

Autumn 2 Overview 2025

Year3/4

Week	1	2	3	4	5	6	7	8
	03.11.25	10.11.25	17.11.25	24.11.25	01.12.25	08.12.25	15.12.25	
History How have children's lives changed?	Optional Remembrance lesson: How can we remember the children who were affected by war? WALT: To infer the thoughts and feelings of evacuees using different sources. WILF: I can explain why children were evacuated during war. I can describe what evacuation was like for some children. I can make inferences about evacuation from photographs.	Lesson 1: What do sources tell us about how children's lives have changed? WALT: To identify the continuities and changes to children's lives using a range of sources. WILF: I can make observations from sources. I can make deductions from sources. I can identify what has continued and changed in children's lives.	Lesson 2: Why did Tudor children work and what was it like? WALT: To investigate why Tudor children worked and what working conditions were like. WILF: I can identify the jobs Tudor children had. I can discuss the reasons Tudor children needed to work. I can create questions about the working conditions of Tudor children.	Lesson 3: What were children's jobs like in Victorian England? WALT: To research and record the working conditions of Victorian children using reports and images. WILF: I can describe the working conditions some Victorian children experienced. I can record information from sources about Victorian children. I can compare the working conditions Tudor and Victorian children experienced.	Lesson 4: How did Lord Shaftesbury help to change the lives of children? WALT: To evaluate Lord Shaftesbury's significance to children's lives. WILF: I can explain what 'historically significant' means. I can identify the changes Lord Shaftesbury made to improve the lives of children. I can evaluate the impact of his work on the lives of children.	Lesson 5: How and why has children's leisure time changed? WALT: To explore the changes in children's leisure time using a range of sources. WILF: I can use primary and secondary sources to identify children's leisure activities. I can compare leisure activities from different periods. I can explain the reasons for changing leisure activities.	Lesson 6: What were the diseases children caught and how were they treated? WALT: To investigate the diseases children caught and their treatments in the Tudor and Victorian periods. WILF: I can identify some historical diseases and their symptoms. I can analyse how effective treatments for diseases were. I can explain why some treatments worked and others did not.	
Science Forces and Magnets	Lesson 1: Pushes and pulls WALT: <u>Knowledge</u> To describe the effects of contact forces. <u>Working scientifically</u> To label a diagram using arrows and scientific vocabulary.	Lesson 2: Friction WALT: <u>Knowledge</u> To recognise the effects and uses of forces. <u>Working scientifically</u> To write a scientific conclusion identifying cause and effect.	Lesson 3: Investigating friction WALT: <u>Knowledge</u> To interpret how and why things move differently on different surfaces. <u>Working Scientifically</u>	Lesson 4: Magnets WALT: <u>Knowledge</u> To describe the effects of magnets. <u>Working scientifically</u> To write a method. WILF:	Lesson 5: Investigating magnet strength WALT: <u>Knowledge</u> To compare the properties of different types of magnets. <u>Working scientifically</u>	Lesson 6: Uses of magnets WALT: <u>Knowledge</u> To explain the uses of magnets. <u>Working scientifically</u> To research the uses of magnets.		

	WILF: <u>Knowledge</u> I can define the terms force and contact force. I can classify a force as a push, pull or a twist. <u>Working scientifically</u> I can use arrows and scientific vocabulary to show the direction of a contact force.	WILF: <u>Knowledge</u> I can list the effects of forces. I can define the term friction. I can list some uses of friction. I can describe how surface roughness affects friction. <u>Working scientifically</u> I can use evidence to support my conclusion.	To plan an investigation using variables. WILF: <u>Knowledge</u> I can describe and compare how things move on rough and smooth surfaces. I can explain why things move differently on rough and smooth surfaces. <u>Science in action</u> I can identify the variables to change, measure and control.	<u>Knowledge</u> I can define the terms magnetism, magnetic material and non-magnetic material. I can describe the poles of a magnet and how they attract and repel. I can name some magnetic metals. <u>Working scientifically</u> I can write a method to explain how to use a magnet to classify materials as magnetic or non-magnetic.	To display data using a bar chart. WILF: I can predict whether two magnets will attract or repel. I can name some examples of magnets. I can compare the strength of different magnets. <u>Working scientifically</u> I can label the axes of a bar chart. I can draw the bars accurately.	WILF: <u>Knowledge</u> I can list some of the uses of magnets. I can describe some of the uses of magnets. <u>Working scientifically</u> I can identify key information from a source. I can use more than one source to research.		
Design Technology Cooking and nutrition: Eating seasonally	Lesson 1: Food around the world WALT: To explain why food comes from different places around the world. WILF: I can identify some fruits and vegetables that cannot be grown in the UK. I can label countries where different fruits and vegetables grow.	Lesson 2: Seasonal food WALT: To explain the benefits of seasonal foods. WILF: I know that importing food has an impact on the environment. I can match fruits and vegetables with the season in which they grow in the UK. I can find recipes containing seasonal foods.	Lesson 3: Cutting and peeling WALT: To develop cutting and peeling skills. WILF: I can identify equipment used for preparing food. I can explain why food would or would not need to be prepared. I can describe the safety rules for preparation techniques.	Lesson 4: Tasting seasonal ingredients WALT: To evaluate seasonal ingredients. WILF: I can identify current seasonal foods. I can taste various fruits and vegetables and describe their flavours. I can contribute to a class taste wheel.	Lesson 5: Making a mock-up WALT: To design a mock-up using criteria. WILF: I can design a puff pastry tart using seasonal vegetables and fruits. I can use colours to identify nutritional benefits. I can describe my puff pastry tart and the benefits of its ingredients.	Lesson 6: Evaluating seasonal tarts WALT: To evaluate a dish. WILF: I can taste tarts and provide feedback. I can consider taste, texture, appearance and use of seasonal ingredients. I can receive feedback on my tart and identify strengths.		
Music Developing singing technique (Theme: The Vikings)	Lesson 1: Here come the Vikings! WALT: To sing in time with others. WILF:	Lesson 2: Sing like a Viking WALT: To sing in time with others. WILF:	Lesson 3: Viking notation WALT: To recognise simple rhythmic notation by ear and by sight.	Lesson 4: Viking battle song WALT: To use simple rhythmic notation to compose a Viking battle song.	Lesson 5: Perform like a Viking WALT: To perform music with confidence and discipline.			

	I can move and sing at the same time as my classmates. I can learn new lyrics and follow a tune. I can say what we need to do better next time.	I can sing in time with the music. I can follow the tune. I can move in time to the music. I can identify how to improve my performance.	WILF: I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them.	WILF: I can perform rhythms accurately from notation. I can layer rhythms to create a piece of music. I can add instrumental sound effects to a piece of music.	WILF: I can perform with confidence. I can perform in time and in tune with others.			
R.E. What do different people believe about God?	WALT/Key Question ‘Seeing is Believing’ – is it? What do I think about believing in God? WILF: Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people’s lives to believe in God (B1).	WALT/Key Question What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers What do the stories of Moses and the Burning Bush and of Saint Paul’s conversion tell us about God in Christianity? WILF: Describe some of the ways in which Christians describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people’s	WALT/Key Question What do Muslims believe about Allah? (The Arabic word for God is Allah) What do Muslims believe about the Holy Quran, Allah’s gift to humanity? WILF: Describe some of the ways in which Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2).	WALT/Key Question How do Hindu people show what they believe about gods and goddesses? Why are three of the gods of the Hindu way especially important? WILF: Describe some of the ways in which Hindus describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people’s lives to believe in God (B1).	WALT/Key Question What difference does it make to life if you believe there is no God? Finding out about Humanism WILF: Ask questions and suggest some of their own responses to ideas about God, including the atheist idea: there is no God. (C1). Identify how and say why it makes a difference in people’s lives to believe there is no God (B1).	WALT/Key Question What are the similarities and differences between different ideas about God? WILF: Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people’s lives to believe in God (B1).	WALT/Key Question What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims? (you may have only studied two or three of these) WILF: Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people’s lives to believe in God (B1).	

		lives to believe in God (B1). Suggest why having a faith or belief in something can be hard (B2).	Identify how and say why it makes a difference in people's lives to believe in God (B1).					
PE indoor (Dance - Year 4)	THEME: Carnival WALT: To learn and create dance moves in the theme of carnival. WILF: Count with your partner to accurately copy the set choreography. Perform the actions to the fast samba beat showing good timing and rhythm.	THEME: Carnival WALT: To develop a carnival dance using formations, canon and unison. WILF: Consider how the actions are performed. Count with your partner to accurately copy the set choreography. Use changes in group formation and timing to make your dance look interesting.	THEME: Carnival WALT: To develop a dance phrase and perform as part of a class performance. WILF: Perform the actions to the fast samba beat showing good timing and rhythm. Talk through and share your ideas with your partner.	THEME: The Twist WALT: To copy and repeat a setphrase in a 1960s style showing energy and rhythm. WILF: Exaggerate your arm and leg actions in the twist moves. Use counting in your head to keep in time with the music.	THEME: The Twist WALT: To learn and perform a partner dance in a 1960s style. WILF: Choose actions that both you and your partner can perform with control. When matching your partner try and move to the beat at the same time.	THEME: The Twist WALT: To develop my own 1960s inspired dance using changes in relationships. WILF: Exaggerate your arm and leg actions in the twist moves. Use counting in your head to keep in time with the music.		
PE outdoor (Football - Year3)	WALT: To understand the role of an attacker when in possession. WILF: I can keep the ball close when dribbling. I can look for space. I can use different parts of the foot to move and stop the ball.	WALT: To develop movement skills to lose a defender and move into space. WILF: I can look for free space. I can use different parts of the foot to move and stop the ball.	WALT: To understand that scoring goals is an attacking skill and learn how to do this. WILF: I can aim for part of the goal you want to score in. I can keep my eyes on the ball and head over the ball. I can strike the middle of the ball with laces and follow the shot through.	WALT: To understand the role of a defender. WILF: I can track an attacker by mirroring their movements, keeping your chest facing them and their goal. I can track an attacker to slow them down	WALT: To apply tactics to small sided games. WILF: I can keep the ball until a teammate is ready to receive it. I can recognise when is the correct time to score a goal.	WALT: To apply skills and knowledge to play games using football rules. WILF: I can be honest and respectful when managing your own games.		

French Les saisons - The Seasons	The Seasons WALT: To learn how to name (with accurate pronunciation) and remember the four seasons in French with the correct article/determiner. WILF: I can remember all four seasons in French from memory with the correct article/determiner?	The Seasons WALT: To learn about what happens in winter and will also learn how to say and/or write a short sentence about this season in French. WILF: I can say the whole phrase about winter from memory. I can remember how to name all four seasons in French.	The Seasons WALT: To learn all about what happens in spring and will also learn how to say and/or write a short sentence about this season in French. WILF: I can say the whole phrase about spring from memory. I can remember all four seasons in French and/or the phrase previously learnt for Winter.	The Seasons WALT: To learn all about what happens in summer and will also learn how to say and/or write a short sentence about this season in French. WILF: I can say the whole phrase about summer from memory. I can remember all four seasons in French.	The Seasons WALT: To learn all about what happens in autumn and will also learn how to say and/or write a short sentence about this season in French. WILF: I can say the whole phrase about autumn from memory. I can remember all four seasons in French.	The Seasons WALT: To revise all language covered in this unit and complete assessment materials. WILF: I can say a whole phrase about each of the four seasons. I can remember all the four seasons in French.		
Computing (Year 3 - Emailing)	Emailing LESSON 1 Communicating with Technology WALT: To understand how we communicate with technology. WILF: I can discuss early methods of communication. I can identify which method of communication suits each purpose. I can explain what an email is.	Emailing LESSON 2 Sending an email WALT: To understand what emails are and how to send one. WILF: I can log in and log out of my email account. I can write an email to my teacher. I can identify that emails can be used to send information around the world.	Emailing LESSON 3 Adding attachments WALT: To know how to create an email with an attachment. WILF: I can log into my email account. I can send an email with an attachment.	Emailing LESSON 4 Be Kind online WALT: To understand the importance of being kind online. WILF: I can use positive language within an email. I can recognise when online behaviour is unkind. I can be a responsible digital citizen.	Emailing LESSON 5 Fake emails WALT: To recognise when an email is not genuine. WILF: I can recognise when an email might be fake. I can recall that I shouldn't click on links in an email unless I know what it is. I can identify what to do if I suspect an email is fake.			