

Through the ages – Year 3/4 Autumn 2025

This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.

Companion projects-

Prehistoric pots- This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.

Cook well, Eat well- This project teaches children about food groups and the Eat well guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.

Animal nutrition and the skeletal system- This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeletons.

Contrast and complement- This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm & cool colours/complementary colours/analogous colours & how artists use colour in their artwork.

One planet, our world- This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.

National Curriculum objectives to be taught

English

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these

Participate in discussion about books that are read to them & those they can read for themselves, taking turns & listening to others.

Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Plan their writing by:

- discussing writing similar to that which they are planning to write, to understand and learn from its structure, vocabulary & grammar
- discussing and recording ideas

Draft and write by:

- compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume

Maths**Year 3**

Represent and partition numbers to 100
Represent and partition numbers to 1,000
Find 1, 10 or 100 more or less
Estimate on a number line to 1,000
Compare numbers to 1,000
Order numbers to 1,000
Count in 50s
Apply number bonds within 10
Add and subtract 1s, 10s and 100s
Add 2-digit and 3-digit numbers
Subtract a 2-digit number from a 3-digit number
Multiply and divide by 2,3, 4, 5, 8 and 10

Year 4

Represent & partition numbers to 10,000
Find 1, 10, 100, 1,000 more or less
Estimate on a number line to 10,000
Compare and order numbers to 10,000
Roman numerals
Round to the nearest 10, 100 or 1,000
Add and subtract 1s, 10s, 100s and 1,000s, with and without exchanging
Area of shapes
Multiply and divide by 3, 6, 7, 9, 11 and 12.
Multiply by 1 and 0
Divide a number by 1 and itself
Multiply three numbers

Art

Create sketchbooks to record their observations and use them to review and revisit ideas.
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
Learn about great artists, architects and designers in history.
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
Evaluate and analyse creative works using the language of art, craft and design.

Design Technology

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Computing**Autumn 1- Computing systems & networks- connecting computers****Autumn 2- Creating Media- Stop Frame animation**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

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 & 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.

Music

Autumn 1- Let your spirit fly,

Autumn 2- Glockenspiel stage 1

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Listen with attention to detail and recall sounds with increasing aural memory.
Use and understand staff and other musical notations
Appreciate & understand a wide range of high-quality live & recorded music from different traditions & from great composers/musicians.

Science

Animal Nutrition and the Skeletal System

Nutrition is the life process of making or finding food to eat.
Humans must eat food and drink water to gain the nutrients they need to survive.
Humans are omnivores, so they can eat both plant parts and animals.
Humans get nutrition from what they eat.
It is important to have a balanced diet made up of the main food groups, including: proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads.
Humans stay hydrated by drinking water.
Humans have a skeleton and muscles for movement, support and protecting organs.
A joint is where two or more bones meet and connect.
Parts of the human body can bend easily because the skeleton has lots of small bones and joints.
Muscles are soft tissue made up of many stretchy fibres.
Muscles allow us to move, breathe and digest food.
The three main types of muscle in the human body are skeletal, cardiac and smooth
Vertebrates are animals with a spine.
Invertebrates are animals without a spine.
All vertebrates have an endoskeleton meaning their skeleton is found inside their body.
Invertebrates have an exoskeleton or no skeleton.

History

Through the Ages

Learn about changes in Britain from the Stone Age to the Iron Age.
Have a full understanding of chronology around the different periods and ages: Stone Age, Bronze Age, Iron Age

How farming, bronze and ironworking impacted the Celts
What tools and inventions were used throughout these ages?
What Skara Brae is and what importance it has
What BC and AD stand for

Geography

One Planet, Our World

A person's carbon footprint is the amount of carbon dioxide released into the atmosphere. People can reduce their carbon footprint.
Which countries are located within each continent?
The Earth is made of four different layers. The inner core, outer core, mantle and crust.
The crust of the Earth is divided into tectonic plates that move.
Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.
A four-figure grid reference contains four numbers.
The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.

RE

Y3

Autumn 1 - What do Christians learn from the Creation Story?

This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.

Autumn 2 - What is it like to follow God?

In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.

Y4

Autumn 1 - What is Trinity and why is it important for Christians?

In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.

Autumn 2 - What do Hindus believe God is like?

This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.