



YEAR 3 & 4 YEARLY OVERVIEW

Year 1 Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TRIPS	Kidzania		Science visitor – pneumatic systems (changeable)		Phasells Wood	
Maths Year 3	Place value and re grouping Counting on and back in ones, tens and hundreds Estimation, magnitude and rounding Measures- comparison, estimation and magnitude Mental fluency- addition Mental fluency – subtraction Fact families and applying the inverse Written addition Written subtraction Problem solving- worded problems Statistics- interpreting bar charts and tables Angles, right angles and estimation Perpendicular and parallel lines, vertical and horizontal lines 2D shapes- properties and drawing Perimeter including problem solving using written and mental methods.		Multiplication – 3, 4 and 8 times tables including counting Division – 1, 2, 3, 5, 4 and 8 times tables Multiplication – Strategy, associative and distributive law Statistics – pictograms and scaled bar charts Multiplication and division worded problems Fractions – finding fractions of discrete and continuous quantities Ordering and comparing fractions Adding and subtracting fractions with the same denominators Fractions – problem solving with unit and non-unit fractions Multiplication – multiplying multiples of ten Multiplication – formal written multiplication		Division problem solving – sharing and grouping. Division – two and three-digit numbers by one-digit numbers including halving. Division – long division. Time – hours, minutes, seconds, days, weeks, months, years. Time – telling the time (analogue and digital) and estimation. Time – Duration. Securing the four operations with whole number including problem solving. Place value and decimals – ten times greater and ten times smaller. Place value and decimals – regrouping. Place value and decimals – estimation, comparing and rounding. Measures – measuring and problem solving. 3-D shape – building and identifying properties.	
Maths Year 4	Place value- order and compare numbers beyond 1000 Rounding, estimation and magnitude Securing addition and subtraction mental fluency Securing formal written addition and subtraction fluency Counting in multiples of 6,7,9,25 and 10000 Multiplication and division facts (Times tables) Factor pairs, integer scaling and correspondence problems Problem solving including measures to apply place value, mental strategies and arithmetic laws Multiply and divide a one or two digit number by 10 and 100 Measure- Conversion of units Measures- Compare, estimate and calculate Discrete and continuous data (Time graphs), including application of scales and division		Properties of shape Symmetry Decimal numbers Calculating with decimals Measure- Money Problem solving involving decimals to two decimal places Add and subtract fractions with the same denominator Finding fractions of quantities Fractions in the context of measure Equivalent fractions, ordering and comparing Multiply two and three digit numbers by a one digit number using a formal written layout Divide two and three digit numbers by a one digit number using a formal written layout		Time – read, write, calculate and convert times on analogue and digital 12 and 24 hour clocks. Statistics – interpret and present continuous and discrete data, solve problems incorporating measures. Roman Numerals to 100 and Zero. Negative numbers – counting through zero and calculating in context. Geometry – angles. Geometry – properties of triangles. Geometry – coordinates in the first quadrant and translations. Geometry – position and direction, incorporating angles and plotting points of a shape. Multiplication and division. Area. Fractions review. Application and problem solving – developing operation	



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	Perimeter				sense.
English Year 3	Poetry – free verse and shape Tales with a moral, writing and performing SMSC Recount – Newspaper and instructions (link to Kidzania or Children in Need) (link to how to make a circuit) (How to keep safe around electricity) Tales with a moral, writing and performing (SMSC)		Poetry (Home town link to settlements) Narrative traditional tales and fairy tales Explanation and reports (link to settlements)		Poetry free verse and performance poetry Narrative adventure and mystery stories Non-fiction letter writing Adverts (Advert to a Roman villa)
English Year 4	Poetry: Free verse and Kennings (link to PSHE about them) Traditional tales/Myths and Quests	Reports (link to DT healthy eating) Christmas writing (RE link)	Poetry: Free Verse and Narrative Stories settings	Plays Non-fiction persuasion (Links to DT advert about moving monster)	Performance poetry and Narrative (link to History Roman battle) Stories from other cultures SMSC Stories which raise issues/dilemmas SMSC Explanation and discussion texts (science – habitats and living things).
History	Early Britons & Settlers (the Stone, bronze and Iron Ages, Celtic cultures and patterns of settlement) Children will learn about the late Neolithic hunter-gatherers and early farmers such as Skara Brae before moving onto the Bronze Age and Iron Age, where they will develop their understanding of their religion, technology and culture. Cross curricular links: English- Diary entry				Romans Linked to visitors in school Children will learn about the Roman Empire and its impact on Britain at the time and the legacy it left us. In addition, they will learn a bit about the history of Rome – legend and fact – and understand where in Europe Rome is, and how the Romans came to extend their influence and create such a large and influential empire.
Geography			Settlements Children will learn human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Cross curricular links: ICT		
Computing	Bringing images to life (Internet safety – SMSC) Children develop understanding of digital images. They transform and edit images, respecting copyright and		Programming and games Children explore simulations, investigating the structure and exploring how they might be programmed. They		Data logging (keeping informed) Linked to science to use data loggers Children understand the difference between data and



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	ownership. They explore stop animation creating their own versions. They produce programmed animations, using sequence, repeat and selection.		begin to note that abstraction can simplify them. They decompose tasks, creating and debug algorithms and understanding how algorithms support the programming process. They write, test, debug and refine programs to achieve specific objectives, using sequence, repetition and procedures. They explore selection in digital and natural systems.		information. They use sensors, dataloggers and other tools as part of their investigations. They use branching and flat-file databases to enter, organise and search data, deriving information which they present in different forms.	
Science	<p>States of Matter (Solids and Liquids)</p> <p>Pupils will explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils will observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</p>	<p>Electricity</p> <p>Pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils will draw the circuit as a pictorial representation.</p>	<p>Sound</p> <p>Pupils will explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p>	<p>Animals including humans (digestion, teeth, food chains and webs).</p> <p>Pupils will be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.</p>	<p>Living things and their habitats</p> <p>Pupils will use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They will identify how the habitat changes throughout the year. Pupils will explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. In addition, pupils should explore examples of human impact (both positive and negative) on environments</p>	
PSHE	<p><u>Being me and my world</u></p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	<p><u>Celebrating difference</u></p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	<p><u>Dreams and goals</u></p> <p>Includes goal-setting, aspirations for individuals and the world and working together.</p>	<p><u>Healthy me</u></p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p>	<p><u>Relationships</u></p> <p>Includes understanding friendship, family and other relationships, conflict resolution, communication skills and bereavement, loss and change.</p>	<p><u>Changing me</u></p> <p>This puzzle includes relationship education in the context of coping positively with change.</p>
DT		<p>Food Tech – Christmas baking Planning instructions on</p>		<p>Packaging (Toys) In the last half term of the</p>	<p>Photo Frames Children will look at</p>	



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		<p>how to bake a biscuit. Selecting and measuring ingredients. Using utensils safely. Tasting and evaluating the biscuit.</p> <p>Pop up cards (Christmas themed) Cutting accurately and measuring card using appropriate equipment. Creating a lever that pushes and pulls.</p>		<p>year, children will be creating packing for a toy. They will build and apply a repertoire of knowledge, understanding and skills in order to design and make a high-quality product for a wide range of users. Once they have made their product, the children will develop their skill in critiquing, evaluating and testing their ideas as well as the products and ideas of others.</p>	<p>different designs and critically evaluate the materials used and the aesthetic appearance of the structures before creating their own</p>	
Art	<p>Pop Art (ICT yr 3/4) <i>Biography about Andy Warhol</i> Children will learn about the history of the genre and appreciate the quality and composition of the artwork. Children will create their own pieces.</p>		<p>Printing (Repeating patterns)</p> <p>Children will use a variety of techniques and resources to print in a range of styles. Learners will evaluate the composition of different patterns and create their own.</p>			<p>Mosaics (History)</p> <p>Linking to their learning in History, children will explore materials used for mosaics. They will investigate various artists that created mosaics before creating their final piece with a medium of their choice.</p>
PE 1	<p>Throwing & catching games Basketball- deciding when to pass and when to advance with the ball. Maintain possession of the ball whilst moving and using a variety of shooting techniques.</p>	<p>Gymnastics- design longer sequences including a range of balances and travels. Begin to complete gymnastic moves- forward and backward rolls, cartwheels and headstands.</p>	<p>Invasion Games Tag Rugby- the children will be able to pass, move into a space and defend a player or ball to stop an attacking play. Be able to make appropriate decisions to aid themselves and</p>	<p>Dance- able to copy, repeat, remember and add to a taught motif. Incorporate different dynamics into their movements and begin to use canon as a dance style.</p>	<p>Striking & Fielding Rounders-working towards hitting a bowled ball and placing it tactically. The children will collect, stop and intercept a ball with efficiency. Throw a ball with accuracy from a distance and using</p>	<p>Athletics- understand and take part in running short and long distances and the passing of batons. Link running and jumping moves together.</p>



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			others in the game.		a variety of different skills and equipment.	
PE (Game On)	Year 3 – Outdoor & Adventurous- working in large and small groups and undertake a range of team building activities.	Year 3 - Throwing & catching: Netball- develop dexterity and consistency of receiving and passing skills. Learn positions and rules of the game.	Year 3 – Games Making up games (scoring, 1:1, 1:2, 1:3)- suggest ways to improve the work of their peers, work co-operatively with a group.	Year 3 – Net & wall Tennis- to hit a forehand with one hand. Drop feed a ball to themselves and hit it with accuracy to a target.	Year 3 – Striking & Fielding Kwik Cricket- Be able to put a ball over varying distances. Be able to chip a ball over obstacles.	Year 3 – Athletics- Demonstrate a range of throwing techniques.
PE swimming	Year 4- The children will work up to:	Year 4- Swim whilst controlling breathing.	Year 4 – Swimming for a minimum of 45 seconds using one stroke.	Year 4- Swim confidently and fluidly both on the surface and under the water.	Year 4- Enter the water safely and in a variety of ways.	Year 4- swim using three different strokes on their front and back.
RE	<p>Marking festivals, pilgrimage, traditions and key events in life - looking at two contrasting religions (Hinduism or Sikhism and Christianity) pupils describe different ways and traditions of celebrating festivals.</p> <p>Symbolic expression in prayer and worship – through the exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music).</p>		<p>Belonging to a community, individual commitment and religious leadership – exploring where we may belong, pupils discover how some people identify and define themselves, what belonging might mean and how it shapes their lives.</p> <p>Communicating through sacred spaces and prayer – pupils investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja).</p> <p>Different ideas about God and gods, creation and ultimate questions – Pupils learn about and debate why there are different ideas about Gods/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. why don't we know what happens when we dies?)</p>		<p>Sacred texts and stories, their guidance and impact – enquiring about what is wisdom, where does it come from and who decides what is wise, pupils explore a range of faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives.</p> <p>Taking responsibility for living together, values and respect - pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. How do humanists show care and responsibility for others?)</p> <p>Reflecting on ethic, what is right and wrong, just and fair – pupils apply their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day etc...)</p>	
French Children will be learning various French	All about me Children will learn basic greetings and interests	Games and songs Children will learn counting and specific	Celebrations Children learn the days of the month and annual	Portraits Children will learn about their features (eyes, mouth)	The four friends Children will learn about the animals and the way	Growing things Children will learn about fruit and vegetables. They



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Year 2 Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TRIPS	Cinema – linked to reading and writing.		The Zoo		Stanstead Mountfitchet Castle & Norman Village – History & Art	
English Year 3	<p>Poetry – free verse and shape (3) Tales with a moral, writing and performing (2) SMSC</p> <p>Links biblical stories PSHE moral- rights and responsibilities Poem about a sculpture DT – making a book with tales.</p>	<p>Recount – Newspaper and instructions (4) Tales with a moral, writing and performing (2) SMSC</p> <p>Links how to play a game or from after playing a game. Newspaper report about trip or children in need.</p>	<p>Poetry (2/3) Narrative traditional tales and fairy tales (2)</p> <p>Volcano poems Fairy tales about animals (science)</p>	<p>Explanation and reports (4/5)</p> <p>Explanation about plant cycle</p>	<p>Poetry free verse and performance poetry (3)</p> <p>Narrative adventure and mystery stories (5) Adventure story linked to the Normans. Mystery story about the broken tapestry.</p>	<p>Non-fiction letter writing Adverts (6)</p> <p>Letter to a company about healthy eating Adverts about food for healthy eating. Letter writing from a Norman soldier.</p>
English Year 4	<p>Poetry: Free verse and Kennings (link to PSHE about them) (2) Traditional tales/Myths and Quests (3-4)</p> <p>Links biblical stories PSHE moral- rights and responsibilities Poem about a sculpture DT – making a book with tales.</p>	<p>Reports (4-5) Christmas writing (1-2)</p> <p>Links – report of a sports game use current sporting events. Newspaper report about trip or children in need.</p>	<p>Poetry: Free Verse and Narrative (2) Stories settings (2-3)</p> <p>Poetry about weather or the earth. Poetry about animals and humans. Set the scene using volcanoes and geographical landscapes around the world.</p>	<p>Plays (2-3) Non-fiction persuasion (2-3)</p> <p>Persuasive writing about buying a piece of art work. Persuasive writing about healthy eating (links to PSHE and science).</p>	<p>Performance poetry and Narrative (2) Stories from other cultures (4) SMSC</p> <p>Link is PSHE and SMSC as well as Geography as we cover aboriginal stories.</p>	<p>Stories which raise issues/dilemmas (2) SMSC Explanation and discussion texts (2-3)</p> <p>Stories link to the apartheid –PSHE/SMSC. Explanation and discussion linked to the Normans.</p>
History	<p>Anglo Saxon and Viking settlement</p> <p>Anglo Saxon and Viking settlement Pupils learn about the Roman withdrawal from Britain in AD410. They discover Anglo-Saxon invasions and settlement and kingdoms including place names and village life. Pupils understand the struggle between the Viking and Anglo-Saxons for the Kingdom of England to the time of Edward the Confessor. Cross curricular links: English- Recount</p>				<p>Norman conquest and rule including doomsday book feudalism and Norman culture.</p> <p>Pupils continue their history learning in chronological order following on from Vikings. They will understand how and why the Normans invaded in England in 1066 including the historical event of 'Dooms Day'. Cross curricular: English-poetry</p>	



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Geography			<p>Volcanoes, earthquakes and climate zones as well as bio domes and vegetation belts.</p> <p>Children will be learning about physical geography, including: climate zones, biomes, vegetation belts and volcanoes. Within this, skills such as map reading will be developed; broadening their understanding of different countries and locations of continents.</p> <p>Cross Curricular: English- Explanation</p>		
Computing	<p>Accuracy counts</p> <p>Children will understand computer networks, including the internet and how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. They will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Cross Curricular: History- Anglo Saxons/Vikings</p>		<p>Developing communication</p> <p>Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Children will understand how to safely write and receive emails as well as blogging.</p> <p>Cross curricular links: English- Letter writing</p>		<p>Authoring</p> <p>Children will understand the areas accessible to them on the school network; know that there are many computer networks in the world. They will save and organise their work in folders on the network; use appropriate file names; learning that these systems store data as 'bytes. They will use digital tools within the software to improve appearance and aids accuracy and efficiency.</p>
Science	<p>Rocks</p> <p>Pupils to understand the different types of rock and how each type is formed. Investigate the different properties of rock. Study the formation of fossils and soil.</p>	<p>Forces & Magnets</p> <p>Compare how different things move on different surfaces. Observe magnets attracting or repelling each other. Sort different materials by whether or not they are magnetic.</p> <p>Explanation writing</p>	<p>Animals, including humans (nutrition, muscles, joints skeleton etc)</p> <p>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. Identify that humans and some other animals have skeletons</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of a flower. Explore the requirements of plants for life and growth.</p> <p>Non-chronological report</p>	<p>Plants</p> <p>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 dispersal.</p> <p>Light</p> <p>Recognise that light is needed to see things. Understand that light from the sun can be dangerous. Look at how shadows are formed when light is blocked.</p> <p>Free verse poetry</p>



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			and muscles for support, protection and movement			
PSHE	<p><u>Being me and my world</u></p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	<p><u>Celebrating difference</u></p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	<p><u>Dreams and goals</u></p> <p>Includes goal-setting, aspirations for individuals and the world and working together.</p>	<p><u>Healthy me</u></p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p>	<p><u>Relationships</u></p> <p>Includes understanding friendship, family and other relationships, conflict resolution, communication skills and bereavement, loss and change.</p>	<p><u>Changing me</u></p> <p>This puzzle includes relationship education in the context of coping positively with change.</p>
D & T	<p>Catapults (Science/History- Forces/Romans)</p> <p>Following on from their Science and History learning, children will be designing, creating and evaluating how to build a successful catapult. They will trial and test different materials to see which material is the most durable and which travels the furthest.</p>		<p>Moving Monsters - Linkages & Levers (Imaginative writing about the monster)</p> <p>Children will develop the creative, technical and practical expertise needed to perform everyday tasks confidently. They will critique, evaluate and test their ideas and products as well as the work of others. In their Design and Technology lessons, children will be developing the understanding and use of mechanical systems in their products, e.g. levers and linkages.</p>		<p>Lights and circuits (Science and computing)</p> <p>Children will plan, create and evaluate a working lighthouse by creating a simple circuit. They will learn the symbols used for the correct electrical components. They will develop a plan for their model where the circuit will sit securely and work sufficiently. Testing where necessary.</p>	
Art	<p>Still life- Montage Andy Goldsworthy</p> <p>Using natural resources and materials, children explore the different textures and colours of the natural environment. Children will practise their pencil skills and complete their artwork using a variety of mediums. In addition, they will practise their composition of their natural materials based on research of the artist.</p>		<p>Painting – reflection in nature (Maths) Claude Monet</p> <p>Children will explore a range of art work with different reflections in a range of directions from various artists. Using a choice of medium, children will be experimenting with colours and patterns within nature. Children will evaluate and analyse the creative works of the Claude Monet and create their own impressions of the artist’s work. They will develop their proficiency in drawing and painting whilst making sure to record any observations.</p>		<p>Sculpture (clay work) (Science) Roy Lichenstein Georgia O’Keefe</p> <p>Linking to their science, children have been looking at plants. They have been working on becoming proficient in drawing, painting and sculpting as they made their flowers using clay. When designing their flower, they spent some time learning about the scientific understanding about the parts and roles of a flower.</p>	



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PE 1	Throwing & catching games Netball	Gymnastics	Invasion Games Tag Rugby	Dance	Striking & Fielding Rounders	Athletics
PE (Game On)	Year 3 – Outdoor & Adventurous	Year 3 - Throwing & catching Basketball	Year 3 – Games Making up games (scoring, 1:1, 1:2, 1:3)	Year 3 – Net & wall Tennis	Year 3 – Striking & Fielding Kwik Cricket	Year 3 - Athletics
RE	<p>Marking festivals, traditions and key events in life – looking at two contrasting religions (Christianity and Islam) pupils describe ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Easter, Christmas etc..)</p> <p>Symbolic expression in prayer and worship – through the exploration of beliefs and practices, pupils explain how symbolic actions in worship can communicate and express meaning beyond words.</p>		<p>Belonging to a family, a community, challenges and religious leadership – what does it mean to belong to a faith community? Pupils explore share beliefs and develop imaginative and creative ways of expressing their own faith or belief commitments.</p> <p>Communicating through sacred spaces and prayer – pupils investigate the role and special space for worship in a mosque and a church exploring meaning and significance for followers.</p> <p>Different ideas about God and gods, creation and ultimate questions – discussing challenging questions about meaning, purpose and truth, pupils consider the different ideas about God and pose some deeper questions.</p>		<p>Sacred tests and stories, their guidance and impact – enquiring about what is wisdom, pupils explore the power of faith stories and sacred writing from the Christian and Islamic traditions.</p> <p>Taking responsibility for living together, values and respect – pupils consider their responsibility for the world and for each other and some religious and worldview responses.</p> <p>Reflecting on ethics, what is right and wrong, just and fair - pupils learn about justice and fairness through the work of development charities.</p>	
Music Yr3 & 4	Outside provision	Outside provision	Outside provision	Outside provision	Outside provision	Outside provision
French	All aboard! Children will learn about different countries, weather and transportation.	Pocket money Children will learn basic questions and answers related to money.	Tell me a story! Children will learn numbers up to 100 and different commands.	Our sporting lives Children will learn how to communicate different hobbies as well as different foods.	The carnival of animals Children will learn about a variety of animals, sizes and time.	What's the weather like? Children will learn about temperatures, dates and clothing.