Nether Alderley Primary School

Key Stage Two Rolling Programme of Study - Year A : Class 3 (Year 3 and Year 4) **2025 to 2026**

	Autumn		Spring		Summer	
Topic	**The United Kingdom**	**Japan**	**Britain: The Stone Age to the Iron Age**		**Ancient Civilisations**	
Tagline Question	What puts the 'great' in Great Britain?	How are the UK and Japan similar?	Would you have preferred to live in the Stone Age or the Iron Age?		How did the earliest civilisations thrive?	
Whole class text	Varmints by Helen Ward and Marc Craste Where my Wellies take me by Michael and Clare Morpurgo	Toto- chan by Tetsuko Kuroyanagi Momotaro (Traditional tale)	Stone Age Boy by Satoshi Kitamura	World Book Day Text: The Planet in a Pickle Jar (2024) Science Week Text: Look Up! (2024)	Ottoline and the Yellow Cat by Chris Riddell	The Scarab's Secret by Nick Would and Christina Balit
British Values	Democracy	Tolerance	Rule of Law		Individual Liberty	Mutual respect
English	Fiction: Stories in a familiar setting. Poetry: Nature/harvest based on Christina Rossetti	Fiction: Japanese traditional tales Non fiction - UK facts (information text) Poetry: haiku	Fiction: based on text of Stone Age Boy Non fiction: information about the Stone Age	Fiction: re-telling stories Non-fiction: Would you have preferred to live in the Stone Age or the Iron Age Poetry: Joseph Coelho 10 word tiny tales?	Narrative: new Ottoline book Non-fiction: report on Gods and goddesses	Fiction: re-tell The Scarab's Secret from the Prince's point of view Non fiction: Ancient Egypt
Mathematics	Number and place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division measurement	Fractions and decimals	Money Time statistics	Geometry Revise calculations (+ -x ÷) Assessment
Science	Light	Electricity	Animals including humans		Plants	
	Working scientifically through science topics					
Computing	Coding cycle A (6)	Unpacking hardware and software (4) Introduction to AI (4)	Route Planners (5)	Email (6)	Spreadsheets (6)	Branching databases (4)

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PSHE / Online Safety Y3	Online Relationships (6)	Online Bullying (2) Online Reputation (3)	Self-image and identity (3)	Managing online information (6)	Privacy, security (3)	Health well-being lifestyle (2) Copyright ownership (1)
Geography	**Is the North West the best part of the UK to live?** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features. Counties including our county of Cheshire Use 8 points of a compass, four figure grid references, symbols, and keys to build their knowledge of the UK Debate/ discuss where they think is best in the UK and why	Physical and human geography differences: tsunamis and earthquakes	Links to History Britain becoming an island – flooding of Doggerland Impact of immigration – Bell Beaker culture during the Bronze age	**Which is the BEST mountain in the world?** Identify the features of a mountain – why is a mountain a mountain not a hill? Look at how mountains formed (basic) fold, dome, fault block mountain Locate mountain areas in the UK and regions in Europe using maps, globes, and atlases. Explore land use of mountain ranges across the world .	**What is a river?** Identify key features of a river The water cycle **River study: The River Bollin** Locate the River Bollin in the local area on OS maps and follow the course of the River Bollin to the coast. (direction of flow, depth, velocity, width)	**Why did early civilisations form around rivers?** Plot rivers associated with ancient civilisations
History	Place key British civilisations on a timeline (Celts, Romans, Saxons, Vikings Normans etc…) Black History Week	Stone Age Britain Timeline: place key dates and events on timeline. Features of Stone / Bronze / Iron Age community Stone Age: Paleolithic/ Mesolithic/ Neolithic – key dates and features	Stonehenge – historical enquiry skills = devising historical questions and searching for answers Skara Brea: Neolithic History Hunters: What can we learn about the past from a significant historical settlement. Source evaluation		Locations of the earliest civilisations: Indus Valley; Egyptians, Sumer, Shang dynasty of Ancient China. Plotting 4 civilisations on a world timeline. Relate to Stone / Bronze / Iron Age	In-depth study of: The River Nile
Design Technology	Simple circuits and switches Make a torch		Healthy and varied diet including food preparation.		Shell Structures 2D shape to 3D product textiles	
Art and Design	Seascapes (drawing and painting) JWM Turner – watercolours Frederic Edwin Church		Hokusai waves (printing) Yayoi Kusama		Special places (mixed media/collage)	
French	Portraits	Celebrations Christmas	Sports	Where do I live? Easter	Animals	Exploring Paris

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Music	Use music to describe things or feelings. Listen to descriptive music. Use words or phrases as a framework to create musical motifs – either Harvest Song or 'scene music'		Explore different situations where song is used Introduce singing games with recap/reinforcement of rhythm and pulse work Use pitched percussion instruments to explore scales and home notes		Introduce Pentatonic scales Use pitched percussion to compose pentatonic ostinati Introduce concord and discord in more formal setting	
PE	Games – Tag rugby tennis Dance	Games Gymnastics	Games swimming	Games dance	Athletics Gymnastics	Athletics
RE	God, the world and self	Authority	Islam in the wider world	Marking life's journey	The self, authority	Belonging
RSE	Y3 = differences between males and females Y4= growing and changing		Y3 = personal space Y4 = body changes and pregnancy		Y3 = family differences Y4 = What is puberty?	
PHSCE	Relationships theme Y3 units from No Outsiders Everyone different, everyone welcome		Living in the wider world theme My Happy Mind		Health and Well Being	
Visits	Residential to PettyPool	Theatre visit	Tatton Park Stone Age Experience		Fieldwork trip to the River Bollin to investigate the features of the river	Manchester Museum - Ancient Egypt

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Key Stage Two Rolling Programme of Study - Year **B**: Class 3 (Year 3 and Year 4) **2024 to 2025**

	Autumn		Spring		Summer	
Topic	Europe		Ancient Greeks		Romans	
Tagline Question	Which European country would you like to live in?		What did Ancient Greeks leave behind as a legacy?		What did the Romans do for Britain?	
Whole Class Text	The Boy Who Grew Dragons – Andy Shepherd	The Street Beneath My Feet (Charlotte Guillain) Broken – Visual Text The Literacy Shed	Greek Myths Geraldine McCaughrean	Leon and the Place Between - Grahame Baker - Smith	The Iron Man - Ted Hughes	Escape from Pompeii - Christina Balit Pompeii – Karen Ball
British Values	Tolerance	Rule of Law	Democracy		Individual liberty	Mutual respect
English	Fiction – Diary entry, debate, Character description Non- Fiction – Instructions, list poem	Fiction - Character description, Non- Fiction – Explanation text, List Poem	Fiction – Myths- narrative based on a traditional myth	Fiction – Respond to illustrations, playscript, narrative Non-fiction - figurative language poetry,	Fiction – Narrative, story opener, debate, Non-fiction - newspaper article, diary entry,	Fiction – Character description, setting description, Non-fiction – instructions, diary entry, letter
Mathematics	Place value Addition and subtraction Multiplication and division Measurement (Year 4)		Multiplication and division Length and perimeter Fractions Mass and capacity Year 3 Decimals Year 4		Fractions Year 3 Decimals Year 4 Money Time Shape Statistics Position and Direction Year 4	
Science	States of matter	Rocks	Living things and their habitats		Forces & Magnets	Sound
	Working scientifically through science topics					
Computing	Touch typing (4) Logo (4)	Effective searching (4) Composing Beats (4)	Coding cycle B (6)	Presentations (5)	Animation (6)	Sound stories (4)

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PSHE / Online Safety Y4	Online relationships (3) Online reputation (2)	Online bullying (3) Self-image and identity (3)	Managing online information (6)	Health, well being and lifestyle (2)	Privacy and security (4)	Copyright Ownership (2)
Geography	**What is Europe?** Locational knowledge: European countries, cities, rivers, mountains, volcanoes & environmental regions. Explore the countries and cities where the children have visited over the summer holidays, locating those destinations on maps, globes and in atlases Revise continents and oceans Revise Equator (KS1) and learn location of Northern and Southern Hemispheres, latitude and longitude, Tropics of Cancer and Capricorn, Arctic, and Antarctic circle. Zoom into Europe and name some countries and capital cities Understand geographical similarities and differences through the study of human and physical geography of some European countries and cities.		**Comparing North West England with mainland Greece** Locational knowledge: Greece, Greek islands Map skills: Present day Greece; Ancient Greece states Geographical features: rainfall, climate, agriculture Revise human and physical features of the Northwest bridging back to last year (Year 4 pupils) Zoom out to revise continents and oceans (KS1) and Europe Zoom into the region of mainland Greece – locate in relation to the UK. Look at human and physical features of Greece on maps and aerial photos. Discuss climate, population, language, currency, famous landmarks (link to history – Ancient Greece) in comparison to the Northwest of England		**Could Mount Vesuvius Erupt Again?** What is a volcano? Explore the features of a volcano and understand how they are formed and why they erupt. Where would you find volcanoes? Name and locate volcanoes, focusing on Mount Vesuvius, Pompeii, Italy. Explore life in volcanic area. Why would people choose to live by volcanoes? Would it be easy to build a house in this area? **Links to history** Where is Rome? Expansion of Roman army.	
History	Black history month History timeline overview of key British civilisations		Timeline and dates of key events Distinguishing BCE / BC / AD Athens vs Sparta states Greek wars Daily life Greek legacy / achievements – democracy, philosophy, arts, language The Parthenon – study of ancient temple – what we can learn from ancient monuments (sources)		Roman impact on Britain: roads, trade, food, currency, buildings, education, past times, language. Plotting significant Roman events on a timeline Identifying how Britain changed under Roman rule Identifying the scope of the Roman Empire Why the Romans came to Britain Why the Romans left Britain Examining Roman artefacts – what can we learn from sources? Study of a Roman city: Chester	
Design Technology	Pneumatics (mechanical systems)		Shell structures using computer aided design		Levers and Linkages	
Art and Design	Surrealism (drawing and painting) Salvador Dali		Cardboard construction (3D) 3D Greek pottery: Modroc modelling to create Greek-inspired vase Gregor Kregar		Felt making (textiles) Elizabeth Armstrong	
French	Me and my family	Where in the world?	Games and songs	Travel and weather	How much?	The four friends (story)

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		Christmas				
Music	Use music to describe things or feelings. Listen to descriptive music. Use words or phrases as a framework to create musical motifs – either Harvest Song or 'scene music'		Explore different situations where song is used Introduce singing games with recap/reinforcement of rhythm and pulse work Use pitched percussion instruments to explore scales and home notes		Introduce Pentatonic scales Use pitched percussion to compose pentatonic ostinati Introduce concord and discord in more formal setting	
RE	Personal belief Christianity focus	God, the world and self Christianity focus	Religions and worldviews in the wider world Islam focus	Religions and worldviews in the wider world Judaism focus	God, the world and self. Personal Worldview in wider world Charity focus	God, the world and self. Personal Worldview in wider world
PHSCE	Relationships theme Y4 units from No Outsiders		Living in the wider world theme My Happy Mind		Health and Well Being	
Visits	Gusto - Alderley Edge	Theatre trip		Ancient Greece Makers of History workshop	Chester Dewa visit	