

**Oakfield Primary School**  
**Learning Overview Year 3/4 Cycle B**

|                     | Autumn 1   | Autumn 2  | Spring 1  | Spring 2                           | Summer 1   | Summer 2   |
|---------------------|--|---|---|------------------------------------|--|--|
| Topic title         | Early Settlers<br>Stone Age, Bronze Age<br>and Iron Age  | Imagine-Magic   | Incredible<br>Egyptians   | Create-Robots                      | Healthy Bodies   | World War 2  |
| Enhancement         | Butser Ancient<br>Farm   | Pantomime Trip  | Howard Carter's<br>Suitcase   | In-tech Science<br>Centre robotics | Medic visit  | Visit from WW2<br>evacuees   |
| Science<br>(Year 3) | <p><b><u>Rocks</u></b><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>♣ recognise that soils are made from rocks and organic matter</li> </ul> | <p><b><u>Animals (Inc. humans)</u></b><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> | <p><b><u>Forces and Magnets</u></b><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ compare how things move on different surfaces</li> <li>♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>♣ observe how magnets attract or repel each other and attract some materials and not others</li> <li>♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</li> </ul> |                                    | <p><b><u>Light</u></b><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ recognise that they need light in order to see things and that dark is the absence of light</li> <li>♣ notice that light is reflected from surfaces</li> <li>♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>♣ find patterns in the way that the size of shadows change.</li> </ul> | <p><b><u>Plants</u></b><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>♣ 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</li> <li>♣ investigate the way in which water is transported within plants</li> <li>♣ explore the part that flowers play in the life cycle of</li> </ul> |

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|                         |   |   | identify some magnetic materials<br>♣ describe magnets as having two poles<br>♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.   |  |  | flowering plants, including pollination, seed formation and seed dispersal. |
| <b>Science (Year 4)</b> | <b>Sound</b><br><br>Pupils should be taught to:<br><br>identify how sounds are made, associating some of them with something vibrating<br>recognise that vibrations from sounds travel through a medium to the ear<br>find patterns between the pitch of a sound and features of the object that produced it<br>find patterns between the | <b>Living Things and Their Habitat</b><br><br>Pupils should be taught to:<br><br>recognise that living things can be grouped in a variety of ways<br>explore and use classification keys to help group,<br>identify and name a variety of living things in their local and wider environment<br>recognise that environments can change and that this can sometimes pose | <b>States of matter</b><br><br>Pupils should be taught to:<br><br>compare and group materials together, according to whether they are solids, liquids or gases<br>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) | <b>Electricity</b><br><br>Pupils should be taught to:<br><br>identify common appliances that run on electricity<br>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>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 | <b>Animals (including humans)</b><br><br>Pupils should be taught to:<br><br>describe the simple functions of the basic parts of the digestive system in humans<br>identify the different types of teeth in humans and their simple functions<br>construct and interpret a variety of food chains, identifying producers, predators and prey. |   |

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|                    | 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. | dangers to living things. | identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | 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. |                                       |   |
| History            | Changes to Britain from the Stone Age to the Iron Age  |                           | Earliest Ancient Civilizations  |  |                                       | Totton in WW2                           |
| Geography          | Fieldwork<br>Compass work  |                           | River Nile<br>Map Work<br>Physical and Human Features   |  | How do people stay healthy in Totton? | Map Work - Europe<br>Locating Countries |
| Computing (Year 4) | We are musicians   | Co-author                 | Weather   | Toy Designers  | Software                              | HTML Editors                            |
| Computing (Year 3) | Network Engineers  | Opinion Poll              | Video performance   | Bug fixing   | Communicators                         | Animations                              |
| Art                | Clay and Mark  |                           | Mark Making   | Sketching  | Sculpture                             |   |

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|                    | Making   | Painting                    | Paper Making<br>Hieroglyphics                          |   | Anthony Gormley   | Trench Art<br>(3D)                                  |
| DT                 |  |                             | Mechanical systems<br>Levers and linkages              | Electrical Systems<br>Simple circuits and switches<br>(including programming and control) | Food: Healthy and varied diet<br>(including cooking and nutrition requirements for KS2) |   |
| Music<br>(Year 3)  | Singing with rhythm  | Composition marks for sound | Ancient music  | Sound postcard  | Healthy eating raps   | Songs of war  |
| Music<br>(Year 4)  | Hampshire Music Service<br>Listen to me: Brass                         |                             | Hampshire Music Service<br>Listen to me: African Drums |   | Hampshire Music Service<br>Listen to me: Ukulele  |   |
| RE                 | Y3: Belonging in the Community<br>Y4: Death Ceremonies                 | Y3: Angels<br>Y4: Advent    | Y3: Muhammad (pbuh) and the Qur'an<br>Y4: Baptism      | Y3: The Importance of Easter to Christians<br>Y4: The Paschal Candle                      | Y3: Places of Worship<br>Y4: The Five Pillars of Islam                                  | Y3: Jesus' miracles<br>Y4: Creation and Environment |
| French<br>(Year 3) | Getting to know you<br>How are you?<br>Colours<br>All about me<br>1-12 |                             | Food glorious food<br>Family and friends<br>13-60      |   | Days of the Week<br>Months<br><br>Our school  |   |
| French<br>(Year 4) | How are you?<br>Colours  |                             | All around town<br>On the move                         |   | Days of the Week<br>Months  |   |

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|    | Time<br>Alphabet<br>13-60 |  |  | Where in the world<br>France and the World |
| PE |                           |  |  |  |