

St. Anne's and  
Guardian Angels  
Catholic Primary School



# **Mixed Age Year 3/4 Curriculum Overview**

## **Academic Year: 2025-2026**

Updated: September 2025



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

Academic Year: 2025-2026

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>RE</b> 'To Know You more Clearly' model curriculum: Year 3	<b>Branch One: Creation and Covenant</b>  <b>Y3 Focus: Creation as God's Gift</b>  -----  Class Saint, Gospel Writers & Guardian Angels.  <i>Other Faith: Judaism</i>		<b>Branch Two: Prophecy and Promise</b>  <b>Y3 Focus: Mass &amp; Matthew's Nativity</b>	<b>Branch Three: Galilee to Jerusalem</b>  <b>Y3 Focus: Matthew – Miracles and Parables</b>  -----  <i>Other Faith: Hinduism</i>	<b>Branch Four: Desert to Garden</b>  <b>Y3 Focus: Institution of the Eucharist</b>	<b>Branch Five: To the Ends of the Earth</b>  <b>Y3: Mass and Mission</b>	<b>Branch Six: Dialogue and Encounter</b>  -----  <i>Other Faith: Islam</i>	
<b>RSHCE</b> (Ten:Ten Units)	Transition and Getting Along Together  Asthma Awareness		Get Up!, We Don't Have to Be The Same	Respecting our Bodies, What is Puberty?, Changing Bodies	What Am I Feeling?, What Am I Looking At?, I Am Thankful!	Lifecycles	A Community of Love, What is the Church? How Do I Love Others?	
<b>Topic</b>	<b>Local Study: Tower of London &amp; Tower Hamlets</b>	<b>Black History Month: Culture: Our Heritage, Cultures, Customs and Influences</b>	<b>Local Study: Robert Peel &amp; The Police Force</b>	<b>Anglo Saxons</b>	<b>Viking Raids</b>	<b>Monarchs: A comparison between the reigns of Elizabeth I and Elizabeth II</b>	<b>Extreme Earth: Land, Water, Weather</b>	<b>Refugee Week: Migration of Ideas</b>



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<p><b>English Key Texts</b></p>	<p>Fiction: The Mystery of the Disappearing Underpants by Nikki Young</p> <p>Fiction: Hermelin The Detective Mouse by Mini Grey (THEP)</p>	<p>Fiction: Varmints by Helen Ward</p> <p>Poetry: MaCavity the Mystery Cat by T.S Elliot</p>	<p>Fiction: Short Stories: Finn MacCool and The Giant's Causeway by Malachy Doyle</p> <p>Fiction: Beowulf The Hero by Tony Bradman and Tony Ross (<b>Whole Class Read Beowulf by Michael Morpurgo</b>)</p>	<p>Fiction Short Stories: The Saga of Erik the Viking by Terry Jones</p> <p>Fiction: The Saga of Biorn by The Literacy Shed</p> <p>NF: Viking Long ship by Mick Manning and Brita Granstrom</p>	<p>Fiction: The Iron Man by Ted Hughes (THEP)</p> <p>Poetry: The Coming of the Iron Man by Brenda Williams</p> <p>Poetry: Pike by Ted Hughes, Cat-Rap by Grace Nichols, Fireflies by Carolyn Hall</p>	<p>Fiction: The Giant's Necklace by Michael Morpurgo</p> <p>Fiction: Rumaysa Radiya Hafiza (THEP)</p> <p><i>Malala's Magic Pencil</i> by Malala Yousafzai (Refugee Week)</p>
<p><b>English &amp; Cross Curricular: Writing Outcomes / Genres</b></p>	<ul style="list-style-type: none"> <li>• Letter Writing</li> <li>• Narrative</li> <li>• Persuasive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Non Chronological Report</li> <li>• Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Description</li> <li>• Short Story</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Short Story</li> <li>• Narrative</li> <li>• Diary entry</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Writing</li> <li>• Newspaper Report</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Text</li> <li>• Diary Entry</li> <li>• Escape Scene</li> <li>• Description</li> </ul>
<p><b>Maths</b></p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Measurement</p>		<p>Multiplication and division</p> <p>Length and perimeter</p> <p>Fractions</p>		<p>Time</p> <p>Decimals</p> <p>Money</p> <p>Shape</p> <p>Position and direction</p> <p>Statistics</p>	
<p><b>Art</b> (Twinkl Units)</p>	<p>Autumn</p>				<p>European Art and Artists</p>	
<p><b>DT</b> (DT: Twinkl Units)</p>			<p>Food Technology: Let's Get Cooking</p>	<p>DT: Mechanical Posters</p>		
<p><b>Science</b> Taught in discrete year groups</p>	<p><b>Year 3</b></p> <p>Biology: Skeletons</p> <p>Biology: Movement</p> <p>Biology: Nutrition and diet</p> <p>Sustainability: Food waste</p>		<p><b>Year 3</b></p> <p>Chemistry: Fossils</p> <p>Chemistry: Soils</p> <p>Physics: Light</p>		<p><b>Year 3</b></p> <p>Biology: Plants A</p> <p>Physics: Forces</p> <p>Physics: Magnets</p> <p>Biology: Plants B</p>	



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	Chemistry: Rocks			Sustainability: Biodiversity		
	<b>Year 4</b> Biology: Group and classify living things Biology: Data collection A Chemistry: States of matter		<b>Year 4</b> Physics: Sound Biology: Data collection B Physics: Electricity Sustainability: Energy	<b>Year 4</b> Biology: Data collection C Biology: Habitats Sustainability: Deforestation Biology: The digestive system Biology: Food chains		
<b>Computing</b> (teachcomputing.org Units)	Computing systems and networks - Systems and searching		Programming - Selection in physical computing		Creating media - Introduction to vector graphics	
<b>Music</b>	Strings: Level 2, Unit 1		Strings: Level 2, Unit 2		Strings: Level 2, Unit 3	
<b>PE</b> (Twinkl Units)	Invasion Games: Hockey	Gymnastics: Movement	Swimming	Swimming	Striking and Fielding Games: Cricket	Athletics
<b>French</b> (Twinkl Units)	Y3 Unit: Getting to Know You <i>(Y4 Consolidation)</i>	Y3 Unit: All About Me <i>(Y4 Consolidation)</i>	Y3 Unit: Time <i>(Y4 Consolidation)</i>	Y4 Unit: Going Shopping	Y4 Unit: What's the Time?	Y4 Unit: Holidays and Hobbies
<b>Suggested Trips/Visits</b>	The Tower of London	City of London Police Museum  School visit: Policeman	Westminster Abbey	Maritime Museum: Meet the Vikings Workshop  Goresfield Day Trip	The National Portrait Gallery  Dulwich Picture Gallery  V&A Museum	Soanes Centre  The Science Museum



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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## In Depth RE Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>RE</b> 'To Know You more Clearly' model curriculum: Year 3</p>	<p><i>Theme for the Year:</i> <b>Y3 – Eucharist</b></p>					
	<p><b>Branch One: Creation and Covenant</b></p> <p><b>Y3 Focus: Creation as God's Gift</b></p> <p>-----</p> <p>Class Saint, Gospel Writers &amp; Guardian Angels.</p> <p><i>Other Faith: Judaism</i></p>	<p><b>Branch Two: Prophecy and Promise</b></p> <p><b>Y3 Focus: Mass &amp; Matthew's Nativity</b></p>	<p><b>Branch Three: Galilee to Jerusalem</b></p> <p><b>Y3 Focus: Matthew – Miracles and Parables</b></p> <p>-----</p> <p><i>Other Faith: Hinduism</i></p>	<p><b>Branch Four: Desert to Garden</b></p> <p><b>Y3 Focus: Institution of the Eucharist</b></p>	<p><b>Branch Five: To the Ends of the Earth</b></p> <p><b>Y3: Mass and Mission</b></p>	<p><b>Branch Six: Dialogue and Encounter</b></p> <p>-----</p> <p><i>Other Faith: Islam</i></p>
<p><b>Key Content / Skills</b></p>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>• That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world.</li> <li>• That in the first account of the Creation one day is 'made holy' (Gen 2:3).</li> <li>• That the Church teaches that 'Creation is the common work of the Holy Trinity'.</li> </ul>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>• Why Christians go to Mass on Sunday.</li> <li>• How Catholics celebrate Mass. For Advent:</li> <li>• Messiah would be born of a virgin and would be called Immanuel (Is 7:14).</li> <li>• The Annunciation to Joseph (Matt 1:18-25).</li> <li>• Revisit Lk 1:26-38.</li> </ul> <p><b>Believe</b></p> <ul style="list-style-type: none"> <li>• Sunday is the day of the Resurrection</li> </ul>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>• Miracles, either:</li> <li>• Cure of the centurion's servant (Matt 8:5-13) or</li> <li>• Cure of a paralytic (Matt 9:1-8)</li> <li>• Parables, either:</li> <li>• Parable of the Sower (Matt 13:4-9)</li> <li>• Parable of the Sower explained (Matt 13:10-17) or</li> <li>• Parable of the yeast (Matt 13:33) or</li> <li>• Parable of the treasure and of the</li> </ul>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>• The miracle of the loaves (Matt 14: 13-21).</li> <li>• The last supper (The institution of the Eucharist) (Matt 26: 26-29).</li> <li>• Extracts from a Eucharistic Prayer.</li> </ul> <p><b>Believe</b></p> <ul style="list-style-type: none"> <li>• At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles</li> </ul>	<p><b>Hear</b></p> <ul style="list-style-type: none"> <li>• Road to Emmaus (Lk 24:13-35)</li> <li>• The mission to the world (Matt 28:16-20)</li> <li>• The group of apostles (Mary) (Acts 1:12-14)</li> <li>• Early Church (Acts 2:42-47)</li> <li>• Paul's Letter to the Corinthians (1 Cor 11:23-27)</li> </ul> <p><b>Believe</b></p> <ul style="list-style-type: none"> <li>• The disciples recognised Jesus when he breaks the</li> </ul>	<p><b>Dialogue</b></p> <ul style="list-style-type: none"> <li>• Exodus 12:1-8,15-20, 13:3</li> <li>• Lk 22:14-23 By the end of this unit of study, pupils will know that the Church teaches:</li> <li>• For Christians, the Eucharist is linked with the Jewish celebration of Passover.</li> </ul> <p><b>Encounter</b></p> <ul style="list-style-type: none"> <li>• Some simple facts about how the Jewish festival of the Passover is</li> </ul>



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<ul style="list-style-type: none"> <li>• The first account of the Creation, Genesis 1:1-2:4.</li> <li>• Extracts from either Psalm 8 or 19 in praise of Creation.</li> <li>• In an age-appropriate way, LS 66 and 88.</li> </ul> <p><b><u>Believe</u></b></p> <ul style="list-style-type: none"> <li>• God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2).</li> <li>• That all human beings are made in God's image and all people have dignity and are created equal.</li> <li>• A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love.</li> </ul>	<p>of Jesus. Therefore, Christians gather on Sunday.</p> <ul style="list-style-type: none"> <li>• Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).</li> <li>• The Liturgy of the Word includes readings from the Old Testament and the New Testament.</li> <li>• That Jesus birth was foretold by the prophets.</li> <li>• That Joseph listened to the angel and opened his heart to the Holy Spirit.</li> </ul> <p><b><u>Celebrate</u></b></p> <ul style="list-style-type: none"> <li>• How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc.</li> </ul>	<p>pearl (Matt 13:44-46) For Epiphany:</p> <ul style="list-style-type: none"> <li>• The visit of the Magi (Matt 2:1-12)</li> </ul> <p><b><u>Believe</u></b></p> <ul style="list-style-type: none"> <li>• The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world.</li> <li>• The kingdom of God begins in all those who open their hearts to God's love.</li> <li>• The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning.</li> <li>• Jesus' parables to show the choices people must make to accept his invitation to the kingdom.</li> </ul> <p><b><u>Celebrate</u></b></p> <ul style="list-style-type: none"> <li>• Praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus.</li> </ul> <p><b><u>Live</u></b></p>	<p>priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer).</p> <ul style="list-style-type: none"> <li>• Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). By the end of this unit of study, pupils will know that the Church teaches that:</li> <li>• A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church.</li> <li>• The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be</li> </ul>	<p>bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ.</p> <ul style="list-style-type: none"> <li>• There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity.</li> <li>• Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers.</li> <li>• Mass was celebrated in the early Church.</li> </ul> <p><b><u>Celebrate</u></b></p> <ul style="list-style-type: none"> <li>• That the sign of the cross is the shortest summary of the Christian faith.</li> <li>• That some prayers that reference the Trinity and the work of the Holy Spirit.</li> <li>• That the celebration of Mass ends by reminding</li> </ul>	<p>celebrated by Jews in Britain today. By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> <li>• Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.).</li> <li>• Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.</li> </ul> <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>• <i>Special Buildings</i></li> <li>• <i>Friday is the day of special prayer</i></li> <li>• <i>Call to Prayer</i></li> <li>• <i>How Muslim people worship</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• The dignity of all human beings is one of the principles of Catholic Social Teaching.</li> </ul> <p><b><u>Celebrate</u></b></p> <ul style="list-style-type: none"> <li>• Extracts from a psalm of Creation.</li> <li>• How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si').</li> </ul> <p><b><u>Live</u></b></p> <ul style="list-style-type: none"> <li>• Ways in which we can show care for God's world (stewardship) as part of our care for each other.</li> <li>• Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.</li> </ul> <p><b><u>Judaism</u></b></p>	<ul style="list-style-type: none"> <li>• Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word.</li> <li>• How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel).</li> </ul> <p><b><u>Live</u></b></p> <ul style="list-style-type: none"> <li>• Some ways that Christians prepare for the coming of Christ during Advent.</li> <li>• Representations in art around the world, connecting to the prophecies of Christ's coming.</li> </ul>	<ul style="list-style-type: none"> <li>• About the life of a saint who worked to build the kingdom of God.</li> </ul> <p><b><u>Hinduism</u></b></p> <ul style="list-style-type: none"> <li>• <i>Special places</i></li> <li>• <i>The Mandir</i></li> <li>• <i>How Hindu People worship</i></li> </ul>	<p>received by those who believe.</p> <ul style="list-style-type: none"> <li>• That at the Last Supper Jesus instituted the Eucharist.</li> <li>• People give themselves to Jesus when they receive the Eucharist (Holy Communion).</li> </ul> <p><b><u>Celebrate</u></b></p> <ul style="list-style-type: none"> <li>• Some prayers and responses Catholics say during Mass.</li> <li>• Some prayers and responses Catholics sing during the Eucharistic Prayer.</li> <li>• Some ways people celebrate their first Eucharist (First Holy Communion).</li> </ul> <p><b><u>Live</u></b></p> <ul style="list-style-type: none"> <li>• The ways in which Catholics are called to live Eucharist by following the example of Jesus.</li> <li>• Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany).</li> </ul>	<p>Christians of Jesus' instruction to make disciples of all nations.</p> <p><b><u>Live</u></b></p> <ul style="list-style-type: none"> <li>• That being a Christian means to share the gospel.</li> <li>• That Christians today continue to follow the example of the apostles and early Church when they gather to say Mass.</li> <li>• How the Emmaus story is represented in art (e.g., Caravaggio's Supper at Emmaus; Maximino Cerezo Barredo, Emmaus Triptych 2014; He Qi, The Road to Emmaus, Supper at Emmaus).</li> <li>• That the mystery of the Trinity is represented symbolically, e.g., Trinity knot</li> </ul>	
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# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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	<ul style="list-style-type: none"><li>• <i>There are special places</i></li><li>• <i>The Synagogue</i></li><li>• <i>The importance of the Synagogue</i></li></ul>					
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# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

Academic Year: 2025-2026

## In Depth English Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English: Key Texts</b>	<p>Fiction: The Mystery of the Disappearing Underpants by Nikki Young</p> <p>Fiction: Hermelin The Detective Mouse by Mini Grey (THEP)</p>	<p>Fiction: Varmints by Helen Ward</p> <p>Poetry: MaCavity the Mystery Cat by T.S Elliot</p>	<p>Fiction: Short Stories: Finn MacCool and The Giant's Causeway by Malachy Doyle</p> <p>Fiction: Beowulf The Hero by Tony Bradman and Tony Ross (<b>Whole Class Read Beowulf by Michael Morpurgo</b>)</p>	<p>Fiction Short Stories: The Saga of Erik the Viking by Terry Jones</p> <p>Fiction: The Saga of Biorn by The Literacy Shed</p> <p>NF: Viking Long ship by Mick Manning and Brita Granstrom</p>	<p>Fiction: The Iron Man by Ted Hughes (THEP)</p> <p>Poetry: The Coming of the Iron Man by Brenda Williams</p> <p>Poetry: Pike by Ted Hughes, Cat-Rap by Grace Nichols, Fireflies by Carolyn Hall</p>	<p>Fiction: The Giant's Necklace by Michael Morpurgo</p> <p>Fiction: Rumaysa Radiya Hafiza (THEP)</p> <p><i>Malala's Magic Pencil</i> by Malala Yousafzai (Refugee Week)</p>
<b>English &amp; Cross Curricular: Writing Outcomes / Genres</b>	<ul style="list-style-type: none"> <li>• Letter Writing</li> <li>• Narrative</li> <li>• Persuasive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Non Chronological Report</li> <li>• Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Description</li> <li>• Short Story</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Short Story</li> <li>• Narrative</li> <li>• Diary entry</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Writing</li> <li>• Newspaper Report</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Text</li> <li>• Diary Entry</li> <li>• Escape Scene</li> <li>• Description</li> </ul>
<b>Grammar Focus Year 3</b>	<ul style="list-style-type: none"> <li>• Use the punctuation taught in KS1 (capital letter, full stop, question mark, exclamation mark, comma in a list, apostrophe for contraction and singular possession)</li> <li>• Paragraphs as a way to group related material</li> <li>• Expanded noun phrases for description and specification</li> <li>• Formation of nouns using a range of prefixes, such as super-, anti-, auto-</li> <li>• Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</li> </ul>		<p><b>Reinforce and apply Autumn objectives throughout</b></p> <ul style="list-style-type: none"> <li>• Use of the <b>present perfect</b> form of verbs instead of <b>the simple past</b> (e.g. He has gone out to play contrasted with He went out to play)</li> <li>• Headings and sub headings as a way to present information</li> <li>• Consolidate KS1 affixes (un-, -s/-es, -ed/-ing, -er/-est, -ment, -ness, -ful, -less, -ly)</li> <li>• Use sentence of different forms as appropriate – question, statement, exclamation or command</li> <li>• Identify clauses in sentences</li> </ul>		<p><b>Reinforce and apply Spring objectives throughout</b></p> <ul style="list-style-type: none"> <li>• Use a growing range of vocabulary (including noun phrases) for description (e.g. verbs, precise nouns)</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use a range of conjunctions (coordinating and subordinating), and begin to use some adverbs and prepositions</li> <li>• Use sentence of different forms as appropriate</li> <li>• Use the progressive verb form</li> <li>• Begin to use the present perfect verb form</li> </ul>	



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	<ul style="list-style-type: none"><li>• Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</li><li>• Expressing time, place and cause using <b>conjunctions</b> (e.g. when, before, after, while, so, because), <b>adverbs</b> (e.g. then, next, soon, therefore), or <b>prepositions</b> (e.g. before, after, during, in, because of)</li><li>• Introduction to inverted commas to punctuate direct speech</li></ul>	<ul style="list-style-type: none"><li>• Identify <b>main</b> and <b>subordinate clauses</b> in complex sentences and <b>use coordinating and subordinating conjunctions</b></li><li>• Identify and use the <b>progressive verb</b> form</li><li>• Use pronouns mostly correctly</li><li>• Use inverted commas to punctuate direct speech</li></ul>	<ul style="list-style-type: none"><li>• Use inverted commas to punctuate direct speech</li></ul>
<p><b>Grammar Focus Year 4</b></p>	<ul style="list-style-type: none"><li>• Adverbs of time and manner and fronted adverbials (e.g. Later that day, I heard the bad news.)</li><li>• Use of commas after fronted adverbials.</li><li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li><li>• Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was or I did instead of I done)</li><li>• Use of inverted commas and other punctuation to indicate direct speech, for example, a comma after the reporting clause. End punctuation with inverted commas: The conductor shouted, 'Sit down!'</li><li>• Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names).</li></ul>	<p><b>Reinforce and apply Autumn Term objectives throughout</b></p> <ul style="list-style-type: none"><li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</li><li>• Use of paragraphs to organise ideas around a theme.</li><li>• Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names).</li><li>• The grammatical difference between plural and possessive -s and use of possessive pronouns - his hers, its.</li><li>• e.g. its legs are short <i>and</i> it's short</li><li>• the boys' shoes and the boys are wearing shoes.</li><li>• Identify and use main and subordinating clauses</li><li>• Use of pronouns to replace nouns.</li></ul>	<p><b>Reinforce and apply Autumn and Spring objectives throughout</b></p> <ul style="list-style-type: none"><li>• Use of inverted commas and other punctuation to indicate direct speech, for example, a comma after the reporting clause. End punctuation with inverted commas: The conductor shouted, 'Sit down!'</li><li>• Headings and sub-headings to aid presentation.</li><li>• Correct choice and consistent use of present tense and past tense throughout writing (year 3)</li><li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) (year2) and present perfect form of verbs instead of simple past. (He has gone out instead of he went out) (year 3)</li><li>• Use a rich and varied vocabulary (including well chosen verbs and nouns, and noun phrases) for description</li><li>• Use a range of affixes for precision</li><li>• Use present and past tense mostly correctly and consistently</li><li>• Use a range of conjunctions (co-ordinating and subordinating), adverbs and prepositions</li></ul>



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

Academic Year: 2025-2026

			<ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech mostly correctly</li> <li>• Use taught punctuation with accuracy</li> </ul>
<p style="text-align: center;"><b>Spelling Focus Year 3</b></p>	<ul style="list-style-type: none"> <li>• Adding -ing, -ed, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, humming, dropping, saddest Exception - letter x is never doubled (year 2)</li> <li>• The /I / sound spelt y elsewhere than at the end of words e.g. myth, gym</li> <li>• Prefixes - un, dis, in, mis, re, sub, inter, super, anti, auto (See spelling appendix)</li> <li>• The suffix -ation</li> <li>• The suffix -ly (See spelling appendix)</li> <li>• Words ending in -sure and -ture e.g. measure, treasure etc Check it is not a word ending in (t)ch -er e.g. teacher</li> <li>• The suffix -ous</li> <li>• Apostrophes of contraction (year 2)</li> <li>Numbers, days and months</li> </ul>	<ul style="list-style-type: none"> <li>• Words with the /k/ sound spelt ch e.g. scheme, chorus, chemist, echo</li> <li>• Words with the /j/ sound spelt ch e.g. chef, chalet, machine</li> <li>• Words with the /s/ sound spelt sc e.g. science, discipline, crescent</li> <li>• Words with ei, eigh or ey spelling e.g. vein, weigh, eight</li> <li>• Use of and possessive apostrophe with singular and plural words e.g. girls', boys', babies' children's, men's, girl's, boy's, child's, man's</li> <li>• Homophones and near-homophones</li> </ul>	<p><b>Teacher planning for consolidation of year 2 and 3 Spelling objectives addressing any gaps weaknesses.</b></p> <p><u><b>Year 3/4 Word List</b></u> <i>See Below</i></p>
<p style="text-align: center;"><b>Spelling Focus Year 4</b></p>	<ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner</li> <li>• The /I / sound spelt y elsewhere than at the end of words e.g. myth, gym</li> <li>• The /ʌ/ sound spelt ou e.g. young, touch, double etc</li> <li>• Prefixes - un, dis, in, mis, re, sub, inter, super, anti, auto</li> <li>• The suffix -ation</li> <li>• The suffix -ly</li> <li>• Words ending in -sure and -ture e.g. measure, treasure etc Check it is not a word ending in (t)ch -er e.g. teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Words ending in -sion e.g. division, invasion</li> <li>• Endings spelt - tion, sion, ssion and cian</li> <li>• See spelling appendix</li> <li>• The suffix -ous</li> <li>• Words ending with the /g/ sound spelt - gue and the /k/ sound spelt -qu e.g. league and antique</li> <li>• Words with the /s/ sound spelt sc e.g. science, discipline, crescent</li> <li>• Words with ei, eigh or ey spelling e.g. vein, weigh, eight</li> <li>• Possessive apostrophe with plural words e.g. girls', boys', babies' children's, men's</li> <li>• Homophones and near-homophones</li> </ul>	<p><b>Teacher to plan for and address gaps weaknesses from year 2 curriculum to year 4.</b></p> <p><u><b>Year 3 &amp; 4 - Word list</b></u> accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart,</p>



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	<ul style="list-style-type: none"><li>• Words with the /k/ sound spelt ch e.g. scheme, chorus, chemist, echo</li><li>• Words with the /ʃ/ sound spelt ch e.g. chef, chalet, machine</li></ul>		height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women
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# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

Academic Year: 2025-2026

## In Depth Maths Overview...

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Place value</u></b>            Hundreds, tens and ones, Represent numbers to 1,000, Partition numbers to 1,000, Thousands, Represent numbers to 10,000, Partition numbers to 10,000, Flexible partitioning, Find 1, 10, 100 or 1,000 more or less, Number lines to 1,000, Number lines to 10,000, Estimate on a number line, Compare numbers, Order numbers, Round to the nearest 10, Round to the nearest 100, Round to the nearest 1,000, Round to the nearest 10, 100 or 1,000, Roman numerals.</p> <p><b><u>Addition and subtraction</u></b>            Add and subtract 1s, 10s, 100s, 1,000s, Add 1s, 10s, 100s, 1,000s across a boundary, Subtract 1s, 10s, 100s, 1,000s across a boundary, Make connections, Add up to two 4-digit numbers – no exchange, Add up to two 4-digit numbers (across a 10), Add up to two 4-digit numbers (across a 100), Add up to two 4-digit numbers (across a 1,000), Add numbers with a different number of digits, Subtract up to two 4-digit numbers – no exchange, Subtract up to two 4-digit numbers (across a 10), Subtract up to two 4-digit numbers (across a 100), Subtract up to two 4-digit numbers (across a 1,000), Subtract numbers with a different numbers of digits, Complements to 100 and 1,000, Estimate answers, Inverse operations, Efficient methods.</p> <p><b><u>Multiplication and division (A)</u></b>            Arrays, Sharing and grouping, The 2, 5 and 10 times-tables, The 4 times-table, The 8 times-table, The 2, 4 and 8 times-tables, The 3 times-table, The 6 times-table, The 9 times-table, The</p>	<p><b><u>Multiplication and division (B)</u></b>            Factor pairs, Multiply and divide by 10 and 100, Reasoning about multiplication, Multiply three numbers, Efficient multiplication, Scaling, Correspondence problems, Multiply up to a 3-digit number by a 1-digit number – no exchange, Multiply up to a 3-digit number by a 1-digit number – with exchange, Related calculations – multiplication and division, Divide by a 1-digit number – flexible partitioning, Divide up to a 3-digit number by a 1-digit number – no exchange, Divide up to a 3-digit number by a 1-digit number – with exchange, Divide up to a 3-digit number by a 1-digit number – with remainders.</p> <p><b><u>Length and perimeter</u></b>            Measure in centimetres and millimetres, Measure in kilometres and metres, Kilometres, metres, centimetres and millimetres, Equivalent lengths, Add and subtract lengths, What is perimeter?, Calculate perimeter, Perimeter of rectilinear shapes, Calculate perimeter of rectilinear shapes, Perimeter of polygons.</p> <p><b><u>Fractions (A)</u></b>            Understand denominators, Compare &amp; order unit fractions, Understand numerators, Understand the whole, Fractions on a number line, Compare &amp; order non-unit fractions, Equivalent fractions, Count beyond 1, Partition a mixed number, Compare &amp; order mixed numbers, Understand improper fractions, Convert mixed numbers to improper fractions, Convert improper fractions to mixed numbers, Equivalent fraction families.</p> <p><b><u>Mass and capacity (A)</u></b></p>	<p><b><u>Time</u></b>            Tell the time to 5 minutes, Tell the time to the minute, Read time of a digital clock, Use a.m. and p.m., Convert between analogue and digital times, Convert between 12- and 24-hour clock times, Hours, minutes and seconds, Find and use durations, Years, months, weeks and days.</p> <p><b><u>Decimals</u></b>            Tenths as fractions, Tenths as decimals, Tenths on a place value chart, Tenths on a number line, Hundredths as fractions, Hundredths as decimals, Hundredths on a place value chart, Halves and quarters as decimals, Make a whole, Partition decimals, Compare and order decimals, Round to the nearest whole number, Divide a number by 10, Divide a number by 100.</p> <p><b><u>Money</u></b>            Pound and pence, Write money using decimals, Convert pounds and pence, Compare amounts of money, Estimate with money, Add money, Subtract money, Find change, Solve problems with money.</p> <p><b><u>Shape</u></b>            Turns and angles, Identify angles, Compare and order angles, Types of lines, Triangles, Quadrilaterals, Polygons, Draw polygons, Symmetry, 3-D shapes.</p> <p><b><u>Position and direction</u></b>            Describe position using coordinates, Plot coordinates, Draw 2-D shapes on a grid, Translate on a grid, Describe translation on a grid.</p> <p><b><u>Statistics</u></b>            Pictograms, Interpret bar charts, Draw bar charts, Comparison, sum and difference, Interpret line graphs,</p>			



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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<p>3, 6 and 9 times-tables, The 7 times-table, The 11 times-table, The 12 times-table, Multiply by 1 and 0, Divide a number by 1 and itself.</p> <p><b>Measurement (Area)</b> What is area?, Count squares, Make shapes, Compare areas.</p>	<p>Measure mass in grams, Measure mass in kilograms and grams, Equivalent masses, Compare mass, Add and subtract mass, Measure capacity and volume in millilitres, Measure capacity and volume in millilitres and litres, Equivalent capacities and volumes, Compare capacity and volume, Add and subtract capacity and volume.</p> <p><b>Fractions (B)</b> Add fractions, Add fractions and mixed numbers, Subtract fractions, Subtract from whole amounts, Subtract from mixed numbers, Unit fractions of an amount, Non-unit fractions of an amount, Reasoning with fractions of an amount.</p>	<p>Draw line graphs, Two-way tables, Collect and represent data.</p>
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# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

Academic Year: 2025-2026

## In Depth Science Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b> Taught in discrete year groups	<b>Year 3</b> Biology: Skeletons Biology: Movement Biology: Nutrition and diet Sustainability: Food waste Chemistry: Rocks		<b>Year 3</b> Chemistry: Fossils Chemistry: Soils Physics: Light		<b>Year 3</b> Biology: Plants A Physics: Forces Physics: Magnets Biology: Plants B Sustainability: Biodiversity	
	<b>Year 4</b> Biology: Group and classify living things Biology: Data collection A Chemistry: States of matter		<b>Year 4</b> Physics: Sound Biology: Data collection B Physics: Electricity Sustainability: Energy		<b>Year 4</b> Biology: Data collection C Biology: Habitats Sustainability: Deforestation Biology: The digestive system Biology: Food chains	
<b>Knowledge</b>	<b>Year 3</b> <u>Biology: Skeletons</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  <u>Biology: Movement</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  <u>Biology: Nutrition and diet</u> 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.  <u>Sustainability: Food waste</u> Identify what food waste is and where it mends up Identify what impact this has on the earth and ways we can reduce food waste.  <u>Chemistry: Rocks</u>		<b>Year 3</b> <u>Chemistry: Fossils</u> Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  <u>Chemistry: Soils</u> Recognise that soils are made from rocks and organic matter.  <u>Physics: Light</u> Recognise that they need light in order to see things and that dark is the absence of light. Recognise how shadows are formed. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.		<b>Year 3</b> <u>Biology: Plants A</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 and how they vary from plant to plant. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  <u>Physics: Forces</u> Compare how things move on different surfaces and know that some forces need contact between 2 objects, but magnetic forces can act at a distance  <u>Physics: Magnets</u> Compare and group together a variety of everyday materials and identify some magnetic materials Describe magnets as having 2 poles	



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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	<p>Compare and group together different kinds of rocks based on their appearance and simple physical properties</p>		<p><u>Biology: Plants B</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 and how they vary from plant to plant. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Sustainability: Biodiversity</u> Identify what biodiversity is and the impact it has Identify what impact humans have on biodiversity and ways we can contribute to biodiversity</p>
	<p><b>Year 4</b> <u>Biology: Group and classify living things</u> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p><u>Biology: Data collection A</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p><u>Chemistry: States of matter</u> Compare and group materials together. Observe that some materials change state when they are heated or cooled. Identify the part played by evaporation and condensation in the water cycle.</p>	<p><b>Year 4</b> <u>Physics: Sound</u> Identify how sounds are made, associating some of them with something vibrating and that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it and between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Biology: Data collection B</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p><u>Physics: Electricity</u></p>	<p><b>Year 4</b> <u>Biology: Data collection C</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p><u>Biology: Habitats</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><u>Sustainability: Deforestation</u> Describe what humans are doing to cause deforestation and identify the impact it is having on the plants and animals in the area.</p>



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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		<p>Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery using switches. Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><u>Sustainability: Energy</u> Identify materials that electricity can be made from and identify how some of these materials may be harmful to the planet. Identify ways we can reduce our energy usage and why it is important.</p>	<p><u>Biology: The digestive system</u> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.</p> <p><u>Biology: Food chains</u> Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<p><b>Working Scientifically Skills</b></p>	<p><b>Year 3</b> <u>Biology: Skeletons</u> Ask questions; gather, record and classify data; present findings</p> <p><u>Biology: Movement</u> Answer questions and make conclusions; present findings</p> <p><u>Biology: Nutrition and diet</u> Gather, record and classify data; answer and make conclusion; present findings</p> <p><u>Sustainability: Food waste</u> Ask questions and present findings</p> <p><u>Chemistry: Rocks</u> Make observations; gather, record and classify data</p>	<p><b>Year 3</b> <u>Chemistry: Fossils</u> Ask questions and present findings.</p> <p><u>Chemistry: Soils</u> Gather, record and classify data; answer questions and make connections; take measurements</p> <p><u>Physics: Light</u> Make observations; gather, record and classify data; ask questions; plan, answer questions and make conclusions</p>	<p><b>Year 3</b> <u>Biology: Plants A</u> Answer questions and make conclusions; gather, record and classify data; ask questions, plan, make observations and present findings</p> <p><u>Physics: Forces</u> Make observations, plan; answer questions and make conclusions</p> <p><u>Physics: Magnets</u> Gather, record and classify data; make observations, plan and present findings</p> <p><u>Biology: Plants B</u> Answer questions and make conclusions</p> <p><u>Sustainability: Biodiversity</u></p>



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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			Ask questions and present findings
	<p><b>Year 4</b>  <u>Biology: Group and classify living things</u>            Gather, record and classify data; ask questions and present finding</p> <p><u>Biology: Data collection A</u>            Gather, record and classify data</p> <p><u>Chemistry: States of matter</u>            Gather, record and classify data; make observation, ask questions, plan; answer questions and make conclusions</p>	<p><b>Year 4</b>  <u>Physics: Sound</u>            Ask question, gather, record and classify data; make observations, plan; answer questions and make conclusions</p> <p><u>Biology: Data collection B</u>            Gather, record and classify data</p> <p><u>Physics: Electricity</u>            Gather, record and classify data; answer questions, make conclusions and ask questions</p> <p><u>Sustainability: Energy</u>            Answer questions and make conclusions; gather, record and classify data</p>	<p><b>Year 4</b>  <u>Biology: Data collection C</u>            Gather, record and classify data; present findings</p> <p><u>Biology: Habitats</u>            Ask questions; gather, record and classify data; present findings</p> <p><u>Sustainability: Deforestation</u>            Ask questions and present findings</p> <p><u>Biology: The digestive system</u>            Make observations, ask questions, plan; gather, record and classify data; present findings, answer questions and make conclusions</p> <p><u>Biology: Food chains</u>            Answer questions and make conclusions; gather, record and classify data; present findings</p>
<b>Enquiry Skills</b>	<p><b>Year 3</b>  <u>Biology: Skeletons</u>            Identifying, grouping and classifying</p> <p><u>Biology: Movement</u>            Identifying, grouping and classifying</p> <p><u>Biology: Nutrition and diet</u>            Research</p> <p><u>Sustainability: Food waste</u>            Sustainability</p> <p><u>Chemistry: Rocks</u>            Identifying, grouping and classifying</p>	<p><b>Year 3</b>  <u>Chemistry: Fossils</u>            research</p> <p><u>Chemistry: Soils</u>            Comparative test</p> <p><u>Physics: Light</u>            Fair test</p>	<p><b>Year 3</b>  <u>Biology: Plants A</u>            Observation over time</p> <p><u>Physics: Forces</u>            Pattern seeking</p> <p><u>Physics: Magnets</u>            Pattern seeking</p> <p><u>Biology: Plants B</u>            Observation over time</p> <p><u>Sustainability: Biodiversity</u>            Sustainability</p>



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	<p><b>Year 4</b> <u>Biology: Group and classify living things</u> Identifying, grouping and classifying</p> <p><u>Biology: Data collection A</u> Observation over time</p> <p><u>Chemistry: States of matter</u> Fair test</p>	<p><b>Year 4</b> <u>Physics: Sound</u> Fair test</p> <p><u>Biology: Data collection B</u> Observation over time</p> <p><u>Physics: Electricity</u> Pattern seeking</p> <p><u>Sustainability: Energy</u> Sustainability</p>	<p><b>Year 4</b> <u>Biology: Data collection C</u> Observation over time</p> <p><u>Biology: Habitats</u> Research</p> <p><u>Sustainability: Deforestation</u> Sustainability</p> <p><u>Biology: The digestive system</u> Research</p> <p><u>Biology: Food chains</u> Research</p>
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# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

Academic Year: 2025-2026

## In Depth Topic (History/Geography) Overview...

	Topic	What Pupils Should Learn
Autumn 1	Local Study: Tower of London & Tower Hamlets	<p><b>Big Question</b> "How has Tower Hamlets – and the Tower of London – changed over time?"</p> <p><b>Key Text(s):</b> Local Study: Tower of London &amp; Tower Hamlets by Historic Royal Palaces</p> <p><b>Pupils Should Learn</b></p> <ul style="list-style-type: none"> <li>· When the Tower of London was built and why. How it has been adapted over the years.</li> <li>· The different uses of the Tower of London throughout history</li> <li>· The use and significance of the Tower of London today</li> <li>· What a borough is and to name some neighbouring London Boroughs</li> <li>· To locate the Borough of Tower Hamlets on a map of London and to use maps, atlases, globes and digital/computer mapping to locate it and describe the features studied</li> <li>· About the physical and human geography of the borough. About the characteristics of the borough and the diversity of its inhabitants (inc. ethnicity, religion, wealth)</li> <li>· Who makes decisions about how Tower Hamlets is run (the mayor, MPs)</li> </ul>
Autumn 1 (Black History Month)	Culture: Our Heritage, Cultures, Customs and Influences	<p><b>Big Question</b> "Does difference enrich us or separate us?"</p> <p><b>Key Text:</b> <i>Skin: A First Conversation About Race</i> by Madison, Ralli and Roxas</p> <p><b>Pupils Should Learn</b></p> <ul style="list-style-type: none"> <li>· Explore the notion of discrimination and racism through reading and discussing, <i>Skin: A First Conversation About Race</i> by Madison, Ralli and Roxas</li> <li>· To discuss their own culture and how they experience it</li> <li>· To explore the cultures and customs of other children in the class and celebrate the similarities and differences between these</li> <li>· To challenge some common misconceptions or assumptions about the cultures studied and discuss how people are sometimes treated because of these preconceived ideas</li> <li>· How black culture (African and Caribbean) has entwined with British culture: music, food, fashion, art</li> <li>· How black people used music to send political messages in the past (e.g Bob Marley – Redemption Song/Stand up for your rights)</li> </ul>
Autumn 2	Local Study: Robert Peel &	<p><b>Big Question</b> "How did Robert Peel help to make communities safer, and how does he still have an impact on us today?"</p>



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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	<b>The Police Force</b>	<p><b><u>Pupils Should Learn</u></b></p> <ul style="list-style-type: none"> <li>What a crime is and examples of crimes from different time periods</li> <li>How crimes have been punished throughout the ages</li> <li>Who Sir Robert Peel was, key events in his life and how he is significant to our lives today</li> <li>The founding of The Metropolitan Police</li> <li>How the police support our community today</li> <li>The role of courts, judges and juries</li> <li>How crimes are punished today</li> <li>To reflect on what makes a good police officer</li> <li>How to report a crime</li> </ul>
<b>Spring 1</b>	<b>Anglo Saxons</b>	<p><b><u>Big Question</u></b> "Who were the Anglo-Saxons, and how did they change life in Britain?"</p> <p><b><u>Key Text(s):</u></b> The Vikings: Raiders, Traders and Adventurers by Marcia Williams <i>The Anglo-Saxons (Usborne History of Britain)</i> by Elizabeth Payne DK Eyewitness: Anglo-Saxons</p> <p><b><u>Pupils Should Learn</u></b></p> <ul style="list-style-type: none"> <li>Why the Romans left Britain</li> <li>Who the Anglo-Saxons were, where they came from and why they moved from this area to form new settlements</li> <li>Who Vortigern was and how we know so much about him</li> <li>About the 7 main kingdoms of Anglo-Saxon England</li> <li>That the early Anglo-Saxons were pagans and about their gods, festivals and worship</li> <li>The role St Augustine and the spread of Christianity in Anglo-Saxon England</li> <li>Who Offa was and why they were significant</li> <li>Who Bede was and why he is significant to our understanding of this period</li> <li>What Anglo-Saxon settlements were like: their structure and functionality</li> <li>What village life was like in Anglo-Saxon kingdoms - how the land was used, farming techniques and tools, dress, diet, craft and pottery</li> </ul>
<b>Spring 2</b>	<b>Viking Raids</b>	<p><b><u>Big Question</u></b> Were the Vikings heroes or villains?</p> <p><b><u>Key Text(s):</u></b> You Wouldn't Want to Be a Viking Raider! by Fiona Macdonald</p> <p><b><u>Pupils Should Learn</u></b></p> <ul style="list-style-type: none"> <li>Which countries the Vikings came from and when and how they first travelled to Britain</li> <li>Why the Vikings travelled to Britain and what the 'Viking Raids' were</li> <li>Where the Vikings first settled in Britain and how they gained territory and took over Anglo Saxon Kingdoms</li> </ul>



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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		<ul style="list-style-type: none"> <li>· What the Danegeld was</li> <li>· What life was like for Vikings: where did they live? What jobs did they do? How did they dress?</li> <li>· How Vikings governed themselves and made laws. What a 'Thing' was and what 'Holmgang' was</li> <li>· About some Viking myths and legends</li> <li>· Who King Alfred the Great was and what happened at the Battle of Edington. King Alfred the Great's role in bringing peace between the Anglo Saxons and Vikings</li> </ul>
Summer 1	Monarchs: A comparison between the reigns of Elizabeth I and Elizabeth II	<p><b>Big Question</b> What makes a good monarch?</p> <p><b>Key Text(s):</b> <i>Queen Elizabeth II and the Kings and Queens of Great Britain by Rachael Saunders</i></p> <p><b>Pupils Should Learn</b></p> <ul style="list-style-type: none"> <li>· What a monarchy is and the difference between an absolute monarchy and a constitutional monarchy</li> <li>· The role of a monarch - what makes a good ruler?</li> <li>· Key events in the life and reign of Queen Elizabeth I</li> <li>· Key characteristics and challenges of Queen Elizabeth I's life and reign - succession, challenges to the throne (Mary Queen of Scots), religious settlement (Catholic, Protestant and Puritans)</li> <li>· Key events in the life and reign of Queen Elizabeth II</li> <li>· Key characteristics and challenges of Queen Elizabeth II's reign - WW2 and role as an army mechanic, first televised coronation, jubilee celebrations</li> <li>· Similarities and differences between the rulers and their reigns</li> </ul>
Summer 2	Extreme Earth: Land, Water, Weather	<p><b>Big Question</b> What makes Earth extreme?</p> <p><b>Key Text(s):</b> <i>Extreme Earth by Toby Reynolds and Paul Calver</i></p> <p><b>Pupils Should Learn</b></p> <ul style="list-style-type: none"> <li>· To name and identify key topographical features of the UK (hills, mountains, coasts and rivers)</li> <li>· To describe and understand key aspects of rivers</li> <li>· To describe and understand key aspects of mountains</li> <li>· To describe and understand key aspects of the water cycle</li> <li>· To describe and understand key aspects of climate zones and weather patterns</li> <li>· To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>· To name some rivers and mountains of the world and in which country/countries they are located</li> </ul>
Summer 2 (Refugee Week)	Refugee Week: Migration of Ideas	<p><b>Big Question</b> How can one person's idea change the way others live or believe?</p>



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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		<p><b><u>Key Text(s):</u></b> <i>'Malala's Magic Pencil'</i> by Malala Yousafzai <i>'My Name is not Refugee'</i> by Kate Milner</p> <p><b><u>Pupils Should Learn</u></b></p> <ul style="list-style-type: none"><li>-The positive impact that migrants have had on the world – for example:</li><li>-Scientists Professor Ugur Sahin and Özlem Türeci who helped to create one of the Covid-19 vaccines</li><li>- Sir Alec Issigonis who designed The Mini Car</li><li>- Computer Scientist Philip Emeagwali who created a computer code which helped the development of the internet</li><li>- The history of fish and chips (originating from Spanish and Portuguese Sephardic Jews) and the owner of the first fish and chip shop, Joseph Malin</li></ul>
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# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

Academic Year: 2025-2026

## In Depth Art / DT Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art/DT focus for topic		<b>Art: Autumn</b>	<b>Food Technology: Let's Get Cooking</b>	<b>DT: Mechanical Posters</b>		<b>Art: European Art and Artists</b>
Key Content / Skills		<p><b>Art</b> ...all children should be able to:</p> <ul style="list-style-type: none"> <li>• Print using Quickprint tiles.</li> <li>• Show colours in their drawing or printing.</li> <li>• Mix and select appropriate colours.</li> </ul> <p>...most children will be able to:</p> <ul style="list-style-type: none"> <li>• Draw observational details based on the leaf in front of them.</li> <li>• Paint an image that resembles details on a vegetable skin.</li> <li>• Combine different types of materials to create a collage.</li> <li>• Draw patterns based on their own observations.</li> </ul> <p>...some children will be able to:</p> <ul style="list-style-type: none"> <li>• Shape or sculpt paper to resemble leaves.</li> <li>• Name some of Matisse's paintings.</li> <li>• Give facts about Matisse's life and work.</li> <li>• Name some of Cezanne's paintings.</li> </ul>	<p><b>Food Technology</b> <i>Recipes requiring mixing, cracking eggs, or more precise measuring.</i></p> <p>Falafel Pittas <a href="https://www.bda.uk.com/resource/falafel-pittas.html">https://www.bda.uk.com/resource/falafel-pittas.html</a></p> <p>Easy Peasy Pizza <a href="https://www.bda.uk.com/resource/easy-peasy-pizza.html">https://www.bda.uk.com/resource/easy-peasy-pizza.html</a></p> <p>Pasta Cheese Bake <a href="https://www.bda.uk.com/resource/pasta-cheese-bake.html">https://www.bda.uk.com/resource/pasta-cheese-bake.html</a></p>	<p>...all children should be able to:</p> <ul style="list-style-type: none"> <li>• Explore mechanical systems.</li> <li>• Draw a simple annotated design.</li> <li>• Start to generate ideas for design criteria.</li> <li>• Make a prototype and finished poster which has at least one lever/linkage mechanism.</li> <li>• Evaluate what they did well on their product and things they could improve.</li> </ul> <p>...most children will be able to:</p> <ul style="list-style-type: none"> <li>• Explore how mechanical systems work.</li> <li>• Draw a design which uses annotations to add some detail.</li> <li>• Develop design criteria to inform the design of innovative products aimed at a particular audience.</li> <li>• Make a prototype and well finished poster which aims to have two lever/linkage mechanisms.</li> </ul>		<p>...all children should be able to:</p> <ul style="list-style-type: none"> <li>• Draw a building</li> <li>• Make a shape house</li> <li>• Paint like a famous artist</li> <li>• Draw a portrait</li> <li>• Use a sketchbook</li> </ul> <p>...most children will be able to:</p> <ul style="list-style-type: none"> <li>• Give information about the artist Anselm Kiefer</li> <li>• Give information about the artist Michelangelo</li> <li>• Give information about the architect Le Corbusier</li> <li>• Give information about the artist Rembrandt</li> <li>• Give information about the designer Coco Chanel</li> <li>• Give information about the artist Salvador Dali</li> <li>• Make a hat</li> </ul> <p>...some children will be able to:</p> <ul style="list-style-type: none"> <li>• Make a moustache picture</li> </ul>



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

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		<ul style="list-style-type: none"><li>• Name some 'Autumn' painters.</li></ul>		<ul style="list-style-type: none"><li>• Use design criteria to help guide the evaluation process</li></ul> <p>...some children will be able to:</p> <ul style="list-style-type: none"><li>• Answer in detail a range of questions about mechanical systems, identifying the input and output.</li><li>• Add detailed annotations to a design to show how different components move.</li><li>• Base design criteria around the needs of the design brief.</li><li>• Make a prototype and well-finished poster which uses up to three lever/linkage mechanisms.</li><li>• Evaluate their product in detail against design criteria.</li></ul>		
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# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

Academic Year: 2025-2026

## In Depth Computing Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Content / Knowledge</b>	<b>Computing systems and networks - Systems and searching</b>		<b>Programming – Selection in physical computing</b>		<b>Creating media – Introduction to vector graphics</b>	
	<ul style="list-style-type: none"> <li>Describe how networks physically connect to other networks</li> <li>Recognise how networked devices make up the internet</li> <li>Outline how websites can be shared via the World Wide Web (WWW)</li> <li>Describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>Recognise how the content of the WWW is created by people</li> <li>Evaluate the consequences of unreliable content</li> </ul>		<ul style="list-style-type: none"> <li>Identify that accuracy in programming is important</li> <li>Create a program in a text-based language</li> <li>Explain what 'repeat' means</li> <li>Modify a count-controlled loop to produce a given outcome</li> <li>Decompose a task into small steps</li> <li>Create a program that uses count-controlled loops to produce a given outcome</li> </ul>		<ul style="list-style-type: none"> <li>Explain that the composition of digital images can be changed</li> <li>Explain that colours can be changed in digital images</li> <li>Explain how cloning can be used in photo editing</li> <li>Explain that images can be combined</li> <li>Combine images for a purpose</li> <li>Evaluate how changes can improve an image</li> </ul>	
<b>National Curriculum Links</b>	2.4 2.5 2.6 2.7		2.1 2.2 2.3 2.6		2.6 2.7	



# St Anne's & Guardian Angels Primary School Mixed Age Year 3/4 Curriculum Overview

Academic Year: 2025-2026

## In Depth Music Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Music</b>	<b>Strings: Level 2, Unit 1</b>		<b>Strings: Level 2, Unit 2</b>		<b>Strings: Level 2, Unit 3</b>	
	<p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Play G, D and A major scales one octave</li> <li>• Play simple pieces in these keys from standard notation</li> <li>• Recognise and play dotted rhythms</li> <li>• Learn about slurred bowing</li> <li>• Contrast forte and piano dynamics</li> <li>• Improvise a short response over 8 beats</li> <li>• Copy back rhythms and simple melodies over 8 beats within the pitches learned</li> <li>• Develop sight-reading skills</li> </ul>		<p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Use lowered 2<sup>nd</sup> finger on A and E strings and understand the difference between tones and semitones</li> <li>• Play G major scale 2 octaves</li> <li>• Play D and A major arpeggios one octave</li> <li>• Play longer pieces within these keys from standard notation, including slurred and separated bowings</li> <li>• Recognise single quavers and single quaver rests</li> <li>• Use more refined dynamics (e.g. mf and mp)</li> <li>• Understand and play in different tempi, including ritardando and accelerando</li> </ul>		<p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Play E minor (natural) scale and arpeggio and understand the difference between minor and major tonality</li> <li>• Play G major arpeggio 2 octaves</li> <li>• Play with good intonation, relying on ear rather than stickers</li> <li>• Play pieces using more refined bowing techniques (staccato; tremolo; col legno; glissando)</li> <li>• Use more refined dynamics, including crescendo and diminuendo</li> <li>• Sing and sight-read simple melodies from notation</li> <li>• Recognise and use elementary musical terms (relating to dynamics, tempi and articulation)</li> </ul>	