Beech Class – Autumn Term 2026
Overview of Learning

<table>
<tr><th></th><th>First Half Term</th><th>Second Half Term</th></tr>
<tr><td rowspan="2">English</td><td><u>Y3 Spelling</u> (Read, Write, Inc)
- Unit 1: Adding the prefixes dis- and in-
- Unit 2: Adding the prefix im- to root words beginning with m or p
- Unit 3: Adding the suffix -ous

<u>Y4 Spelling</u> (Read, Write, Inc)
- Unit 1: Adding the prefix mis-
- Unit 2: Words ending in zhuh spelt -sure
- Unit 3: Adding the prefix auto-</td><td><u>Y3 Spelling</u> (Read, Write, Inc)
- Unit 4: Adding the suffix -ly
- Unit 5: Words ending in –ture
- Unit 6: Adding -ation to verbs to form nouns

<u>Y4 Spelling</u> (Read, Write, Inc)
- Unit 4: Adding the suffix -ly
- Unit 5: Adding the prefix inter-
- Unit 6: Words with the ay sound spelt ei, eigh, ey</td></tr>
<tr><td><u>Writing</u> (CUSP)

First person diary entries (2 weeks)
- recognise the difference between direct and reported speech
- use devices for informal tone
- write in the past tense from the first person perspective
- use a range of sentence structures

Writing dialogue through narrative (3 weeks)
- know that historical texts can include historical references
- know that inverted commas are used to punctuate direct speech
- use editing strategies
- use the third person perspective
- use and sustain the past tense
- carefully select vocabulary</td><td><u>Writing</u> (CUSP)

Third Person Adventure Stories (3 weeks)
- know how to write in the third person perspective
- recognise the progressive and simple past tense
- Use a range of descriptive devices
- plan and execute a third person adventure story
- use a balance of dialogue and description to tell the story

News reports (2 weeks)
- know that the perspective is the viewpoint that something is written from
- understand that the tense tells us when an event has happened
- plan, draft and write a simple news report
- include accurately punctuated direct quotations</td></tr>
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	Writing Performance **Poetry** (1 week) - recognise key poetic devices including alliteration, rhyme and repetition - know that intonation changes when we speak and perform - know that form helps convey the message in poems - prepare and perform narrative poems - show understanding through intonation, action, tone and volume - make connections between poems - critically review the performance of a poem	
	<u>Reading</u> (CUSP) **Young, Gifted and Black** **by Jamia Wilson** - know how to compare texts, finding similarities and differences between them - know that the purpose of a text is the message an author wishes to convey - be able to select phrases from a text to prove or disprove a statement - select evidence from a range of texts to validate an inference - recognise the difference between stated and implied information - select evidence from a text to justify an inference - make valid predictions based on stated or implied details - know that the opinions of a writer can be inferred from the language they use	<u>Reading</u> (CUSP) **Operation Gadgetman** **by Malorie Blackman** - know that foreboding is a sense that something bad is going to happen - recognise the difference between fact and opinion - explain how an author creates a sense of foreboding - be able to empathise with a character - know that subheadings guide the reader through the information in a non-fiction text - know how authors use descriptive language to create mood - use subheadings to retrieve and organise information - explain how authors create mood - compare texts by finding similarities and differences

	- know that texts can have a range of purposes and audiences - distinguish significant information in a text from supplementary details - identify and describe contrasts in language and tone	- know that poets use word choice and structure to suggest meaning - find similarities and differences in fiction and non-fiction - infer meaning from poetic devices
Maths	**Place Value** - using: Base 10, part-whole models, tens grids - including: partitioning, estimating, ordering, rounding and Roman Numerals **Addition and Subtraction** - using: Base 10, cubes, dice, 2-, 3- and 4-digit numbers - including: number bonds, estimating, partitioning, inverse operations, adding and subtracting 1s, 10s, 100s, and 1000s, adding and subtracting numbers with up to 4-digits, efficient methods	**Addition and Subtraction (continued)** **Multiplication and Division** - using: cubes, arrays, counters, number lines - including: inverse operations, multiplying and dividing by 2, 3, 4, 8 (Y3) and 3, 6, 9, 7 and 11 (Y4), arrays, multiplying by three numbers **Area** - including: counting squares, making shapes
Science	**States of Matter** (CUSP) - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature - identify the part played by evaporation and condensation in the water cycle	**Light** (CUSP) - recognise that they need light in order to see things - know that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object

History and Geography	**Achievements of an ancient civilisation:** Ancient Egypt (CUSP) (4300 - 30 BC) - Who were a few of the earliest civilisations and what did they achieve? - Who were the ancient Egyptians and where did they live? - The Old, Middle and New Kingdoms: who was significant and what did they achieve? - How and what did the ancient Egyptians write? - How did the ancient Egyptians use the River Nile? - What did the ancient Egyptians believe in? - What do we know about Tutankhamun?	**Human and Physical Geography:** Rivers (CUSP) - What are the features of a river? - What's our local river? - What features can we see? - Where did it come from and where does it flow?
Art, Design and Technology	**<u>Art and Design</u>** **Drawing and Painting** (CUSP) - experiment using a variety of materials to create different marks - mix colours and use different painting techniques including tonking, impasto and sgraffito. **Inspiration** *The Postman* by Vincent Van Gogh <u>Extra opportunity</u> To explore Egyptian Art (cartouches)	**<u>Design and Technology</u>** **Mechanisms - *How many ways are there to open a door?*** (CUSP) - investigate how hinges work - use a variety of materials and tools to make a hinged product
Music	**I've been to Harlem** - Pitch shape, ostinato, round, pentatonic, call-and-response	**Chilled Out Clap Rap** - Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest

Modern Languages	**Spanish** What's your name? Where do you live? Confidence in conversation Colours Use of a bilingual dictionary Christmas	
Physical Education	**Gymnastics** (GetSet4PE) - develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences - demonstrate control in their behaviour to create a safe environment for themselves and others to work in - work independently and in collaboration with others - provide feedback in order to make improvementsIn - develop performance skills considering the quality and control of their actions **Ball Skills** (GetSet4PE) - develop a variety of skills - develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking - learn to select the appropriate skill for the situation ***Taught by a qualified instructor (Mr Wilson)*** **Cross Country** - practise part of lessons	**Dance** (GetSet4PE) - create characters and narrative through movement and gesture - gain inspiration from a range of stimuli, working individually, in pairs and small groups - think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts - develop confidence - opportunity to provide feedback and utilise feedback to improve their own work **TAG Rugby** (GetSet4PE) - develop understanding of the attacking and defending principles of invasion games - think about how they use skills, strategies and tactics to outwit the opposition - develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by rules. ***Taught by a qualified instructor (Mr Wilson)***
PSHE	**Healthy and Happy Relationships** - being a good friend - solving friendship issues - resilience	**Similarities and Differences** - valuing and respecting one another - identity and diversity

Religious Education	**Key Question:** ***How do people express commitment to a religion/worldview in different ways?*** (Norwich Diocese Enquiry) - identify a range of ways in which religious belief can impact daily life - show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism - identify some similarities and differences in how people practise and express beliefs about commitment	**Key Question:** ***What is the Trinity?*** (Understanding Christianity - Incarnation) - knowledge that God is trinity: Father, Son and Holy Spirit - identify the difference between 'Gospel' and a letter - know how Christians show their beliefs about God the Trinity in worship and in the way they live. - express some ideas of their own about what the God of Christianity is like
Computing	**Y4 Animation** (Purple Mash) - understand what animation is - understand the term onion skinning and be able to use this technique for 2D computer animations - know how to enhance simple animations using animation software - plan an animation - create a narrative through animation - evaluate animations **Y4 Logo** (Purple Mash) - know key commands and input simple instructions - use a variety of commands to create shapes using multi-line mode - use the Repeat command. - change the line thickness and colour - use procedures to write instructions	**Y3 Branching Databases** (Purple Mash) -understand the concept of using 'Yes' or 'No' questions to sort objects - understand and use a branching database effectively - plan and create a branching database - test and debug branching databases to correct errors

* CUSP - Curriculum with Unity Schools Partnership