

# Year3/4 (Fountains/Lindisfarne/St James/Central) Year A 2025-26

	Autumn 1	Autumn 2	Themed Week Compare & contrast Sutterton/Swineshead v London Understand geographical similarities and differences, name and locate cities of the UK, use compass points and grid references Balanced argument Using CAD, design a key ring for a London visitor to buy (D printing)	Spring I	Spring II	Summer I	Summer II	Theme Week Roman Britain Invasion, life in Roman Britain, changes to daily life and religion, key figures in Britain at the time (History)	
	Maps of Worlds	Plants and Climates		From the Stone Age to the Iron Age		The Commonwealth			
History /Geography	Locating the worlds countries, inc key physical and human characteristics, major cities, rivers and mountains, identify latitude and longitude (geography)	Describe and understand key aspects of climate zones, biomes, vegetation belts, locating these on maps, using compasses and grid references (Geography)		Neolithic hunter gatherers, bronze age, religions, technology and travel, iron age kingdoms, farming and culture (History)		Social history, important and influential figures from the Commonwealth, Commonwealth values and Games (History)			
Enquiry Questions	Yr 3 Q1. Where do I live? Q2 Which continents are some countries found in Q3 What are the key physical features of each continent Q4 What are the capital cities of countries on each continent Year 4 additions Q5 What do we mean by human geographical features Q6 How do we compare two countries	Yr 3 Question 1 Where are the plants found? Question 2 What is a biome? Question 3 How do plants survive in extreme climates? Question 4 Which plants do we eat? Year 4 additions Question 5 How else do humans use plants Question 6 What do we mean by mega-diverse?		Q1 What was new about the stone Age? Q2 Which is better, stone, bronze or iron? Q3 What evidence do we have about Iron Age Britain? Year 4 additions Q4 When would it have been better to live, the Stone, Bronze or Iron Age? Q5 how did life change over the 3 ages?		Q1 What is the Commonwealth and how was it set up? Q2 Which countries are part of the commonwealth? Q3 What is the Commonwealth Charter Q4 What role have Ghandi, CV Raman and Mary Seacole played in promoting British values? Q5 What are the Commonwealth Games? Q6 Why do countries participate in the games? Year 4 additions Q7 is the Commonwealth still a relevant organisation now?			
Text based writing/whole class text/cross curricular linked text	Journey Sinbad The Sailor The Magic Box The Boy Who Grew Dragons Look Inside-What Happens When You Eat	The Secret Wild Plants To the Rescue Daisy And the Trouble with Nature Listen To the Quiet		The Secrets of Stonehenge How To Wash a Wolly Mammoth The Stone Age Boy Charlotte's Web The Twits Peggy, The Always Sorry Pigeon		A River of Stories The Commonwealth Games-One Shot The Complete Nonsense of Edward Lear The Hodgeheg Iron Man A Really Short Journey Through the Body I Ate Sunshine for Breakfast			
Genres	Narrative Poetry	Letter speech advert		Newspaper report Instructions Narrative/description		Non-Chronological Report biography explanation Poetry			

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Science	Animals including humans Yr 3/4 Nutrition- food groups, food webs, energy sources, digestive system	Light – Yr 3/4- Light and dark/shadows and reflections, safety		Rocks and soils- formation, classification and properties, fossil formation, soil formation	Forces and magnets- attraction and repulsion, strength, magnetic materials, metals and magnets, poles,	Animals inc humans Skeletons and muscles	Plants- Functions of different parts of a plant, requirements for growth, transportation of water	
Enquiry Questions	Q1 what are the main 5 food groups? Q2 What are some examples of each? Q3 How are animals classified by their diet? Q4 where do we get our energy from Year 4 additions Q5 What is a food web? Q6 what do we mean by digestive system?	Q1 is everything we see a light source? Q2 What do we mean by reflected? Q3 How do we see non-light sources? Q4 where do we get energy from? Q5 how is the sun dangerous? Q6 how can we keep ourselves safe? Year 4 additions Q7 how are shadows formed? Q8 How does light travel		Q1 What do different rocks look like? Q2 How hard are rocks? Q3 Can rocks float? Q4 How are fossils formed? Q5 How are soils formed? Q6 What are soils made from Year 4 additions Q7 how are different rock types formed? Q8 how can we identify different rock types by structure?	Q1 how can magnets make some objects move? Q2 Does the same object move the same way on different surfaces? Q3 Which surfaces make movement easier and why? Q4 How strong are magnets? Year 4 additions Q5 Which materials block magnets? Q6 are all metals magnetic? Q7 Do opposites attract?	Q1 what is an endoskeleton? Q2 which bones can you name? Q3 how do muscles work? Q4 do all animals have the same skeletons? Year 4 additions Q5 what different types of skeletons are there? Q6 how are skeletons held together?	Q1 what are the different parts of food plants? Q2 Can I label a diagram of a flowering plant? Q3 What are the functions of flowers, stems, leaves and roots? Year 4 additions Q4 What do plants need to grow? Q5 How is water transported in plants?	
RE Fountains/Lindisfarne/St James	LKS2A What is my duty and how do I know? (Part 1)	LKS2A What is my duty and how do I know? (Part 2)		LKS2A What is a Good Life? (Non-Religious Worldviews)	LKS2A What is a Good Life (Christian Worldviews)	LKS2A Do Christians Have to Believe in God as Trinity? (Part 1)	LKS2A Do Christians Have to Believe in God as Trinity? (Part 2)	
Enquiry Questions	1)What does the Sri Harmandir Sahib mean to Sikhs? 2)What do Sikhs believe about Waheguru? 3)How do Sikhs achieve Gurmukhi? 4)Do all Sikhs belong to the kalhsa? 5)How do Sikhs perform Sewa? 6)What is my duty?	1)What does dharma mean? 2)What is atman? 3)What is moksha? 4)How is Diwali celebrated? 5)How does the story of Rama and Sita demonstrate dharma? 6)How does the story of arjuna and Krishna demonstrate dharma?		1)what is the difference between equity and equality? 2)who was James Baldwin? 3) What do we mean by humanism? 4)what do humanists base their views on? 5) How did Abram's viewpoint change over his life? 6)What do we	1)What are Christian saints? 2)what does St Francis inspire us to do? 3)How can readings from the bible help us live a good life? 4)what other readings help Christian lead a good life? 5)What do Franciscans follow? 6) How would I live a good life?	1)What is a Source of Authority? 2)What do we mean by Trinity? 3) Why was St Paul so important to Christians? 4) What is the Nicene Creed? 5)What do Catholics feel about the Trinity? 6)What does the Church of England believe about the Trinity?	Key Questions 1)What can sources of authority tell us? 2)What do Quakers believe? 3)what are the Sources of Authority for Quakers? 4)How do Quakers express their beliefs about God? 5)How can Christians express their beliefs about God?	

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RE Central	LKS2B What is Religion? What is Spirituality?	LKS2B Are all homes spiritual?		Lks2b can spirituality make things better? (non-religious worldviews)	LKS2B Can Spirituality Make Things Better? (Religious Worldviews)	LKS2B How Do People Express their Spirituality Together? (Part 1)	LKS2B How Do People Express their Spirituality Together? (Part 2)	
Enquiry Questions	1)what do we mean by religion? 2)what do we mean by spirituality? 3)How did Celtic Christians express spirituality? 4)How do Sikhs express spirituality? 5)How do non-religious people express spirituality? 6)what do we think of spirituality?	1)What is meant by spirituality? 2) why do Christians worship at home? 3)How do Catholics express spirituality at home? 4)how do Jewish people express spirituality at home? 5)How do Hindu's express spirituality at home? 6) How can I express spirituality?		1)how can engaging with the natural world have an impact? 2)Can non-religious people be spiritual? 3)What is humanism? 4)How can non religious people show their spirituality? 5) What is the Children's People and Nature survey? 6)How can we find more out about spirituality?	1)How can we find out how people live their lives? 2)Can interfaith relationships foster spirituality? 3)How can we make the world a better place? 4)How can we combat anti-semitism? 5)What is Mitzvah day? 6)why do people sometimes act the way they do?	1)Why is the River Ganges important to Hindus? 2)why do people go on pilgrimage? 3)Why is the Kumbh Mela important for Hindus? 4)Is going on Pilgrimage a good idea? 5)What is different between the hajj and umrah? 6)How do people use pilgrimage to express spirituality?	1)Why is Walsingham a place of pilgrimage for Christians? 2) What links the Virgin Mary and Walsingham? 3)why is Walsingham important for Catholics and Church of England? 4)why do people go on pilgrimage?	
Art/DT	Sculpture- 3D topography of a landscape using a range of materials	Landscapes-Explore the life and paintings of Monet Short Food unit-Xmas rocky road		3D CAD-creating a key using 3D design printers	Textiles-juggling balls-	Indian art-painting styles, Hastimangala, henna patterns, block printing, rangoli	DT structures-lets go fly a kite	
Enquiry Questions	Q1 What is sculpture? Q2 How can sculpture represent the natural world? Q3 How can corrugated cardboard be used to represent contour lines? Q4 How can I add features to a landscape? Q5 How can I use shades and tints to add details?	Q1 What do we know about the life of Monet? Q2 What are some of his most important paintings? Q3 What techniques did he use in his paintings? Q4 How do we create depth? Q5 How do we contrast cityscapes with landscapes?		Q1. What is the difference between 2d and 3d models? Q2 What is CAD design? Q3 How are CAD designs created? Q4 What are the limits of CAD design?	Q1 what is a prototype? Q2 how do I tie dye fabric? Q3 how do I use a template? Q4 how do I join materials? Q5 How can I improve my design?	Q1 how has Indian painting changed? Q2 What is Hastimangala? Q3 How is henna used? Q4 What is mehndi? Q5 What do we mean by block printing? Q6 What are rangoli patterns?	Q1 who was Homan Walsh? Q2 What shapes make an effective kite? Q3 How do I make a frame? Q4 Does my kite fly?	
Music (music express)	3.1 Environment (Composition) Improvise and compose music for a range of purpose using	3.3 Sounds (Exploring Sounds) Appreciate and understand a wide range of high- quality live and recorded music drawn from		3.10 Singing French (Pitch) Use and understand staff and other musical notations	4.6 Around the world (Pitch) Use and understand staff and other musical notations	4.3 Sounds (Exploring sounds) Listen with attention to detail and recall sounds with increasing aural memory.	4.11 In the Past (Notation) Develop an understanding of the history of music. Use and understand staff and other musical notations	

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	<p><b>interrelated dimensions of music.</b></p> <p>Q1. What descriptive sounds would accompany the poem?  Q2. Can you create a musical re-telling a poem?  Q3. Can you sing in a two-part harmony?  Q4. What is a melodic ostinato?  Q5. What is timbre?  Q6. What is ternary form?  Q7. Can you sing with expression?  Q8. Can you develop the lyrics of a song?</p> <p><b>3.2 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.</b></p> <p>What sounds can you see, hear on the building site?  Can you learn a song with vocal rhythms and actions?  Can you perform a song in four groups?  What is a layer rhythm?  Can you add instruments to a song?  Can you work in a group?  Can you layer rhythms using instruments?  Can you sequence and layer rhythms?  Can you compose new rhythms?</p>	<p><b>different traditions and from great composers and musicians.</b></p> <p>Q1. How are sounds produced?  Q2. How are instruments classified?  Q3. What is musical conversation structure?  Q4. What are idiophones?  Q5. What is call and response?  Q6. What are chordophones?</p> <p><b>3.7 In the Past (Pitch) Develop an understanding of the history of music.</b></p> <p>Q1. What is pitch?  Q2. Can you read the pitch notation?  Q3. Can you use pitch notation?  Q4. What is rhythm notation?  Q5. Can you learn a Tudor Dance?</p>		<p>Q1. What is pitch through melody?  Q2. Can you show your understanding of pitch through singing?  Q3. What are pitch shapes?  Q4. Can you show your understanding of notation by reading notations to play a melody?</p> <p><b>3.11 Ups and Downs Listening-respond to musical pieces, exploring pitch notations</b></p> <p>Q1 what are descending phrases?  Q2 what are staff and clef?  Q3 how do we use dot notation?</p>	<p>Q1 What is a pentatonic scale?  Q2 Can you read graphic notation?  Q3. What are listening skills needed to listen to music?  Q4. How can you describe music?  Q5 Do you know musical and non-musical terms when describing music?  Q6. Can you play a pentatonic song with leaps?</p> <p><b>4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p>Q1 What is a structure in a song?  Q2 Can you learn the words and sing the chorus of a song?  Q3 Can you explore the phrasing of a song melody?  Q4 What are the dynamics in a song?  Q5 What are the layers in piece of music?  Q6 What is the process of composition in minimalism?</p>	<p>Q1 Can you classify instruments by the way sounds are produced?  Q2. Can you learn some simple Beatboxing sounds?  Q3. What are aerophones?  Q4. What happens when you combine expressive effects of different instrument groups?</p> <p><b>4.5 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.</b></p> <p>Q1 What are verse and chorus song structure?  Q2. What is texture?  Q3. What is layered structure in a rhythmic ostinato piece?  Q4. Can you describe the structure of a piece of orchestral music?  Q5. Can you read a clock score to play a piece combining drone and melodic ostinato?  Q6. What is drone?  Q7. What is a rondo structure?  Q8. Can you use rondo structure to build a performance?</p>	<p>Q1 What is a Renaissance dance?  Q2. Can show your understanding of notation by learning to play a renaissance dance from notations?  Q3. Can you understand simple musical structures?  Q4. Can you understand how music was different at different times such as the 1960s?</p> <p><b>4.12 Food and Drink (Performance)improvise and compose music for a range of purposes using the interrelated dimensions of music</b></p> <p>4.12 Food and Drink  Q1. What is an expressive voice and how can you combine it with physical movement?  Q2. Can you respond to sound with visual signs?  What is rondo structure, and can you perform it?  Q3. Can you learn a traditional West African call and response song?  Q4. What is rhythmic and melodic accompaniments for a song?</p>	
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	Can you decide on musical structure for your composition? Can you create a performance comprising of a song and composition?							
Computing Fountains/St James Yr 3	3.1 Computing systems and networks- <b>Connecting computers</b>	3.2 Creating media- <b>stop frame animation</b>		3.3 Programming A- <b>sequencing sounds</b>	3.4 Data and information- <b>branching databases</b>	3.5 Creating media- <b>desktop publishing</b>	3.6 programming B <b>events and actions in games</b>	
Enquiry Questions	Q1 What is a digital device? Q2 What are input and output devices? Q3 How can digital devices change the way we work? Q4 How does a computer network share information? Q5 How do we connect digital devices? Q6 What are the physical components of a network?	Q1 What is animation? Q2 What is stop frame? Q4 What are the key features of an animation Q5 How can I add other media to my finished work		Q1 What is scratch? Q2 What is a command? Q3 How do programmes start? Q4 Why do commands need to be in order? Q5 How do I change the appearance of my project? Q6 How do I create sounds?	Q1 Is the answer yes or no? Q2 What are attributes? Q3 How do I create a branching database? Q4 How do I use a branching database? Q5 Is it the same or is it different?	Q1 How do text and images convey information? Q2 What does editing mean? Q3 What are page settings? Q4 How do I add images and text? Q5 Does it look right? Q6 Is it better than drawing or painting?	Q1 How does the Sprite move? Q2 What directions can I move in? Q3 Can I change your programme to a new context? Q4 How do I add new features? Q5 What happens when it goes wrong? Q6 How do I make a maze?	
Lindisfarne/ Central yr 3/4	3.1 Computing systems and networks- <b>Connecting computers</b>	4.2 Creating media- <b>stop frame animation</b>		3.3 Programming A- <b>sequencing sounds</b>	4.4 Data and information- <b>data logging</b>	3.5 Creating media- <b>desktop publishing</b>	4.6 Programming B <b>repetition in games</b>	
Enquiry Questions	Q1 What is a digital device? Q2 What are input and output devices? Q3 How can digital devices change the way we work? Q4 How does a computer network share information? Q5 How do we connect digital devices?	Q1 how can sound can be digitally recorded? Q2 How are recordings stored?: Q3 How do we change an audio? Q4 How can different types of audio be combined and played together?:		Q1 What is scratch? Q2 What is a command? Q3 How do programmes start? Q4 Why do commands need to be in order? Q5 How do I change the appearance of my project? Q6 How do I create sounds?	Q1 How do I gather data automatically? Q2 How do I gather data overtime? Q3 How can I use data to find information? Q4 What data do I need to collect?	Q1 How do text and images convey information? Q2 What does editing mean? Q3 What are page settings? Q4 How do I add images and text? Q5 Does it look right? Q6 Is it better than drawing or painting?	Q1 How do I use count-controlled loops? Q2 What is the difference between infinite loops and count control loops? Q3 How do loops run at the same time? Q4 How do I change a given loop? Q5 Can I use repetition?	

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	Q6 What are the physical components of a network?							
MFL	3.1 Bonjour- <b>saying hello, saying your name and counting to 10</b>	3.2 En classe- <b>items in the classroom, colours, saying your age</b>		3.3 Mon corps- <b>body parts</b>	3.4 Les animaux- <b>animals</b>	3.5 Ma famille- <b>my family and relatives</b>	3.6 Bon Anniversaire <b>Food for a party</b>	
Enquiry Questions	Q 1 Can you say hello and goodbye? Question 2 What's your name? Q3 How are you? Q4 What musical instrument is that?? Q5 Can you count?	Q1 What is in the classroom? Q2 what colour is it? Q3 How old are you?		Q1 What are the different body parts? Q2 What colour eyes do you have? Q3 What day is it?	Q1 What animal is that? Q2 Can you count? Q3 What is her name? Q4 What is she like?	Q1 Who are your relatives? Q2 What is the alphabet? Q3 Where is it?	Q1 can I have an apple? Q2 Do you like different foods? Q3What is the date?	
PE	Games skills- <b>throwing and catching</b>	Dance- <b>motifs and narratives</b>		Gym- <b>jumps and rolls</b>	Outdoor activities- <b>introduction to orienteering.</b>	Defending and attacking skills. - <b>invasion games</b>	Athletics- <b>sprinting and hurdling</b>	
Enquiry Questions	Q1 What do I need to do to catch accurately? Q2 How does a ball go in the intended direction? Q3 How can I stop a ball? Q4 What tactics do I need for my game?	Q1 What do we mean by narrative? Q2 How can we link movements? Q3 How can we evaluate a performance? Q4 How do we link dance motifs into a sequence>+?		Q1 What is a forward roll? Q2 How do I link movements? Q3 How do I perform a cartwheel? Q4 What is the sequence? Q5 What is a symmetrical shape?	Q1 What is teamwork? Q2 How do I follow directions? Q3 What is the symbol? Q4 What is orienteering?	Q1 What is marking? Q2 What is intercepting? Q3 What do we mean by dodging? Q4 How can we regain possession?	Q1 How do I improve my sprinting technique by getting off to a good start? Q2 How do I combine running and jumping in hurdles? Q3 How can I throw a variety of objects over a longer distance?	
PSHE/RSE	Topic One Families and Relationships <b>Expectations and roles that exist within the family home</b>	Topic Two Friendship and community <b>Community; belonging to groups; similarities and differences; respect for others.</b>		Topic Three- Respect, <b>teasing, bullying, immigration</b>	Topic Four- E-Safety, <b>Online bullying, age restrictions on social media</b>	Topic Five Being safe- <b>Personal space, fight and flight, responsibility,</b>	Topic Nine- Economic well-being (fundraising <b>for charity, sustainability)</b>	
Enquiry Questions	Q1. What roles do people have around the house? Q2. What makes a good friend? Q3. Can you tell me about a time when you	Q1. What makes an effective class team? Q2. How do all the different people in school work together so that it runs well? Q3. Does everyone have a role in school?		Q1. How can we show that we value and respect people? Q2 Is disliking someone the same as bullying? Q3 What is a dare?	Q1 How can you balance the time spent online with other activities? Q2 What do the different ratings mean on video games or films?	Q1 How do we keep safe? Q2 What does unsafe or uncertain feel like? Q3 What is our responsibility? Q4 Who is responsible for keeping us safe and	Q1 What do we mean by the earth's resources? Q2 How might lack of care for the environment affect people – now and in the future?	

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	were really good at sharing / taking turns /listening?	<p>Q4. Do you have choices about how to behave?</p> <p>Q5. How do rules, rewards and consequences help with this?</p> <p>Q6. What do you think democracy is?</p> <p>Q7. Can you give an example?</p> <p>Q8. What skills do you have that can help a team work well together?</p>		Q4What do we mean by national identity	Q3 Can you behave differently online with someone than if you met them in person?	<p>healthy – at school, at home and outdoors?</p> <p>Q5How do these people help us to keep safe and healthy?</p> <p>Q6 What can we help them to do this?</p> <p>Q7What does being responsible for ourselves mean?</p>	<p>Q3 What choices can people make that positively affect the sustainability of the environment?</p> <p>Q4 What skills do people have that help them make money or help others?</p>	
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