary.	I can understand that pilgrimage is a journey to a sacred place. I can explain what happens on Hajj and how it reminds Muslims of important events and stories. I can explain how Hajj has an impact on believers' lives before, during and after Hajj. I can describe the importance of a pilgrimage to Karbala for Shi'a Muslims. I can understand how Jerusalem is a sacred place for Jews.	Pilgrimage Pilgrim Sacred Hajj Makkah Ka'bah Eid ul Adah Hajji Ummah Karbala Shi'a Muslims Ar ba een Western Wall Temple Tefillin Bar Mitzvah
	Assessment of Skills	Assessment of Knowledge	
	Pupils will analyse why Jerusalem is a sacred place for many Jews, Christians and Muslims. From this they will explain what the experience of visiting sacred places might mean. Investigating case studies of Makkah and the Shi'a shrine of Karbala will deepen their sense of diversity in Islam	I can explain that Christians, Muslims and Jews may visit sacred places associated with their worldview. I can talk about pilgrimages and give examples of journeys to a sacred place. I can share ideas as to why a pilgrim can be deeply affected by this journey.	



RE 2

Incarnation: What is the Trinity?		Term: Autumn 2	Year: 3/4 Year B 2026-2027
Foundations of previous learning: FS - UC Incarnation Why do Christians perform Nativity plays at Christmas? Y1/2 – UC – incarnation Why does Christmas matter to Christians? Y1/2 – UC Gospel What is the good news that Jesus brings? Y3/4 People of God What is it like for Christians to follow God?			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To explain why Christians believe God is Trinity.	- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians today. - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. - Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	PUPILS WILL KNOW THAT: - Christians believe God is Trinity: Father, Son and Holy Spirit. - Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. - Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. - Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. - Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. - Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Trinity Holy Spirit Baptism Incarnation Creator Rescuer Presence Gospel The Grace
	Assessment of Skills	Assessment of Knowledge	
	- I can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. - I can offer suggestions about the meaning of texts about baptism and Trinity and give examples of what these texts mean to some Christians today. - I can describe how Christians show their beliefs about God the Trinity in worship and in the way they live. - I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what the God of Christianity is like.	- How can Christians see God as three in one? - How do Christians show their belief that God is the Creator, the Rescuer and the presence in all life today? - What difference does belief in the Trinity make to the lives of Christians today?	



PE 1

Circuit Training		Term: 1	Year: 3/4 Year B 2026-2027
Pupils will have developed fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.			
Circuit Training Year 3			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To follow instructions and act on advice to complete a set of exercises; To identify the way they feel after exercise; To identify the core muscles and participate in simplified exercises which use these muscles; To participate in a range of simplified exercises; With discussion, set own targets for improvement; To keep score and notice how they are progressing towards their personal targets.	To identify the parts of the upper body and participate in simplified exercises that use their upper body muscles; To identify the parts of the lower body and participate in simplified exercises that use their lower body muscles;	aerobic, anaerobic, energy, oxygen, circuit exercise, upper body/lower body benefit, muscles, bones, physical, mental, core, target, personal best, baseline, improve,
	Assessment of Physical Skills	Assessment of Cognitive Skills	
	Physical - I can use jumping, throwing, running and catching skills alongside strength, flexibility and balance. I can link movements and actions together accurately and appropriately.	Cognitive - I can lead others and act as a respectful team member. Evaluation - I can analyse and discuss the difference between my own and others' performance and suggest ways to improve.	



PE 2

Dance: Plants		Term: Autumn 2	Year: 3/4 Year B 2026-2027
Foundations of previous learning:			
Year 1: Accurately shadow a partner’s movements. Create simple movement patterns, showing awareness of rhythm. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods, ideas and feelings To identify and show their understanding Assessment: Compose and perform a phrase in dance with a beginning, middle and end		Year 2: Perform some dance moves, showing rhythm and choosing the best movements to show my ideas. Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task. Talk about different stimuli as the starting point for creating dance phrases and short dances. Explore actions in response to stimuli Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods ideas and feelings To identify and show their understanding. To perform as an individual and as part of a team Assessment: Improvise and experiment with actions to explore ideas, moods and feelings in dance.	
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best	- To explore and create characters and narratives in response to a range of stimuli - Perform short dances with expression, showing an awareness of others when moving - To use simple choreographic principles to create motifs and narrative - To perform more complex dance phrases and dances that communicate character and narrative - To describe, interpret and evaluate their own and others' dances, taking account of character and narrative - To know and describe what you need to do to warm up and cool down for dance - To understand how to adapt their skills and knowledge from previous weeks into a performance situation.		Analyse Evaluate Vary Combine Stimulus Continuity Choreograph Phrases Character Narrative Movement performance
	Assessment		
	Use a range of actions in a dance phrase, varying/combining spatial patterns, speed, tension and continuity.		



Music

What stories does music tell us about the past?		Term: Autumn	Year: 3/4 Year B 2026-2027
Foundations of previous learning: Key stage 1: Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. Year 3/4: Charanga Unit: Glockenspiels 1: Play a variety of classroom instruments, playing glockenspiels as a whole class ensemble; Understand the various music language to describe the musical dimensions of a piece; Listen to music and begin to understand the different musical dimensions running through it. Charanga Unit: Three Little Birds Lean on Me: Music from around the world: Reggae - Recognise the style indicators of Soul/Gospel music; understand the music language used to describe the music			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	• To listen carefully to lyrics and explain the purpose of a piece of music • To use key musical vocabulary to compare pieces of music and evaluate others' work • To perform in front of an audience	• To identify the themes of a piece of music • To identify the instruments/voices • To explain how the songs tell us about the past	pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.
	Assessment of Skills	Assessment of Knowledge	
	• I can explain what I think a piece of music's purpose could be. • I can compare pieces, thinking about pitch, mood, rhythm and tempo. • I can evaluate others work thinking about texture, structure, timbre and dynamics. • I can perform as part of a group and individually to an audience.	Listen and Appraise: Early Music (Traditional songs) • The children can: • Identify the instruments/voices • Reflect on the instruments – Do the words of the song tell a story? What does the music tell us about the past? What does it tell us about our British history?	



French

Main Unit: Les Saisons (Language Angels) Core Vocabulary: Greetings (1 lesson) Cultural Lesson: I am learning French! (Lesson 1)		Term: Autumn 1	Year: 3/4 Year B 2026-2027
Phonics: Lesson 1 – French Pronunciation (CH, OU, ON, OI) Grammar: Nouns, articles/determiners, conjunctions			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - present ideas and information to an audience - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced, including through using a dictionary - write phrases from memory, and adapt these to create new sentences - describe people, places, things and actions orally and in writing	We will be learning to listen to French and starting to become more familiar with the different phonics/ pronunciation and letter strings/ phonemes. We will be starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.	To learn about and name the four seasons in French To know and use vocabulary to describe events during the four seasons To hold a conversation about a favourite season. <u>Cultural</u> Year 3 Understand and respect different people and places in the world Understand that some people speak a different language to my own Year 4 Identify similarities and differences in my culture to that of another	Les saisons Il neige L'hiver Les fleurs poussent Le printemps Les oiseaux chantent L'été Il y a du soleil L'automne Il fait chaud En hiver Les arbres perdent leurs feuilles Au printemps Quelle est ta saison préférée? En été Ma saison préférée est... En automne et Il fait froid car
	Assessment of Skills - I can listen carefully and pronounce unfamiliar words with increasing accuracy. - I can use familiar sounds and spellings to help me recognise and learn new language. - I can remember and recall words in French - I can use conjunctions to say and write sentences.	Assessment of Knowledge By the end of this unit, all children should be able to: - Recognise, recall and remember the four seasons in French. - Recognise, recall and remember a short phrase for each season in French. - Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. Cultural: - Locate France, Paris, and a few key cities on a map. - Understand the Francophone world better.	