| Year 3 | | | | |
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| Theme number | Theme title | Subject focus | Content summary | Link to overview |
| 1 | Trailblazers | Design and technology<br>Geography | Pupils learn about:<br>• Significant individuals, such as Sir Edmund Hillary, Sherpa Tensing, Amelia Earhart, Wright Brothers<br>• Inventions, such as light bulb, steam engine, telephone, penicillin, world wide web<br>• Artists, such as Picasso<br>• The history of music and musicians, such as Ray Charles, Otis Redding, Aretha Franklin in rhythm and blues music | • Trailblazers: theme overview |
| | We are bug fixers | Computing | Pupils learn to:<br>• develop a number of strategies for finding errors in programs<br>• build up resilience and strategies for problem solving<br>• increase their knowledge and understanding of Scratch<br>• recognise a number of common types of bugs in software | • We are bug fixers: Teacher notes |
| | Forces and magnets | Science | Pupils:<br>• compare how things move on different surfaces<br>• 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. Notice that some forces need contact between two objects, but magnetic forces can act at a distance<br>• notice that some forces need contact between two objects, but magnetic forces can act at a distance<br>• describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing<br>• observe how magnets attract or repel each other and attract some materials and not others | • Forces and magnets: Teacher notes |
| 2 | Prehistoric Planet | History | Pupils learn about:<br>• Stone Age (the Palaeolithic Age, Mesolithic Age, and the Neolithic Age)<br>• Bronze Age<br>• Iron Age<br>• Settlements across all ages | • Prehistoric Planet: Theme overview |
| | We are programmers | Computing | Pupils learn to:<br>• plan and create an algorithm for an animated scene in the form of a storyboard<br>• write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound<br>• review their animation programs and correct mistakes | • We are programmers: Teacher notes |
| | Rocks, Soils and Fossils | Science | Pupils:<br>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br>• recognise that soils are made from rock and organic matter<br>• describe in simple terms how fossils are formed when things that have lived are trapped within rock | • Rocks, soils and fossils: Teacher notes |
| 3 | It's Not Fair | Design and technology | Pupils learn about:<br>• Human and physical features of Britain | • It's Not Fair: theme overview |

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| | We are co-authors | Geography | • Fairtrade products and community<br>• Produce sustainability<br>• Seasonality, including where and how ingredients are grown<br>• Basic human rights | • We are co-authors: Teacher notes |
| | | Computing | Pupils learn to:<br>• understand the conventions for collaborative online work, particularly in wikis<br>• be aware of their responsibilities when editing other people's work<br>• become familiar with Wikipedia, including potential problems associated with its use<br>• practise research skills<br>• write for a target audience using a wiki tool<br>• develop collaboration skills<br>• develop proofreading skills | |
| | Food and our bodies | Science | Pupils:<br>• identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food, they get nutrition from what they eat<br>• identify that humans and some other animals have skeletons and muscles for support, protection and movement | • Food and our bodies: Teacher notes |
| 4 | Planet SOS | Art | Pupils learn about:<br>• Observational drawings e.g. of natural objects<br>• Significant places, such as The Great Barrier Reef and the Amazon Rainforest<br>• Food chains<br>• Pollution<br>• Painting techniques, including use of primary colours | • Planet SOS: theme overview |
| | We are bloggers | Computing | Pupils learn to:<br>• identify the criteria for an effective blog post<br>• understand that blog posts are stored as HTML<br>• understand how to comment respectfully<br>• report concerns about posts or comments on blogs<br>• appreciate what constitutes acceptable and unacceptable behaviour when commenting<br>• add their own original image, audio or video to a blog post | • We are bloggers: Teacher notes |
| | How does your garden grow? | Science | Pupils:<br>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers<br>• explain 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<br>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | • How does your garden grow?: Teacher notes |
| 5 | Zeus | History | Pupils learn about:<br>• Ancient Greek life<br>• Significant individual: Alexander the Great<br>• Greek myths | • Zeus: theme overview |

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| | | | • Battles of Marathon and Thermopylae<br>• Influence on the western world: Olympics | |
| | We are opinion pollsters | Computing | Pupils learn to:<br>• understand some elements of survey design<br>• understand some ethical and legal aspects of online data collection<br>• use the Internet to facilitate data collection<br>• use charts to analyse data interpret results | • We are opinion pollsters: Teacher notes |
| | Light and shadows | Science | Pupils:<br>• recognise that they need light in order to see things and that dark is the absence of light<br>• notice that light is reflected from surfaces<br>• recognise that shadows are formed when the light from a light source is blocked by a solid object<br>• find patterns in the way that the sizes of shadows change | • Light and shadows: Teacher notes |
| 6 | Catastrophe | Geography | Pupils learn about:<br>• Physical geography of volcanoes: formation, active and their impact on places, e.g. Pompeii<br>• Natural disasters: tsunamis, seismic waves<br>• Structure of the earth | • Catastrophe: theme overview |
| | We are who we are | Computing | Pupils learn to:<br>• create a number of structured presentations<br>• narrate presentations<br>• consider issues of trust and privacy when sharing information | • We are who we are: Teacher notes |
| | The nappy challenge | Science | | • The nappy challenge: Teacher notes |

| Year 4 | | | | |
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| Theme number | Theme name | Subject focus | Content summary | Link to overview (where available) |
| 1 | Musical Express | Music | Pupils learn about<br>• Performance music – musical theatre and movies<br>• The science of sound<br>• Singing<br>• Improvisation<br>• Instruments: orchestral music | • Musical Express: theme overview |
| | We are musicians | Computing | Pupils learn to:<br>• create a repeating percussion rhythm<br>• play music using virtual instruments<br>• compose or edit tunes using the piano roll (pitch and duration) tool<br>• perform electronic music using prerecorded loops, and create their own loops<br>• create a multi-track composition or performance using multiple instruments<br>• give feedback to others on their compositions and performances | • We are musicians: Teacher notes |
| | What's that sound? | Science | Pupils:<br>• identify how sounds are made, associating some of them with something vibrating<br>• find patterns between the volume of a sound and the strength of the vibrations that produced it<br>• find patterns between the pitch of a sound and features of the object that produced it<br>• recognise that sounds get fainter as the distance from the sound source increases<br>• recognise that vibrations from sounds travel through a medium to the ear | • What's that sound?: Teacher notes |
| 2 | Merlin | Science | Pupils learn about:<br>• States of matter<br>• Arthurian legend<br>• Food groups and nutrition | • Merlin: theme overview |
| | We are software developers | Computing | Pupils learn to:<br>• develop an educational computer game using selection and repetition<br>• understand and use variables<br>• start to debug computer programs<br>• recognise the importance of user interface design, including consideration of input and output | • We are software developers: Teacher notes |
| | Looking at states | Science | Pupils:<br>• compare and group materials together, according to whether they are solids, liquids or gases<br>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)<br>• identify differences, similarities or changes related to simple scientific ideas and processes<br>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | • Looking at states: Teacher notes |
| 3 | Romans | History | Pupils learn about: | • Romans: theme overview |

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| | | | • Roman Empire<br>• Roman emperors<br>• Roman invasion of Britain<br>• British resistance (Boudica)<br>• Roman legacy | |
| | We are presenters | Computing | Pupils learn to:<br>• develop their web-based research skills<br>• structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area<br>• record a piece to camera<br>• edit a movie using static images and green screen footage<br>• give constructive, critical feedback on recorded presentations | • We are presenters: Teacher notes |
| | Power it up | Science | Pupils:<br>• identify common appliances that run on electricity<br>• pupils should be taught about precautions for working safely with electricity<br>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery<br>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br>• recognise some common conductors and insulators, and associate metals with being good conductors | • Power it up: Teacher notes |
| 4 | Mountain High, River Low | Geography | Pupils learn about:<br>• Physical geography: mountains, rivers, coasts, water cycle<br>• Human geography: settlement, land use, natural resources | • Mountain High, River Low: theme overview |
| | We are makers | Computing | Pupils learn:<br>• about the input – process – output model of computation<br>• about the inputs and outputs available on a BBC micro:bit<br>• to program using the MakeCode blockbased environment<br>• to test and debug programs they write, using an on-screen simulator and the micro:bit<br>• how to convert and transfer a program written on screen to the micro:bit | • We are makers: Teacher notes |
| | The big build | Science | | • The big build: Teacher notes |
| 5 | Savage Settlers | History | Pupils learn about:<br>• Anglo-Saxons: settlement<br>• Vikings: life, beliefs, battles | • Savage Settlers: theme overview |
| | We are artists | Computing | Pupils learn to:<br>• develop an appreciation of the links between geometry and art<br>• become familiar with the tools and techniques of a vector graphics package<br>• develop an understanding of turtle graphics<br>• experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers | • We are artists: Teacher notes |

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| | Teeth and eating | Science | • develop some awareness of computergenerated art<br><br>Pupils:<br>• identify the different types of teeth in humans and their simple functions<br>• describe the simple functions of the basic parts of the digestive system in humans<br>• construct and interpret a variety of food chains, identifying producers, predators and prey | • Teeth and eating: Teacher notes |
| 6 | Around the World | Geography | Pupils learn about:<br>• Countries of the world<br>• Geographical comparison: climate, landmarks, position, population, living conditions, culture etc.<br>• Russia study<br>• Biomes<br>• Climate zones | • Around the World: theme overview |
| | We are Meteorologists | Computing | Pupils learn to:<br>• understand different measurement techniques for weather – both analogue and digital<br>• use computer-based data logging to automate the recording of some weather data<br>• use spreadsheets to create charts<br>• analyse data, explore inconsistencies in data and make predictions<br>• practise using presentation and video software | • We are meteorologists: Teacher notes |
| | Living things | Science | Pupils:<br>• recognise that living things can be grouped in a variety of ways<br>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>• recognise that environments can change and that this can sometimes pose dangers to living things | • Living things: Teacher notes |