

Years 3 & 4 Curriculum Overview 2026-2027 Cycle B

William Gilpin - Curriculum for Learning

INTENT	A curriculum that is...	...cohesive, knowledge rich and skills focused. Enables all learners to apply skills, deepen their understanding and achieve successful outcomes.								
	Nurturing Learners that are:	Resilient & curious	Collaborative	Effective communicators	Independent	Reflective	Future leaders			
	A curriculum that	Delivers high quality outcomes	Has secure learning pathways		Inspires & engages		Has an inclusive approach and is challenging for all			
IMPLEMENTATION	Subjects	EYFS	English	Maths	Science, Technology, Computing	Geography, History, Religion	Art, Music	MFL	PE & Games	RSE, PSHE
	Teaching for Learning	Quality first teaching Inclusive teaching		Secure learning journeys		Responsive & adaptive teaching strategies		High expectations for learning outcomes and behaviours		Calm, well organised and enabling learning environments
	Assessment for learning	High challenge, low threat	Clear learning objectives shared with pupils		Understood success criteria	Feedback that has impact	Use of self & peer assessment		Effective use of summative & formative assessment	Quality assurance through moderation
IMPACT	High expectations	To secure...								
		Excellent teaching & learning	Great progress		High attainment & standards		High attendance and good learning behaviours		Positive learning culture	

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Term	Years 3 & 4 Art & Design Technology		
Autumn	DT Structures: Pavilions Exploring pavilion structures, learning what they are used for and investigating how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.	Art Painting and mixed media: Light and dark Developing colour-mixing skills, using shades and tints to show form and create three dimensions when painting. Children learn about composition and plan their own still life to paint, applying their chosen techniques	Christmas Projects
Spring	DT Mechanical systems: Mechanical cars Using lollipop sticks, wheels, dowels and straws to create three prototype cars with different mechanisms. Pupils then apply their understanding of mechanisms to design a mechanical car kit, giving consideration to cost, durability and sustainability of the materials. They conduct market research of competitor car kits, create design criteria and provide customer feedback to other groups after testing, comparing and evaluating their cars.	Art Craft and design: Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Children may also extend their learning to create a modern response by designing a 'zine' (a mini-book made from folding a single piece of paper).	
Summer	DT Electrical systems: Torches Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	Art Craft and design: Fabric of nature Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric	

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Term	Years 3 & 4 Computing	
Autumn	Computing systems and network Networks - Learning what a network is and how devices communicate and share information.	Data handling Comparison cards databases - Learning about records, fields and data and sorting and filtering data.
Spring	Computing systems and network Journey inside a computer - Assuming the role of computer parts and creating paper versions of computers to consolidate understanding of how a computer works.	Computing systems and networks Collaborative learning - Learning how to work collaboratively and exploring a range of collaborative tools.
Summer	Data handling Investigating weather - Researching and storing data on spreadsheets and designing a weather station.	Computing systems and networks HTML - Learning about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remixing' a live website.

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Term	Years 3 & 4 English					
Autumn	WRITING					
	<i>The Legend of the Crabe Phare</i> Write a diary entry	<i>The Legend of the Crabe Phare</i> Write a persuasive letter	<i>Interview with a shark</i> Write an interview	<i>The Last Zookeeper</i> Write a story end	<i>Girl and Robot</i> Write a letter	<i>Where Zebras Go</i> Write a poem
	SPaG - All - Expanded noun phrases, coordination, apostrophes for omission, inverted commas, apostrophes for singular possession, adverbs, adverbials Year 4 - paragraphs, subordination, compound and complex sentence structures. Handwriting: Continuous cursive Spelling: Grammarsaurus Morphology approach					
	READING					
	The Whale by Ethan and Vito Murrow; Flotsam by David Wiesner The Secret Ocean by Amy Grimes The Future is in our Hands Climate Action by Georgina Stevens			The Wild Robot by Peter Brown How to Build Robots by Louise Derrington Where the Zebras Go by Sue Hardy Dawson		
Spring	WRITING					
	<i>The Secret Garden</i> Write narrative including two person dialogue	<i>The Secret Garden</i> Write a persuasive letter	<i>A river</i> Write a narrative about a journey		<i>The Thames and Tide club Life in the Thames</i> Write an information page	
	SPaG: All – Prepositions, use of ‘when’ and ‘if’, speech, expanded nouns, fronted adverbials, sentence variation. Handwriting: Letter Join Continuous cursive Spelling: Grammarsaurus Morphology					
	READING					
	Selections from versions of The Secret Garden by Peter Brown The Big Book of Blooms by Yuval Zommer			<i>The Thames and Tide club</i> by Katya Balen Life on the Thames by Emma Shoard The River by Valerie Bloom		

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Summer	WRITING			
	<i>Marcy and the Riddle of the Sphinx</i> Write part of the story	<i>Tadeo Jones</i> Write a letter applying to go on a Tadeo Jones adventure	<i>Rapunzel, Tangled, Big Bad Wolf</i> Write own fairy tale	<i>Rumaysa</i> Write first person account of part of the story
	SPaG: persuasive devices, letter layout, prepositions for time, paragraphs, headings and subheadings, organisation of ideas. Handwriting: Continuous cursive, fluency Spelling: Grammarsaurus Morphology			
	READING			
	Author Study: The Variety of Life by Nicola Davies A First Book of Nature by Nicola Davies Classic Poetry: What is Pink by Christina Rossetti		<i>Rumaysa</i> by Radiya Hafiza The Forest That Grows Around Me by Charlotte Guillain Performance Poetry: The Sound Collector by Robert McGough	

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Term	Years 3 & 4 Geography and History	
Autumn	History: How have children's lives changed? Exploring the continuities and changes to children's lives through time, the children learn about past leisure activities, health problems and work. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.	Geography - Who lives in Antarctica? Learning about latitude and longitude and how this links to climate. Contemplating the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. Exploring the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Studying Shackleton's expedition and planning their own expeditions, using mapping skills.
Spring	History: What was important to ancient Egyptians? Developing their understanding of how ancient civilisations emerged, the children explore the geography of Ancient Egypt and the significance of the River Nile. They also learn how historians use evidence like the Rosetta Stone to uncover the past. In addition, they examine the role of religion in daily life through beliefs about gods, goddesses and the afterlife; and consider how these beliefs were reflected in mummification practices and burial items.	Geography - Are all settlements the same? Exploring different types of settlements and land use, and the difference between urban and rural. Describing the different human and physical features in the local area and how these have changed over time. Making land use comparisons between the local area and New Delhi to find key similarities and differences between these two locations.
Summer	History: How did the achievements of the ancient Maya impact their society and beyond? Investigating historical and archaeological evidence, the children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	Geography - What are rivers and how are they used? Exploring the different ways water is stored and moves, developing an understanding of the water cycle. Naming and mapping major rivers both in the UK and globally. Learning about the features and courses of a river and how they are used by humans, and studying a local river to identify these features.

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<i>Term</i>	Years 3 & 4 Mathematics							
Autumn	Number and Place Value	Addition & Subtraction	Measure	Multiplication & Division	Fractions	Geometry	Mental Addition & Subtraction	Measure
Spring	Fractions	Geometry	Number and Place Value	Addition & Subtraction	Measure	Multiplication & Division	Fractions	Statistics
Summer Y3	Multiplication & Division	Geometry	Number and Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measure	Number and Place Value

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Term	Years 3 & 4 MFL (French)		
Autumn	Les Saisons In this unit pupils will learn the 4 seasons of the year along with 2 phrases for each season in the foreign language. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and describe it in an extended sentence.		La Date Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.
Spring	Epiphany and Galette des Rois Les Fruits In this unit pupils will learn 10 fruits in the singular and plural forms and will be introduced to the simple opinions 'I like' and 'I don't like'. By the end of the unit pupils will have the knowledge and skills to be able to ask and answer which fruits they like and don't like in French and perform a Class Survey.	Je me presente By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	
Summer	Au Salon de Thé By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar previously covered (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.		Être and Avoir A series of explicit grammar lessons in which pupils will focus on personal pronouns before learning how to conjugate 4 high frequency irregular verbs in the foreign language: to be and to have .

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Term	Years 3 & 4 Music	
Autumn	Compositions in response to an animation Theme: Mountains Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	Rock and Roll Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a whole-class piece.
Spring	Ballads Learning what ballads are, how to identify their features and how to convey different emotions when performing. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	Haiku, music and performance Theme: Hanami Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.
Summer	Samba and carnival sounds and instruments Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Changes in pitch, tempo and dynamics Theme: Rivers Representing the different stages of a river through vocal and percussive ostinatos, culminating in a final group performance.

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Term	Physical Education & Games	
Autumn	Fundamental Movement Skills: Developing agility and coordination Children practise changing speed and direction, reacting quickly, combining movements and coordinating different parts of the body. These skills provide strong foundations for games, athletics, dance and other sports.	Fitness: stamina, strength and flexibility Children develop greater awareness of the different components of fitness and how these support physical activity. Through circuits, challenges and sustained activity, they develop cardiovascular stamina, muscular strength and flexibility.
	Tag Rugby: Children build on their sending and receiving skills to develop passing, catching, evasion and tagging. They learn to move into space, support teammates and attack and defend with greater purpose. Small sided games develop decision making, teamwork and an understanding of the basic rules and tactics of tag rugby.	Handball and Football: Children apply increasingly secure sending, receiving and movement skills to invasion games. They develop passing, dribbling, shooting and receiving while moving and learn to create and use space. Through small-sided games, children develop tactical awareness, make decisions under pressure and understand how to attack and defend.
Spring	Gymnastics: movement, balances and sequence composition Building on earlier gymnastics, children perform a wider range of movements, jumps, rolls and balances with greater control and precision. They combine actions using changes of level, direction and speed and create longer sequences. Children develop fluency, consider transitions and begin to evaluate and refine the quality of their performances.	
	Orienteering and creative thinking: Children develop basic navigation and orienteering skills, devise games with clear rules and participate in tactical team challenges. Children learn to plan, communicate, adapt strategies and evaluate which approaches are most effective.	Cricket : Children develop their striking and fielding skills through cricket, learning to bat with increasing control and accuracy and developing overarm throwing, catching and bowling techniques. They begin to apply these skills tactically in small-sided games.
Summer	Net and Wall Games: Pickleball Children develop racket control and coordination, learning to play forehand and backhand shots with increasing accuracy. They practise maintaining rallies and begin to direct the ball into space to win points. Simple games introduce scoring, positioning and basic tactics to outmanoeuvre opponents.	Outdoor adventure activities: team challenge and problem solving. Children work collaboratively to complete physical challenges and solve practical problems. They learn to communicate clearly, listen to others, plan approaches and adapt when strategies are unsuccessful. Activities develop leadership, resilience, trust and cooperation, encouraging children to recognise how different strengths can contribute to successful teamwork.
	Tennis: Children develop racket control and coordination, learning to play forehand and backhand shots with increasing accuracy. They practise serving, returning and maintaining short rallies and begin to direct the ball into space. Simple games introduce scoring, positioning and basic tactics, preparing children for more sustained and competitive play.	Athletics: Children develop their running, jumping and throwing techniques through a range of athletic activities. They learn to sprint efficiently, pace themselves over longer distances and improve accuracy and distance when jumping and throwing. Children measure and compare performances, identify areas for improvement and begin to understand how technique affects performance.

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Term	Years 3 & 4 Religious Education	
Autumn	Community - Neighbour (The Good Samaritan) Understanding Christianity Key Learning Points A parable is a story with a meaning. Jesus often taught using parables. The parable of the Good Samaritan is about loving your neighbour. Christians try to follow the Samaritan's example by loving others.	Light as a Symbol Understanding Christianity Key Learning Points A symbol is an object with a special meaning, like a heart meaning love. The Bible uses the symbolism of the light shining in the darkness. Christians believe that Jesus is the light of the world and they celebrate this at Christmas.
Spring	Remembering (Passover) Living Difference IV - Judaism Key Learning Points Passover is an important festival for most Jews. The story of the Passover is found in the Hebrew Bible. Passover tells the story of how Moses led the Jews out of slavery in Egypt. The Seder meal has special foods in it to help remember parts of the story.	Remembering (Holy Communion) Understanding Christianity Key Learning Points The story of Jesus' death and resurrection is told in the New Testament. Christians celebrate this at Easter. Many Christians understand Jesus' death as a sacrifice for us. Christians remember Jesus' sacrifice through the Holy Communion service.
Summer	Authority (Torah) Living Difference IV- Judaism Key Learning Points The Torah is the first five books of the Hebrew Bible and includes the ten commandments. The Torah is written in Hebrew. Part of the Torah is read in the synagogue on Shabbat. The Torah scroll is kept in a special cupboard called the ark and carried to a stand called the bimah. Jews use a special pointer called a yad to protect the scroll.	Special Sacred Places Living Difference IV - Buddhism Key Learning Points A Buddhist temple is a centre for study and worship. The model of the stupa represents the path of enlightenment for Buddhists. Statues of the Buddha (Buddha Rupas) are used for a focus. Offerings are given, such as lotus flowers (symbolizing beauty and impermanence), candlelight, incense and music.

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Term	Years 3 & 4 RSE and PSHEE	
Autumn	My healthy self: How can I take care of my mind and body? Understanding the connection between the mind and body, pupils use more nuanced language to describe their own and others' emotions and feelings. They recognise habits that support a good night's sleep and reflect on how bullying can negatively affect feelings, identifying how and where to get support.	Citizenship 1: What rights and responsibilities do we have? Exploring what is meant by rights and responsibilities, pupils learn about children's rights, human rights and why these matter. Focusing on caring for the environment, pupils learn about reducing, reusing and recycling waste and why responsible choices are important. Pupils also explore how responsibilities extend to the wider community by learning how local councils meet the needs of people in the local area.
Spring	Health protection: How can we prevent illness and injury and respond if they happen? Understanding how hygiene routines help prevent illness, pupils learn about sun safety and explore how vaccines support the body to build immunity. They practise making judgements on when health concerns can be managed independently and when help is needed, apply basic first aid responses for common injuries and role-play making clear and effective 999 calls.	My healthy self: How can I make healthy choices? Exploring the benefits of keeping active for both body and mind, pupils recognise the importance of a balanced diet and staying hydrated. They identify strategies to help build a growth mindset and explore different ways to be kind, recognising that helping others can positively affect how they feel.
Summer	Citizenship: How can I spend my money wisely? Considering how to spend money wisely, pupils explore the different ways people pay for things, including cash and card. They learn what budgeting means and why planning how money is spent can help people make better choices. Pupils also explore some of the feelings money can cause, understand why it is important to keep track of money and begin to think about what value for money means.	Growing up: How will my body and emotions change as I grow up? Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. They learn about periods and how to manage them and identify who they can talk to if they have questions about body changes. Pupils also consider issues surrounding privacy, boundaries and consent.

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Term	Years 3 & 4 Science	
Autumn	Forces, Earth & space - Forces & magnets Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses.	Materials - States of matter Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.
Spring	Energy - Sound and vibrations Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. They study dolphins and whales to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. Pupils explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles.	Animals, including humans - Classification and changing habitats Identifying different ways to group living things, children make classification keys to explore which grouping methods are most effective. Pupils study how habitats change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of conservationists and design conservation pamphlets.
Summer	Plants - Plant reproduction Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. They investigate factors that may affect plant growth and how water is transported. They explore how seeds vary and create models to show seed dispersal methods.	Making connections - How does wind force affect seed dispersal? Using different wind speeds to disperse seeds, pupils measure how force affects the distance they travel. They consider how seeds are shaped differently and how this links with the way they are dispersed. Extending the enquiry, pupils measure the volume of different wind speeds to better explain their results. They explore biomimicry, considering how seed shapes have contributed to product design.