Year 3/4 Medium Term Plan Autumn Term 2025/2026

Subject	Theme: Tomb Raiders / Ancient Egyptians National Curriculum Objectives		Skills / Overview of learning
Maths	The children will follow the curriculum with daily lessons in Maths groups linked to the White Rose Maths Scheme of Learning. Topics covered include: Place Value Addition and Subtraction Multiplication and Division Area (Y4)		
English	Poetry – Calligrams Non-Fiction – Instructions - Mummification Narrative – Story structure & Setting Non-fiction – Newspapers Non-Fiction – Persuasive leaflets – Presented to class – Egypt Recount – Diary Entry Reading Text – Marcy and the Riddle of the Sphinx, The Firework Makers Daughter, A Mummy Ate My Homework		The children will follow the curriculum with daily reading, writing, spelling and initially phonics lessons. They will have handwriting lessons 2 x per week.
Science	Physics - Electricity Link to DT – **Electrical systems simple circuits and switches** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • recording findings using simple scientific language, drawings,	Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use straightforward, scientific evidence to answer questions or to support their findings. Construct a simple series electrical circuit, identifying and naming its basic	Pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils will draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; Pupils will be taught about precautions for working safely with electricity. Pupils will work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some

	labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • make predictions **Electricity:** • 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	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.	materials can and some cannot be used to connect across a gap in a circuit.
History – Key Stage History	Ancient Egypt: ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations;	• Use evidence to ask questions and find answers to questions about the past.	Key Stage History – Ancient Egyptians The children will act as historians to cover a range of aspects of Ancient Egypt including pyramids, the afterlife, gods and pharaohs.

	the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ♣ gain and deploy a historically grounded understanding of abstract terms ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	• Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Compare some of the times studied with those of other areas of interest around the world. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	
Geography - Mrsmactivity	Allons a Paris! (Let's Go to Paris!) *European Region* Children are competent in the geographical skills needed to: • interpret a range of sources of geographical information, including maps,	• How would you get to Paris? • What are the physical features of Paris? • What are the human features of Paris? • Is Paris similar or different to our local area?	This geography unit, Allons à Paris!, takes pupils on a journey to explore the fascinating geography of Paris, the capital of France. Pupils will compare Paris with their local area, learning about physical and human features, and using atlases and maps to plan a journey around the city. By the

	diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Locational knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography Describe and understand key aspects of physical geography (including: rivers and mountains) and human geography, including: types of settlement and land use Place knowledge: 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.	• Planning a tour of Paris. • Presenting a tour of Paris to others. Outcomes: • Use an atlas confidently to plan a route. • Use maps and other resources to identify physical features. • Use maps and other resources to identify human features. • Compare my local area with a European capital city. • Use geographical information to plan a journey around a city. • Present what I have learnt about the geographical features of	end of the unit, pupils will be able to present their findings and make connections between their local environment and this iconic European city.
Art – Access Art	**Story Telling Through Drawing – Drawing and Sketchbooks.** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity,	In this pathway children explore how we can create sequenced imagery to share and tell stories. The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists work.	

	experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • to know about great artists, architects and designers in history. • **Exploring Pattern – Print, collage, colour:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • to know about great artists, architects and designers in history.	Key Concepts: • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and characterful imagery. In this pathway, children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. The pathway also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people. Key Concepts: • That the act of making drawings can be mindful. • That we can use line, shape and colour to create patterns. • That we can use folding, cutting and collage to help us create pattern. • That we can create repeated patterns to apply to a range of products or outcomes.

Music – Kapow	**Creating compositions for an animation** **Rock and Roll** Pupils should be taught to: • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high quality live and recorded music drawn from different transitions and from great composers and musicians. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations • Develop an understanding of the history of music	**Creating compositions for an animation** **Unit outcomes:** Pupils who are **secure** will be able to: • Verbalise how the music makes them feel. • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. • Play melodies and rhythms which represent the section of animation they are accompanying. **Rock and Roll Unit outcomes:** Pupils who are **secure** will be able to:	Key Skills: • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Explaining their preferences for a piece of music using musical vocabulary. • Offering constructive feedback on others' performances. **Rock and Roll Key Skills:** • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

		• Perform the hand jive hand actions in sequence and in time with the music. • Sing in tune and perform their actions in time. • Play the notes of the walking bass in the correct sequence. • Independently play their part with some awareness of the other performers.	• Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Explaining their preferences for a piece of music using musical vocabulary.
DT	**Electrical systems simple circuits and switches.** Design: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	• Create series and parallel circuits • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.	The children will design and make an Ancient Egyptian sarcophagus which will include an electrical circuit. This will link to our unit of electricity in Science this term.

	Make: • select from and use a wider range of tools and equipment to perform practical tasks. • select from and use a wider range of materials and components Evaluate: • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical Knowledge: • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products.		
Computing - STEM	**Computer Systems and Networks – The Internet** **Stop-frame animation** • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for	**Computer Systems and Networks – The Internet** • To describe how networks physically connect to other networks • To recognise how networked devices make up the internet	**Computer Systems and Networks – The Internet** Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how

	communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Online Safety:**	• To outline how websites can be shared via the World Wide Web (WWW) • To describe how content can be added and accessed on the World Wide Web (WWW) • To recognise how the content of the WWW is created by people • To evaluate the consequences of unreliable content **Stop-frame animation** • To explain that animation is a sequence of drawings or photographs • To relate animated movement with a sequence of images • To plan an animation • To identify the need to work consistently and carefully • To review and improve an animation • To evaluate the impact of adding other media to an animation I can explain how my online identity can be different to my offline identity.	honest, accurate, or reliable it is, and understand the consequences of false information. **Stop-frame animation** Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. **Outcome Criteria** I can explain how my online identity can be different to the identity I present in 'real life'.

		I can demonstrate how to support others (including those who are having difficulties) online.	I can explain the reasons for and against changing your identity online and explain how someone might do so. I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me **Outcome Criteria** I understand some of the difficulties some people may have, including online I can describe what I can do to support others online, both friends and people I know less well I understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else.
MFL – Language Angels	**Phonics lesson 1&2 (C)** **I'm Learning French (E)** **Presenting Myself (I)** • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	**I'm Learning French (E)** • pinpoint France and other French speaking countries on a map of the world. • ask and answer the question 'How are you?' in French. • say 'Hello' and 'Goodbye' in French. • ask and answer the question 'What is your name?' in French. • count to 10 in French. • say 10 colours in French.	**I'm Learning French (E)** The children will use 'Language Angels' and by the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken. **Presenting Myself (I)**

	• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language	**Presenting Myself (I)** • Count to 20. • Say their name and age. • Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.	By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. 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.
PSHCE	My Happy Mind: Module 1 – Meet Your Brain Module 2 – Celebrate	This module is focused on giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best. Children learn that their brain is an organ and that it has many functions. They learn that the brain controls most of what we do and that it is an amazing thing! Children learn that they can choose what to focus their mind on, and recognise that concentrating on learning something new helps their brain remember and grow. Children learn the concept of Neuroplasticity i.e. That the brain can grow and change when you practise and work on something. When we do something or learn something, Neural Pathways are created in our brain. Each time we repeat the activity, the Neural Pathway or connection is made stronger and it gets easier for us to complete the activity. The Celebrate module is focused on introducing the evidence-based theory that we all have different Character Strengths and that, by understanding what they are and then using them as much as possible, we can be at our best! In this context, Character Strengths refer to those character traits that make us unique. We all have different characters and this is something to celebrate! This is not about what we are 'good' at, like football or maths. It is about who we are, such as being kind or brave. The key concepts include the idea that character is something that comes 50% from genetics and 50% from the experiences we have. It is developable and so we can draw on Neuroplasticity to help children see that they can develop their characters with focus and practice. This module is intended to introduce: What the different types of Character Strengths are	

		How children can learn to spot different strengths in themselves and others Which Character Strengths the children identify with
RE	How do people express a commitment to a religion or worldview in different ways? What do Christians learn from the creation story Creation – Understanding Christianity	Core Knowledge: • The importance of rites of passage in terms of religious identity. • The role of baptism (infant and adult) in shaping religious identity in the Christian community. • The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community. • The Amrit ceremony as a milestone in shaping religious identity in the Khalsa. Outcomes: • Identify a range of ways in which religious belief can impact daily life. • Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. • Identify some similarities and differences in how people practise and express beliefs about commitment. Core Knowledge & Outcomes: • Place to concepts of God and Creation on a timeline of the Bible's Big story. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is creator (eg follow God, wonder at how amazing God's creation is, care for the earth in specific ways. • Ask questions about what might be important in the creation story for Christians living today, and for people who are not Christians.
PE Complete PE	**Gymnastics – SCS / Invasion Games – Tag Rugby** **Dance – Witches and Wizards** **Dodgeball** • Play competitive games, modified where appropriate • use running, jumping, throwing and catching in isolation and in combination	Holly Class will complete a unit of work linked to football skills delivered by FITC. Oak Class will swim at Honywood Pool for 10 weeks. All class will complete a unit of work on Gymnastic and Tag Rugby with SCS. All Classes will complete a unit of work on 'Dodgeball'.

	• Develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming and water safety: Oak Class** • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.	