



Yearly Subject / Thread Overview Cycle B (2027/28)

Class Teachers: Alan Rix

Class: Gilpin Class (Y3/4)

HT1 (7 weeks)	HT2 (7 ½ weeks)	HT3 (6 weeks)	HT4 (6 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
History	Why time	Geography	History	Why time	Geography
'Change' Courage Influence		'Identity' Responsibility Location	'Justice' Courage		'Journeys' Compassion
Key Question: How did people survive and thrive in prehistoric Britain?	Key Question: How can we use creativity to solve problems?	Key Question: What makes a place special?	Key Question: Who should have ruled England: the Vikings or the Anglo-Saxons?	Key Question: How has electricity changed the way we live?	Key Question: How are people and places connected across Europe?
Quality Text Stimuli The Wild Way Home – Sophie Kirtley The Stone Age: Hunters, Gatherers and Woolly Mammoths – Marcia Williams Text Types - Journey Tale - Information Report Writing Outcomes - Write a journey tale about a child who travels through prehistoric Britain and survives a series of challenges. - Write an information report about life in Stone Age Britain. Grammar introduced Year 3 - Coordinating conjunctions (and, but, or) - Subordinating conjunctions (when, because, if) - Expanded noun phrases	Quality Text Stimuli Rosie Revere, Engineer – Andrea Beaty 100 Inventions That Made History – DK Publishing Text Type - Defeating the Monster Tale - Persuasion (Advert) Writing Outcome - Write a defeating-the-monster tale where a character overcomes a seemingly impossible design challenge through creativity, resilience and innovation. - Write a persuasive advert promoting an invention that solves a real-world problem. Grammar introduced Year 3	Quality Text Stimuli The Highland Falcon Thief – M.G. Leonard & Sam Sedgman The Outlying Fells of Lakeland – Alfred Wainwright Text Type - Mystery Story - Leaflet Writing Outcome - Write a mystery story in which a character investigates a strange event or theft whilst travelling through a region of the United Kingdom. - Produce a visitor guide promoting a local area, county or region of the United Kingdom. Grammar introduced Year 3 - Prepositions - Headings and subheadings - Word families Year 4 - Paragraphs organised around a theme	Quality Text Stimuli I Was There: Viking Invasion – Stuart Hill Anglo-Saxons & Vikings - Usborne History of Britain Text Type - Historical Quest Tale - Balanced Argument Writing Outcome - Write a historical quest tale set in Anglo-Saxon Britain. - Write a balanced argument answering the question: "Who should have ruled England: the Vikings or the Anglo-Saxons?" Grammar introduced Year 3 - Adverbs to express time, place and cause - Direct speech punctuation Year 4	Quality Text Stimuli The Boy Who Harnessed the Wind – William Kamkwamba Nikola Tesla: Little People, BIG DREAMS - Maria Isabel Sanchez Vegara Text Type - Wishing Tale - Biography Writing Outcome - Write a wishing tale in which a character dreams of changing their world through an invention and overcomes challenges to achieve their goal. - Write a biography about an influential inventor, engineer or scientist, explaining their achievements, challenges and impact on society. Grammar introduced Year 3 - Formation of nouns using prefixes	Quality Text Stimuli Little Red Riding Hood (Traditional European Folk Tale) The Works – Paul Cookson Text Type - Traditional Tale - Poetry Writing Outcome - Write a traditional tale inspired by a European folk tale, adapting key elements such as characters, setting or plot. - Write a collection of poems (Kennings,) inspired by European countries, landmarks, physical features and cultural traditions. Grammar introduced Year 3 - Prefixes (super-, anti-, auto-) Year 4 - Possessive pronouns



Year 4 - Fronted adverbials - Pronouns for cohesion - Present perfect tense - Use of inverted commas and reporting clauses Noun phrases expanded by prepositional phrases	- Singular possessive apostrophes Year 4 - Standard verb forms Expanded noun phrases using prepositional phrases		Apostrophes for plural possession	Year 4 Determiners	
People of interest: - Prof. Alice Roberts (History) - Nick Park (Computing) - Carl Linnaeus (Science)	People of interest: - Robert Sabuda and Matthew Reinhart (DT) - Mary Anderson (DT - Windscreen wiper inventor) - Evelyn Glennie (Music/Science)	People of interest: Alfred Wainwright (Art, Geography)	People of interest: - Dr Cat Jarmin (History) - King Alfred the Great (History) - King Cnut (History)	People of interest: - John Wilhelm (Computing) - William Kamkwamba (Science) - Nikola Tesla (Science) - Caroline Haslett (Science)	People of interest: - Tim Berners-Lee (Computing) - John Dalton (Science) - Dr Rita Gardner (Geography)
Enrichment:	Enrichment:	Enrichment: Field trip – map making	Enrichment: Class assembly	Enrichment: Camping trip	Enrichment:
Stone Age Survivors	Ingenious Inventors	Our Place, Our Home	Battle for Britain	Powering Our World	Across Europe
History The Stone Age changes in Britain from the Stone Age to the Iron Age		Geography UK - Locational Knowledge - 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 how some of these aspects have changed over time.	History Vikings and Angle-Saxons the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Geography Europe - locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - understand geographical similarities and differences through the study of human and physical geography of a region in a European country - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Science Living Things and their Habitats recognise that living things can be grouped in a variety of ways	Science Sound identify how sounds are made, associating some of them with something vibrating		Science Animals including Humans describe the simple functions of the basic parts of the digestive system in humans	Science Electricity identify common appliances that run on electricity	Science States of Matter compare and group materials together, according to whether they are solids, liquids or gases



• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.	• recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases		• identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey	• 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.	• 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.
Computing Creating Media 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 about the Romans • 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	Computing Creating Media Desktop Publishing • To recognise how text and images convey information • To recognise that text and layout can be edited • To choose appropriate page settings • To add content to a desktop publishing publication to create a magazine all about plants • To consider how different layouts can suit different purposes • To consider the benefits of desktop publishing	Computing Computer Systems & Networks Connecting Computers • To explain how digital devices function • To identify input and output devices • To recognise how digital devices can change the way that we work • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network	Computing Creating Media – Audio Production • To identify that sound can be recorded • To explain that audio recordings can be edited • To recognise the different parts of creating a podcast project • To apply audio editing skills independently • To combine audio to enhance my podcast project • To evaluate the effective use of audio	Computing Creating Media – Photo Editing • To explain that the composition of digital images can be changed • To explain that colours can be changed in digital images • To explain how cloning can be used in photo editing • To explain that images can be combined • To combine images for a purpose • To evaluate how changes can improve an image	Computing Computer Systems & Networks The Internet • To describe how networks physically connect to other networks • To recognise how networked devices make up the internet • To outline how websites can be shared via the WWW • To describe how content can be added and accessed on the WWW • To recognise how the content of the WWW is created by people • To evaluate the consequences of unreliable content
Art Printmaking – Press Printing Printing • Explore early cave paintings and create artwork using mixed earthy colours. • Design and create Stone Age-inspired prints using polystyrene tiles. • Develop printmaking skills by applying ink and pressure to produce repeated prints. Artists & Evaluation	Design Technology Levers and Linkages Designing • Generate ideas and design criteria based on user needs. • Use annotated sketches and prototypes to develop and communicate ideas. Making • Plan the main stages of making. • Use appropriate tools to cut, shape and join paper and card accurately.	Art Drawing – Skills & Styles Drawing • Explore the drawing and painting styles of artists such as Alfred Wainwright • Develop confidence in drawing, adding detail, texture, tone and depth. • Use a range of media, including pencils, graphite and charcoal. • Create landscapes, showing observation and an understanding of foreground, middle ground and background.	Food Technology Healthy and Varied Diet Designing • Develop and communicate ideas for a food product, considering user needs and sensory qualities (appearance, taste, texture and aroma). Making • Plan recipes and select appropriate ingredients, utensils and equipment.	Design Technology Electrical Systems Designing • Research user needs and develop design criteria. • Generate and communicate ideas using discussions and annotated sketches or diagrams. Making • Plan the stages of making.	Art Painting – Cityscapes Painting & Drawing • Create a city painting inspired by Paul Kenton. • Explore acrylic techniques, colour mixing, tints, tones and shades. • Develop control of mark-making, texture, light and



- Learn about early forms of art and drawing. - Use sketchbooks to develop and refine printmaking designs.	- Apply suitable finishing techniques. Evaluating - Explore products that use lever and linkage mechanisms. - Evaluate designs and products against criteria and user needs. Technical Knowledge - Understand and use lever and linkage mechanisms. - Identify fixed and loose pivots. - Use relevant technical vocabulary.	Sketchbooks & Evaluation - Use sketchbooks to develop ideas, practise techniques and annotate work. - Observe closely and record details through drawing and reflection.	- Prepare and combine ingredients to create a suitable food product. Evaluating - Test and evaluate ingredients and products using sensory feedback. - Assess work and final products against design criteria and others' opinions. Technical Knowledge - Use food preparation equipment and utensils safely and effectively. - Understand where ingredients come from and use relevant technical and sensory vocabulary.	- Use tools, equipment, materials and components accurately to create and finish products. Evaluating - Investigate existing battery-powered products. - Evaluate ideas and products against design criteria and identify improvements. Technical Knowledge - Understand and use simple electrical systems, including circuits with switches, bulbs and buzzers. - Use computing to program and control products. - Apply relevant technical vocabulary.	dark, and complementary colours. - Use perspective in compositions Sketchbooks & Artists - Use sketchbooks to collect ideas, plan colours and record observations. - Study Paul Kenton, exploring materials and techniques. Evaluation - Discuss and evaluate their own and others' work, suggesting improvements and developments.
R.E. <i>How do people of faith say thank you to God for the harvest?</i>	R.E. <i>Why Do Christians Believe Jesus Was 'God With Us'?</i>	R.E. <i>What Is The Role of a Faith Leader Who Has Been Called By God?</i>	R.E. <i>Is The Cross A Symbol of Sadness or Joy?</i>	R.E. <i>Is The 'Golden Rule' Agreed by Everyone?</i>	R.E. <i>How did/does Jesus change lives?</i>
PSHE and RSHE Breaking down Barriers Online Bullying (1) Families and People Who Care For Me Caring Friendships	PSHE and RSHE Online Bullying (2) Coming Home on Time Respectful Kind Relationships Being Safe	PSHE and RSHE Cycle Safety Jealousy1) General Wellbeing Physical Health and Fitness	PSHE and RSHE Jealousy (2) Chores at Home Healthy Eating Personal Safety Basic First Aid Health Protection and Prevention	PSHE and RSHE Relationships Healthy Living (1) Online Safety and Awareness Drugs, Alcohol, Tobacco and Vaping	PSHE and RSHE Healthy Living (2) First Aid Wellbeing Online Developing Bodies