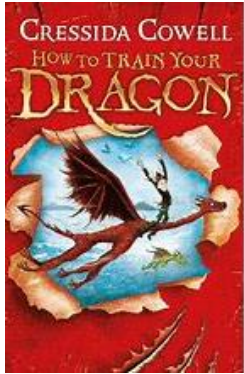
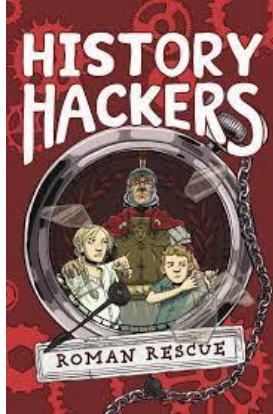



Whole School Overview by Year Group Cycle A 2025/26

Year 3 4 Maple	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
Value	Friendship	Hope	Dignity	Honesty	Aspiration	Courage
Topic	Local study (Cassington and Oxford)	Anglo-Saxons	The Romans		Extreme Earth (Volcanoes, earthquakes, extreme heats, climate)	
Trip/Event	Story museum Oxford - walk around Oxford 'Day of Delight'	Exhibition of Anglo-Saxon work	Chedworth Roman villa	Performance of a play	Sports event	Open mic event exploring poetry of other cultures
English: Core text/ cross-curricular link	Significant author Firework makers Daughter 	How To Train Your Dragon 	History Hackers 	Historical settings 	Instructions Mystery Other cultures- Firebird  	Persuasive writing Poetry Wizard of Oz  
	Recounts Reports -Oxford (based on the trip)					
Fiction Mastery	Quest	Changing character	Voyage and return	Journey	Journey of self-discovery/courage	Where does your tornado take you?
Non-fiction Mastery	Reports/recounts of authors from trip to Oxford	Persuasive letters	Non chronological report	Diary writing	Biographies of famous dancers/athletes	Newspaper reports Real-life stories from disasters
Poetry	Fireworks shape poems		Free verse poetry about ecological issues		Haiku -syllabic poems	Poems exploring different cultures

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Consolidation of text types		Non-chronological reports on the three authors Continuation of a story – based on drama workshop	Model texts TIPTOP - time, person, topic, place paragraphing Beginning, middle and end - paragraphs for a purpose,	Alternative viewpoint: consider another point of view	Newspaper report		
Basic skills	Year 3	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	multi-clause sentences, tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place
	Year 4	tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	subordinate clauses and positioning of them, prepositions and adverbs for time and place, standard English verb inflections	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns
Whole Class Reading Texts		The Firework Maker's Daughter	How To Train Your Dragon	History Hackers	Escape from Pompeii	The pebble in my pocket	The Wizard of Oz
Maths:		Place Value Addition and subtraction	Multiplication and division Measurement - area	Multiplication and division Measurement - Length and perimeter Fractions	Fractions Measurement – mass and capacity	Time Decimals Money	Shape Geometry - Position and direction Statistics
Key Areas	RE	HINDUISM How do Hindus understand God (Brahman)? OD 2023 Year 4 Unit H1 (Beliefs and Questions) Theology	CHRISTIANITY U.C 2A.1 CREATION What do Christians learn from the Creation story? Theology Human and Social Sciences	HINDUISM What role does worship play in the life of a Hindu? OD 2023 Year 4 Unit H2 (Community and Identity)? Human and Social Sciences	HINDUISM Is a Hindu child free to choose how to live? belief, commandments OD 2019 Yr 3 Unit 3 (Hindu) (Beliefs and Questions) Theology	CHRISTIANITY U.C 2A.2 PEOPLE OF GOD What is it like to follow God? Theology Sciences	CHRISTIANITY U.C 2A.3 INCARNATION What is the Trinity? Theology Human and Social Sciences
	Science	Light	Animals -food chains • identify that animals,	Human body (teeth and digestion)	Plant and evolution • identify and	Rocks • compare and group together	Magnets

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		<ul style="list-style-type: none"> recognise that they need light in order to see things and 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 a solid object find patterns in the way that the size of shadows change. 	<p>including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. describe the simple functions of the basic parts of the digestive system in humans <p>identify the different types of teeth in humans and their simple functions</p> <ul style="list-style-type: none"> 	<p>describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <ul style="list-style-type: none"> explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. 	<p>magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing</p>
	HISTORY/GEOG	Local study Historical Comparison between Witney & Oxford	Anglo-Saxons	Romans		Mountains, volcanoes, earthquakes, extreme heats, climate control, tornado	
PE		OAA- outdoor fundamentals - indoor	OAA- outdoor fitness- indoor	basketball- outdoor dodgeball - indoor	Tennis – outdoor Gymnastics - indoor	Rounders – outdoor Swimming- indoor / dance – extreme earth	Athletics – outdoor Swimming - indoor

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Music	Charanga – glockenspiel / antibullying song		Production songs		Charanga – pentatonic scales	
Computing	E-safety		Coding		Presentation skills	
ART/DT	Mixed media DT – cooking, seasonal		Printing -Mosaic and pattern		Colour	
PSHE linked to values Global Citizenship links e.g. Fair trade and justice Human rights Sustainable development Participative learning Peace Education Race Equality Media Awareness		Fair trade, justice, human rights - roman government	Sustainable development -tin forest	Race equality - Romans		