Five Acres Wider Curriculum Long Term Overview – Year 3/4

At Five Acres Primary School, we have a number of pupils who experience high mobility and who are developing proficiency in English as an additional language. Therefore, in all areas of our curriculum, we support children to access and thrive through consistent, high-quality universal adaptations that strengthen language, secure prior knowledge, and reduce barriers to learning. This includes explicit vocabulary instruction, structured talk, visual and practical scaffolds, clear modelling, retrieval-rich routines, and carefully sequenced learning that enables every pupil to participate, progress, and achieve.

CYCLE A

Thematic Drivers	**Responsibility and Risk**		**Perspective and Empathy**		**Celebration and Change**	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	Volcanoes and Earthquakes **Enquiry Question:** *How do volcanoes and earthquakes affect the places and people around them?* **Composite Outcome:** A hazard-impact report explaining how tectonic events shape landscapes and communities, supported by diagrams, maps, and case-study evidence.		Farm to Fork (land use, economic impact and sustainability) **Enquiry Question:** *How does the journey from farm to fork affect people and the environment?* **Composite Outcome:** A food-journey map showing production, transport, and consumption, with an explanation of how choices affect		Climate Change (biomes and Sustainability) **Enquiry Question:** *How is climate change affecting different biomes around the world?* **Composite Outcome:** A biome-impact study showing how climate change alters habitats, species, and human activity, supported by maps and data.	

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			farmers, consumers, and the environment.			
History		Ancient Greece **Enquiry Question:** *How did Ancient Greek ideas influence the way people lived and governed themselves?* **Composite Outcome:** A historical explanation showing how Greek innovations (democracy, philosophy, architecture) shaped society, with examples supported by evidence.		Changes in Farming **Enquiry Question:** *How have changes in farming shaped the lives of people over time?* **Composite Outcome:** A historical comparison showing how farming developments changed work, food availability, and rural life, supported by evidence.		Stone Age to Iron Age **Enquiry Question:** *How did life change from the Stone Age to the Iron Age?* **Composite Outcome:** A chronological explanation showing how tools, homes, and society developed across the three periods, supported by archaeological evidence.
Science [Plymouth Science]	**Amazing Human Body** **Enquiry Question:** *How Does the Human Body Help Us Live, Move and Grow?* **Composite Outcome:** *Design and present a life-sized human body display showing the skeleton, muscles, digestive system and different types of teeth, explaining how each part helps humans survive, move and stay healthy.* Y3		**From Amazon to Antarctica** **Enquiry Question:** *How Do Animals and Materials Survive in Extreme Environments?* **Composite Outcome:** *Create a 'From Amazon to Antarctica' scientific guide that classifies living things, explains food chains and habitats, and demonstrates how materials change state through the water cycle and different temperatures.* Y4		**How Stuff Works** **Enquiry Question:** *How Does Stuff Work?* **Composite Outcome:** *Design and build a working product or model that uses forces, magnets or electricity, then explain how the scientific principles make it work.* **Y3** -Compare how things move on different surfaces -Notice that some forces need contact between two objects, but magnetic forces can act at a distance. -Observe how magnets attract or repel each other and attract some materials and not others.	

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	-Identify that humans and some other animals have skeletons and muscles for support, protection and movement. -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. **Repeat objective for consolidation.** Y4 -Describe the simple functions of the basic parts of the digestive system in humans. -Identify the different types of teeth in humans and their simple functions.		-Compare and group materials together, according to whether they are solids, liquids or gases. -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 (States of matter) -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. -Recognise that living things can be grouped in a variety of ways. **Repeat of obj for consolidation** -Explore and use classification keys to help group, identify and name a variety of living things in their local environment. -Recognise that environments can change and that this can sometimes pose dangers to living things **Repeat of obj for consolidation** -Construct and interpret a variety of food chains, identifying producers, predators and prey. **Repeat of obj for consolidation**		-Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. -Describe magnets as having two poles. -Predict whether two magnets will attract or repel each other, depending on which poles are facing. Y4 -Identify common appliances that run on electricity. -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.	
Art and Design			Printmaking composition **Enquiry Question:** *How can composition help us communicate meaning through printmaking?* **Composite Outcome:** A print series using composition, contrast, and layering to express an idea or viewpoint, with an artist's explanation of choices.		Sculpture using reusable/recycled materials **Enquiry Question:** *How can we use recycled materials to create meaningful sculpture?* **Composite Outcome:** A sculpture made from reused materials, with an artist's statement explaining how material choices support the theme of change or sustainability.	Drawing – Natural pigments and mark making **Enquiry Question:** *How can natural pigments help us explore different ways of making marks?* **Composite Outcome:** A collection of drawings using natural pigments and varied mark-making techniques, with annotations explaining artistic choices.

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Design Technology	Structure (Building to withstand a natural disaster) **Enquiry Question:** *How can we design a structure that can withstand a natural disaster?* **Composite Outcome:** A disaster-resistant model structure with labelled features and a written justification explaining how each feature helps protect people or property.	Textiles -Sewing **Enquiry Question:** *How can stitching techniques help us create a strong and useful textile item?* **Composite Outcome:** A sewn textile product demonstrating secure stitching and finishing techniques, with an explanation of design choices.		Cooking linked to seasonal changes **Enquiry Question:** *How can seasonal ingredients help us create a nutritious dish?* **Composite Outcome:** A seasonal dish with a written explanation of ingredient choices, nutritional value, and how seasonality affects food availability.		
Music [Sing Up!]	**I've been to Harlem**	**Chilled- out, Clap-rap**	**Latin Dance**	**'March' from The Nutcracker** **From a railway carriage**	**Just three notes** **Samba with Sergio**	**Fly with stars**
PSHE [Jigsaw]	***Being Me in My World*** "Self-identity & worth"	**Celebrating Difference** "Respect, similarities, & differences"	**Dreams & Goals** "Aspirations & personal success"	**Healthy Me** **"**Physical health & nutrition"	**Relationships** "Friendships & Families"	**Changing Me** "Life cycles & biological growth"
Religious Education [Jigsaw World View: Christianity & Islam]	**Does praying at regular intervals help Muslims in their everyday lives?** Prayer (Salat/Salah) and prayer times, why	**Has Christmas lost its true meaning?** The meaning of Christmas to Christians including extending kindness	**Could Jesus heal people?** Did He perform miracles or was there some other explanation? Jesus'	**What is 'good' about Good Friday?** The Easter story and its meaning to Christians in the belief that Jesus	**Does completing a pilgrimage make a person a better Muslim?** Pilgrimage - preparations for	**What is the best way for a Muslim to lead a good life?** Pillars, belief in life after death and the role of the two angels

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	Muslims might pray, prayer at home and at the mosque, story of the Night Journey, preparations for prayer, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim.	and considering why Jesus was born (the incarnation)	Miracles including the healing of the leper, the healing of the wise man and the healing of the paralysed man.	came back to life and therefore they may receive life after death	visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.	and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.
Computing [Teach Computing]	Data & Information Year 2 Unit 4 Branching data bases	Creating media Year 3 Unit 5 Desktop publishing	Programming A Year 4 Unit 3 Repetition in shapes	Data & Information Year4 Unit 4 Data logging	Creating media Year 4 Unit 5 Photo editing	Programming B Year 4 Unit 6 Repetition in games
	Education for a Connected World					
		Managing Online information Copyright & Ownership			Self-image & Identity	
Languages [Salut!]	**Core unit one** • Greetings (hello, how are you etc) • Name • Age • My family	**Core unit two** • Days of the week • Colours • Counting to 20 • Countries • Likes • Nicholas the monster story	**Core unit three** • Parts of the body (including heads, shoulders knees and toes song) • Counting to 31 • Clothes • Months of the year Genevieve's birthday (story)	**Animals** • Farm animals • Pets • What's your dog like? (describing words) Where's your cat? (prepositions)	**Food** • Different foods • I like to eat… • What are you eating? Henri looks for his mother (story)	**Recap** Revise and recap topics looked at throughout the year.
Physical Education [Get Set 4 PE]	Tennis – Get Set 4 PE Year 3 & Invasion (Football) – Get Set for PE – Year 3/4	Tennis – Get Set 4 PE & Netball - Get Set for PE Year 3/4	OAA – Get Set 4 PE Year 3/4 & Basketball – Get Set for PE Year 3/4	Swimming/ Gymnastics & Fundamentals – Get Set 4 PE Year 3/4	Swimming/ Dance & Fundamentals – Get Set 4 PE Year 3/4	Swimming/ Gymnastics & Athletics – Get Set 4 PE year 4

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Cycle B

	Impact and Power		**Culture and Diversity**		**Reflection and Legacy**	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	Rivers (including the water cycle) **Enquiry Question:** *How do rivers shape landscapes and support life?* **Composite Outcome:** A river study explaining formation, features, and uses, including a labelled diagram of the water cycle and examples of human dependence on rivers.		South East England and Coasts **Enquiry Question:** *How do coastal environments shape life in South East England?* **Composite Outcome:** A coastal study showing physical features, human activity, and environmental challenges, supported by maps and diagrams.		Europe (features and boarders) **Enquiry Question:** *What can Europe's physical and human features tell us about how countries have developed?* **Composite Outcome:** A comparative study of European countries showing physical features, borders, and cultural links, supported by maps and data.	
History		Ancient Egypt (link to the impact of the Nile) **Enquiry Question:** *How did the Nile influence life in Ancient Egypt?* **Composite Outcome:** A		Romas (Britain) **Enquiry Question:** *How did Roman settlement change life in Britain?* **Composite Outcome:** A historical explanation showing		Saxons and Vikings **Enquiry Question:** *How did Saxon and Viking settlement shape Britain's story?* **Composite Outcome:** A historical narrative explaining how Saxon and Viking life, conflict,

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		historical explanation showing how the Nile shaped farming, settlement, trade, and belief, supported by evidence.		how Roman ideas, technology, and culture influenced Britain, supported by archaeological evidence.		and culture influenced Britain, supported by evidence.
Science [Plymouth Science]	**Nurturing Nature** **Enquiry Question:** *How Can We Protect and Sustain the Natural World?* **Composite Outcome:** *Create a nature conservation guide that explains how plants grow and reproduce, classifies local living things, and recommends actions that help protect habitats and biodiversity.* Y3 -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Y4 -Recognise that living things can be grouped in a variety of ways. -Explore and use classification keys to help group, identify and name a variety of living things in their local environment.-Recognise that environments can change and that this can sometimes pose dangers to living things.		**Archaeology** **Enquiry Question:** *What Can Artefacts Tell Us About Life in the Past?* **Composite Outcome:** *Produce a museum-style exhibition that uses rocks, fossils, teeth, food chains and classification keys to explain how scientists learn about ancient organisms, their diets, habitats and changing environments.* Y3 -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. -Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. -Recognise that soils are made from rocks and organic matter Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Y4 -Identify the different types of teeth in **animals** and their simple functions. -Construct and interpret a variety of food chains, identifying producers, predators and prey. -Recognise that environments can change and that this can sometimes pose dangers to living things. **This has been repeated to help consolidate.**		**Movie Magic** **Enquiry Question:** *How Do Movies Use Light and Sound to Create Magic?* **Composite Outcome:** *Produce a short film, shadow theatre performance or special effects exhibition that demonstrates how light, shadows and sound can be manipulated to entertain and communicate ideas, using scientific explanations throughout.* Y3 Light Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect our eyes. Recognise that shadows are formed when the light source is blocked by a solid object. Find patterns in the way the size of the shadows change. Y4 Sound To identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between 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 sound gets fainter as the distance from the sound source increases.	

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			-Explore and use classification keys to help group, identify and name a variety of living things in their local environment. **This has been repeated to help consolidate**			
Art and Design		Sculpture (clay carving and symbolism) **Enquiry Question:** *How can carving and symbolism help us communicate ideas through sculpture?* **Composite Outcome:** A carved clay sculpture using symbolic shapes or motifs, with an artist's explanation of meaning and technique.	Painting perspective (landscape drawing and painting **Enquiry Question:** *How can perspective help us create depth in a landscape?* **Composite Outcome:** A landscape painting using perspective techniques to show depth and distance, with annotations explaining artistic choices.			Drawing tone and shade **Enquiry Question:** *How can tone and shade help us show form and detail in drawing?* **Composite Outcome:** A drawing using tonal variation and shading to show depth and form, with annotations explaining technique.
Design Technology	Structures (bridges link to rivers) **Enquiry Question:** *How can we design a bridge that is strong and stable?* **Composite Outcome:** A bridge model demonstrating strength and stability, with labelled features and a written explanation			Mechanical Systems (levers and Pulleys) **Enquiry Question:** *How can levers and pulleys help us create useful movement in a product?* **Composite Outcome:** A working mechanical model using levers or pulleys, with labelled diagrams and an explanation of how	Cooking **Enquiry Question:** *How can we create a dish that reflects traditions from different places?* **Composite Outcome:** A dish inspired by European or historical food traditions, with a written explanation of ingredient choices and cultural links.	

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	of engineering choices.			the mechanism improves function.		
Music [Sing Up!}	This little light of mine	My fantasy football team	The doot doot song	Fanfare for the common man Spain	Global pentatonic The horse in motion	Favourite song
PSHE [Jigsaw]	**Being Me in My World** *"Global citizenship & rights"*	**Celebrating Difference** *"Challenging bullying & stereotypes"*	**Dreams & Goals** *Resilience & overcoming obstacles"*	**Healthy Me** *"Mental/ emotional well-being & safety"*	**Relationships** *"Online safety & digital communication"*	**Changing Me** *"Coping with change & transition"*
Religious Education [Jigsaw World View: Christianity & Santana Dharma (Hinduism)]	**Does visiting the Ganges make a person a better Sanatani?** The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at Varanasi because of the belief of Brahman in everything including the waters of the river.	**What is the most significant part of the nativity story for Christians today?** Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle.	**What do some deities tell Sanatanis about God?** Belief in the deities and their aspects of the one supreme being which is Brahman. Focus on Ganesha and Lakshmi and what particular blessings they bestow.	**Is forgiveness always possible for Christians?** Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him)	**What is the best way for a Sanatani to lead a good life?** How the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including devotion to God and actions to help society.	**Do people need to go to church to show they are Christians?** Uses of the church for worship and other events such as baptism and taking of Holy Communion.
Computing [Teach Computing]	Computing systems & network	Creating media Year 3 Unit 2 Stop-frame animation	Programming A Year 3 Unit 3 Sequencing sounds	Computing systems & networks	Creating media Year 4 Unit 2 Audio production	Programming B Year 3 Unit 6 Events & actions in programs

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	Year 3 Unit 1 Connecting computers			Year 4 Unit 1 The internet		
	Education for a Connected World					
		Managing Online Information Copyright & Ownership		Managing Online Information	Copyright & Ownership	
Languages [Salut!]	**Core unit one** • Greetings (hello, how are you etc) • Name • Age • My family	**Core unit three** • Parts of the body (including heads, shoulders knees and toes song) • Counting to 31 • Clothes • Months of the year Genevieve's birthday (story)	**At school** • How do you go to school? • Rooms • In your pencil case • What time is it? • Subjects The magic bag (story)	**Home** • Where do you live? • Your home • Your bedroom • The kitchen • Daily routine Garon the giant story	**My town** • How much does it cost? • In your town • Where is....? • Shops At the shops	**Sport** • Sports • Which sport do you like doing? • At the stadium • Can you?
Physical Education [Get Set 4 PE]	Gymnastics – Get Set for PE Year 3 & Invasion (Hockey) – Get Set for PE Year 3/4	Dance – Get Set for PE Year 3 & Fitness – Get Set 4 PE Year 3/4	Dance – Get Set for PE Year 4 & Gymnastics – Get Set for PE Year 4	Swimming/Dance & Ball Skills – Get Set 4 PE Year 3/4	Swimming/Gymnastics & Dodgeball – Get Set 4 PE Year 3/4	Swimming/Gymnastics & Cricket – Get Set 4 PE Year 3/4