

Cirencester Primary School Curriculum Map – 2025-2026 – Year 3/4

| Subject | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
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| Class books chosen for writing. | | | | | | |
| Year group specific enhancement activities | | | | | | |
| English writing genres | Character description, setting. | Letter, information. | Story, poetry. | Book review. | Story, explanation text. | Poetry, recount. |
| History coverage | | <p>National Curriculum: Britain's settlement by Anglo-Saxons</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life | | | <p>National Curriculum: Earliest civilizations.</p> <p>(can refer to previous planning: see below)</p> <p>Ancient Civilisations LP1: Where were the earliest civilisations? LP2: Why were rivers important to early cities?</p> <p>Egyptian Religion L1: What was life like in Ancient Egypt? L2: How did the Egyptians mummify their dead? L3: What Egyptian gods were there? L4: Why were animals sacred to the Egyptians? L5: What did the Egyptians believe about the afterlife? L6: How did poor and rich burials differ?</p> | |
| Geography coverage | <p>National Curriculum</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand | | <p>National Curriculum</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | <p>National Curriculum</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: rivers, mountains, volcanoes and earthquakes | |

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| | how some of these aspects have changed over time | | | | | |
| Science coverage | Rocks | Forces and magnets | Animals including humans | Plants | Light | Scientific enquiry |
| | <ol style="list-style-type: none"> Explore the formation and properties of igneous rocks. Explore the formation and properties of sedimentary and igneous rocks. Weathering and the suitability of rocks for different purposes. Explore how water contributes to the weathering of rocks. Understand how fossils are formed. Explore different types of soil. | <ol style="list-style-type: none"> Explore contact and non-contact forces. Compare how things move on different surfaces. Explore different types of magnets. Explore the properties of magnets and everyday objects that magnetic. Understand that magnetic forces can act at a distance. <p>Explore the everyday uses of magnets.</p> | <ol style="list-style-type: none"> Explore the 5 key food groups. Learn about the nutrition in the food we eat. Learn about the different kinds of skeletons. Learn about the human skeleton. Learn about animals and their skeletons. <p>Explore the role of skeletons.</p> | <ol style="list-style-type: none"> Compare the effect of different factors on plant growth. Identify and describe the functions of different parts of a flowering plant and how they are used in photosynthesis. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants. Understand the pollination process and the ways in which seeds are dispersed. <p>Compare the effect of different factors on plant growth.</p> | <ol style="list-style-type: none"> Identify the difference between light sources and non-light sources. Explore the light that comes from the sun and how to stay safe. Explore materials which are reflective. Discover how shadows are formed. Investigate how shadows change throughout the day. Investigate how you can change the size of a shadow. | <ol style="list-style-type: none"> How can a solar oven be made more effective: posing questions and writing predictions. How can a solar oven be made more effective: recording and presenting results. Cleaning coins: writing a method and carrying out a practical test. Cleaning coins: writing a conclusion. Making a cake: fair testing controls and variables. Making a cake: scientific enquiry. |
| Computing coverage | <p>Online Safety :</p> <p>L0: How do people represent themselves online?</p> <p>Project evolve lesson- Self-image and identity.</p> <p>Computer systems and networks</p> <p>Connecting computers</p> <p>L1; How does a digital device work?</p> <p>L2: IT What parts make up a digital device?</p> <p>L3: IT How do digital devices help us?</p> <p>L4: How am I connected?</p> <p>L5: IT How are computers connected?</p> <p>L6: IT What does our school network look like?</p> | <p><u>Programming - sequencing sounds</u></p> <p>L1 What objects are in a scratch project?</p> <p>L2 What program can I create using a design?</p> <p>L3 How can i design my own sequence command?</p> <p>L4 Does a sequence always need an order?</p> <p>L5: How do I change the appearance of my project?</p> <p>L6: What musical instrument can i make in scratch? <i>Link to music and song that you are singing. Add their scratch musical instruments and record.</i></p> | <p>Online safety</p> <p>Choose 2 lessons from Project evolve- Privacy and security Year 3.</p> <p>How do connected devices collect and share information with others?</p> <p>Creating media stop frame animation</p> <p>L1: Can a picture move?</p> <p>L2: What does frame by frame mean?</p> <p>L3 How do I create a stop frame animation?</p> <p>L4 How do I evaluate my stop frame animation?</p> <p>L5 What media can I add to my animation?</p> | <p>Online safety:</p> <p>L0: Why do people change their identity online?</p> <p>Project evolve lesson- self image and identity.</p> <p>Creating media - desktop publishing</p> <p>L1: How do words and pictures convey messages</p> <p>L2: Can you edit it?</p> <p>L3: What is a template?</p> <p>L4 How do you add content?</p> <p>L5 What layout should I use?</p> | <p>Online safety</p> <p>L1: OS What is a digital footprint?</p> <p>Project evolve- choose a lesson from Health, well-being and lifestyle.</p> <p>Data information - branching databases</p> <p>L1: How can yes and no questions be used to identify and compare objects?</p> <p>L2: How can we group collections of objects?</p> <p>L3: what is a branching database?</p> <p>L4: How are pictograms and branching databases different?</p> <p>L5: How do I plan a branching database?</p> <p>L6: How can I independently create an identification tool? <i>Cross curriculum with Geography – creating a tool to</i></p> | <p>Programming - events and actions</p> <p>L1 How does a sprite move?</p> <p>L2: How do I create a program to move the sprite in all 4 directions?</p> <p>L3: How do I adapt a program?</p> <p>L4 How can I develop my program?</p> <p>L5: How do I debug my program?</p> <p>L6: How do I design and create a maze based challenge?</p> |

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| | | | L6: End point lessons – How can we share our animations? <i>Create an animation linked to L6 in science How does Water move through a plant?</i> | L6: What are the benefits of desktop publishing? <i>Cross curricular with Writing – Create a display of their poetry.</i> | <i>identify Egyptian gods</i> | |
| Music coverage | Whole Class Instrumental L1: What 3 notes can we make a melody with? (across 7 weeks) | Singing L1: How can we use our voices to imitate an artist’s song? L2: Why is it important to listen to others in group performances? | Theory: L1: What differences are there between classical and modern music? L2: What instruments can we hear in each piece of music? L3: What are the different instrument families? L4: What is the meaning of dynamics, rhythm, and pitch? <i>Revision</i> L5: What is the meaning of tempo? | Composition, Notation L1: What 3 notes can we make a melody with? (repeated) L2: How can we tell a story through music? L3: How can we record our musical ideas? <i>(Introduce basic formal notation)</i> | Music: Mood L1: What different feelings do we experience through music? L2: How does music give you strength to succeed? L3: What composers do we know? L4: Who is John Williams? L5: How does John Williams’ music make you feel? <i>NB L3-5 moved from summer 2</i> | Live vs Recorded L1: What are the possibilities to experience live music? L2: What are the possibilities for experiencing recorded music? L3: How can we tell a story through music? <i>NB at least 2 sessions needed</i> |
| Art coverage | | | | | | |
| DT coverage | National Curriculum Design and Make Using textiles. Design <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks | | | | National Curriculum Technical knowledge (pick one to focus on) <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 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. | |

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| | [for example, cutting, shaping, joining and finishing], accurately | | | | | |
| MFL coverage (discrete 30 minutes each week) | <p>I'm learning French? J'Apprends le Francais</p> <p>L1: What would it be like to speak French?</p> <p>L2: Ca Va? How are you feeling today?</p> <p>L3: What's your name?</p> <p>L4: How do we say our colours and numbers in French?</p> <p>L5: Can you count to 10 and name 4 colours in French?</p> | <p>Shapes Les Formes</p> <p>L1: Can you name that shape?</p> <p>L2: Which shapes can you see?</p> <p>L3: Can you guess this shape?</p> <p>L4: How many shapes are there?</p> <p>L5: Can you make a shape?</p> | <p>Fruit Les Fruits</p> <p>L1: Can you name each fruit?</p> <p>L2: Can you guess my fruit?</p> <p>L3: Do you have one or more?</p> <p>L4: Which is your favourite fruit?</p> <p>L5: Can I ask you a question?</p> | <p>Animals Les Animaux</p> <p>L1: Can you name my animal?</p> <p>L2: How many animal names do you know?</p> <p>L3: Which animal am I thinking of?</p> <p>L4: Which is the correct animal name?</p> <p>L5: Can you guess who I am?</p> | <p>Instruments Les Instruments</p> <p>L1: Can you name each instrument?</p> <p>L2: Can you guess my instrument?</p> <p>L3: How well do you know each instrument?</p> <p>L4: Which instruments can you hear?</p> <p>L5: Can you play an instrument?</p> | <p>Activities – I can.... Je Peux...</p> <p>L1: What activities can you do?</p> <p>L2: Can you name each activity?</p> <p>L3: Which activities do you like?</p> <p>L4: Can you guess the activity?</p> <p>L5: Can we make a list?</p> |
| World View. (discrete) | <p>Christianity- What is it like to follow God?</p> <p>Review and Connect: What do we know so far? -Belief in God as loving, creator -Understanding of Jesus being God's son (Briefly Review knowledge of Christmas and Easter stories)</p> <p>L1: Where can Christians find stories about God, Jesus and other important people? How is the bible split into the old testament, new testament, books, chapters and verses?</p> <p>L2: What might Christians learn from Genesis 1 (the creation story)? Belief that humans made in God's image, world is special, should be looked after, respect God.</p> <p>L3: In what ways do Christians celebrate God as the creator? Harvest link</p> <p>L4: How does 'the Fall' in Genesis 3 explain to Christians why things go wrong in the world? Breaking of a promise/belief that things go wrong when people do not obey God</p> <p>L5: Why is it important that both religious and non-religious people look after the world?</p> <p><i>If someone doesn't believe in God, do they have to look</i></p> | <p>Christianity- What promises do Christians believe God has made? (following on from prior unit)</p> <p>Review and Connect</p> <p>L1: What is the story of Noah from Genesis 6:5-9:17?</p> <p>L2: What rules did God give Noah and his family after the flood (Genesis 9:1-7)?</p> <p>L3: What was God's covenant (promise) with Noah? Why?</p> <p>L4: What symbols often represent a promise? Religious and non-religious Review and Connect KS1 knowledge: rings, ceremonies (promise to look after)</p> <p>L5: What promise is made during the story of the Nativity? Review bible location skills and read versions of the Christmas Nativity story.</p> <p>L6: How do people celebrate Christmas?</p> <p>Big Questions, Big Answers Vol 2 Resource 5.3 (survey data), 5.4 and 5.5.</p> <p>Links to Watermoor Church: Promises people make</p> | <p>Judaism- How do festivals and family life show what matters to Jewish people?</p> <p>Review and Connect: Year 1 learning</p> <p>L1: What is the Jewish holy scripture? Introduction to the Torah Explanation of handling Links to Bible (Old Testament)</p> <p>L2: What is the story of Exodus? Introduction to Moses and his life</p> <p>L3: Why are the commandments from Exodus important to Jewish people today?</p> <p>L4: What is the festival of Pesach (Passover)? Tasting session/<u>use of artefacts</u></p> <p>L5: What other festivals might Jewish people celebrate? <i>Rosh Hashanah (new year)</i></p> <p>L6: Why is being grateful important, whether you are religious or non-religious?</p> <p>Links: Jenny from the synagogue- Q and A about the Torah and Passover</p> | <p>Islam- How do festivals and family life show what matters to Muslims?</p> <p>L1: What do we know about Islam?</p> <p>L2: How do Muslims prepare to pray? 2nd Pillar- Salah</p> <p>L3: What clothes might Muslims choose to wear?</p> <p>L4: Why is helping others important to Muslims? 3rd Pillar- Zakat</p> <p>L5: How do Muslims celebrate together? Eid al-Adha</p> | <p>Hinduism- How do festivals and family life show what matters to Hindus?</p> <p>L1: Who is Hindu and how might they live?</p> <p>L2: What do Hindus believe?</p> <p>Basic Introduction to Hinduism: 2 main drivers of the worldview</p> <p>Belief in Brahman- One supreme God Doing the right thing</p> <p>L3: Why is 'doing the right thing' so important for Hindus? Introduce concept of Karma- Brahman will reward a life filled with good Karma</p> <p>L4: Why do Hindus believe that all living things should be respected? Introduce concept of Atman (part of Brahman within everyone)</p> <p>L5: How might Hindus share a promise with Brahman? Rite of passage- symbolises promises (as person grows, string not cut but moved to wrap around wrist instead)</p> <p>Upanayana – initiation (the sacred-thread ceremony)</p> <p>L6: Why do Hindus celebrate the Holi Festival? Spring festival (New life/thanks)</p> | <p>How and why do religious and non-religious people try to make the world a better place?</p> <p>L1: How do people celebrate what is good about the world? Review celebrations from this year- Harvest, Rosh Hashanah, Pesach, Ramadan, Holi, New Year What celebrations do you have with your family and why? (religious and non-religious)</p> <p>L2: In what ways might the world not always be a good place? Share own knowledge of the world</p> <p>L3: How might people use their religions to help guide them? Focus on learning so far... Religious and non-religious: Christians and Jewish people- ten commandments, Five Pillars, being like Allah, Brahman, the laws, moral guide, communities</p> <p>L4: How do people from different religions try to make the world a better place? <i>Tzedaka, Zakah, Christian Aid, Islamic relief, inspirational people</i></p> <p>L5: In what way could <u>we</u> make a difference to our world?</p> |

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| | <i>after the world? Is the world special to you?</i> | | | | | |
| Life Skills (Discrete) | Relationships: L1 What are families like? L2 How do we care for our family and friends? L3 Where do I go for help if I'm worried about my family? L4 How much should I share about me? L5 What rules can I follow to keep myself safe online? | Relationships L1 What is good friendship? L2 Where can I go for help if I feel someone is being hurtful? L3 What is being respectful? L4 What is self-respect? L5 How might different people show respect in the wider world? | Living in the wider world. L1 Why do we have laws? L2 What are human rights? L3 What are rights and what are responsibilities? L4 Is what I find on the internet always true? L5 How can I decide what is safe to play online? | Living in the wider world L1 What is a career? L2 What is a stereotype? L3 How can I prepare myself for a wonderful future? L4 Why is it important to set goals? (L5 What are my goals?) | Health and Wellbeing: L1 How can I make good health choices? L2 What is a habit? L3 What does exercise do for me? L4 What are feelings and how can they change? L5 What makes me feel proud? L6 How can I deal with challenge? | Health and well-being SRE L1 What is a hazard? L2 Why do we have smoke alarms? L3 How can I keep safe when I'm out? L4 How can I help others to stay safe? ORACY Choice presentation/play L5 What are the correct names for my body parts? RSE |
| PE coverage (discrete) | Gymnastics Netball | Gymnastics Tag Rugby | Dance Net Wall Games | Outdoor Adventurous Education – Trusts and Trails Quicksticks | KS2 Games – Athletics skills – lessons will also include trials for District Sports | KS2 Games – Striking and Fielding Run the Loop (rounders) |