

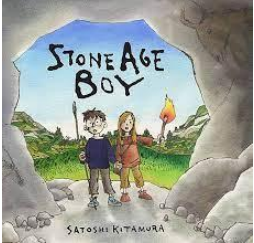

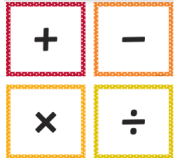








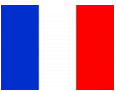



Year 3/4 Autumn Term Curriculum 2025

	<p>The children will continue to develop their growth mindset as it leads to a desire to learn and therefore an aptitude to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism and find lessons and inspiration in the success of others. We promote this positive attitude to learning across the curriculum.</p> <p>This overview gives an outline of the Year 3/4 autumn term curriculum.</p>	<h3>Design and Technology (DT)</h3> 	<p><u>Cooking and Nutrition</u> – A balanced diet</p> <p>In this unit of cooking and nutrition, the children will expand their knowledge of healthy eating by designing and making their own healthy pizza. They will look at the nutritional values of ingredients used to make a pizza and develop their grating and chopping skills.</p>
<h3>English</h3> 	<p><u>Descriptive Poetry</u>: This unit aims to develop children's enjoyment of language and makes links to key phonics learning.</p> <p><u>Narrative</u>: The children will be reading 'Stone Age Boy' by Satoshi Kitamura to develop their understanding of the Stone Age through an accessible narrative. Later in the term, the children will study 'Escape from Pompeii', also linking with their learning in Geography. These texts will form the stimuli for a range of writing.</p> <p><u>Non-fiction</u>: Children will write a non-chronological report to convey information in an engaging way for the reader using a range of cohesive devices. They will also write an explanation text linked to other areas of the curriculum.</p> <p><u>Reading</u>: Children will use high quality stimuli to develop their reading skills. They are exposed to a wide range of text types and encouraged to build their reading stamina.</p> <p><u>Spelling</u>: Curriculum spelling rules and patterns are taught on a weekly cycle.</p> <p><u>Grammar</u>: Children will apply their learning of punctuation and grammar skills throughout all English units.</p>	<h3>Physical Education (PE)</h3> 	<p><u>Invasion Games</u></p> <p>The children will develop their passing and moving skills to keep possession and develop this concept into mini game situations.</p> <p><u>Gymnastics – Principles of Balance</u></p> <p>This unit focuses on exploring and applying the 3 principles of balance: contact points, surface area and centre of gravity.</p> <p><u>Invasion Games – Health Related Exercise</u></p> <p>The children will consider how exercise relates to having a healthy lifestyle and mental wellbeing.</p> <p><u>Dance – Musical theatre</u></p> <p>The children will translate ideas from a variety of stimuli into movement and develop compositional devices to create motifs with a partner.</p>
<h3>Maths</h3> 	<p><u>Year 3</u></p> <p>The children will extend their knowledge of place value to numbers up to 1,000. They will then develop their skills in addition and subtraction using these larger value numbers. They will consolidate and extend their recall speed of the multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables.</p> <p><u>Year 4</u></p> <p>The children will extend their knowledge of place value to numbers up to 10,000. They will then develop their skills in addition and subtraction using these larger value numbers. They will consolidate and extend their recall speed of the multiplication and division facts for the 3, 6, 9, 7, 11 and 12 times tables. In Geometry, they will learn about the properties of different triangles and quadrilaterals.</p>	<h3>Computing</h3> 	<p><u>Computing Systems and Networks</u></p> <p>During this unit, the children will learn about the internet, including how it works, how to use it safely and how to find information online.</p> <p><u>Creating Media</u></p> <p>The children will use a range of techniques to create a stop-frame animation and will apply those skills to create a story-based animation.</p>
<h3>Science</h3> 	<p><u>Rocks, Fossils and Soils</u></p> <p>Children will explore a variety of igneous, sedimentary and metamorphic rocks, classifying them based on their appearance and physical properties. Children will discover how fossils were formed and consider soil as a mixture of rocks and organic matter. Children will carry out a wide range of practical, hands-on activities including setting up a comparative test. They will gather and present the results of these practical enquiries through annotated drawings, tables, written conclusions and verbal presentations.</p> <p><u>Animals including humans (Nutrition and Skeletons)</u></p> <p>Children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Children will identify that humans, and some other animals, have skeletons and muscles for support, protection and movement.</p>	<h3>Music</h3> 	<p><u>Music in Britain since 1930</u></p> <p>In Music, the children will identify the changes in musical styles in Britain from the 1930's. They will explore popular songs and investigate how melodies can move by steps and leaps. They will learn to use the words conjunct and disjunct to describe the shapes of melodies.</p>
<h3>History</h3> 	<p><u>Stone Age to Iron Age</u> - How did technological developments change life during the Stone Age to Iron Age? Children will be diving into prehistory and archaeology as we study the Stone Age and look at how early humans transitioned and developed through the Bronze Age, into the Iron Age. Children will use and build their historical skills through the questioning of primary and secondary sources. As well as being given the chance to conduct historical research and answer enquiry questions, they will also be encouraged to compare Prehistory to other time periods. As the children learn about the first tools used by early hominins in the development of farming and the discovery of smelting metal, they will see how human culture started to be shaped. They will learn how the human skeleton has developed from the homo-habilis to homosapiens. Children will also delve into the mystery of stone circles such as Stonehenge and find out about the cave paintings from Lascaux. Moving into the Bronze Age, they will explore how trade and travel impacted on Britain and the advances achieved through the use of copper and bronze.</p>	<h3>Personal Social Health Education (PSHE)</h3> 	<p><u>My Emotions</u></p> <p>This unit will help develop children's understanding and recognition of their own emotions and those of others, including how we might express those feelings. It builds on the work done in the equivalent unit for Years 1 and 2 and the children will identify an increasing range of emotions, developing a language to describe them, and consider what prompts different feelings in themselves and others.</p> <p><u>Anti-Bullying</u></p> <p>In this unit children will develop their understanding of the key characteristics of bullying and develop, explore and apply definitions of bullying to a range of situations including cyberbullying.</p> <p>The theme of anti-bullying will be addressed throughout the year, but with a particular focus during Anti-Bullying Week (Monday 10th - Friday 15th November).</p>
<h3>Geography</h3> 	<p><u>Mountains, Volcanoes and Earthquakes</u> – How powerful is our world?</p> <p>This term, children will explore the powerful natural forces that shape our planet. They'll learn about the Earth's structure, how tectonic plates move, and what causes earthquakes and volcanic eruptions. Using maps and real-world examples, children will locate key sites and consider how people stay safe during natural disasters. The unit builds map skills and deepens understanding of our dynamic Earth.</p>	<h3>World Views</h3> 	<p><u>Why do people tell creation stories? Do we still need them?</u></p> <p>Creation stories fulfil the human need to answer the questions, 'Where have we come from?' and 'Why are we here?'. In this unit we will investigate a wide variety of ideas about creation, including scientific theories, origin stories of the Heiltsuk people of NW Canada and the creation stories in the Abrahamic and Hindu faiths. We will ask, "Are these stories literal or symbolic?"</p> <p><u>What is at the centre of the labyrinth?</u></p> <p>We will look at local labyrinths, such as the one in Ely Cathedral, and investigate what a labyrinth is. We will find out how they were used in the past and how people use Christian and secular labyrinths today. We will also discover what the term 'spiritual' means and create labyrinths of our own.</p>
<h3>Art</h3> 	<p><u>Gestural Drawing with Charcoal</u></p> <p>The children will make loose, gestural drawings with charcoal, and will discover how to make drawings that capture a sense of drama or performance using charcoal.</p> <p><u>Cloth, Thread, Paint</u></p> <p>Through this pathway the children will explore how artists combine media to create work in response to landscape. They will use acrylics and thread to make a final painted and stitched piece.</p>	<h3>Languages</h3> 	<p>This term in French, <u>Year 3</u> will be getting to know France and learning how to introduce themselves in short conversation. Then they will move on to learning colours and simple adjectives, through art and story.</p> <p>In French, <u>Year 4</u> will begin by thinking all about Our Year, including days, months, dates and birthday celebrations. After half term, they will look at Le Petit Chaperon Rouge (Little Red Riding Hood) and complete activities related to the story.</p>
		<h3>Enrichment</h3> 	<p>Date TBC: Times Tables Rock Stars (TTRS) day</p> <p>WB: 10th November- Anti- Bullying Week</p> <p>Friday 14th November- Children in Need</p> <p>Date TBC: Christmas Jumper/ Lunch Day</p>