



Hawthorn Class – Yr3/4
Miss Mayo
Curriculum Information
Autumn term 2026

Science

Children in Year 3 will be learning about Skeletons, diet and nutrition, and Rocks and Fossils, and Year 4 will be learning about Classifying living things and States of Matter.

Autumn 1 Y3 Skeleton, diet and nutrition - Learning includes:

Bones in the human body, skeleton, bones in animals, animals with no spine, food groups, balanced diet, animal diets

Autumn 1 Y4 Classifying living things – Learning includes:

Grouping animals, classification keys, vertebrates and invertebrates and looking at plants.

Autumn 2 Y3 Rocks and Fossils – Learning includes:

Identify, group and test rocks, explore fossils, understand fossil formation

Autumn 2 Y4 States of Matter – Learning includes:

Exploring liquids, solids and gases, planning and investigating a melting experiment, exploring the water cycle and investigating and evaluating an evaporation experiment.

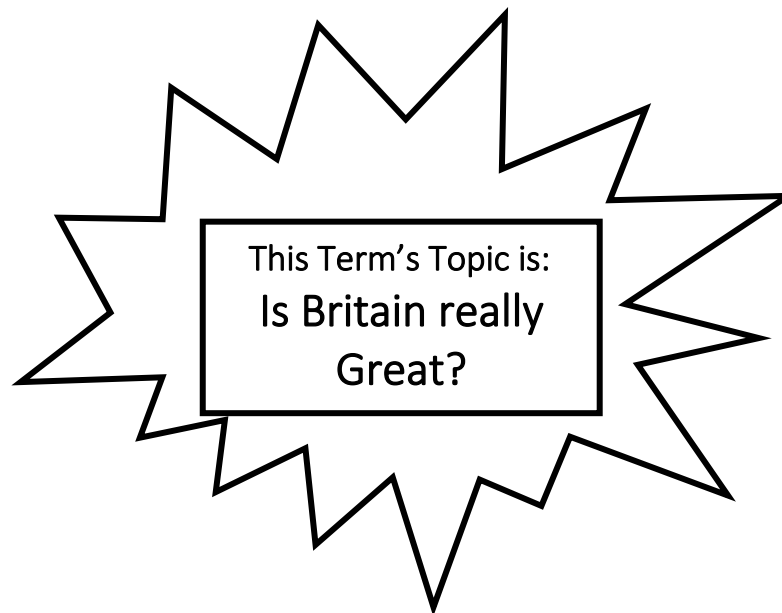
Mathematics – Y3

- Place Value to 1,000 - 3 weeks
- Addition and Subtraction - 5 weeks
- Multiplication and division - 4 weeks

Mathematics – Y4

- Place Value to 10,000 - 4 weeks
- Addition and Subtraction – 3 weeks
- Area – 1 week
- Multiplication and division – 3 weeks
- Consolidation – 1 week

Within these units, the children will have the opportunity to complete a range of problem solving and reasoning questions and activities.



Physical Education

On our Tuesday sessions, children will have lessons with JSSE sports and Friday sessions will be with Miss Mayo

Tuesday: OAA Problem Solving

Friday: Gymnastics – Canon and Unison

English

Autumn 1: Victorians

Text: Son of the Circus – A Victorian Story by E. L. Norry

This half of term we will focus on narrative to entertain in 1st person by writing a day in the life of the son of the circus.

We will also be writing a persuasive letter from the son to the mother asking to come home.

Autumn 2: British Empire

**Texts: Coming to England by Floella Benjamin
On the Move by Michael Rosen**

This half of term we will focus on writing a non-chronological report about the British Empire to bring our topic together.

We will explore the poetry of Michael Rosen and write our own poems.

Reading

Our reading will focus on skills beyond word formation, including prediction, identifying themes, inference and summarising texts. We will also look at how language, structure and presentation contribute to meaning.

Spelling, punctuation and grammar -

-Basics of word class, focussing on nouns, verbs, adjectives, adverbs, conjunctions, prepositions
Simple, Compound and complex sentences for effect

-Statuary spellings and word of the day every morning in early morning work

-Creating effect for audience and purpose, with a focus on sentence structure

-Understanding of noun prefixes such as super- anti- auto-

-Use of 'a' or 'an' according to whether the next word begins with a consonant or a vowel

-Expanded noun phrases

-Subordination and co-ordination in sentences.

-Apostrophes for plurals and possession

Topic and Computing

Main focus – Is Britain Really Great

Autumn 1: Victorians

Know the period known as Victorian Britain and plot on timeline showing present day, the Victorian period, and other relevant times in history that the children have been taught.

Have an understanding of what life was like for children in Victorian Britain.

Autumn 2: British Empire

Know when the British Empire occurred. Understand how Britain benefited from the Empire during the period. Know ways in which the Empire benefited India, and ways in which it did not. Know the subsequent effect of imperial colonialism on the Britain of today.

Computing

Autumn 1: Computing Systems and Networks 1

What is a network?

A file's journey

How a website works

Routers

What is packet data

Autumn 2: Computing Systems and Networks 2: Communicating with technology

Sending an email

Adding attachments

Be kind online

Fake emails

Spanish

Dates in Spanish

Understanding numbers in context (calendar, birthdays)

Spanish pets and vocabulary surrounding animals

Roleplay using Spanish vocabulary in real world settings

This Term's Topic is:

Is Britain really great?

Art – Ancient Egyptian Scrolls

Children will: Record colours, patterns and shapes through observational drawing, choose and use tools and materials confidently, begin to experiment with drawing technique, produce a final design with a clear purpose, discuss and evaluate the process and outcome of their work and produce a complete painted or drawn piece from a design idea.

Music

Autumn 1: South African music focussing on tuned percussion instrumental lessons. Children will play a rhythmic pattern and sing in time, finally creating and performing an eight-beat rhythm pattern.

Autumn 2: Jazz music. Children will learn about ragtime, play off-beat in a syncopated rhythm, play a call and improvise a response, improvise scat singing, compose and play a jazz motif and play a swung rhythm using a tuned percussion instrument.

PSHE

Autumn 1- Belonging and Beginning. This unit asks the following questions: What is my role in helping my school be a place where we can learn happily and safely? How can we build relationships in our class and how does this benefit me? What does it feel like to be new or to start something new? How can I help children and adults feel welcome in school? What helps me manage a new situation or learn something new? Who are the different people in my network who I can ask for help?

Autumn 2- Family and Friends This unit asks the following questions: How do good friends behave on and offline? What can I do when I feel left out? What is a healthy friendship? What skills do I use for choosing, making and developing friendships? How can I help to resolve disagreements positively by listening and compromising? How can I empathise with other people in a disagreement?

Anti-bullying. This unit asks the following questions: How are falling out and bullying different? What are the characteristics of different types of bullying? How do people try to use power when they bully others? How can lack of respect and empathy for others make bullying more likely? What differences are there between direct and indirect forms of bullying? Do I understand that bullying might affect how people feel for a long time? What are bystanders and followers and how might they feel? How can I support people who are being bullied by being assertive?