

# St George's Central CE Primary School and Nursery

## Year 3 and Year 4 Curriculum Overview: 2026 – 2027

|                    | Autumn 1                                                                                                                                                                                   | Autumn 2                                                                                                                                                  | Spring 1                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                                      | Summer 1                                                                                                                         | Summer 2                                                                                                                                                                                                                |
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| <b>Experiences</b> | Stone Age carousel activities                                                                                                                                                              | Roman Experience: Chester visit                                                                                                                           | Lowry Gallery                                                                                                                                                                              | Park Walk                                                                                                                                                                                                                                     | Mediterranean Experience Day (including food)                                                                                    |                                                                                                                                                                                                                         |
| <b>Art</b>         | How can you paint with scissors?                                                                                                                                                           |                                                                                                                                                           | What can you see in Lowry's paintings?                                                                                                                                                     |                                                                                                                                                                                                                                               | What are the colours of the Mediterranean?                                                                                       |                                                                                                                                                                                                                         |
| <b>DT</b>          |                                                                                                                                                                                            | What is the best way to construct a desk lamp?                                                                                                            |                                                                                                                                                                                            | What is the best way to build a desk tidy?                                                                                                                                                                                                    |                                                                                                                                  | What does a Mediterranean diet look like?                                                                                                                                                                               |
| <b>English</b>     | <b>Genre:</b><br>Narrative (Recount)                                                                                                                                                       | <b>Genre:</b><br>Non-Chronological Report                                                                                                                 | <b>Genre:</b><br>Narrative (Diary)                                                                                                                                                         | <b>Genre:</b><br>Narrative<br>(Character descriptions of Villains in Literature)                                                                                                                                                              | <b>Genre:</b><br>Information Text                                                                                                | <b>Genre:</b><br>Narrative (Mystery story)                                                                                                                                                                              |
|                    | <b>Text:</b><br><i>Little Nose</i><br>John Grant                                                                                                                                           | <b>Text:</b><br><i>The Captive Celt</i><br>Terry Deary                                                                                                    | <b>Text:</b><br>Various texts by Roald Dahl                                                                                                                                                | <b>Text:</b><br>Various texts by David Walliams                                                                                                                                                                                               | <b>Text:</b><br><i>Spain Unpacked</i><br>Susie Brooks                                                                            | <b>Text:</b><br><i>I Know What You Did Last Wednesday</i><br>Anthony Horowitz                                                                                                                                           |
|                    | <b>Audience for writing:</b><br>Young Historians                                                                                                                                           | <b>Audience for writing:</b><br>Young historians                                                                                                          | <b>Audience for writing:</b><br>Enthusiasts of Roald Dahl                                                                                                                                  | <b>Audience for writing:</b><br>Enthusiasts of heroes and villains                                                                                                                                                                            | <b>Audience for writing:</b><br>Mediterranean Tourists                                                                           | <b>Audience for writing:</b><br>Children aged 7-9                                                                                                                                                                       |
|                    | <b>Purpose for writing:</b><br>To provide a recount of events                                                                                                                              | <b>Purpose for writing:</b><br>To explain                                                                                                                 | <b>Purpose for writing:</b><br>To entertain                                                                                                                                                | <b>Purpose for writing:</b><br>To entertain                                                                                                                                                                                                   | <b>Purpose for writing:</b><br>To inform                                                                                         | <b>Purpose for writing:</b><br>To entertain                                                                                                                                                                             |
|                    | <b>Grammar:</b><br>-Conjunctions of time and place<br>-Adverbs<br>-Paragraphs<br>-Fronted adverbials<br>-Commas to mark fronted adverbials<br>-Pronouns<br>-Clause<br>-Subordinate clauses | <b>Grammar:</b><br>-Plural and possessive<br>-Paragraphs<br>-Cohesion<br>-Headings and sub-headings<br>Commas to mark fronted adverbials<br>-Prepositions | <b>Grammar:</b><br>-Conjunctions of time and place<br>-Adverbs<br>-Paragraphs<br>-Fronted adverbials<br>-Commas to mark fronted adverbials<br>-Pronouns<br>-Clause<br>-Subordinate clauses | <b>Grammar:</b><br>-Conjunctions of time and place<br>-Adverbs<br>-Paragraphs<br>-Fronted adverbials<br>-Commas to mark fronted adverbials<br>-Pronouns<br>-Inverted commas for direct speech.<br>-Verb inflections<br>-Plural and possessive | <b>Grammar:</b><br>-Paragraphs<br>-Cohesion<br>-Headings and sub-headings<br>-Commas to mark fronted adverbials<br>-Prepositions | <b>Grammar:</b><br>-Conjunctions of time and place<br>-Paragraphs<br>-Fronted adverbials<br>-Commas to mark fronted adverbials<br>-Pronouns<br>-Inverted commas for direct speech.<br>-Plural and possessive<br>-Clause |

|                                    | Autumn 1                                                                                                                                                | Autumn 2                                                         | Spring 1                                                      | Spring 2                                                                                                                                                                               | Summer 1                                                            | Summer 2                                      |
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|                                    | <b>Poem:</b><br><i>Dream Team</i><br>Frances Nagle                                                                                                      | <b>Poem:</b><br><i>The Newcomer</i><br>Brian Patten              | <b>Poem:</b><br><i>Daffodils</i><br>William Wordsworth        | <b>Poems:</b><br><i>Norman and Saxon</i><br>Rudyard Kipling                                                                                                                            | <b>Poem:</b><br><i>Let No One Steal Your Dreams</i><br>Paul Cookson | <b>Poem:</b><br><i>Macavity</i><br>T.S. Eliot |
| <b>Geography</b>                   |                                                                                                                                                         |                                                                  | Why is Manchester a unique place to live?                     |                                                                                                                                                                                        | What attracts tourists to the Mediterranean?                        |                                               |
| <b>History</b>                     | Who first lived in Britain?                                                                                                                             | Why were the Romans so powerful and what did we learn from them? |                                                               | What impact did the Normans have on us?                                                                                                                                                |                                                                     |                                               |
| <b>Computing</b>                   | How are computers like a family?                                                                                                                        | How can you improve the Word?                                    | How do we continue to Scratch                                 |                                                                                                                                                                                        | Where does the data go?                                             | How can the picture move?                     |
| <b>Green Room projects</b>         |                                                                                                                                                         | <b>Science</b><br>What are the components of a simple circuit?   | <b>Geography</b><br>Why is Manchester a unique place to live? |                                                                                                                                                                                        |                                                                     | <b>English</b><br>Mediterranean Tourists      |
| <b>Maths (Y3)</b>                  | Place Value<br>Addition and Subtraction                                                                                                                 | Addition and Subtraction<br>Multiplication and Division          | Multiplication and Division<br>Length and Perimeter           | Fractions<br>Mass and Capacity                                                                                                                                                         | Fractions<br>Money                                                  | Time<br>Properties of Shape<br>Statistics     |
| <b>Maths (Y3/4)</b>                | Place Value<br>Addition and Subtraction                                                                                                                 | Addition and Subtraction<br>Multiplication and Division          | Multiplication and Division<br>Length, Area, Perimeter        | Fractions<br>Mass and Capacity (Y3)<br>Decimals (Y4)                                                                                                                                   | Y3 Fractions<br>Y4 Decimals<br>Money                                | Time<br>Statistics<br>Geometry                |
| <b>Maths (Y4)</b>                  | Place Value<br>Addition and Subtraction                                                                                                                 | Addition and Subtraction<br>Area<br>Multiplication and Division  | Multiplication and Division<br>Length and Perimeter           | Fractions<br>Decimals                                                                                                                                                                  | Decimals<br>Money and Time<br>Properties of Shape                   | Statistics<br>Position and Direction          |
| <b>Music</b>                       | What is minimalist music?                                                                                                                               | What are the features of R&B music?                              | How can a repeating motif be used?                            | How can dynamics affect mood and create atmosphere?                                                                                                                                    | How do I play the notes B, A and G on a recorder?                   | How can voices be used to represent sounds?   |
| <b>Wider Opportunities: Year 4</b> | Children study a range of percussion instrument across the school year.<br>They will spend a term each on African drumming, Samba and tuned percussion. |                                                                  |                                                               |                                                                                                                                                                                        |                                                                     |                                               |
| <b>PE (indoor)</b>                 | How do I show responsibility?                                                                                                                           | What does it mean to work as a team?                             | How might I explain simple decisions?                         | How might I change the way I respond?                                                                                                                                                  | How do I perform with control?                                      | Why does our body change during exercise?     |
|                                    | <i>Dodgeball</i>                                                                                                                                        | <i>Gymnastics</i>                                                | <i>Badminton</i>                                              | <i>Dance</i>                                                                                                                                                                           | <i>Gymnastics</i>                                                   | <i>Fitness</i>                                |
|                                    | All year groups participate in a mindfulness session each half-term with a class specific focus built around mental health and well-being.              |                                                                  |                                                               |                                                                                                                                                                                        |                                                                     |                                               |
| <b>PE (outdoor)</b>                | How many ways can you throw and catch?<br><br><i>Basketball</i>                                                                                         | Which sports involve striking a ball?<br><br><i>Cricket</i>      | What does it take to win?<br><br><i>Football</i>              | What is the importance of being able to swim?<br><br>How do I swim using a range of strokes?<br><br>What makes a confident/ competent swimmer?<br><br>How can we be safe in the water? |                                                                     |                                               |

|                       | Autumn 1                                                                                                                                            | Autumn 2                                                                                                                                       | Spring 1                                                                                                                           | Spring 2                                                                                                                                   | Summer 1                                                                                                                                     | Summer 2                                                                                                                     |
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| <b>PSHE</b>           | <b>Me, my friends and belonging</b><br>How can we be a good friend and help everyone feel they belong?<br><br><b>Christian Value:</b><br>Friendship | <b>Looking out for each other</b><br>How can we look out for others and get help in an emergency?<br><br><b>Christian Value:</b><br>Compassion | <b>Forming respectful relationships</b><br>How can we form respectful relationships?<br><br><b>Christian Value:</b><br>Forgiveness | <b>Mental health and wellbeing</b><br>How can we use strategies to manage our feelings and worries?<br><br><b>Christian Value:</b><br>Hope | <b>Money matters and news literacy</b><br>How can money and news influence our choices and feelings?<br><br><b>Christian Value:</b><br>Trust | <b>Keeping safe out and about</b><br>How can we keep safe when we are out and about?<br><br><b>Christian Value:</b><br>Trust |
| <b>RE</b>             | How and why do people try and make the world a better place?                                                                                        | What is the Trinity and why is it important to Christians?                                                                                     | What do Hindus believe that God is like?                                                                                           | Why do Christians call the day Jesus died Good Friday?                                                                                     | For Christians what was the impact of Pentecost?                                                                                             | What does it mean to be a Hindu in Britain today?                                                                            |
| <b>Science</b>        | Why do we need a skeleton?<br><br><b>Scientist:</b><br><i>Michelle Williams</i>                                                                     | What are the components of a simple circuit?<br><br><b>Scientist:</b><br><i>Nicole Melzack</i>                                                 | What are the functions of the parts of a flower?<br><br><b>Scientist:</b><br><i>Angie Burnett</i>                                  |                                                                                                                                            | How can animals be classified in our local and wider environment?<br><br><b>Scientist:</b><br><i>Ryan Coombes</i>                            | How are shadows formed?<br><br><b>Scientist:</b><br><i>Colin Webb</i>                                                        |
| <b>Spanish</b>        | ¿Cómo puedo saludar a mis amigos en español?<br><i>(How can I greet my friends in Spanish?)</i>                                                     | ¿Cuántos años tienes?<br><i>(How old are you?)</i>                                                                                             | ¿Qué color es?<br><i>(What colour is it?)</i>                                                                                      | ¿Qué me pide mi maestro que haga?<br><i>(What does my teacher ask me to do?)</i>                                                           | ¿Cómo se llaman las diferentes partes de mi cuerpo?<br><br><i>(What are the different parts of my body called?)</i>                          |                                                                                                                              |
| <b>Residential</b>    |                                                                                                                                                     |                                                                                                                                                |                                                                                                                                    | <b>Year 3:</b> two nights at Low Bank Ground                                                                                               | <b>Year 4:</b> three nights at Low Bank Ground                                                                                               |                                                                                                                              |
| <b>Forest School</b>  | <b>Art</b><br>How can you paint with scissors?                                                                                                      | <b>Year 4:</b> What could I cook on the forest fire for breakfast?                                                                             | <b>Year 3:</b> What would Bear Grylls make using tools in the Forest School?                                                       | <b>Science</b><br>What are the functions of the parts of a flower?                                                                         |                                                                                                                                              | <b>PSHE</b><br><b>Exploring ways to manage risk</b><br>How can we manage risk in different places?                           |
| <b>Community Care</b> | <b>Year 3, Year 3/4 and Y4:</b> visit to Hillcrest Residential Home                                                                                 | <b>Year 3, Year 3/4 and Y4:</b> Community litter pick                                                                                          |                                                                                                                                    |                                                                                                                                            |                                                                                                                                              |                                                                                                                              |
| <b>SGC Life Skill</b> | <b>Year 3:</b> Children can put a quilt on a duvet<br><br><b>Year 4:</b> Children can tell the time on a digital and analogue clock                 |                                                                                                                                                |                                                                                                                                    |                                                                                                                                            |                                                                                                                                              |                                                                                                                              |