

## Year 3 / 4 Curriculum Overview - 2025/2026 Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The Victorians</b>		<b>Ancient Greece</b>	<b>Volcanoes and Mountains</b>	<b>Earthquakes and other natural disasters</b>	<b>Stone Age</b>
<b>History:</b> The Victorians and their impact on modern society. Victorian Swanage including railway. <b>Geography:</b> Local study/name and locate counties and cities. <b>Geography:</b> A local study - Swanage and Langton – economic activity and natural resources		<b>History:</b> Ancient Greeks	<b>Geography:</b> European country	<b>Geography:</b> Earthquakes, fire flooding including human causes and impact.	<b>History:</b> Stone Age
<b>Maths:</b> (Y3) (Y4) Number: Place Value Addition and Subtraction Multiplication and Division Number: Place Value Addition and Subtraction Measurement: Area Multiplication and Division		<b>Maths:</b> (Y3) (Y4) Multiplication and Division Length and Perimeter Mass and Capacity Fractions Decimals Fractions Length and Perimeter Multiplication		<b>Maths:</b> (Y3) (Y4) Fractions Decimals Money Time Shape Statistics Consolidation: Shape Statistics Position and Direction	
<b>Reading:</b> Street Child- Berlie Doherty		<b>Reading:</b> Greek Myths and Legends Leo and the Gorgon’s Curse	<b>Reading:</b> Flat Stanley The Last Bear	<b>Reading:</b> The Firework Makers Daughter	<b>Reading:</b> The Stone Age Boy
<b>English:</b> Poetry Whole school writing task Diary Non-chronological report	<b>English:</b> Instructions Letter Character and setting descriptions	<b>English:</b> Recount Non chronological reports Play scripts	<b>English:</b> Explanation text Adventure narrative	<b>English:</b> Newspaper article Balanced argument	<b>English:</b> Narrative Biography Persuasive letter
<b>Science:</b> Electricity (Y4) <i>Electricity and Circuits</i>	<b>Science:</b> Animals including <b>Humans</b> (Y4) <i>Digestion and Food</i>	<b>Science:</b> <i>States of Matter</i> (Y4)	<b>Science:</b> <i>States of Matter</i> (Y4) <i>Making Connections; how does the flow of liquids compare?</i>	<b>Science:</b> <i>Living Things and Habitats</i> (Y4) <i>Classification and changing habitats</i>	<b>Science:</b> <i>Sounds</i> (Y4) <i>Sound and Vibrations</i>
<b>RE:</b> UC Creation/Fall	<b>RE:</b> UC Incarnation	<b>RE:</b> WF Judaism	<b>RE:</b> UC Salvation	<b>RE:</b> WF Islam	<b>RE:</b> WF Hinduism
<b>PSHCE:</b> SCARF: Me and my relationships (3)	<b>PSHCE:</b> SCARF: Valuing difference (3)	<b>PSHCE:</b> SCARF: Keeping myself safe (3)	<b>PSHCE:</b> SCARF: Rights and responsibilities (3)	<b>PSHCE:</b> SCARF: Being my best (3)	<b>PSHCE:</b> SCARF: Growing and changing (Year 3 and 4 separate)
<b>Computing</b> Branching Databases	<b>Computing:</b> Music- Desktop Publishing	<b>Computing:</b> Repetition in Shapes	<b>Computing:</b> Data Logging	<b>Computing:</b> Photo Editing	<b>Computing:</b> Repetition in Games
<b>Art: Drawing-</b> Paul Cezanne	<b>DT: Photo Frames</b>	<b>Art: Vincent Van Gogh-</b> Painting	<b>DT: Button Looped Pencil Case</b>	<b>Art: Sculpture-</b> Renzo Piano	<b>DT: Vegetable Stew:</b> <b>Art:</b> Using Natural Materials to Make Images
<b>Music:</b> Rock and Roll (Y4)	<b>Music:</b> Ballads (Y3)	<b>Music:</b> Pentatonic melodies and composition (Y3) - <i>Chinese New Year</i>	<b>Music:</b> Creating compositions in response to an animation (Y3) - <i>Mountains</i>	<b>Music:</b> Traditional instruments and improvisation (Y3) - <i>India</i>	<b>Music:</b> Adapting and transposing motifs (Y4) - <i>Romans</i>

<b>MFL:</b> A new start	<b>MFL:</b> Calendar and celebrations	<b>MFL:</b> Animals I like/don't like	<b>MFL:</b> Carnival, Easter	<b>MFL:</b> Hungry Giant	<b>MFL:</b> Going on a picnic
<b>PE:</b> Gymnastics- Bridges CL Games- Invasion Tag Rugby JK	<b>PE:</b> Dance- Cats CL Games- Game Sense Invasion JK	<b>PE:</b> Dance- Space CL Swimming JK	<b>PE:</b> Strike and Field- Rounders CL Strike and Field- Cricket JK	<b>PE:</b> OAA- Problem Solving CL Net and Wall- Tennis JK	<b>PE:</b> Health and Wellbeing- Mindfulness CL Athletics- JK
<b>Educational experience:</b> Visit to Swanage – Leeson led focusing on economic activity and natural resources Scaplens Court	<b>Educational experience:</b> Cinema trip Science Dome in school Outdoor Classroom visit to Swanage seafront	<b>Educational experience:</b> Ancient Greek Day	<b>Educational experience:</b> Leeson House Residential- Building volcanoes and geology work Day trip to Wessex Wild Farm	<b>Educational experience:</b>	<b>Educational experience:</b> Ancient Technology Centre
<b>Opportunities for Spiritual Encounters (SELF)</b> What are feelings? Do all people deserve to be happy? What difference does feeling loved make? What makes me me?	<b>Opportunities for Spiritual Encounters (WORLD &amp; BEAUTY)</b> How do we know we have found all the colours in the world? What colours/seasons most reflect your personality?	<b>Opportunities for Spiritual Encounters (BEYOND)</b> What is light a symbol of? Does feeling hopeful have a positive impact? Which is stronger – love or hate?	<b>Opportunities for Spiritual Encounters (OTHERS)</b> What rights do I have? Do all people have the same rights? Is being a good friend easy? Why do we sometimes hurt others' feelings? How can I care for people who I have not met? What responsibilities do I have for others	<b>Opportunities for Spiritual Encounters (SELF)</b> Who should I look up to? What type of person do I want to be? Is belief in something important?	<b>Opportunities for Spiritual Encounters (BEYOND)</b> Can scientists explain everything? What is beyond the universe? Do questions help us understand more even if we don't know the answer?