

Year 3 and 4

Foundation curriculum

CYCLE A- 2025-2026

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History		<u>Prehistoric Britain</u> How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age		<u>Ancient Egypt</u> The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire		<u>Ancient Greece</u> The contributions made by the city-states of Ancient Greece, and how these influence our lives today
Geography	<u>The United Kingdom</u> Children study the countries and regions of the UK. Learn how to read an OS and look at physical features of the UK.		<u>Volcanoes</u> Children study the structure of the Earth. Plate tectonics, how volcanoes form and what happens when they erupt.		<u>Looking At Europe</u> Children study and compare different regions of Europe. Look at tourism and its impact and learn about European capitals.	
Science	<u>Chemistry - Rocks</u> Comparisons of types of rocks and how fossils are formed	<u>Physics - Light</u> Relationship between light and how we see; the formation of shadows	<u>Biology - Organisms</u> The role of muscles and skeletons; the importance of nutrients	<u>Biology - Plants</u> Features of flowering plants and what they need to survive	<u>Physics - Forces and Motion</u> Introducing pushes and pulls; opposing forces, and balanced forces	<u>Physics - Magnetism</u> Contact and non-contact forces, including friction and magnetism
Computing	<u>Branching databases</u> Building and using branching databases to group objects using yes/no questions.	<u>Sequencing sounds</u> Creating sequences in a block-based programming language to make music.	<u>Events and actions in programmes</u> Writing algorithms and programs that use a range of events to trigger sequences of actions	<u>Data logging</u> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	<u>Desktop publishing</u> Creating documents and modifying text, images and page layouts for a specific purpose.	<u>Repetition in games</u> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

Art	<p>Gestural Drawing with Charcoal</p> <p>Making loose, gestural drawings with charcoal and exploring drama and performance.</p>	<p>Working with Shape and Colour</p> <p>"Painting with Scissors": Collage and stencil in response to looking at artwork.</p>	<p>Telling Stories Through Drawing &amp; Making</p> <p>Explore how artists are inspired by other art forms - in this case how we make sculpture inspired by literature and film.</p>	<p>Cloth, Thread, Paint</p> <p>Explore how artists combine media to create work in response to landscape.</p> <p>Use acrylic and thread to make a painted and stitched piece.</p>	<p>Making Animated Drawings</p> <p>Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.</p>	<p>Using Natural Materials to Make Images</p> <p>Using natural pigments and dyes from the local environment to make art.</p> <p>Exploring Cyanotype and Anthotype.</p>
Design Technology	<p>Picture Frames</p> <p>Picture frames that would be made and sold in a commercial context.</p>		<p>Keeping it Contained</p> <p>A solution for users who struggle to keep possessions safe in their bag.</p>		<p>Food - Sandwiches</p> <p>Making sandwiches with a balance of proteins fats &amp; carbohydrates.</p>	
PE	<p>Ball Skills</p> <p>Hockey</p>	<p>Yoga</p> <p>Gymnastics</p>	<p>Fitness</p> <p>Dance</p> <p>Swimming</p>	<p>Netball</p> <p>Tennis</p> <p>OAA</p>	<p>Rugby</p> <p>Athletics</p>	<p>Football</p> <p>Rounders</p>
RE	<p>Christianity</p> <p>Harvest festival</p> <p>How do people of faith say thank you to God for the harvest?</p>	<p>Christianity</p> <p>Has Christmas lost its true meaning?</p> <p>The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).</p>	<p>Christianity</p> <p>Could Jesus heal people? Did He perform miracles or was there some other explanation?</p> <p>Jesus' Miracles including the healing of the leper, the healing of the wise man and the healing of the paralysed man.</p>	<p>Christianity</p> <p>What is 'good' about Good Friday?</p> <p>The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death.</p>	<p>Hinduism</p> <p>What do some deities tell Sanatanis about God?</p> <p>Brahman, Ganesha, Vishnu</p>	<p>Christianity</p> <p>The Church Worship the same?</p> <p>Do people worship God in the same way?</p>
French	<p>Les Salutations</p> <p>I am learning French</p>	<p>Numbers</p> <p>Colours</p>	<p>Animals</p>	<p>Fruits</p>	<p>I am able</p>	<p>Days of the week</p>

PSHCE	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' Perspectives.</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving Compliments</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
Music	<p><u>A Shining Performance</u> Be confident with reading and playing G, A and B (doh re me) in a new context.</p>	<p><u>Sing and Move</u> Sing songs with attention to expression and dynamics, following the conductor's cues.</p>	<p><u>Music and Video</u> Use storyboards to sequence and structure a music video.</p>	<p><u>Percussion Power</u> Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p><u>Music and Sound</u> Add an accompaniment to a song/piece of music</p>	<p><u>Sound Exploration</u> Aurally identify dimensions in music such as pitch, duration and texture.</p>