



'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16:13-14

We are committed to developing **confident, curious** and **responsible** learners who are well-prepared for the next stage of their education. Through a carefully planned curriculum and a wide range of enrichment opportunities, underpinned by our Christian values - **kindness, respect, friendship, courage and responsibility** - pupils are encouraged to think deeply, work collaboratively and develop the skills and attitudes they need to thrive both in school and beyond.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fire and Force	Changing Lives	Rainforest Explorers!	Secrets of Ancient Egypt	Food, Energy and Our World	Mysteries of the Maya
Escape from Pompeii by Christina Balit The Firework Maker's Daughter by Philip Pullman	Street Child by Berlie Doherty The Dark by Lemony Snicket and Jon Klassen	The Explorer by Katherine Rundell The Great Kapok Tree by Lynne Cherry	Secrets of a Sun King by Emma Carroll The Egyptian Cinderella by Shirley Climo	The boy who harnessed the wind by William Kamkwamba and Bryan Mealer Food for the Future by Mia Wenjen	Rain Player by David Wisniewski The Chocolate Tree by Linda Lowery and Richard Keep

English

Spoken Language Pupils will be taught to: - Listen carefully and stay focused in discussions. - Respond appropriately and identify key ideas. - Use accurate, subject-specific vocabulary. - Explain new words and choose language carefully. - Organise ideas into clear, linked sentences. - Build on others' ideas and consider different views. - Give reasons using evidence, examples or comparisons. - Present confidently, adapting language, volume and pace.	Handwriting By the end of Year 3, children will be able to: -Use the diagonal and horizontal strokes that are needed to join letters, consistently -Increase the legibility, consistency of their handwriting	Handwriting By the end of Year 4, children will be able to: -Ensure downstrokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch -Understand which letters, when adjacent to one another, are best left un-joined
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Brimscombe C of E (VA) Primary School Kingfisher Class Long Term Overview - Year 3/Year 4

Children will learn to write: A first-person narrative inspired by the class text (to entertain) A diary entry from a character's perspective (to entertain) A setting description of Mount Vesuvius linked to learning in geography (to entertain)	Children will learn to write: A simile poem linked to this term's learning (poetry) A biography of a significant historical figure - Muhammad - linked to learning in RE (to inform) Explanation of how light works linked to learning in science (to inform)	Children will learn to write: A non-chronological report about rainforests linked to learning in geography (to inform) A formal letter (to inform) A third-person narrative inspired by the class text (to entertain)	Children will learn to write: Instructions for making an Egyptian collar linked to learning in DT (to inform) Question and answer poem (poetry) A newspaper report (to inform)	Children will learn to write: A travel brochure encouraging people to visit a contrasting location (to inform and entertain) A balanced argument about food miles linked to learning in geography (to inform)	Children will learn to write: Explanation of how sound is produced and travels linked to learning in science (to inform) Cinquain poem inspired by music or the natural world (poetry) A third-person narrative set in an ancient world linked to learning in history (to entertain and inform)
Maths					
Y3: Number and Place Value; Shape Y4: Number and Place Value; Shape	Y3: Multiplication Tables; Addition and Subtraction: Mental Methods Y4: Multiplication tables; Multiplication and Division; Addition and Subtraction; mental methods	Y3: Fractions; Addition And Subtraction: Written Methods Y4: Multiplication tables; Addition and Subtraction; Written methods	Y3: Multiplication and Division; Money Y4: Multiplication and Division; Angles	Y3: Fractions: Calculating; Time Y4: Decimals; Fractions: Calculating; Fractions	Y3: Length, Mass and Capacity; Angles, Statistics Y4: Addition and Subtraction; Decimals; Time and converting units; Perimeter and Area; Position and Direction; Statistics
Science					
Forces and Magnets (Y3 unit)	Light (Y3 unit)	Animals including humans (Y4 unit)	Plants (Unit 3)	Electricity (Y4 unit)	Sound (Y4 unit)



Religious Education (RE)					
L2.2 What might Christians learn from the Old Testament about how to live?	L2.7 Why is Muhammad important to Muslims today?	L2.9 What is it like to be a Humanist in the UK today?	L2.4 Do all Christians believe and behave in the same way? (exploring diversity)	L2.10 What is the significance of commitment ceremonies?	L2.11 What is the golden rule, and how might it be put into practice by people from different religious and non-religious worldviews?
Personal, Social, Health, Economic (PSHE) / British Values					
Connecting with others: What helps us feel safe and included? Mutual respect and tolerance How do we include everyone?	The Online world: How should we communicate online? Rule of Law What is the rule of law?	Citizenship: What careers to people choose and why? Democracy How does democracy work locally?	Staying Safe: What signs help me recognise what is safe or unsafe? Individual Liberty What How do liberty and responsibility fit together?	Connecting with others: How can we respect each other? Mutual respect and Tolerance How can we learn from different faiths and worldviews?	The online world: How can we decide what to trust online? Democracy, Responsibility, Respect How can we serve our community?
Computing / Online Safety					
Programming: Scratch Creating animations and learning key coding concepts.	Video trailers Using iPads	Google: Creating media website design	Programming 1: Further coding with Scratch	Programming 2: Computational thinking	Online Safety: Year 3
History / Geography					
Why do people live near volcanoes?	How have children's lives changed?	Why are rainforests important?	What was important to ancient Egyptians?	Where does our food come from?	How did the achievements of the ancient Maya impact their society and beyond?



Physical Education					
Gross Motor Skills: Fundamental movement skills, becoming more competent and confident, and extending agility, balance and coordination. Master basic movements including running, jumping, throwing and catching					
Art and Design / Design Technology					
Drawing: Developing drawing skills	Digital world: Wearable technology	Craft and design: Fabric of nature	Textiles: Egyptian collars	Drawing: Exploring tone, texture, and proportion	Structures: Product packaging
Music					
Listening & appraising: Listen to music from different cultures and styles.	Composing & improvising: Improvise with clear musical guidance applying pitch, rhythm and tempo.	Singing: Sing a wide range of songs from memory Use dynamics and expression when singing Begin simple part singing including call and response.	Listening & appraising: Identify changes in sound including different families of instruments.	Listening & appraising: Describe music and identify key features in line with the elements of beat, pitch, rhythm and tempo Share opinions using simple musical vocabulary.	Performing: Play music using simple dot and stick notation.