Year 3/4 Autumn Term – 2026/27 (foundation subjects) **Mrs Dipple**

Science: Animal nutrition and the skeletal system

- Compare and contrast the diets of different animals.
- Name and describe the functions of the different parts of flowering plants.
- Describe the requirements of plants for life and growth and hot they vary from plant to plant.
- Explain the importance and characteristics of a healthy, balanced diet.
- Describe how humans need the skeleton and muscles for support, protection and movement.
- Identify and group animals that have no skeleton, an internal skeleton and an external skeleton.
- Gather and record findings in a variety of ways.
- Ask questions about the world around them and explain that they can be answered in different ways.
- Set up and carry out some simple, comparative and fair tests, making predictions for what might happen.

Geography:

- Describe and understand Key aspects of human geography including types of settlement and land use.
- Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.

RE: Who do Christian's believe Jesus is?

- Know that the Christian God is made up of three equal divine persons.
- Know that Christian's believe that God loves humans and sent His only Son in human form to guide/save them.
- Know that Jesus is fully God and fully man.
- Be able to identify and explain several of Jesus' names.
- Be able to link some of Jesus' names to a Bible story.

History:

- To know that the earliest settlers were hunter gatherers and lived in caves.
- To make deductions about lifestyle of Stone Age man from images.
- To explain the impact of farming and locate the introduction of it on a simple timeline.
- To describe the discovery of Skara Brae and how it changed our view of early communities.
- To make deductions about way of life by studying evidence of buildings left behind.
- To explore how, where, when and why Stonehenge was built.
- To explore, describe and explain the characteristics of an Iron Age hill fort community drawing inferences from archaeological finds.

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SCARF: Me & My Relationships

- To explain why we have rules, different rules for different ages, suggest appropriate rules for a range of settings.
- To consider possible consequences of breaking rules.
- To explain feelings of loss and how to deal with the situation.
- To identify special relationships.
- To rehearse and demonstrate simple strategies for resolving conflict situations.
- To identify qualities of friendship and skills for making up.

Valuing Difference

- To recognise that there are many different types of family.
- To understand what is meant by 'adoption', 'fostering' and 'same-sex relationships'.
- To define the term community and recognise the benefits that come with belonging to a community.
- To understand and give examples of how to challenge each other's viewpoint, respectfully.
- To understand that people in the UK are from a diverse background.
- To identify similarities and differences between a wide range of people and identify some qualities that people need in order to get on.
- Recognise that repeated name calling is a form of bullying and suggest strategies for dealing with this.
- Explore why people have prejudiced views and understand what it is.

French: Playtimes

• Pick out familiar words and phrases from a spoken sentence.
• Say and write a few sentences about themselves in the first person from memory.
• Prepare and present some basic instructions for a playground game.
• Recite some verses of a song from memory.
• Use knowledge of French phonics to spell some simple words correctly.
• Express opinions using basic sentences.
• Follow and understand the majority of a written text when listening to it read aloud.

Art: Prehistoric pots

- Use and combine a range of visual elements in artwork.
- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
- Use coils of clay and slip to create a rigid 3D form
- Use nature and natural forms as a starting point for artwork.

DT: Cook well, eat well

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand and begin to use of range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

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Computing: Staying Safe Online

- Write an algorithm
- Identify the need for variables
- Work with variables within a programme
- Use a conditional loop
- Explain how to make passwords more secure
- Identify appropriate behaviour when contributing to collaborative online projects; consideration towards others, awareness of copyright and keeping person data safe.

Evaluating Digital Content

- Recognise that the school network links computers to allow the sharing of resources.
- Name devices on a computer network
- Explain the purpose of certain devices on a computer network

Music: Mamma Mia

- To recognise the features of 'Pop' music.
- To understand the term 'moderato'.
- To understand and use the time signature 4/4.
- To recognise and use the key signature C major.
- To recognise and use the notation minim, dotted crotchet, crotchet and quaver.
- To understand the length of each of the above in a 4/4 piece.

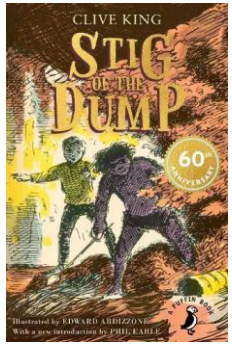
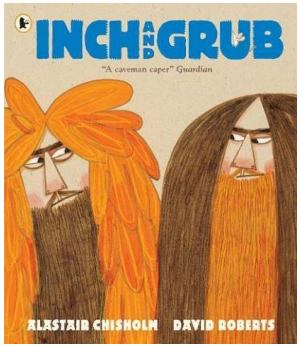
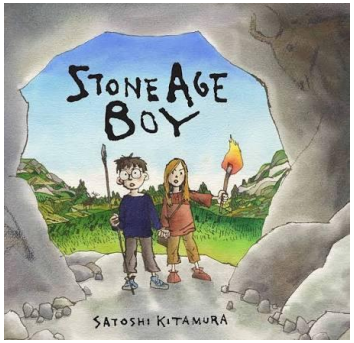
Glockenspiel

- To understand and use the time signature 4/4.
- To recognise and use the key signature C major.
- To recognise and use the notation minim, dotted crotchet, crotchet and quaver.
- To understand the length of each of the above in a 4/4 piece.
- To begin to read musical notation to play short melodies.

PE: Swimming

- To develop water confidence.
- To begin to swim on front and back using floatation aids.
- To begin to refine front and back strokes.
- To begin to develop safe rescue techniques.

Netball

- Develop passing and receiving
- Develop passing and creating space
- Develop passing moving and shooting
- Develop footwork
- Begin to understand defending and the concept of marking

Mrs Dipple's Recommended Reads