

Year 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing	Narrative			Setting description			kennings
	Jim and The Beanstalk	Jim and The Beanstalk	Jim and The Beanstalk	Leon and The Place Between	Leon and The Place Between	Leon and The Place Between	The Big Book of Beasts
Reading	Alex Gregory	Mo O'Hara	Michael Rosen	Roald Dahl	Kate Pankhurst	Jenny McLachlan	Newsround article
	You can have an Outdoor Adventure (NF)	Honey's Hive (F)	Chocolate Cake (P)	The Porcupine (P)	Great Women who Changed the World (NF)	Stink. Wors. Fairy. Ever (F)	What is the Windrush Generation? (NF)
Maths	Place Value			Addition and Subtraction			
	Partition numbers to 100	Partition numbers to 1000	Flexible partitioning	Addition – column method	Addition – column method	Subtraction – column method	Subtraction – column method
Science	Rocks and Soil						
LO	I can group rocks by their appearance.	I can group rocks by according to their characteristics.	I can describe the process of fossil formation.	I can identify fossils in rocks.	I can compare soils.	I can explain how sediment settles in layers.	Assessment
Key knowledge	Rocks can be identified as sedimentary, igneous and metamorphic by their appearance.	Rocks have different properties.	Describe in simple terms how fossils are formed.	Fossils provide evidence of past life. Children will make careful observations to identify whether a rock contains a fossil (Kings Dyke Nature Reserve)	Soils are made from organic matter. Different soils have different drainage rates.	Describe how tiny pieces of rock and soil settle in layers and can eventually form sedimentary rock.	
Key vocabulary	Texture Grainy Shiny Dull Permeable Impermeable Appearance	Sedimentary Igneous Metamorphic Permeable Impermeable Characteristics	Fossil Palaeontologist Bone Imprint Sedimentary layers	Fossil Palaeontologist Bone Imprint Sedimentary layers	Soil Peat Loam Compost Clay Sand	Diagram Gravel Sedimentation Soil Peat Loam Compost Clay Sand	
Geography	Why do people live near volcanoes?						

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Lesson	Friends are special	Who are my key people?	What do we mean by consent in friendships?	What can I do when friendships go wrong?	How should we treat people?	What is bullying?	Dan's dare
Key knowledge	Friendships are built on positive qualities such as kindness, trust, honesty, respect, and support. Friends may sometimes fall out because of disagreements, misunderstandings, jealousy, changes in interests, or poor communication. Problems in friendships can often be resolved by listening, communicating honestly, apologising when needed, and showing respect for each other's feelings.	Everyone needs key people in their lives, to look after them help them with problems and make them happy. Different key people can help with different things, it's important to emphasise that big problems need adult key people to help, not just friends. The police are an example of trusted adults who we do not know personally but can trust to help us because of their special job.	Consent means asking for and giving permission before doing something that affects another person. Everyone has the right to decide whether to give or refuse permission. Healthy friendships are based on respect, boundaries and listening to other people's choices.	That it is normal for friendships to sometimes go wrong. It is important to try and stay calm and kind when dealing with friendships that have gone wrong and, if this isn't possible, it's a good idea to walk away from the situation. If a person is frequently making you feel sad or hurting you, it's important to tell a trusted adult.	Abuse is purposefully making someone else feel scared and intimidated, it can include hitting, shouting or controlling another person. Domestic abuse is abuse that happens within the home. Domestic abuse is illegal. Trusted adults at school can help you with problems at home. Schools have Designated Safeguarding Leads who are experts in helping with problems at home.	When does banter become bullying behaviour? The differences between bullying behaviour and falling out. Pupils will learn about why identifying somebody as a bully or a victim is unhelpful, before learning about being an 'upstander'. There is a brief mention of a restorative conversation which could be further developed.	A dare is a challenge to do something, often to impress others or take a risk. Everyone has the right to say no to a dare, especially if it makes them feel uncomfortable, unsafe, worried, or pressured. Using assertive strategies and seeking support from trusted adults can help people stay safe and make responsible choices.
Key vocabulary	friendship, trust, conflict, resolution, loneliness	key person, trusted adult, support, wellbeing, police	consent, permission, boundaries, choice, respect	friendship, conflict, respect, kindness, calm, trusted adult	Abuse, domestic abuse, trusted adult, Designated Safeguarding Lead (DSL)	Banter, bullying, falling out, upstander, restorative conversation	Dare, persuade, feelings
Computing	Touch Typing				Presentations		
LO	I can learn correct finger positioning on the keyboard and understand when to use the left or right hand.	I can learn how to type numbers accurately and to use the shift key for capital letters.	I can practise typing punctuation marks and symbols and build accuracy with simple words.	I can practise typing sentences using capital letters, spaces, and full stops.	I can open PowerPoint, add text and change how it looks.	I can add slides, change slide designs and insert pictures into a presentation.	I can add animations to pictures and text, and transitions between slides.
Key knowledge	Using the correct fingers for different keys improves typing speed, accuracy	The keyboard includes special keys, such as Shift, which help users enter numbers, capital letters	Punctuation and symbols are important tools for communicating clearly and	Clear digital communication requires accurate sentence construction using capital	Presentation software allows users to create and edit digital content by	Digital presentations can be organised and enhanced using multiple slides, layouts and images	Animations and transitions can improve a presentation by guiding the audience's attention and supporting

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	and efficiency when creating digital content.	and other characters accurately.	accurately in digital documents.	letters, spaces and punctuation.	adding and formatting text to meet a specific purpose.	to communicate information effectively.	the communication of ideas.
Key vocabulary	home row keyboard accuracy	shift key capital letter number keys	Punctuation symbol typing	sentence space bar full stop	PowerPoint text box font	Slide layout image	Animation transition presentation
Music	Creating compositions for an animation						
Lesson	I can tell a story from a piece of music through movement.	I can create a soundscape using percussion instruments.	I can create a range of sounds to accompany a story.	I can compose and perform a rhythm to accompany a story.	I can compose and notate a short melody to accompany a story.	I can perform and evaluate my melody.	Performance
Key knowledge	Music can suggest characters, moods and events, and movement can be used to interpret and communicate these ideas.	Percussion instruments can be used to create different sounds and effects that represent places, events and atmosphere.	Musical sounds can be selected and combined to enhance storytelling and create a desired mood or effect.	Rhythms are patterns of long and short sounds that can be composed and performed to support different parts of a story.	Melodies are made from sequences of pitches and can be recorded using simple musical notation so they can be performed again.	Musicians improve their work by performing, listening carefully and evaluating how effectively their music communicates their ideas.	
Key vocabulary	tempo dynamics mood	soundscape percussion atmosphere	timbre effect composition	rhythm pulse pattern	melody pitch notation	perform evaluate audience	
Religious Education	Light						
LO	To understand how the symbols of light and dark are used, with examples from worship, sacred texts, festivals and art work.	To develop understanding of symbolism in Divali lights.	I can explain what light means for Hindus.	To learn to describe and understand the festival of Hanukkah and make links from the festival to the symbolism of light.	I can explain what light means for Jews.	I can compare the similarities and differences of the ways light is used in Hinduism and Judaism.	Assessment

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Key knowledge	Many religions use the symbols of light and darkness to represent ideas such as hope, goodness, guidance, wisdom and overcoming challenges.	During Diwali, Hindus use lights called diyas to symbolise the victory of light over darkness and good over evil.	For Hindus, light is an important symbol of knowledge, hope, goodness and the presence of the divine.	Hanukkah celebrates the miracle of the oil lasting for eight days, and the Hanukkah lights symbolise faith, hope and God's presence.	For Jews, light is a symbol of faith, remembrance, guidance and God's relationship with His people.	Hindus and Jews both use light as a symbol of hope and goodness, but they connect it to different beliefs, stories and religious traditions.	
Key vocabulary	light darkness symbol	Diwali diya goodness	Hinduism hope divine	Hanukkah menorah miracle	Judaism faith guidance	similarities differences beliefs	
Physical Education	Ball Skills						
LO	I can catch different sized objects with increasing consistency with two hands.	I can improve my tracking and throwing skills.	I can show a variety of throwing techniques.	I can improve my tracking and kicking skills.	I can track a ball that is not sent directly to me.	I can apply sending and receiving skills in games.	I can apply sending and receiving skills in games.
Key knowledge	Successful catching requires pupils to track an object's movement, position their body correctly and use control when receiving it.	Accurate throwing depends on tracking a target, using correct technique and controlling the direction and power of the throw.	Different throwing techniques can be used for different purposes and help improve accuracy, distance and control in games.	Effective kicking requires pupils to watch the ball carefully and use balance, coordination and technique to send it accurately.	Moving into space and reacting to the flight or direction of a ball helps pupils receive and control it successfully.	Sending and receiving skills can be combined in games to keep possession and support attacking and defending strategies.	Players improve their game performance by selecting appropriate sending and receiving skills and evaluating their effectiveness during play.
Key vocabulary	catch track control	throw accuracy target	underarm overarm technique	kick balance coordination	reaction space receive	send receive possession	strategy evaluate performance
Physical Education	OAA (Outdoor Adventurous Activities)						
LO	I can develop my co-operation and teamwork skills.	I can communicate with my team by sharing and reflecting on tactics.	I can work with others towards a shared goal.	I can follow instructions given by my teammate.	I can read and draw a simple map.	I can follow a simple map.	I can draw a route using directions and navigate around a grid.

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Key knowledge	Successful teams work together by listening, sharing ideas and helping each other to achieve a common goal.	Tactics are simple plans that can be discussed, tested and improved through team communication and reflection.	A team is most effective when everyone understands the goal and contributes their role towards achieving it.	Clear instructions and careful listening help teams complete challenges accurately and safely.	Maps use symbols, landmarks and simple routes to represent real places and help people find their way.	Following a map requires matching map information to the environment to navigate from one point to another.	Routes can be planned and followed by using directions and grid references to move accurately between locations.
Key vocabulary	teamwork cooperation goal	tactics communication reflection	role contribute challenge	instructions listening accuracy	map symbol landmark	navigate route environment	direction grid reference location
MFL	Phonics				I am learning Spanish		
LO	I can learn the first set of phonics sounds (ch, j, n, ll, rr)	I can learn the first set of phonics sounds (ca, ce, ci, co, cu)	I can learn the first set of phonics sounds (ca, ce, ci, co, cu)	I can learn the first set of phonics sounds (ga, ge, gi, go, gu)	I can learn the first set of phonics sounds (ga, ge, gi, go, gu)	I can learn the first set of phonics sounds (b, v, cc, qu, z)	I can learn the first set of phonics sounds (b, v, cc, qu, z)
Key knowledge	Spanish letters and letter combinations can make different sounds from English, and recognising these phonics patterns helps with accurate pronunciation and reading.	The letter c makes different sounds in Spanish depending on the vowel that follows it, helping learners decode and pronounce unfamiliar words.	Understanding Spanish sound-spelling patterns enables pupils to read aloud with increasing accuracy and confidence.	The pronunciation of g changes in Spanish depending on the vowel that follows, and recognising these patterns supports speaking and listening skills.	Identifying and practising Spanish phonics helps pupils improve their pronunciation and understanding of spoken language.	Some Spanish letters and letter combinations represent sounds that differ from English and must be practised to support accurate communication.	Knowing common Spanish phonics rules helps pupils link spelling, sound and meaning when reading, speaking and listening.
Key vocabulary							