

Year 3&4	Cycle A 2026-27					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Key Texts	Spy Master: First Blood by Jan Burchett	My Friend Walter Michael Morpurgo Author Focus: Shakespeare (Macbeth)	Iron Man by Ted Hughes The Butterfly Lion by Michael Morpurgo	Picture Books: Greek Myths Marcia Williams	The Great Kapok Tree Lynne Cherry The Quest for Z (The True story of Percy Fawcett and a lost city in the Amazon) Greg Pizzoli The Miraculous Journey of Edward Tulane by Kate Dicamillo The Great Chocoplot by Chris Callaghan	
English units	Unit 1: Grammar focus – introduction to the year. Sentence building about themselves. Unit 2: Recount: Letter (Formal – linked to text) Unit 3: Recount: Diary (informal – linked to text)	Unit 4: Image based setting description Unit 5: Non-chronological report based on the Tudors. Unit 6: Poetry: Free verse linked to SCEM grid (linked to winter or self)	Unit 7: Narrative Focus Character Science fiction (link to text) Unit 8: To write a persuasive speech. (environmental issues), linked to the context of the previous unit.	Unit 9: To write a Greek Myth Unit 10: Explanation – water cycle (linked to science)	Unit 11: To write a biography (Percy Fawcett) Unit 12: First person recount- Explorer’s journal Unit 13: Additional dialogue from the man’s perspective at the end of ‘The Great Kapok Tree’	Unit 14: Instruction: How to make chocolate. Unit 15: Final assessment piece to address gaps in Afl Unit 16: To entertain: Performance poetry based on Micheal Rosen’s Chocolate Cake
Science	<u>Simple Circuits</u> Construct a simple circuit naming parts. Recognise common conductors etc. Switches	<u>Sound</u> How sounds are made, volume and pitch, conductors and insulators	<u>Animals and their food</u> Digestion Teeth Producers, predators and prey	<u>States of matter</u> Solids, liquids, gases Melting and freezing Evaporation and condensation Water cycle	<u>Grouping Living Things</u> (Living Things and their Habitats) Life processes Sorting and grouping plants and animals using classification keys – flowering/non-flowering, vertebrates/invertebrates Identify how natural/human changes can cause a habitat to change (positive and negative effects on wildlife)	
History/ Geog	<u>History</u> <u>Voyages of Exploration (Tudors)</u> Tudor Monarchs and significant historical figures – how did they impact Britain? Tudor exploration of the world under Henry VIII and Elizabeth I	<u>Geography</u> <u>Mapping coasts and oceans</u> Spanish Armada and piracy <u>Sir Francis Drake</u> - why did he circumnavigate the world? <u>Sir Walter Raleigh</u> - founder of the first American colonies. Research the failure of Roanoke Mapping rivers, seas and oceans Look at how maps and mapping has changed	<u>Geography</u> <u>Biomes and vegetation</u> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts.	<u>History</u> <u>Ancient Greece</u> History of Ancient Greece Greek lifestyle and culture for rich and poor Ancient Greek Gods Ancient Greek myths Olympics Greek Legacy	<u>Geography</u> <u>Rainforest - contrasting locality</u> Countries of the world identifying where rainforests are and their features. Explore effects of deforestation.	<u>History</u> <u>Mayans- Ancient civilisations.</u> Who were the Mayans? Where did they live? What did they believe? What did they find out? What can they teach us?
DT/Art	Art <u>Drawing:</u> Exploring tone, texture and proportion to create a collage of a Tudor rose	DT <u>Structures:</u> Making a Tudor house	Art <u>Drawing:</u> Developing drawing skills – botanical drawings and observation of plants	DT <u>Food and Nutrition</u> Making biscuits	Art <u>Craft &Design</u> <u>(Fabric and nature)</u> Using the rainforest as a stimulus to design a fabric pattern (links to Kaffe Fassett)	DT <u>Mechanisms</u> Pneumatic toys Make different pneumatic systems using balloons, pipe and syringes. Folded paper plate to make a monster open its mouth.

Computing	<u>Online Safety Lesson 1</u> CREATING MEDIA Video Trailers	<u>Online Safety Lesson 2</u> Intro to/revision of using laptops Carrying safely Logging on/off Loading Word Typing Opening/Saving documents	<u>Internet Safety Day (Feb)</u> PROGRAMMING Scratch	<u>Online Safety Lesson 3</u> DATA HANDLING Branching databases (science link?)	<u>Online Safety Lesson 4</u> COMPUTING SYSTEMS & NETWORKS Connecting devices	<u>Online Safety Lesson 5 (Assessment)</u> PROGRAMMING Make Code: Loops *Check DT unit to match to (Loops using repetition) Laptops to be used/Assessment unit – repeated in next cycle
Music	Changes in pitch, tempo and dynamics (Theme: Rivers) Sing in tune with others Explain how a piece of music makes them feel Create, perform and listen to an ostinato	Haiku, music and performance (Theme: Hanami festival) Recognise, name and describe different sounds in music Select instruments and sounds which match their vocabulary Create and perform a group piece of music Christmas Singing Preparation	Jazz Explain what ragtime music is Play a call and response Improvise and compose scat singing performance	Instrumental lessons unit (LMS)	Body and turned percussion (Theme: Rainforests) . Singing rehearsal for KS2 summer production	KS2 Performance (singing and performance objectives)
PE	Fundamentals Netball	Dance Gymnastics	Dance/Gymnastics Swimming	Fitness/Handball Swimming	Tennis Football	Cricket Basketball (Sports week)
RE	<u>Unit 19</u> What is it like for someone to follow God?	<u>Unit 20</u> What is the 'Trinity' and why is it important to Christians?	<u>Unit 21</u> How do festival and worship show what matters to a Muslim?	<u>Unit 22</u> How do festivals and family life show what matters to Jewish people?	<u>Unit 23</u> What do Christians learn from the creation story?	<u>Unit 24</u> How and why do people try to make the world a better place?
PSHE/RSE	<u>Family and Relationships</u> Friendship issues and bullying Healthy friendships – boundaries Learning who to trust Respecting differences Change and loss – bereavement	<u>Health and Wellbeing</u> My healthy diary Diet and dental health Wonderful me Celebrating mistakes My happiness	<u>Safety and the Changing Body</u> Cyber bullying Share aware Privacy and secrecy Year 3: First Aid and Emergencies Year 3: Road Safety (Keeping safe out and about) Year 4: Introducing puberty Year 4: Growing Up		<u>Citizenship</u> Rights of the child Human rights	<u>Economic Wellbeing</u> Budgeting Jobs and Careers <u>Transitions</u> Coping strategies
MFL (French)	I am learning French	Animals	Fruits I am able...	In the classroom	Do you have a pet?	Revision and consolidation of previous units

Year 3 & 4 LKS2	Cycle B 2025-26					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Key Texts	Beowulf (Usbourne version) Mary Anning guided reading extracts	Stone Age Boy by Satoshi Kitamura UG by Raymond Briggs	Wild Way Home by Sophie Kirtley	Escape from Pompeii by Christina Balit	The Thieves of Ostia by Caroline Lawrence The Lion, the Witch and the Wardrobe (CS Lewis)	How to Train Your Dragon by Cressida Cowell
English units	Unit 1: Poetry Kennings - Kenning on Grendel Unit 2: Non-Chronological reports: Beowulf/Grendel Unit 3: To write a biography on Mary Anning	Unit 4: Poetry: Question and Answers Poems Unit 5: Narrative - Stone Age Boy	Unit 6 To write a non-chronological report about the Stone Age Unit 7: To write an adventure story.	Unit 8: To write an explanation text. (linked to science – how bees make honey) Unit 9: informal letter writing - ‘You wouldn’t want to be a Roman gladiator’	Unit 10: To write a newspaper report (linked to topic – The Roman Record by P. Dowsell for inspiration) Unit 11: To write a balanced argument	Unit 12: 1 st person narrative retelling (meeting a dragon) Unit 13: Playscripts
Science	<u>Rocks</u> Compare and group types of rock. Describe how fossils are formed. Discover the contribution to science of fossil hunter Mary Anning. Recognise soil is made from rocks and organic matter.	<u>Force and Magnets</u> Magnetic materials Poles Pushes and Pulls Contact and distance (friction)	<u>Skeletons and Muscles</u> Name and locate human skeleton bones and muscles Skeletons provide support, protection and movement Vertebrates and invertebrates	<u>Parts of Plants and How they Survive</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<u>Light and Shadow</u> How we see Reflections Transparent, translucent and opaque Sun Safety	<u>Nutrition – Humans and Animals</u> Healthy eating and nutrients; food groups; classifying foods; nutritional values; food pyramids
History/ Geog	<u>Geography</u> <u>Dynamic Earth</u> Volcanoes, Earthquakes and mountains. Name and locate some key mountain ranges on a world map Locate areas where earthquakes have occurred/Explain how to stay safe during an earthquake/Describe how earthquakes occur/Describe the impact of	<u>History</u> <u>Stone Age to Iron Age</u> Chronology and timelines. Key factors and developments which affected the changes between the main prehistoric periods. Life in the Stone Age, Bronze Age to Iron Ages Key settlements and achievements including Skara Brae and the building of Stonehenge	<u>Geography</u> <u>Settlements in the UK</u> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time	<u>History</u> <u>Roman Invasion</u> The Roman Empire and its impact/legacy on Britain: army, towns – roads and buildings, money, To understand an aspect of local history – Lindum Colonia. To know why Boudicca acted in the way she did.	<u>Geography</u> <u>Mapping and Migration</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Why do people choose to settle in specific locations? What resources do they need? Locate cities in UK, countries in Europe, identify key physical and human features of UK, explain how these	<u>History</u> <u>Anglo Saxons and Viking Invaders</u> Place the Anglo-Saxons and Vikings on a timeline and say why they came to Britain and stayed. Look at evidence to show we know Anglo Saxons lived here through place names and archaeology. Alfred the Great’s legacy. Sutton Hoo.

	earthquakes on those living in affected regions Understand what happens during a volcanic eruption/ Name and locate some areas where recent volcanic eruptions have occurred/Describe how a volcanic eruption happens and the impact this has on people's lives				characteristics have changed over time.	Compare Anglo-Saxons to Vikings looking at similarities and differences – were they invaders or settlers?
DT/Art	Art Painting Different painting techniques to create volcanic eruption scene (Nick Rowland)	DT Textiles Sewing and decorating a textile Christmas stocking	Art Painting and Mixed Media Prehistoric painting – recreate cave art using charcoal	Art Sculpture and 3D Mega Materials – soap and wire sculptures	DT Electrical systems Design an interactive poster linked to science with Y/N or T/F answers to light up	DT Food and Nutrition Seasonal veg – explore what is in season and tasting/making
Computing	Online Safety Lesson 1 Introduction to laptops – logging on, opening documents and saving. Connecting headphones and volume. Dance Mat (BBC) touch typing introduction.	Online Safety Lesson 2 COMPUTING SYSTEMS & NETWORKS Connecting networks	Internet Safety Day (Feb) PROGRAMMING Computational Thinking	Online Safety Lesson 3 PROGRAMMING Further coding with Scratch	Online Safety Lesson 4 CREATING MEDIA Creating digital images	Online Safety Lesson 5 (Assessment) PROGRAMMING Make Code: Loops *Check DT unit to match to (Loops using repetition) Laptops to be used/Assessment unit (repeated from previous cycle)
Music	Developing singing technique (Theme: Vikings) Move and sing as a team Recognise minims, crochets and quavers Perform rhythms and add appropriate sound effects	Rock and Roll Perform the hand jive Sing in tune Play the notes of the walking bass Christmas Singing Preparation	Ballads Identify the key features of a ballad Sing and perform in time incorporating actions Write a verse with rhyming words *LMS Instrumental lessons	Adapting and transposing motifs (Theme: Romans) Learn a new song Identify, create and perform a motif	Instrumental lessons unit: Caribbean Learn about the history and features of calypso music Perform a calypso style song with voices and tuned percussion	KS 2 Performance (singing and performance objectives)
PE	Fundamentals Netball	Dance Gymnastics	Dance/Gymnastics Swimming	Fitness/Handball Swimming	Tennis Football	Cricket Basketball (Sports week)
RE	Unit 25 What kind of world did Jesus want?	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost?	Unit 27 What do Hindus believe God is like?	Unit 28 Why do Christians call the day Jesus died 'Good Friday'?	Unit 29 What does it mean to be a Hindu in Britain today?	Unit 30 How and why do people mark the significant events of life?
MFL (French)	Instruments	Seasons	Vegetables	Ice-creams	Presenting myself	Revision and consolidation of previous units
PSHE/RSE	Family and Relationships Friendship and bullying	Health and Well-being My healthy diary Looking after our teeth	Safety and the Changing Body Internet safety: age restrictions Tobacco Choices and influences		Citizenship Local council and democracy Diverse communities	Economic Wellbeing Spending Choices: Value for money

	Healthy families Stereotyping – Gender Stereotyping – Age/Ability Respect and Manners	Resilience: breaking down problems Emotions Mental health	Year 3: First Aid and Emergencies Year 3: Road Safety (Keeping safe out and about) Year 4: Introducing puberty Year 4: Growing Up.	Charity	Money and emotions: looking after money <u>Transitions</u> Coping strategies
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