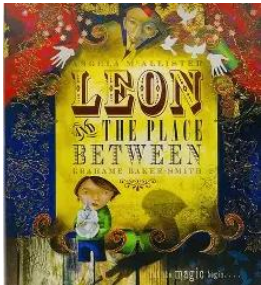
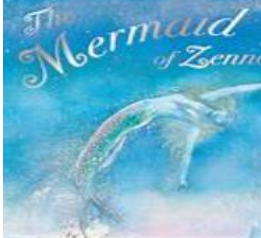

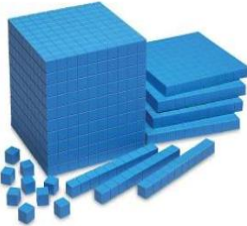
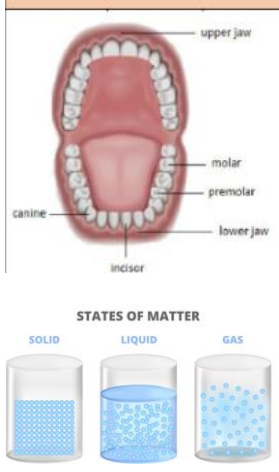











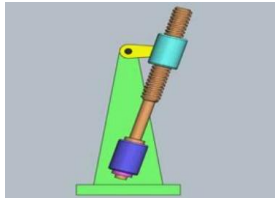
Beech Class Autumn Curriculum Overview 2025-2026

We will cover a range of topics in the following subjects during our first term in Year 3/4. The following information applies up until the Christmas holidays.

Subject	Focus	Things to do at home.
English Leon and the Place Between 	<p>We will begin the year by looking at a range of exciting fictional texts. The children will be taught to write in a range of styles including: describing the setting; retelling stories; formal letters and dialogue. The children will also have the opportunity to build on previously taught learning, making links and connections throughout.</p> <p style="text-align: center;">Leon and the Place Between</p> <p>Throughout the sequence of learning children will explore the author's language and use it as the basis for their own descriptive writing. They will explore the characters' thoughts and emotions and take part in drama activities, leading to writing in role and the creation of dialogue. Using the structure of the original story, children will plan their own version of the story where their own character enters a magical world.</p>	<p style="text-align: center;">Reading</p> <p>Please ensure your child is reading with an adult or independently for at least 20 minutes, five times a week. Encourage them to read carefully and ask questions to check their understanding. When reading fiction, talk about the characters, settings, and any adventurous vocabulary the author has used—this can inspire your child to use similar words in their own writing.</p>
The Mermaid of Zennor 	<p style="text-align: center;">The Mermaid of Zennor</p> <p>The children begin by exploring the story and language of the book before making predictions and creating some letters to characters in the story. They then go on to create guides to Zennor, retelling the story from the mermaid's perspective and finishing by creating their own merfolk characters to include in a legend-style story that could be set in Cornwall or elsewhere.</p>	<p style="text-align: center;">Spellings</p> <p>Your child should practise their spellings at least five times a week. A weekly assignment will be set on Spelling Shed, covering what we've learnt in class. To consolidate previous learning, children can access Stage 2 (Year 2) and Stage 3 (Year 3) spellings on spelling shed too. They will also be tested on their Rainbow Spellings each half term. These can be accessed on Spelling Shed by clicking the 'More' button. They can also be downloaded from our website, or collect paper copies from school. By the end of Year 4, children should be able to spell all the white, yellow, green, and purple words.</p>
The BFG 	<p style="text-align: center;">The BFG</p> <p>Through this amazing story, the children will be taught to write diary entries as Sophie and write a new chapter/own version of what might happen before creating their own giant story.</p>	
FARThER 	<p style="text-align: center;">Our FARThER</p> <p>Our learning begins by introducing the concept of dreams and how important they are in our lives. It continues by exploring the text through a range of activities that include explicit grammar teaching, opportunities for shorter written outcomes and book talk. Children create a story-map of the key events from the book to write a sequel and create a set of instruction to describe how their own flying machine works. Children finish by writing a longer story about an adventure in a sequel to the text</p>	<p style="text-align: center;">Writing</p> <p>Please encourage your child to write at home—diaries, lists, stories, leaflets, songs, and information books are all great options. We love seeing their work, so feel free to send it into school for them to share.</p> <p style="text-align: center;">Handwriting</p> <p>Please ensure your child is forming all letters correctly, sitting them on the line and using the correct size and orientation.</p> <p>Click here for more information on how to support handwriting link.</p> <p>To further understand the English objectives that your child should know by the end of each year, click here</p> <p>BBC Bitesize is also a really good resource to support your child's learning in English.</p>

<p>Maths</p> 	<p>Place Value</p> <p>The children will start the year by looking at place value, moving onto written methods for addition and subtraction. They will be given regular opportunities to practise arithmetic skills previously learnt, as well as chance to apply new skills to reasoning and problem-solving tasks. In our fluency work, we will be focussing on the 4, 8, 3 and 6 times tables, and spotting patterns within and between these.</p> <p>Times Tables Focus Year 3: 3, 4 and 8 Year: 6,7,9,11, and 12</p>	<p>Times Tables</p> <p>Please encourage your child to use their TT Rock Stars heatmaps to identify any times tables they still need to work on and support them in securing these. Regular practice will help build speed, confidence and accuracy.</p> <p>White Rose Home Learning videos At school, we follow White Rose maths to teach mathematics. Their website has lots of videos which your child can watch at home to help them consolidate the learning they have done in school. When accessing the videos, select v3 schemes. Click here to watch the videos.</p> <p>To further understand the maths objectives that your child should know by the end of each year, click here</p>
<p>Science</p> 	<p>Biology - animals including humans</p> <p>This term, the children will explore how the human body works. They'll learn how water and blood help transport nutrients and remove waste, and how skeletons and muscles work together to support and move the body. We'll also look at how joints connect bones and allow movement. The children will discover the different types of teeth and their roles in breaking down food. They'll follow the journey of food through the digestive system, learning how nutrients are absorbed and waste is removed.</p> <p>Physics - States of Matter</p> <p>The children will learn about different types of materials — solids, liquids, and gases—and how they behave. They'll explore how heating and cooling can change materials from one state to another, such as melting, freezing, or evaporating. They'll also discover how these changes occur at specific temperatures and how evaporation and condensation are part of the water cycle.</p>	<p>Tooth Detectives</p> <p>Encourage your child to look in a mirror and identify the different types of teeth—incisors, canines, and molars. You could also try sorting foods into those best for biting, tearing, or chewing, helping them understand the function of each type of tooth. Here's a great link to support your child's learning.</p> <p>Chocolate States</p> <p>Melt some chocolate together in a bowl over warm water, then let it cool and harden again. Discuss how heating turns solids into liquids and cooling reverses the process. Here's a great link to support your child's learning.</p>
<p>PSHE</p> 	<p>Class rules and routines</p> <p>For the first week back at school we will spend time discussing and roleplaying new expectations together with embedding classroom routines.</p> <p>Keeping/staying safe & being responsible</p> <p>This term, the children will learn how to keep themselves and others safe by identifying risky choices and understanding the possible consequences of accidents or incidents.</p> <p>Feelings & Emotions – Jealousy</p> <p>Within this unit of work the children will be taught how to recognise and name emotions and their physical effects. They will know the difference between pleasant and unpleasant emotions and learn a range of skills to help cope with these situations.</p>	<p>Keep talking to your child as they settle back into school and help them name emotions, both their own and those of others.</p> <p>To further support the children's understanding of cycle safety, they could create a poster at home listing all the important considerations we must take when riding on the road. This activity will help reinforce safe cycling habits and encourage thoughtful discussion around road safety.</p>

<p>Geography</p> 	<p>Physical Processes – Water Cycle</p> <p>Children will be taught about the water cycle and gain an understanding that it describes the movement of water on the surface and in the atmosphere of the Earth.</p> <p>Rivers - Physical Features</p> <p>We will begin this unit of work by developing an understanding of the main features of a river, picking up key vocabulary along the way. Also, the children will be using atlases to locate and compare the five longest rivers of the world: Nile, Amazon, Yangtze, Mississippi and Yenisei.</p>	<p>Encourage your children to ask and answer more searching geographical questions when out on walks or experiencing rain ‘How?’ and ‘Why?’</p> <p>Look at maps and atlases and locate local, national and global rivers. Here’s a great link to support your child’s learning.</p>
<p>History</p> 	<p>Stone Age to the Bronze Age</p> <p>Through our study of the Stone Age, the children will be taught to describe changes that have happened to settlements, locations, food & farming as well as learning about ancient cultures and artifacts.</p> <p>WW2 Mini Topic</p> <p>Throughout our WW2 mini topic, the children will learn about key historical figures, dates and events during the war and the impact that they had on the people of Britain - both on the frontline and at home.</p>	<p>To support their learning in history, children are encouraged to engage in creative role play, including developing historically accurate characters, settings, or even artefacts. At home, creating a timeline that places the Stone Age to the Bronze Age would be a brilliant visual aid to reinforce their understanding of historical chronology and key developments. Here’s a great link to support your child’s learning.</p>
<p>R.E</p> 	<p>What do Christians learn from the Creation story?</p> <p>Children will be taught to place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. Further to this, we will explore links between Genesis and what Christians believe about God and Creation.</p> <p>How do festivals and family life show what matters to Jewish people?</p> <p>This unit explores the importance of the family and home in Judaism. We will cover some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p>	<p>Share your beliefs and thoughts on how the world was created. Discuss as a family what significant life events you mark and why. The BBC has some fantastic resources to support their understanding, which you could explore together. BBC</p>
<p>Art</p> 	<p>Painting - Cave Art</p> <p>Our art units of work will be led by Miss Keary this term. The children will create sketch books to record their observations and use them to review and revisit ideas. Children will also learn about great artists, craft makers, and designers and understand the historical and cultural development of art forms.</p> <p>Lantern Parade Festival</p> <p>After the half term, the children will spend time designing and building their very own lanterns for the festive festival!</p>	<p>You can practise art on a variety of natural materials like rocks, stones and pebbles. Also, the children could experiment with making their own paints using a range of natural ingredients.</p>
<p>Music</p> 	<p>Mamma Mia!</p> <p>As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p> <p>Stop!</p> <p>All the learning is focused on the song Stop, which is a rap/song about bullying. The children will be taught about the</p>	<p>Listen to music at home and talk about the language of music. How is it written? How is it recorded? How do we write music?</p> <p>Create a routine</p> <p>You could encourage your child to choreograph a short dance to <i>Mamma</i></p>

	interrelated dimensions of music through games, singing and composing.	<i>Mia</i> or another ABBA hit. They can perform it for family members or even teach it to someone else.
P.E 	<p>Football</p> <p>During the beginning of the new term, Beech Class will be working with Exeter City's RTC programme. Within these exciting sessions, the children will build on existing skills as well as developing new skills to improve invasion game strategies.</p> <p>Dance</p> <p>After half term, the children will be taught how to create dances based on a theme or idea, working both individually and in groups. They will learn to move in time with a rhythm and will have opportunities to perform in front of their peers, helping to build confidence and teamwork.</p>	<p>Ensure children have opportunities to practise these key skills. You could set up a skills circuit in the park/garden, which enable children to practice running, jumping and throwing techniques.</p> <p>Dance</p> <p>To support your children further at home, help them identify the pulse / rhythm of songs and encourage them to tap/clap/move along in time.</p>
Spanish 	<p>Phonics</p> <p>Our Spanish units of work will be led by Miss Keary this term. The children will be taught the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p>Animals</p> <p>In this unit the children will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish.</p>	<p>Please encourage children to practice their learning at home. Each week we will focus on one key element of our learning, so ask them what they have learnt and enjoy practicing together. Children will be sent home with a knowledge organiser so you can practise together. Here's a great link you can follow to support your child's learning.</p>
Computing 	<p>Programming – Sequencing Sounds</p> <p>This unit explores the concept of sequencing in programming through Scratch. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> <p>Programming – Events and actions</p> <p>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite.</p>	<p>To support your child's learning in computing, we encourage them to practise using Scratch, a free online programming platform designed for children. Scratch allows them to create interactive stories, games, and animations while developing key coding and problem-solving skills in a fun and engaging way.</p> <p>Children can access Scratch at home by visiting: https://scratch.mit.edu/</p>
D.T 	<p>Mechanisms – links and levers</p> <p>Children will investigate, analyse and evaluate books and, where available, other products which have a range of lever and linkage mechanisms. This will all lead to the children designing, creating and evaluating their own lever mechanism.</p>	<p>Mechanism Hunt</p> <p>Ask your child to explore the house and identify everyday items that use levers or linkages (e.g. scissors, staplers, pop-up books). They can take photos or draw pictures and label the parts that move. Here's a great link to support your child's learning.</p>