

Autumn 1 Overview 2025

Year 3 /4

| Week  | 1        | 2   | 3   | 4   | 5   | 6  | 7  | 8  |
|---|----------|---|---|---|---|--|--|--|
|   | 01.09.24 | 08.09.25  | 15.09.25  | 22.09.25  | 29.09.25  | 06.10.25   | 13.10.25   | 20.10.25   |
| <b>Geography</b><br><b>Why are rainforests important to us?</b> |          | <b>LESSON 1</b><br><b>WHERE IN THE WORLD ARE TROPICAL RAINFORESTS?</b><br><br><b>WALT:</b><br>To describe and give examples of a biome and find the location and some features of the Amazon rainforest.<br><br><b>WILF:</b><br>I can describe a biome and give some examples.<br><br>I can use an atlas to find the location of the Amazon rainforest.<br><br>I can use photographs and maps to list some features of the Amazon rainforest. | <b>LESSON 2</b><br><b>WHAT IS THE AMAZON RAINFOREST LIKE?</b><br><br><b>WALT:</b><br>To describe the characteristics of each layer of a tropical rainforest.<br><br><b>WILF:</b><br>I can name the four layers of a tropical rainforest.<br><br>I can describe the characteristics of each layer.<br><br>I can describe how vegetation has adapted to living in a rainforest. | <b>LESSON 3</b><br><b>WHO LIVES IN THE RAINFOREST?</b><br><br><b>WALT:</b><br>To understand the lives of indigenous peoples living in the Amazon rainforest.<br><br><b>WILF:</b><br>I can define the word indigenous.<br><br>I can give examples of how indigenous peoples use the Amazon's resources.<br><br>I can begin to discuss how the Amazon rainforest changes over time. | <b>LESSON 4</b><br><b>HOW ARE RAINFORESTS CHANGING?</b><br><br><b>WALT:</b><br>To describe why tropical rainforests are important and understand the threats to the Amazon.<br><br><b>WILF:</b><br>I can list why tropical rainforests are important.<br><br>I can describe how humans harm the Amazon rainforest.<br><br>I can discuss what we can do to make positive environmental changes to the Amazon rainforest. | <b>LESSON 5</b><br><b>HOW IS OUR LOCAL WOODLAND USED: DATA COLLECTION</b><br><br><b>WALT:</b><br>To understand how local woodland is used using a variety of data collection methods.<br><br><b>WILF:</b><br>I can assess and avoid risks when out of the school grounds.<br><br>I can collect data through sketching, questioning and recording information on a tally chart.<br><br>I can map the route I am taking. | <b>LESSON 6</b><br><b>HOW IS OUR LOCAL WOODLAND USED: FINDINGS</b><br><br>To analyse and present findings on how local woodland is used.<br><br><b>WILF:</b><br>I can draw a bar chart representing how people use the woodland.<br><br>I can summarise how often and when people visit the woodland.<br><br>I can discuss what people like and would change about the woodland. | <b>OPTIONAL SUSTAINABILITY LESSON</b><br><br><b>WALT:</b><br>To create a sustainability action plan by investigating how resources are used in the school.<br><br><b>WILF:</b><br>I can identify different types of resources used in my school and how they are consumed.<br><br>I can work in a team to research and suggest ways to reduce, reuse or recycle a resource.<br><br>I can present a sustainability action plan and explain how it could improve my school's sustainability. |
| <b>Science</b><br><b>Animals (Movement and Nutrition)</b>       |          | <b>LESSON 1</b><br><b>SKELETONS</b><br><br><b>WALT:</b><br><u>Knowledge</u><br>To explain the role of a skeleton.<br><br><u>Working scientifically</u><br>To group animals based on their physical properties.<br><br><b>WILF:</b>  | <b>LESSON 2</b><br><b>THE BONES IN OUR BODY</b><br><br><b>WALT:</b><br><u>Knowledge</u><br>To recognise the main bones in the body.<br><br><u>Working scientifically</u><br>To measure and sort data.<br><br><b>WILF:</b>   | <b>LESSON 3</b><br><b>MUSCLES AND MOVEMENT</b><br><br><b>WALT:</b><br><u>Knowledge</u><br>To explain how muscles are used for movement.<br><br><u>Science in action</u><br>To explore scientific advances.<br><br><b>WILF:</b>  | <b>LESSON 4</b><br><b>EATING FOR SURVIVAL</b><br><br><b>WALT:</b><br><u>Knowledge</u><br>To explain how food is an essential energy source for animals.<br><br><u>Working scientifically</u><br>To gather and compare data to answer questions.   | <b>LESSON 5</b><br><b>NUTRIENT GROUPS</b><br><br><b>WALT:</b><br><u>Knowledge</u><br>To identify the main nutrient groups and their simple functions.<br><br><u>Working scientifically</u><br>To record information using secondary sources.   | <b>LESSON 6</b><br><b>BALANCED DIETS</b><br><br><b>WALT:</b><br><u>Knowledge</u><br>To explain what makes a balanced diet.<br><br><u>Science in action</u><br>To explore how knowledge has progressed over time and how different jobs use this information.   |  |

|   |  |  |  |   |  |  |  |  |
|---|--|--|--|---|--|--|--|--|
|   |  | <p><u>Knowledge</u><br/>I can name the three key functions of the skeleton.</p> <p>I can recall key features of a vertebrate, invertebrate, endoskeleton and exoskeleton.</p> <p>I can describe the role of joints in the skeleton.</p> <p><u>Working scientifically</u><br/>I can group animals based on their skeletons.</p> | <p><u>Knowledge</u><br/>I can name key bones in the human skeleton.</p> <p>I can identify the location of key bones in the human skeleton.</p> <p><u>Working scientifically</u><br/>I can measure the length of different bones.</p> <p>I can sort the data into size order.</p>   | <p><u>Knowledge</u><br/>I can recall that there are different muscles in the body.</p> <p>I can describe how a muscle causes movement.</p> <p><u>Science in action</u><br/>I can explain how scientific research has helped with prosthetics.</p>   | <p><u>WILF:</u><br/><u>Knowledge</u><br/>I can recall that animals, including humans, need to eat food to survive.</p> <p>I can describe ways the body uses energy.</p> <p>I can identify how energy needs are different between people.</p> <p><u>Working scientifically</u><br/>I can compare the nutritional information on food packaging.</p> | <p><u>WILF:</u><br/>I can recall some of the seven nutrient groups.</p> <p>I can give examples of food that contain a particular nutrient group.</p> <p>I can explain why a particular nutrient group is essential for the body.</p> <p><u>Working scientifically</u><br/>I can summarise key information using secondary sources.</p> | <p><u>WILF:</u><br/><u>Knowledge</u><br/>I can give examples of foods that make up a balanced diet.</p> <p>I can compare different meals, explaining which is more balanced.</p> <p><u>Science in action</u><br/>I can describe some changes to scientific knowledge about nutrition.</p> <p>I can identify some jobs that require knowledge of nutrition.</p> |  |
| <p>Art and Design</p> <p>Drawing: Growing Artists</p> |  | <p>LESSON 1<br/>SEE LIKE AN ARTIST</p> <p>WALT:<br/>To recognise how artists use shape in drawing.</p> <p>WILF:<br/>I can recognise and draw simple shapes in objects.</p> <p>I can identify both organic and geometric shapes.</p> <p>I can use shapes to form the basis of my own drawing.</p>                               | <p>LESSON 2<br/>SHADING</p> <p>WALT:<br/>To understand how to create tone in drawing by shading.</p> <p>WILF:<br/>I know that tone refers to the light and dark areas of an object or artwork.</p> <p>I can use the side of a pencil so that the lead is flat to the paper.</p> <p>I can shade in one direction, with no gaps and straight edges.</p> <p>I can blend from light to dark to dark light creating smooth tones.</p> | <p>LESSON 3<br/>TEXTURE PICTURES</p> <p>WALT:<br/>To understand how texture can be created and used to make art.</p> <p>WILF:<br/>I can create different textures on paper by using a rubbing technique.</p> <p>I can change the tool or colour that I use to change how my rubbing looks.</p> <p>I can apply the technique of another artist.</p> <p>I can tear and shape my rubbings to create a final piece.</p> | <p>LESSON 4<br/>BOTANICAL DRAWING</p> <p>WALT:<br/>To apply observational drawing skills to create detailed studies.</p> <p>WILF:<br/>I can use simple shapes to sketch the form of an organic object.</p> <p>I can add detail using careful observation.</p> <p>I can add tone using shading skills.</p>  | <p>LESSON 5<br/>ABSTRACT FLOWERS</p> <p>WALT:<br/>To explore composition and scale to create abstract drawings.</p> <p>WILF:<br/>I can select an interesting composition.</p> <p>I can draw on a large scale.</p> <p>I can experiment with drawing skills and tools.</p>   |  |  |
| <p>Music</p> <p>Ballads</p>                           |  |  | <p>LESSON 1<br/>WHAT IS A BALLAD?</p> <p>WALT:</p>   | <p>LESSON 2<br/>PERFORMING A BALLAD</p> <p>WALT:</p>  | <p>LESSON 3<br/>THE STORY BEHIND THE SONG</p>  | <p>LESSON 4<br/>WRITING LYRICS</p> <p>WALT:</p>  | <p>LESSON 6<br/>SINGING MY BALLAD</p> <p>WALT:</p>   |  |

|  |  |  |  |   |   |  |  |  |
|--|--|--|--|---|---|--|--|--|
|  |  |  | <p>To use musical vocabulary to explain the stylistic features of a ballad.</p> <p>WILF:<br/>I can name the key features of a ballad.</p> <p>I can use musical vocabulary to describe the features of a ballad.</p> <p>I can learn the lyrics of a song and use actions to help me remember it.</p> <p>I can follow the tune of a ballad.</p>  | <p>To explore how actions can impact performance.</p> <p>WILF:<br/>I can remember the lyrics and tune of a new song.</p> <p>I can perform the song with actions.</p> <p>I understand what a ballad is and can sing in that style.</p>   | <p>WALT:<br/>To plan a musical structure inspired by a story.</p> <p>WILF:<br/>I can write sentences to accompany a storyline.</p> <p>I can summarise a story.</p>  | <p>To create lyrics that match a melody.</p> <p>WILF:<br/>I can contribute to lyrics written by the class.</p> <p>I can write lyrics which rhyme.</p> <p>I can write short sentences to create a story.</p>  | <p>To show awareness of style, structure and features to perform a ballad.</p> <p>WILF:<br/>I can write nonsense words to fill time in my ballad.</p> <p>I can accurately perform my lyrics with confidence.</p>   |  |
| <p>P.S.H.E</p> <p>Living in the wider world - Year 3/R.S.E. - Year 3/4</p> |  | <p>Living in the wider world</p> <p>LESSON 1<br/>RULES AND LAW</p> <p>WALT:<br/>To learn about why rules are made and how they keep us safe.</p> <p>WILF:<br/>Give reasons and practical examples for why different rules are needed in different situations.</p> <p>Describe what might happen if rules and laws are broken.</p> <p>Explain how rules keep us safe.</p> | <p>Living in the wider world</p> <p>LESSON 2<br/>GLOBAL AND LOCAL COMMUNITIES</p> <p>WALT:<br/>To learn about the similarities and differences between my local and global communities.</p> <p>WILF:<br/>Recognise the different groups that make up my community.</p> <p>Describe the rights and responsibilities of being in a community.</p> <p>Explain what a global community is and the difference between global and local communities.</p> | <p>Living in the wider world</p> <p>LESSON 3<br/>WORK AND MONEY</p> <p>WALT:<br/>To learn about the connection between earning money and jobs.</p> <p>WILF:<br/>Recognise where adults get their money from and how work can enhance life and the way we feel about ourselves.</p> <p>Explain what it means to be enterprising.</p> <p>Describe or demonstrate some of the qualities and skills that are needed to be enterprising.</p> | <p>R.S.E. Year 3</p> <p>LESSON 1<br/>PERSONAL SPACE</p> <p>WALT:<br/>To learn about what is meant by personal space.</p> <p>WILF:<br/>List reasons why touch is important</p> <p>Describe what kind of physical contact is acceptable or unacceptable. Describe how to respond to unwanted contact.</p> <p>Define what is personal space and personal boundaries.</p> | <p>R.S.E. Year 3</p> <p>LESSON 2<br/>HEALTHY RELATIONSHIPS</p> <p>WALT:<br/>To learn about what a healthy relationship looks like and what skills are required to maintain a relationship.</p> <p>WILF:<br/>Recognise different types of healthy relationships</p> <p>Describe what makes a relationship unhealthy. Understand how to develop positive relationships, including recognising and responding to someone feeling lonely.</p> <p>Identify who to talk to if worried and required support</p> | <p>R.S.E. Year 3</p> <p>LESSON 3<br/>EQUAL RELATIONSHIPS</p> <p>WALT:<br/>To learn about the importance of equality.</p> <p>WILF:<br/>Listen to others and respond or challenge other views appropriately.</p> <p>Define the meaning of respect in relationships and the importance of working with others collaboratively. Understand the importance of respecting other people's feelings.</p> |  |

|   |  |   |   |   |  |   |  |   |
|---|--|---|---|---|--|---|--|---|
|   |  |   |   |   | <b>R.S.E. Year 4</b><br><br><b>LESSON 1</b><br><b>DIVERSITY</b><br><br><b>WALT:</b><br>To learn about the importance of diversity and celebrating difference.<br><br><b>WILF:</b><br>Identify similarities and differences between people.<br><br>Recognise diversity within our communities.<br><br>Describe different groups to which we are part of in our communities.<br><br>Demonstrate respect for difference and communicate this to others. | <b>R.S.E. Year 4</b><br><br><b>LESSON 2</b><br><b>GENDER ROLES</b><br><br><b>WALT:</b><br>To learn about the roles played by boys and girls.<br><br><b>WILF:</b><br>Identify simple gender stereotypes.<br><br>Define the meaning of the words 'stereotype' and 'discrimination'.<br><br>To reflect on what we feel about difference and that different things contribute to our identity.<br><br>Challenge stereotypical thinking. | <b>R.S.E. Year 4</b><br><br><b>LESSON 3</b><br><b>CHANGES TO MY BODY</b><br><br><b>WALT:</b><br>To learn about the changes that happen to my body when I become an adult and how to maintain my personal hygiene.<br><br><b>WILF:</b><br>Label the main parts of the body and how it differs for boys, girls, men and women<br><br>Describe key body changes when men and women become adults<br><br>Explain key steps required to maintain personal hygiene into adulthood. |   |
| <b>PE indoor</b><br><b>(Gymnastics - Year 3)</b>                          |  | <b>WALT:</b><br>To create interesting point and patch balances.<br><br><b>WILF:</b><br>Hold your balance for 5 seconds.<br><br>Make your balances interesting by using different levels and body parts to balance on. | <b>WALT:</b><br>To develop point and patch balances on apparatus.<br><br><b>WILF:</b><br>Hold your balance for 5 seconds.<br><br>Make your balances interesting by using different levels and body parts to balance on. | <b>WALT:</b><br>To develop stepping into shape jumps with control.<br><br><b>WILF:</b><br>Land with knees bent.<br><br>Look straight ahead when you jump. | <b>WALT:</b><br>To develop stepping into shape jumps using apparatus.<br><br><b>WILF:</b><br>Land with knees bent.<br><br>Look straight ahead when you jump.   | <b>WALT:</b><br>To develop the straight, barrel, and forward roll.<br><br><b>WILF:</b><br>Barrel roll - keep knees tucked into your chest.<br><br>Forward roll - tuck your chin into your chest.<br><br>Straight roll - roll from an arch to a dish.  | <b>WALT:</b><br>To include rolls in sequence work using apparatus.<br><br><b>WILF:</b><br>Barrel roll - keep knees tucked into your chest.<br><br>Forward roll - tuck your chin into your chest.<br><br>Straight roll - roll from an arch to a dish.   | <b>WALT:</b><br>To transition smoothly into and out of balances.<br><br><b>WILF:</b><br>Choose actions that are on the same or similar level to move into and out of balances smoothly. |
| <b>PE outdoor</b><br><b>(O.A.A. Outdoor Adventurous Activity - Year3)</b> |  | <b>WALT:</b><br>To develop co-operation and teamwork skills.<br><br><b>WILF:</b><br>Be clear and descriptive with your instructions.  | <b>WALT:</b><br>To develop trust and teamwork.<br><br><b>WILF:</b><br>Be clear and descriptive with your instructions.  | <b>WALT:</b><br>To involve all team members to work towards a shared goal.<br><br><b>WILF:</b>  | <b>WALT:</b><br>To develop trust whilst listening to others and following instructions.<br><br><b>WILF:</b>  | <b>WALT:</b><br>To identify objects, draw and follow a simple map.<br><br><b>WILF:</b>  | <b>WALT:</b><br>To draw a route using directions, orientate a map and navigate around a grid.<br><br><b>WILF:</b>  |   |

|   |  |   |  |   |   |  |  |   |
|---|--|---|--|---|---|--|--|---|
|   |  | Listen carefully to your teammates' instructions.   |  | Think about the limitations set on other team members and how you could support them.   | Listen carefully to your teammates' instructions.   | Look carefully at the map and ask teammates if they need help.   | Turn your map as you move so that the correct colour cone is in front of you in real and on the map.   |   |
| <p>French<br/>(Phonics / Animals)</p> <p>La phonetique</p> <p>Les animaux</p> |  | <p><b>Phonics</b></p> <p>WALT:<br/>To introduce the third set of phonics sounds/phonemes in French.</p> <p>WILF:<br/>I can say/use the following sounds/phonemes eau eux é è e</p>  | <p><b>Phonics</b></p> <p>WALT:<br/>To introduce the fourth and final set of phonics sounds/phonemes in French.</p> <p>WILF:<br/>I can say/use the following sounds/phonemes qu gne ç en an</p>   | <p><b>Animals</b></p> <p>WALT:<br/>To introduce the unit 'Les animaux'.</p> <p>WILF:<br/>I can learn how to name (with accurate pronunciation) and remember five animals in French with the correct indefinite article/determiner.</p>  | <p><b>Animals</b></p> <p>WALT:<br/>To know the first 10 animals in French.</p> <p>WILF:<br/>I can learn how to name (with accurate pronunciation) and remember the next five animals in French with the correct indefinite article/determiner.</p>  | <p><b>Animals</b></p> <p>WALT:<br/>To consolidate knowing ten animals in French and begin to learn to spell them.</p> <p>WILF:<br/>I can name ten animals in French.</p> <p>I can practise writing the names in French.</p>  | <p><b>Animals</b></p> <p>WALT:<br/>To explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in French compared to English.</p> <p>WILF:<br/>I can write the ten animals in French and include the indefinite article/determiner.</p>   | <p><b>Animals</b></p> <p>WALT:<br/>To become more familiar with the 1st person high frequency irregular verb 'je suis' (I am) from the verb 'être' (to be).</p> <p>WILF:<br/>I can use 'je suis' when talking about the animals, as I pretend to be the animal.</p>   |
| <p>Computing<br/>(Year 4 Computational Thinking)</p>                          |  | <p><b>Computational Thinking</b></p> <p>LESSON 1<br/>DECOMPOSITION AND PATTERN RECOGNITION</p> <p>WALT:<br/>To apply decomposition and pattern recognition to solve problems.</p> <p>WILF:<br/>I can break a task into smaller, manageable parts.</p> <p>I can identify patterns in similar tasks or problems.</p> <p>I can explain how patterns help solve problems.</p> | <p><b>Computational Thinking</b></p> <p>LESSON 2<br/>ABSTRACTION</p> <p>WALT:<br/>To explain and apply abstraction by identifying key details in a problem.</p> <p>WILF:<br/>I can identify key information needed to solve a problem.</p> <p>I can ignore irrelevant details in a task.</p> <p>I can explain how abstraction makes problem-solving simpler.</p> | <p><b>Computational Thinking</b></p> <p>LESSON 3<br/>ALGORITHM DESIGN</p> <p>WALT:<br/>To design an algorithm to support an everyday task.</p> <p>WILF:<br/>I can design a clear algorithm to solve a task effectively.</p> <p>I can create a clear and logical sequence of steps.</p> <p>I can justify my choices when designing my algorithm.</p> | <p><b>Computational Thinking</b></p> <p>LESSON 4<br/>COMPUTATIONAL THINKING IN ACTION</p> <p>WALT:<br/>To apply and reflect on computational thinking skills while creating a Scratch project.</p> <p>WILF:<br/>I can break my project into smaller parts and focus on the most important features.</p> <p>I can design and improve my project using pattern recognition and clear algorithms.</p> <p>I can reflect on how computational thinking helped me solve problems.</p> | <p><b>Computational Thinking</b></p> <p>LESSON 5<br/>EVALUATIONING COMPUTATIONAL THINKING</p> <p>WALT:<br/>To evaluate a remixed program by reflecting on the effectiveness of computational thinking.</p> <p>WILF:<br/>I can explain where and how I used computational thinking skills in my project.</p> <p>I can evaluate the effectiveness of remixing my project.</p> <p>I can identify strengths in my work and suggest improvements for future projects.</p> | <p><b>Online Safety Year 4</b></p> <p>LESSON 1<br/>WHAT HAPPENS WHEN I SEARCH ONLINE?</p> <p>WALT:<br/>To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.</p> <p>WILF:<br/>I can describe how to search for information on search engines, social media and image and video sites.</p> <p>I can make judgments about the accuracy of the information I am presented with.</p> | <p><b>Online Safety Year 4</b></p> <p>LESSON 2<br/>HOW DO COMPANIES ENCOURAGE US TO BUY ONLINE?</p> <p>WALT:<br/>To describe some of the methods used to encourage people to buy things online.</p> <p>WILF:<br/>I can describe some methods used by companies such as in-app purchases and pop-ups.</p> <p>I can recognise some of these when they appear.</p> <p>I can think about ways to avoid purchases.</p> |

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|