

Year 3 and 4		Year A2 / Autumn 2025
<b>Key Question</b>		<b><i>Light or Dark</i></b>
<b>Hook/Trip</b>		
<b>English</b> <b>Writing genres</b> <b>Key books</b>	<b>Story, Poetry</b>  Narratives, poems Orion and the Dark, The sound collector poem, How the stars came to be	
<b>Maths</b> <b>Key areas of learning</b>	Four Operations: addition, subtraction, multiplication and division; (Main focus on multiplication and division)Year 4 will also cover Area	
<b>Science</b> <b>Scientific Knowledge</b>	<b>Light and Electricity</b>  Recognise that they need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces; recognise that light from the sun can be dangerous and that there are ways to protect their eyes; recognise that shadows are formed when the light from a light source is blocked by a solid; find patterns in the way that the size of shadows change 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 or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors	
<b>Working Scientifically</b>	Setting up simple practical enquiries, comparative and fair tests; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	
<b>Computing</b>	<b>E-Safety- Online relationships &amp; gaming</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact OS- How to keep safe online	
<b>Design &amp; Tech.</b>	<b>Electrical systems Light Boxes;</b> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ;select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities;evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
<b>Geography</b>	<b>North America</b> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	
<b>History</b>		
<b>Languages</b>	<b>Spanish: Seasons (more details see KO)</b>	

<b>Music (3)</b>	<b>Unit 4 Pitch</b> - To aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music
<b>PE</b>	Circuit training, core training, developing sportsmanship and levels of physical fitness. Preparation for any sporting fixtures
<b>PSHE</b>	C- Working together; MMR- Friends and Family How to make informed choices about health and wellbeing and to recognise sources of help with this. Different groups and communities. The importance of respecting and protecting the environment. EW- We are all wonders
<b>Religious Ed.</b>	<b>UC Incarnation - What is the Trinity?</b> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter; offer suggestions about what texts about baptism and Trinity might mean; give examples of what these texts mean to some Christians today; describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live; make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.
<b>Key Vocabulary</b>	rock, sandstone, limestone, chalk, granite, slate, marble, classification, observation, petrologist, man-made rocks, brick, tile, concrete, igneous, sedimentary, metamorphic, permeable, impermeable, acid, erosion, identification key, fossil, ichthyosaur, plesiosaur, ammonite, sediment, minerals, mould, cast, soil, micro-organisms, organic matter, particles, sand, silt geology, Latitude, Longitude, mountain, mountain range, prairie, river, topography, canyon, erosion, hydraulic action, abrasion, attrition, corrosion, population, densely, sparsely, population distribution, population density.