

Year 3/4 Medium Term Plan Autumn Term 2026/2027

Theme	The Stone Age National Curriculum Objectives	Milestones / 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	<u>Writing</u> - Narrative - Setting / Character / Action / Suspense (How to Train your Dragon/The Witches/Stone Age Boy) - Non-fiction - Instructions (How to Train your Dragon) - Non-fiction - recount / diary - Stone Age Boy - Poetry - Cinquains		The children will follow the curriculum with daily reading, writing and spelling (including phonics) lessons. Handwriting will link to the weekly spelling rules.
Science	Science - Rocks and Soils ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter States of Matter ♣ compare and group materials together, according to whether they are solids, liquids or gases ♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	(Compare and group together different kinds of rocks on the basis of their simple, physical properties. - Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). - Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. - To investigate Compare and group materials together, according to whether they are solids, liquids or gases. - Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.	Linked to our topic children will be learning about rock formations and their properties. Children will develop their understanding and investigate how solids, liquids and gases can change.

	To work scientifically Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.	- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. To work scientifically - Ask relevant questions. - Set up simple, practical enquiries and comparative and fair tests. - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. - Identify differences, similarities or changes related to simple, scientific ideas and processes. - Use straightforward, scientific evidence to answer questions or to support their findings. - Gather, record, classify and present data in a variety of ways to help in answering questions.	
Geography	How Can We Plan for the Future? (Settlements and Land Use) Be competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their	By the end of the block of work, children should: - Understand the meaning of "local" and explore the features of the area around the school and community. - Be able to identify and classify different land uses in the local area, such as housing, farming, recreation, industry, or transport.	. This unit develops pupils' understanding of human geography, exploring settlements, land use and how places change over time.

	identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. Human and Physical Geography Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical Skills and Fieldwork Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	• Learn what settlements are and understand the differences between hamlets, villages, towns, and cities. • Compare land use in different types of settlements and consider how population size and function influence the way land is organised. • Investigate how land use changes over time and examine reasons for change, such as population growth, transport developments, and changing community needs. • Apply learning about settlements and land use to make decisions about future development. Consider sustainable ways land could be used to meet future needs while balancing environmental and community impacts.	
History	The Stone Age Changes in Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations;	To investigate and interpret the past • Use evidence to ask questions and find answers to questions about the past. • 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. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. To understand chronology • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	This term, we will be going back in time to the Stone Age era. Children will be place these times on a timeline and relate to today. They will discuss how times have changed and the similarities and differences between living in those times and now. Children will develop skills such as collecting evidence, researching facts,

	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	To communicate historically • 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.	using sources and grouping information.
Art	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 - Clay & Charcoal drawing - Dragon's eyes, Learn about great artists, architects and designers in history.	• Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language • Use clay and other mouldable materials. • Replicate patterns observed in natural or built environments • Use hatching and cross hatching to show tone and texture	This term, the children will study Stone Age cave paintings. Linked to 'How to Train your Dragon' the children will draw dragon eyes using charcoal and then sculpt an eye from clay.
Music	South Africa Instrumental lessons Developing Singing Technique (The Vikings)	South Africa Instrumental lessons - Unit Outcomes: • Correctly label all staff notation features. • Share their ideas about South African music. • Play both Sheet music: Put on your gumboots! (tuned percussion part 1) and Sheet music: Put on your gumboots! (tuned percussion part 2) patterns accurately and in time. • Play both patterns accurately and in time. • Play the rhythmic pattern and sing the tune accurately and in time. • Create and perform an eight-beat rhythm pattern. Developing Singing Technique (The Vikings) Unit Outcomes: • Move and sing as a team, following the lyrics on the screen. • Recognise minims, crotchets and quavers often by ear and reliably by sight.	

		• Perform rhythms accurately from notation and layer them to create a composition. • Add appropriate sound effects to their performances using untuned percussion. • Join in with the performances confidently, and reasonably in time and tune. • Make suggestions for improving their performance.	
DT	Mechanisms sliders, levers and linkages. Wheels and axles • 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 • Make - select from and use a wider range of tools and equipment to perform practical tasks accurately • 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 • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products	• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product • Design with purpose by identifying opportunities to design. • Make products by working efficiently • 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.	Our DT this term will link to our science topic of 'Forces'. Children will make products efficiently, refining work and evaluating the process.

Computing	Computer Systems and Networks – Connecting Computers E-Safety – representing themselves online Creating Media: Audio Editing E-Safety – getting help - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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	- Give examples of the risks posed by online communications. - Understand how online services work. - Understand that comments made online that are hurtful or offensive are the same as bullying. - Use specified screen coordinates to control movement. - Set the appearance of objects and create sequences of changes. - Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally - Understand the term 'copyright'.	Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, they will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network. In the second unit, children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. They will discuss the ownership of digital audio and
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MFL	Phonics 1 & 2 Ancient Britain - 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 - 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	- Demonstrate a growing vocabulary - Use a translation dictionary or glossary to look up new words. - Express personal experiences and responses. - Ask others to repeat words or phrases if necessary. - Ask and answer simple questions and talk about interests. - Take part in discussions and tasks. Overview of Learning: Ancient Britain In this unit the children will learn how to: • Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). • Name in French, the six key periods of ancient Britain, introduced in chronological order. • Be able to say in French three of the types of people who lived in ancient Britain. • Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the three types of dwellings people lived in during the stone age, bronze age and iron age.	
RE	Christianity - Where do Christian Religious beliefs come from? Children will learn about: - God: specifically, the Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit) - Sources of authority that explain to Christians the nature of God, eg Bible, experience, creeds - Jesus: as God incarnate, also known as the Son of God. - The Christian belief that Jesus fulfilled prophecies about the Messiah - The Christian belief that humans are made in God's image, but became sinful and needed saving Textual theology: considering genre, author, context and audience in relation to the Bible		
PSHE	My Happy Mind - Meet My Brain 4	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. It is critical that the children understand the following key concepts/topic areas by the end of this module, as they form a key	

		component of the CARE (Celebrate, Appreciate, Relate, Engage) model that follows. 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.
	My Happy Mind - Celebrate 4	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.
	My Happy Mind - Places	myHappyMind Places was created as a unique, practical and engaging resource to help children deepen their understanding of emotions and develop effective self-regulation strategies. It empowers children to identify how they are feeling, recognise the impact emotions have on their minds and bodies and apply self-regulation tools to manage their emotions constructively. By fostering these skills, myHappyMind Places supports children in building resilience and confidence to navigate the challenges of daily life.
	Showing respect and managing hurtful behaviour	

		In this module, the children will celebrate their differences and what makes them special, linking to their Character Strengths and beyond, supporting the focus on respect. They will then draw their attention to disrespectful behaviours and what to do about them.	
PE	• Play competitive games, modified where appropriate • use running, jumping, throwing and catching in isolation and in combination • perform dances using a range of movement patterns • 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.	Games: • To choose appropriate tactics to cause problems for the opposition. • To use the terms 'opponent' and 'team-mate'. • To throw and catch a ball with control and accuracy. • To hold the ball with the correct hand grip and position. • To learn the rules of the game. • To maintain possession of a ball, using either feet or hands (as appropriate). • To learn and develop shooting techniques (i.e. through a hoop or in a goal). • To pass to team mates at appropriate times. • To lead others and act as a respectful team member. • To apply basic principles suitable for attacking and defending. • To play competitive games, modified where appropriate. • To use running, throwing, jumping and catching in isolation and in combination. Football (FITC) • Dribble with small touches into space with growing confidence. • Send a football to someone on the team, using different parts of foot. • Keep a ball under control when receiving a range of passes. • Understand where space is on a pitch and move into it. • Mark another player and begin to intercept. • Mark another player and defend the ball.	• Swimming - Oak • Gym - Silver Birch and Holly • SCS lessons (GYMNASTICS) • Yoga • Dance • Football - Silver Birch, Holly • Invasion games - Tag Rugby

		Dance: • To plan, perform and repeat sequences. • To move in a clear, fluent and expressive manner. • To refine movements into sequences. • To create dances and movements that convey a definite idea. • To change speed and levels within a performance. • To change rhythm and direction within a sequence. • To develop physical strength and suppleness by practising moves and stretching. • To perform dances using a range of movement patterns. • To create and practise moves to convey a mood or feeling. • To perform a pair or group dance, involving independent, canon and unison sequences. Gymnastics: • To plan, perform and repeat sequences. • To move in a clear, fluent and expressive manner. • To refine movements into sequences. • To show changes of direction, speed and level during a performance. • To travel in a variety of ways, including flight, by transferring weight to generate power in movements. • To develop flexibility and strength, by using control and balance. • To create and perform longer and more complex matching/mirroring sequences, giving feedback on how to improve. • To transition from a shape/travel/roll/jump to a balance, with good body control.	
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