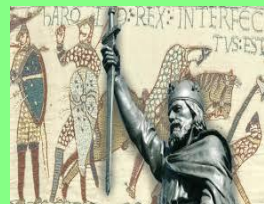


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	Love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. Galatians 5:22-23					
Collective worship	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Memory Verses	Let your light shine before others; that they may see your good deeds and glorify your father in heaven. Matthew 5:16					
	1 Corinthians 10:13 God is faithful; he will not let you be tempted beyond what you can bear.	Micah 1:4 The mountains melt beneath his feet and flow into the valleys like wax in a fire, like water pouring down a hill.	Job 11:18 You will be secure, because there is hope; you will look about you and take your rest in safety.	Psalms 1:3 He will be like a tree planted by the streams of water	Isaiah 40:31 Those who hope in the Lord will renew their strength.	Genesis 1:29 God said, I give you every seed bearing plant on the face of the Earth and every tree that has fruit with seed in it
Picture News	Opportunities to learn from our world and develop respect for other's beliefs, feelings and faiths. Encouraging exploration, discussion, challenge and inspiring children to learn!					
Topic	 Would you have preferred to have lived in the Stone, Bronze or Iron age?	 Why do people choose to live near volcanoes?	 Why did the Romans invade and settle in Britain?	 Why are rainforests important to us?	 How hard was it to invade and settle in Britain?	 Where does our food come from?
Super Starter	Sketches of cave paintings	Volcano Village Disaster - Short film	Artefact exploration	Jungle in a jar mystery	Step back in time audio - Anglo-Saxons arriving by boat	Visit to local farm
Fabulous Finish	Iron Age Celtic tribe face paint	Volcano Survival Debate Show	Dress up Day	Visit to Butterfly farm	Guest reader - survival stories	Food festival

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 SMSC	Spiritual - Use imagination and creativity in their learning.	Spiritual - Sense of enjoyment and fascination when learning about the world around them.	Spiritual - Sense of enjoyment and fascination when learning about others.	Spiritual - Reflect on their beliefs and respect other people's faiths, feelings and values.	Spiritual - Reflect on their beliefs and respect other people's faiths, feelings and values.	Spiritual - Reflect willingly on experiences.
	Moral - Recognise the difference between right and wrong.	Moral - Understand the consequences of their behaviour and actions.	Moral - Develop an acceptance of other people.	Moral - Understand legal boundaries.	Moral - Know about and respect the public institutions and services in England.	Moral - Investigate moral and ethical issues.
	Social - Use a range of social skills in different contexts.	Social - Participate in a variety of communities and social settings.	Social - Know that the rule of law protects the rights of individual citizens.	Social - Use a range of social skills in different contexts.	Social - Co-operate well with others and be able to resolve conflicts effectively.	Social - Use a range of social skills in different contexts.
	Cultural - Respond positively to artistic and musical opportunities.	Cultural - Explore and show respect for different national and global communities.	Cultural - Know about Britain's democratic parliamentary system.	Cultural - Understand and appreciate the range of different cultures within school.	Cultural - Understand some cultural influences that have shaped their heritage.	Cultural - Explore and show respect for different national and global communities.

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British Values 	<u>Democracy</u> - Choices School elections	<u>Democracy</u> - School Council Expressing views	<u>Democracy</u> - Introduction to civil rights movement	<u>Democracy</u> - School Council Fairness and justice	<u>Democracy</u> - School Council Compromise	<u>Democracy</u> - School Council Considering others
	<u>Rule of Law</u> - What are laws? School expectations Shottery Stars	<u>Rule of Law</u> - Right and wrong Shottery Stars	<u>Rule of Law</u> - Choices and consequences Shottery Stars	<u>Rule of Law</u> - Coping with disagreements Shottery Stars	<u>Rule of Law</u> - Choices and consequences Shottery Stars	<u>Rule of Law</u> - Telling the truth Shottery Stars
	<u>Individual Liberty</u> - - I am unique e-safety	<u>Individual Liberty</u> - Challenging stereotypes	<u>Individual Liberty</u> - Taking responsibility for own actions	<u>Individual Liberty</u> - anti-bullying culture Healthy me	<u>Individual Liberty</u> - Taking responsibility for own actions	<u>Individual Liberty</u> - Rights and responsibilities
	<u>Tolerance and Respect</u> - Class Charter and expectations	<u>Tolerance and Respect</u> - Other cultures and ways of life	<u>Tolerance and Respect</u> - Role Models other cultures and ways of life	<u>Tolerance and Respect</u> - Other cultures and ways of life	<u>Tolerance and Respect</u> - other cultures and ways of life Helping others	<u>Tolerance and Respect</u> - Other cultures and ways of life
Picture News Collective worship						
English Driving Texts 	Writing Root: The First Drawing - Mordicai Gerstein (Yr 3 - Awe and Wonder)	Writing Root: Escape from Pompeii - Christina Balit (Yr 3 - Disaster, Hope and Healing)	Writing Root: The Thames and Tide Club: The Secret City by Katya Balen (Yr 4 - Exploration and Discovery)	Writing Root: Frindleswyld by Natalia and Lauren O'Hara (Yr 4 - Darkness & Light)	Writing Root: The Father - Graham Baker Smith (Yr 4 - Inventions and Innovations)	Writing Root: Cloud Tea Monkeys - Mal Peet and Elspeth Graham (Yr 3 - Overcoming Adversity)
	Writing Root: Varmints - Helen Ward	Literacy Leaf: Earth Shattering Events -		Shakespeare Week (Shakespeare week) Facts about Shakespeare & Shakespeare story		
 Writing Purposes & Cross	Writing Purpose: To entertain: children write narratives inspired by life in the Stone Age.	Writing Purpose: To inform: children write factual pieces about volcanoes and the eruption of Vesuvius.	Writing Purpose: To entertain: children write fantasy narratives inspired by the underground	Writing Purpose: To entertain: children write fantasy narratives inspired by Cora's journey into the frozen kingdom	Writing Purpose: To entertain: children write imaginative narratives inspired by the dream of flight and invention	Writing Purpose: To entertain: children write narratives inspired by Tashi's journey and the magical monkeys

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Curricular links	Literacy Tree					
	To inform: children create non-chronological reports about Stone Age life, tools, and cave paintings. To explain: children write instructions on how to make cave art or create a survival guide. To reflect: children write in role, expressing the significance of discovery and creativity. Writing Outcomes: Character descriptions of the boy in the story, imagining his thoughts and dreams. Diary entries in role as the child who created the first drawing. Non-chronological reports about Stone Age life, linking to history. Instructional writing: "How to make your own cave painting." Short narrative: retelling the story from the perspective of a family member or tribe elder.	To entertain: children create imaginative narratives and diary entries inspired by the characters and events. To persuade: children write persuasive letters or posters on safety and preparedness for volcanic eruptions. Writing Outcomes: Setting descriptions capturing the atmosphere of Pompeii before and during the eruption. Diary entries in role as Tranio or Livia, expressing thoughts and feelings during the disaster. Newspaper reports recounting the eruption of Vesuvius. Poetry inspired by natural disasters, focusing on imagery and emotion. Additional Opportunities: Cross-curricular links with Geography (volcanoes, tectonic plates, natural disasters). Art outcomes (volcanic eruption artwork in pastels/paints). Drama/role-play: recreating key scenes from the book to	adventures of the Thames and Tide Club To inform: children create non-chronological reports about the River Thames and its historical significance To explain: children write instructions for mudlarking or how to prepare for an underground expedition To reflect: children write in role, expressing thoughts and emotions from the perspective of the characters discovering hidden histories Writing Outcomes: Character descriptions of Clem, Zara, and Ash, imagining their motivations and personalities Diary entries in role as a club member uncovering a secret beneath the city Non-chronological reports about the River Thames, its geography, and historical artefacts Instructional writing: "How to go mudlarking safely" or "How to explore a secret city" Short narrative: retelling a key scene from the perspective of a hidden	To inform: children create non-chronological reports about winter traditions, seasonal changes, or mythical creatures To explain: children write instructions for completing one of Frindleswylde's Impossible Tasks or escaping the frozen world To reflect: children write in role, expressing emotions and growth from Cora's perspective Writing Outcomes: Character descriptions of Cora and Frindleswylde, exploring their personalities and motivations Diary entries in role as Cora, reflecting on her journey and the challenges she faces Non-chronological reports about winter folklore or magical creatures Instructional writing: "How to complete an Impossible Task" or "How to survive in a frozen kingdom" Short narrative: retelling the story from the perspective of Frindleswylde or the lantern itself Poetry inspired by winter imagery, light and darkness, and emotional transformation Cross-curricular with Geography - exploring	To inform: children create non-chronological reports about historical attempts to fly, and inventors like Da Vinci or the Wright brothers To explain: children write instructions for building a flying machine or preparing for a flight To reflect: children write in role, expressing emotions around loss, ambition, and generational legacy Writing Outcomes: Character descriptions of the father and son, exploring their relationship and motivations Diary entries in role as the son, reflecting on his father's dreams and his own journey Non-chronological reports about the history of flight and famous inventors Instructional writing: "How to build a flying machine" or "How to follow a dream" Short narrative: retelling the story from the perspective of the son as an adult or from the viewpoint of the machine itself Poetry inspired by flight, dreams, and the emotional journey of the characters Additional Opportunities: Cross-curricular with History - exploring the challenges faced by invaders and settlers in Britain (e.g. Romans, Anglo-Saxons), linking to themes of ambition	To inform: children create non-chronological reports about tea production and global trade To explain: children write instructions on how to prepare tea or describe the tea-tasting process To reflect: children write in role, expressing emotions and gratitude from Tashi's perspective Writing Outcomes: Character descriptions of Tashi and the Royal Tea Taster Diary entries in role as Tashi, describing her experiences and emotions Non-chronological reports about tea production and where tea comes from Instructional writing: "How to prepare the perfect cup of tea" Short narrative: retelling the story from the perspective of the monkeys or the Overseer Poetry inspired by the misty mountains and the sensory experience of tea Geography (mapping tea-producing countries and exploring food miles) Science outcome: investigating tea plants and growing herbs in class Art outcome: designing tea packaging and illustrating Himalayan landscapes

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	Poetry based on images of animals and nature, inspired by cave art. Additional Opportunities: Cross-curricular with History (Stone Age settlements, art and culture). Art outcome: creating cave-style drawings using natural materials/charcoal. Drama: freeze frames and role play to explore the reactions of the tribe to the first drawing. PSHE link: celebrating creativity and self-expression.	deepen empathy and understanding.	character or historical figure Poetry inspired by the river, its rhythms, and the mystery of London's underground world Additional Opportunities: Cross-curricular with Geography (rivers, settlements, and land use along the Thames) History outcome: exploring Roman artefacts found in the Thames and investigating Roman London, including roads, trade, and settlement patterns Art outcome: designing maps of the secret city or creating river-inspired mixed media pieces Drama: role play and freeze frames exploring the club's discoveries and challenges PSHE link: teamwork, curiosity, and valuing local heritage and hidden stories	rainforest biomes as a contrast to Frindleswylde's frozen kingdom. Children investigate climate, flora, and fauna of tropical rainforests and compare them to temperate or polar environments. Science outcome - studying adaptation: how animals and plants survive in different ecosystems, including rainforests and icy habitats Art outcome - creating mixed-media rainforest collages and comparing colour palettes and textures with winter landscapes Drama - role play exploring what might happen if Frindleswylde visited a rainforest: children imagine new Impossible Tasks based on jungle settings PSHE link - discussing environmental responsibility and the importance of protecting diverse habitats like rainforests	resilience, and legacy. Children compare the father's determination to early settlers' perseverance and innovation. Art outcome: designing and illustrating flying machines using mixed media and collage Science outcome: investigating forces, air resistance, and how things fly Drama: freeze frames and role play exploring the emotional journey of the son and father PSHE link: exploring ambition, resilience, and coping with loss and legacy	Drama: role play and freeze frames exploring key moments in the story PSHE link: exploring empathy, fairness, and the importance of kindness and community
GPS 	Selection of lessons and daily starters taken from Yrs 3 and 4 objectives for SPAG (See MTP)					
Reading Vipers	Selection of books: Class text connections; Poetry; Shakespeare; Historical; Geographical; PSHE; Religious; Multicultural (See MTP)					

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Class Story (Read for pleasure)	Selection of stories from different genres - purely for listening to and enjoying (See MTP)					
Maths White Rose 	Place Value Addition & Subtraction Length & Perimeter	Addition & Subtraction Multiplication & Division Statistics	Multiplication & Division Shape & Area	Multiplication & Division Fractions Money	Fractions & Decimals Position & Direction Mass & Capacity	Fluency & Procedure Decimals Time
Mastering Number & Multiplication	Units 1-5 TT Rock stars	Units 6-10 TT Rock stars	Units 11 -15 TT Rock stars	Units 16-20 TT Rock stars	Units 21- 26 TT Rock stars	Ready to Progress TT Rock stars
Science 	Energy, light and shadows	Animals including humans: movement and nutrition	Materials: rocks and soil	Animals including humans: digestion and food	Energy: electricity and circuits	Making connections: How does food affect muscle fatigue
Art and Design 	Drawing: Developing drawing skills.		Craft and design: Fabric of nature		Drawing: Power prints	
D&T 		Option 1: Pneumatic toys		Textiles: Cushions		Cooking and nutrition: Eating seasonally

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Geography 		Why do people choose to live near volcanoes?		Why are rainforests important to us?		Where does our food come from?
Kapow Primary History 	Would you have preferred to have lived in the Stone, Bronze or Iron age?		Why did the Romans invade and settle in Britain?		How hard was it to invade and settle in Britain?	
Computing Kapow Primary	Programming: Scratch	Video trailers: Using iPads	Google: Creating media: Website design	Programming: Further programming with Scratch	Computational thinking	Online Safety
Music 	Percussion Power	Five Gold Rings	Music and Sound	Sound Exploration	Round and Round	Exploring Musical Contrasts
French Kapow Primary	French greetings with puppets	French adjectives of colour, size and shape	Playground games: numbers and age	In a French classroom	Bon appetite	Shopping for French food
PE	Invasion Games: Involves attack vs defence	Volley ball Tag Rugby	Netball Badminton	Dance Handball	Rounders Athletics	Sports day practice Fielding games

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PSHE 	Setting Ground Rules Families & Relationships	Health and Well- being	Safety & the Changing Body	Citizenship	Economic well-being	Transition
RE Coventry and Warwickshire Diocese	L2.4: How might your worldview lead you to do hard things for good reasons?		L2.6: Do you have to be part of a faith community to express an organised worldview?		L2.7: How have religion and history entwined in this area?	
 Experience Pathways 	<u>Autumn</u> Memorable experiences: Super Starter/ Fabulous Finish KS2 Carol Service Road Safety Careers experiences: Interview Reverend Craig		<u>Spring</u> Memorable experiences: Super Starter/ Fabulous Finish Careers experiences: Invite parents in for a Q and A session about their jobs.		<u>Summer</u> Memorable experiences: Super Starter/ Fabulous Finish Careers experiences: The Day in the Life of a Teacher	
Church and Community	Harvest Festival	Remembrance Day St Andrew's Day Carol Service	Shrove Tuesday Ash Wednesday	Easter Service St George's Day Shakespeare's Birthday		Leavers Church Service

Curriculum Providers:

English / GPS – Literacy Tree

Handwriting – Letter Join

Reading – VIPERS

Maths – White Rose

Music – Charanga

Science – KAPOW

Geography, History, Art, D&T - KAPOW

RE – Warwickshire SACRE

