



Year 3/4 Year A Autumn

Science

Rocks & Soils
How do rocks differ?

States of Matter
How can materials change? Is water always wet?

Geography

Locational & Place Knowledge
Human & Physical
Where is our home sweet home?

History

Prehistoric Britain:
How did changes in Prehistoric Britain affect the way we live today?

PE

Twinkl:
Circuit Training
Dance Notes:
Stone Age Dance

RE

Hinduism
Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?
Christianity
What is it like for Christians to follow God?

Computing

Digital Literacy
Self-Image and Identity

Computer Science
How can computers talk to each other?

PSHE

Twinkl:
Aiming High

Be Yourself

DT

Structures
How can I make a 3D structure from paper?

French

Language Angels:
Les Glaces

Music

Charanga:
Glockenspiel 1

Art

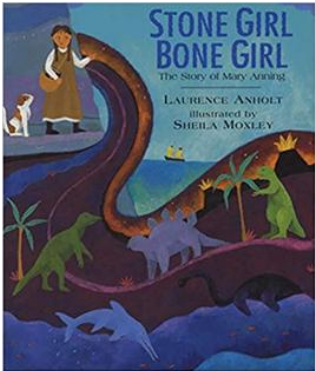
Clay: Coil pots
How can you join clay to create a pot?

Year 3/4



Non-Fiction:
Persuasive Advert

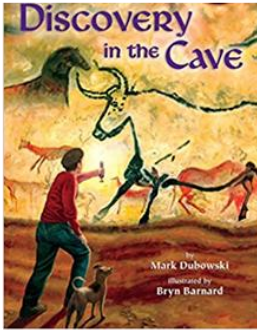
Theme - History/Science:
Stone Age, Bone Age!



Core Text:
Whole Class Reading
using VIPERS



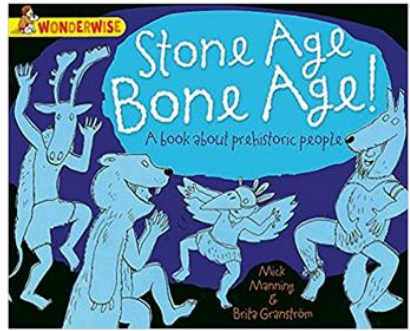
Non-Fiction:
Explanation Text



Narrative:
Setting Description



Class Reader



Poetry:
Performance Poetry

Science 1

Rocks: How do rocks differ?		Term: Autumn	Year: 3/4 Year A 2025-2026
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 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 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
(Y3) Rocks <ul style="list-style-type: none"> 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. 	Begin to use a science model to describe Describe patterns in data, charts & graphs Describe results by linking cause & effect	To understand the properties of different rocks To describe how fossils are formed To understand the composition of different soils	Rock Tone Pebble Boulder Grain Crystals Layers Hard Soft Texture Absorb water Soil Fossil Marble Chalk Granite Sandstone Slate Soil Peat Sandy/chalk/clay soil
	Assessment of Skills	Assessment of Knowledge	
	Explaining science Designing experiments	What are the properties of the main types of rock? How are fossils formed? What are soils made of?	

Science 2

States of Matter: How can materials change? Is water always wet?		Term: Autumn	Year: 3/4 Year A 2025-2026
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 <ul style="list-style-type: none"> 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: Home Sweet Home		Term: Autumn	Year: 3/4 Year A 2025-2026
<p>Foundations of previous learning: KS1 – Key Question: Where do I live? Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbols in a key.</p> <p>Where in the World? Name and locate the world’s seven continents and five oceans. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Y3: How can land be used in different ways? & What would a bird see?</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Locational Knowledge: Name and locate counties and cities of the UK Geographical Skills and Fieldwork: Use 4 points on a compass: north, south, east and west.	To use a maps and digital maps to name and locate countries, counties and cities of the UK. To use a key to identify land height. To use 4 and then 8 compass points to describe location.	To name and locate countries, cities of the UK. To name and locate some counties of the UK. To know the 8 compass points	United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, south, north-east, north-west, south-east, south-west. River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. County, country, town, Mountain, hill, range, peak, height, legend.
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> • I can name and locate the countries and cities of the UK. • I can use the eight compass points to describe the location of the countries and cities of the UK. • I can use the eight compass points to describe a location relative to another place. • I can follow a river on a map to find where it starts and ends. • I can name and locate some of the counties of the UK. • I can use a map to locate some of the counties of the UK. • I can find my county on a map. • I can identify some counties local to my area on a map. • I can use a map or atlas to locate areas of high ground in the UK 	<ul style="list-style-type: none"> • I can name the countries and cities of the UK. • I can name the seas surrounding the UK. • I can name some of the UK’s main rivers. • I can name the seas some rivers flow into. • I can find the names of seas on a map. • I can find the names of rivers on a map. • I can name some of the counties of the UK. • I can name and locate areas of high ground in the UK. 	

History

Prehistoric Britain: How did changes in Prehistoric Britain affect the way we live today?		Term: Autumn	Year: 3/4 Year A 2025-2026	
<p>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.</p> <p>KS1: Dinosaurs</p> <p>KS2: Anglo-Saxons, Vikings</p>				
Unit Learning				
NC Objective -Coverage	Skills	Knowledge	Vocabulary	
Changes in Britain from the Stone Age to the Iron Age, e.g. Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture	<p>Year 3 Skills</p> <p>Chronological understanding Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.</p> <p>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.</p> <p>Historical interpretation Looks at 2 versions of same event and identifies differences in the accounts.</p> <p>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?’</p> <p>Organisation and communication Presents findings about past using speaking, writing, ICT and drawing skills. Discusses different ways of presenting information for different purposes.</p> <p>Year 4 Skills</p> <p>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.</p> <p>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.</p> <p>Historical interpretation Gives reasons why there may be different accounts of history.</p> <p>Historical enquiry Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>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.</p>	To know the meaning of the words century, decade, BC, AD, after, before and during. To explain major changes from the Stone Age to the Iron Age To consider how we know about a historical period without written sources To research what it might have been like to live in Britain during this period	Prehistory Neolithic Mesolithic Palaeolithic archaeology artefacts hunter-gatherer chronology Stone Age Bronze Age Iron Age	
	Assessment of Skills			Assessment of Knowledge
	<p>Year 3 I can place events in order on a timeline. I can use the terms BC and AD when using a timeline.</p> <p>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.</p>	What is the chronology of Prehistoric Britain? What were the major changes from the Stone Age to the Iron Age? How can we find out about Prehistoric Britain without written sources? What was life like during the different periods of Prehistoric Britain?		

Computing

Computer Science: How can computers talk to each other?		Term: Autumn	Year: 3/4 Year A 2025-2026
Foundations of previous learning: KS1: Computer Science We are treasure hunters (y1) Switched on Strand: Coding Key Question: How do we tell a computer what to do?			
Unit Learning			
NC Objective - Coverage	Skills & Knowledge		Vocabulary
<ul style="list-style-type: none"> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 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 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 	To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way that we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network		Digital device Input Process Output Program Digital Non-digital Connection Network Network switch Server Wireless access point Network cables Network sockets
	Assessment of Skills & knowledge Assessment of Knowledge		
	<ul style="list-style-type: none"> I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process I can classify input and output devices I can describe a simple process I can design a digital device I can recognise that a computer network is made up of a number of devices I can demonstrate how information can be passed between devices I can explain the role of a switch, server, and wireless access point in a network I can identify how devices in a network are connected with one another I can identify networked devices around me I can identify the benefits of computer networks 	<ul style="list-style-type: none"> I can explain how I use digital devices for different activities I can recognise similarities between using digital devices and using non-digital tools I can suggest differences between using digital devices and using non-digital tools I can recognise different connections I can explain how messages are passed through multiple connections I can discuss why we need a network switch 	

Online Safety

Digital Literacy: Self-Image and Identity (Project Evolve)		Term: Autumn	Year: 3/4 Year A 2025-2026	
Foundations of previous learning: Project Evolve from all previous years				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly. • Recognise acceptable/unacceptable behaviour. • Know a range of ways to report concerns and inappropriate behaviour. • Be discerning in evaluating digital content. 	<ul style="list-style-type: none"> • The child can demonstrate that they can act responsibly when using computers and the internet. • The child can decide whether digital content is relevant for a given purpose or question. 	<ul style="list-style-type: none"> • To understand the difference between acceptable and unacceptable behaviours when using digital technology. • To know who to talk to about concerns and inappropriate behaviour at home or in school. • To decide whether digital content is reliable and unbiased. 	technology acceptable/unacceptable appropriate/inappropriate digital content relevant evaluate	
	Assessment of Skills			Assessment of Knowledge
	<ul style="list-style-type: none"> • I can discuss the consequences of particular behaviours when using digital technology. • I know how to search specifically for images, videos, news etc... 			<ul style="list-style-type: none"> • I am aware of online safety and the fact that the person we are communicating with is often unknown. • I know how to report inappropriate content

PSHE 1

Aiming High		Term: Autumn 1	Year: 3/4 Year A 2025-2026
<p>Foundations of previous learning: From former planning through Jigsaw</p> <p>Y1 - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it, I know how to store the feelings of success in my internal treasure chest</p> <p>Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group</p> <p>Y3 – I can evaluate my own learning process and identify how it can be better next time, I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>			
Unit Learning			
Themes	Skills / Knowledge	Vocabulary	
<p>Achievements</p> <p>Goals</p> <p>Always learning</p> <p>Jobs and Skills</p> <p>No limit!</p> <p>When I grow up</p>	<ul style="list-style-type: none"> • I can identify achievements and suggest how my actions can help me to achieve. • I can identify personal goals and suggest actions that I can take to achieve them. • I can explain how a positive learning attitude can help me to learn new things. • I can identify the skills and attributes needed to do certain jobs. • I understand that we should all have equal opportunities to follow our career ambitions. • I can discuss what job I might like to do when I grow up and what skills I will need to achieve this. 	<p>achievement</p> <p>our actions</p> <p>resilience</p> <p>action</p> <p>growth mindset</p> <p>fixed mindset</p> <p>qualifications</p> <p>responsibilities</p> <p>curriculum vitae</p> <p>ambitions</p> <p>stereotype</p> <p>opportunities</p> <p>self-worth</p>	
	Assessment		
	<ul style="list-style-type: none"> • To discuss their personal achievements and skills; • To talk about a range of jobs that people do; • To identify and discuss what skills and interests are needed for different jobs; • To talk about jobs they might like to do in the future; • To identify skills and attributes that are useful in many roles; • To identify elements of a growth mindset and its impact; • To identify and challenge stereotypes; • To discuss goals they could set to work towards their ambitions, and understand that these might change • To discuss challenges many people face and how some people overcome these. 		

PSHE 2

Be Yourself		Term: Autumn 2	Year: 3/4 Year A 2025-2026
<p>Foundations of previous learning: From former planning through Jigsaw</p> <p>Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique</p> <p>Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her</p> <p>Y3 – I can tell you about a time when my words affected someone’s feelings and what the consequences were, I can give and receive compliments and know how this feels</p> <p>Y4 - I can tell you a time when my first impression of someone changed as I got to know them, I can explain why it is good to accept people for who they are</p>			
Unit Learning			
Themes	Skills / Knowledge		Vocabulary
Pride Feelings Express Yourself Know Your Mind	<ul style="list-style-type: none"> • I can say the things about myself that I am proud of. • I can identify the feelings I have and describe how different emotions feel. • I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. • I know how to be assertive. • I can explore messages given by the media and decide if they are helpful or harmful. • I can identify different strategies I can use if I make a mistake. 		proud achievements actions strengths facial expressions body language feelings emotions uncomfortable strategies assertive
	Assessment		
Media Wise Making It Right	<ul style="list-style-type: none"> • To list some of their achievements and say why they are proud of them; • To identify facial expressions associated with different feelings; • To describe some strategies that they could use to help them cope with uncomfortable feelings; • To suggest assertive solutions to scenarios; • To explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • To suggest ways to make things right after a mistake has been made; • To explain that mistakes help them to learn and grow. 		

Design Technology

Structures: How can I make a 3D structure from paper?		Term: Autumn	Year: 3/4 Year A 2025-2026
Focus: Shell structures using computer aided design			
Foundations of previous learning:			
Structures - Key Question: How can we make a model house that stands independently? Focus- Freestanding structures			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].	<ul style="list-style-type: none"> To pick out the features of a material that makes it suitable for purpose To think of design criteria to suit a purpose To evaluate the success of a product based on a set of design criteria To evaluate a product’s performance To design and make a structure using intended to hold a present. 	To understand how to use a computer aided design program To understand how different nets make different shaped boxes.	Purpose Design Product Evaluate Soft-shell Three dimensional – 3D Net Cube Cuboid Edge Face Length Width Joining Accuracy Tabs strong
	Assessment of Skills		Assessment of Knowledge
	Can children: <ul style="list-style-type: none"> pick out features of a material that make it suitable for a purpose think of design criteria to suit a purpose evaluate the success of a product based on a set of design criteria evaluate a product’s performance Design a structure intended to hold a present? 	Can children: <ul style="list-style-type: none"> Explain how they have made their structure. reflect on how well their design has worked Identify ways in which their design needs to be improved? 	

Art

Artist study: Prehistoric Art How can you join clay to create a pot?		Term: Autumn	Year: 3/4 Year A 2025-2026
Foundations of previous learning: FS2: Exploring and Using Media and Materials: ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - <i>DT clay Diva lamps- thumb pots using clay</i> KS1: Sculpture (Clay) - use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques to make a pinch pot structure (flower); use a variety of shapes, including lines and texture.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
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. Skills: <ul style="list-style-type: none"> ● Cut, make and combine shapes to create recognisable forms; ● Use clay and other malleable materials to explore joining techniques e.g. using slip ● make a coil pot add materials to create detail; 	<ul style="list-style-type: none"> ● With charcoal, make a charcoal pallet. ● Explore smudge lines with charcoal and show variety of the thickness of lines. ● With felt tips create graffiti style picture – use bold colours. ● Explore clay – make coils with clay. ● With sticks, decorate coil pots with own designs. 	To investigate cave art around the world To understand the purpose of cave art To compare cave art to modern day street art. To explore coil pots in history and their uses.	Cave art Stone age charcoal smudge palette rub lighter darker thicker thinner graffiti street art spray paint felt pens clay coil pot
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> ● Collect a variety of visual information and make first hand observations to gather ideas. ● Use a variety of materials to create cave art ● Final piece of work making a coil pot. 	Respond to cave art with appreciation of purpose. Explain how art was used to record a way of life Develop ideas for coil pot and explain how their design reflects the area their pot is intended for. Evaluate their final product against the criteria.	

RE 1

Hinduism: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?		Term: Autumn 1	Year: 3/4 Year A 2025-2026
Foundations of previous learning: To be aware that other religions have key festivals. To have an awareness of Hinduism as a main religion in England. To understand how faith plays an important part in people’s daily life.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.	<p><u>Thinking about religion and belief:</u></p> <ul style="list-style-type: none"> • make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people’s lives • identify similarities and differences between religions and beliefs <p><u>Enquiring, investigating and interpreting:</u></p> <ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other form of religious expression <p><u>Beliefs and teachings (what people believe):</u></p> <ul style="list-style-type: none"> • describe some religious beliefs and teachings of religions studied, and their importance <p><u>Practices and lifestyle (what people do):</u></p> <ul style="list-style-type: none"> • show understanding of the ways of belonging to religions and what these involve <p><u>Identity and experience (making sense of who we are):</u></p> <ul style="list-style-type: none"> • compare aspects of their own experiences and those of others, identifying what influences their lives <p><u>Expression and language (how people express themselves)</u></p> <ul style="list-style-type: none"> • make links between religious symbols, language and stories and the beliefs or ideas that underlie them 	To know that a belief gives us an identity. To understand the theme behind the story of Rama and Sita as good v evil. To know that Hindus try to bring as much good to the world as possible. To know that Divali is a Hindu celebration. To know what happens at home and at temple during Divali. To identify key things that are made during Divali celebrations. To know why Hindus celebrate Divali. To understand how Divali helps children to develop a sense of belonging	Divali Ramayana Rama Sita Lakshimi Rangoli patterns Diva lamp Puja tray Mandir Worship Prosperity Temple Community
	Assessment of Skills	Assessment of Knowledge	
	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group’s symbol. I can start to say why Divali might bring a sense of belonging to Hindus.	I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.	

RE 2

Christianity: People of God - What is it like for Christians to follow God?		Term: Autumn 2	Year: 3/4 Year A 2025-2026
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? UC Gospel- What is the good news that Jesus brings? UC God Y2 - What do Christians believe God is like? Y3/4 UC Incarnation - What is the Trinity? UC Creation/Fall - What do Christians learn from the Creation story?			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To explain what Christians believe it is like to follow God.	<ul style="list-style-type: none"> • Make links between the promises made at a wedding and the pacts and promises made in the story of Noah. • Reflect on how the Christian ceremony initiates a partnership between two people and God. • Explain how making marriage promises to each other and to God might help a Christian couple in their married life. • Make links between the symbols in a wedding ceremony and the symbol that God sends to show he will never again destroy all life. • Understand that Christians believe it is important to say sorry when you do something wrong in order to get forgiveness • Explain that Christians believe that following God includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this. 	PUPILS WILL KNOW THAT: <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people - the children of Israel known as the People of God - and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. 	Noah Pact Covenant Old Testament New Testament Genesis Creation Symbol
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> • I can make links between the promises made at a wedding and the pacts and promises made in the story of Noah. • I can reflect on how the Christian ceremony initiates a partnership between two people and God. • I can explain how making marriage promises to each other and to God might help a Christian couple in their married life. • I can make links between the symbols in a wedding ceremony and the symbol that God sends to show he will never again destroy all life. • I understand that Christians believe it is important to say sorry when you do something wrong in order to get forgiveness • I can explain that Christians believe that following God includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this. 	Can the children: <ul style="list-style-type: none"> • make clear links between the story of Noah and the idea of covenant • make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony • make links between the story of Noah and how we live in school and the wider world? 	

PE 1

Circuit Training		Term: Autumn 1	Year: 3/4 Year A 2025-2026
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.	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,
	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.	Assessment of Physical 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.	

PE 2

Dance		Term: Autumn 2	Year: 3/4 Year A 2025-2026
Foundations of previous learning:			
<p>Year 1:</p> <p>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</p>	<p>Year 2:</p> <p>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.</p>		
Unit Learning			
NC Objective - Coverage	Skills and Knowledge	Vocabulary	
<p>Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<ul style="list-style-type: none"> 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. 	<p>Analyse Evaluate Vary Combine Stimulus Continuity Choreograph Phrases Character Narrative Movement performance</p>	
	Assessment		
	<p>Use a range of actions in a dance phrase, varying/combining spatial patterns, speed, tension and continuity.</p>		

Music

Charanga: Glockenspiel 1		Term: Autumn	Year: 3/4 Year A 2025-2026
<p>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.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To improvise using instruments in the context of the song they are learning to perform. To help create at least one simple melody using one, three or five different notes. To plan and create a section of music to perform within the context of the unit song. To talk about how it was created. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with and what they would change. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel) Improvisation: <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake A composition: <ul style="list-style-type: none"> Music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) A performance: <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music 	<p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>The children: Learn to play and read the notes C, D, E + F. Learn to play a range of tunes: Improvise using the notes C + D. Compose using the notes C, D, E + F.</p>	<p>The children know and are able to talk about: The glockenspiel Improvisation Composition Performance</p>	

French

Main Unit: Les Glaces (Language Angels) Core Vocabulary: Greetings (1 lesson) Cultural Lesson: I am learning French! (Lesson 1)		Term: Autumn	Year: 3/4 Year A 2025-2026	
Phonics: Lesson 1 – French Pronunciation (CH, OU, ON, OI) Grammar: Nouns, gender and high frequency verb ‘Je voudrais’				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to: <ul style="list-style-type: none"> 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 also be learning how to improve memory, recall and retention skills using images to help We will be starting to learn to always look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating word and phrases to images to help We will be building on this language to learn the phrases necessary to order an ice cream in French and useful phrases such as ‘I would like’, ‘please’ and ‘thank you’.	<ul style="list-style-type: none"> To learn up to 10 ice-cream flavours in French. To attempt to spell some of these flavours To use the structure ‘je voudrais...’ plus an ice cream flavour. To say whether we would like a cone or pot and possibly how many scoops. To learn how to say ‘please’ and ‘thank you’ in French. <p>Cultural Year 3</p> <ul style="list-style-type: none"> Understand and respect different people and places in the world Understand that some people speak a different language to my own <p>Year 4</p> <ul style="list-style-type: none"> Identify similarities and differences in my culture to that of another 	une glace ...à la vanille ...à la fraise ...à la banane ...à la menthe ...à la pistache ...au chocolat ...au café ...au citron ...au caramel ...au cassis merci Je voudrais... et un cornet un petit pot une boule deux boules trois boules s'il vous plait Bonjour! Quel parfum? Combien de boules? C'est combien? Merci Au-revoir!	
		Assessment of Skills	Assessment of Knowledge	
		<ul style="list-style-type: none"> 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 phrases to say and write sentences. 	<p>By the end of this unit, all children should be able to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 ice cream flavours. Attempt to spell up to 5 of these flavours in French with increasing accuracy. Use ‘Je voudrais’ to ask for an ice cream. Specify the flavour and ask for a cone or small pot/tub <p>Cultural:</p> <ul style="list-style-type: none"> Locate France, Paris, and a few key cities on a map. Understand the Francophone world better. 	