

Yearly overview 2024- 2025

	Autumn		Spring		Summer	
Special Visits	Henley River and Rowing Museum		Visit to the Bhatividanta Temple		Roman soldier visit	
English	How to Wash a woolly Mammoth Stone Age Boy Wind and the Willows – non-fiction writing Poetry Rivers writing Christmas writing		Dialogue and plays (Easter performance) Instruction writing The Jungle Book		Recounts – Roman soldier visit Non-chronological reports – Bones and bodies Escape from Pompeii – descriptive writing	
Maths	Number and Place Value Number – addition and subtraction	Number – addition and subtraction Number – multiplication and division	Number – multiplication and division	Measurement – length, perimeter, capacity and weight Number - Fractions	Measurement – time, money Number - Fractions	Geometry – shapes. Statistics
Science	Rocks and Soil compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and	Light recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows	Forces and magnets compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a	Plants 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	Humans and animals 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 and muscles for support, protection and movement	

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	organic matter.	are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.	variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
History (Alternate with Geography as stated)	Stone Age Pupils should be taught about: - changes in Britain from the Stone Age to the Iron Age This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - changes in Britain from the Stone Age to the Iron Age Iron Age Pupils should be taught about:	India Pupils are taught the legacy of Indian/British culture on later periods of British history, including the present day Why were the British in India? What does Empire mean and how did the British lead India (monarch, Governor-General) How did British culture affect/influence India? When did India gain its independence from Britain? Why did India want independence from Britain?	Romans The Roman Empire and its impact on Britain - Julius Caesar’s attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian’s Wall - British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		

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	Changes in Britain from the Stone Age to the Iron Age Iron Age hill forts: tribal kingdoms, farming, art and culture		• Compare and contrast India in 1947 to modern day India	
Geography (Alternate with History as stated)	The UK – England Counties in the UK • Rivers • Human and Physical features • Rivers – the counties that the River Thames flows through (from source to mouth).		Asia – India • Where is India? • What is the climate in India? • Locate major cities in India. • What are human and physical features within Indian cities? • What are the differences and similarities between India and the UK for land use and climate? • What are the mountain ranges in India? • How are mountains in India formed?	
Europe - Italy			• Volcanoes – Pompeii • Climate differences • Geographical references • Famous buildings and landmarks	
Art	• Drawing and sketching skills • Colour blending – Tones and shades • Cave painting – natural materials • Watercolour linked to Wind in the Willows		• Rangoli tiles – geometric / symmetry • Mehndi patterns • Traditional Indian Gond Painting	
DT	Pneumatic animals		Levers and leverages – Roman catapult.	
RE	Hinduism Would celebrating Divali at home and in the community bring a feeling of belonging	<u>Christianity</u> What do Christians believe? Has Christmas lost its true meaning?	<u>Hinduism</u> How can Brahma be everywhere and in everything?	<u>Christianity</u> Jesus' miracles and Easter - forgiveness What is 'good' about Good Friday?
			Christianity What is good about Good Friday? Hinduism Would visiting the River Ganges feel special to a non-Hindu?	

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	to a Hindu child?				
Music	Charanga – recorder course		Charanga – writing music down Year 3/4 production		Charanga – Playing in a band Compose with your imagination.
Computing	Computing systems and networks - develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs - compare digital and non-digital devices - introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches - discover the benefits of connecting devices in a network.		Programming – sequencing sounds - exploring the concept of sequencing in programming through Scratch - an introduction to the programming environment - introduction to a selection of motion, sound, and event blocks - create their own programs, featuring sequences - The final project is to make a representation of a piano Data and information - branching databases - develop their understanding of what a branching database is and how to create one - gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions - create physical and on-screen branching databases - they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.		Creating Media – desktop publishing - will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages - use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents - introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover Programming – Events and actions - explores the links between events and actions, while consolidating prior learning relating to sequencing - then explore movement within the context of a maze, using design to choose an appropriately sized sprite - programming extensions, through the use of Pen blocks

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PSHE	New Beginnings Good to be me Goals for Year 3 Dream Jars		Self Esteem Going for Goals Children's Rights Respect for Property		Relationships Bullying Changes Safety/ Safety at Home	
French	Commonly used sounds Greetings Numbers		Numbers Alphabet letters Verbs – commands Adjectives – slowly/ quickly Asking politely Classroom Objects		Numbers Items of clothing Days of the week Parts of the body	
PE	Netball Gymnastics	Tag Rugby Dance	Field Hockey Dance	Gymnastics Handball	Athletics Tennis	OOA Rounders
Cooking			Indian Samosas (DT)		Italian Pizzas	