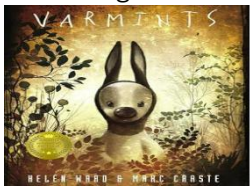
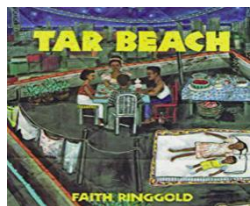
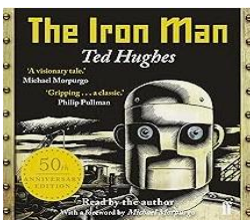
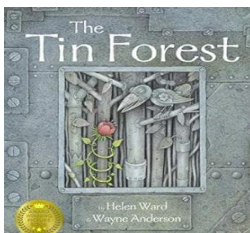
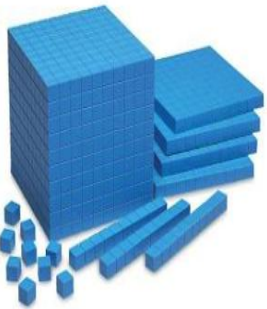
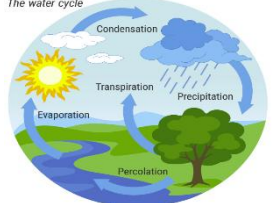


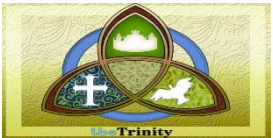
Beech Class Autumn Term Overview 2026

Through the Autumn term we will be covering a wide variety of topics across the curriculum. This is a brief overview of what we are covering in school alongside some ideas of what you could do at home to help continue and support learning. The following curriculum overview information applies throughout the Autumn Term until the Christmas holidays.

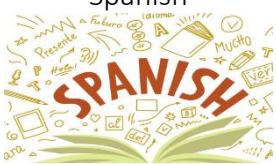
Subject	Focus	Home Learning
English    	We will begin the year by looking at a range of exciting fictional texts. The children will be taught to write in a range of styles including: describing the setting; retelling stories; formal letters and dialogue. The children will also have the opportunity to build on previously taught learning, making links and connections throughout. Varmints Children will be given opportunities to describe flowers, write letters and make speeches to a secret society of gardeners who plan to change the world through the power of nature. Tar Beach Faith Ringgold This will lead to a class performance with a particular focus on using repetition and rhythm. Once they have finished the story, children will receive a letter from the BBC asking them to write a script for the (hypothetical) upcoming movie. Iron Man The children will explore the devices of mystery and suspense. They will write a range of different texts-types including letters, a news bulletin and a logbook entry with the extended written outcome being a published mystery narrative. The Tin Forest The children will look at ways that the rubbish could be sifted and sorted, and even recycled into something new. Children will explore the main character and the journey he goes through in clearing up the rubbish around his little house and transforming it into a beautiful forest of tin.	Reading 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. Spellings 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. Writing 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. Handwriting Please ensure your child is forming all letters correctly, sitting them on the line and using the correct size and orientation. Click here for more information on how to support handwriting link. BBC Bitesize is also a really good resource to support your child's learning in English.

Maths 	Place Value 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 the 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. Children will also be encouraged to explain their mathematical thinking, make connections between different concepts and develop confidence when tackling increasingly challenging calculations. Times Tables Focus Year 3: 3, 4 and 8 Year 4: 6,7,9,11 and 12	Times Tables 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. 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. To further understand the maths objectives that your child should know by the end of each year, click here
Science  	Biology Animals including humans This half term, we will be learning about how living things stay healthy. Children will explore how plants make their own food, why humans need a balanced diet, exercise and good hygiene, and how nutrients and water help our bodies grow, stay healthy and function effectively. We will also learn about the role of blood in transporting nutrients around the body. Physics Sound and hearing Children will develop an understanding of how sound travels from its source to our ears. We will look in detail at how sound is produced and that waves can be blocked by objects. We will also explore the size, speed and pitch of vibrations and how they can effect our interpretation of the sound.	There are a range of online videos and activities that your child can use to support their learning. What is the digestive system? - BBC Bitesize Promote an inquisitive mind by asking your child how do we hear? They could record their ideas in the form of pictures or writing. You could also ask if animals hear in the same way which would lead to some interesting conversations. As your child's understanding of sound develops, you could recall key facts weekly. This online quiz is a great way to support this. Sound - Quiz (wordwall.net)

PSHE 	PSHE For the first two weeks of this half term in PSHE, we will be focusing on some very important topics: understanding grief, window safety and making responsible choices. Children will learn how to recognise potential dangers around windows, understand why leaning out of windows can be unsafe, and explore practical ways to keep themselves and others safe. We will also discuss what stealing is, why it is wrong, and how our choices can affect other people. Through stories, discussions and real-life scenarios, the children will develop their understanding of honesty, responsibility and making positive decisions. Alongside these activities, we will spend time establishing classroom routines and expectations to help ensure a positive, safe and successful start to the new school year.	Talk to children at home about their feelings-supporting them as they settle into their new class surroundings and expectations. If they do feel a negative emotion, remind them of how important it is to share these feelings with a trusted adult. Encourage them to be open and honest with their thoughts and ideas.
Geography 	Rivers & Water Cycles – Physical Processes The children will explore rivers and the water cycle, learning about some of the world's longest rivers and those found in Europe. They will investigate how water moves through the environment through evaporation, condensation, precipitation, run-off and percolation. They will also learn about the three stages of a river, from source to mouth, and explore the processes of erosion, transportation and deposition that shape river landscapes. The unit will culminate in the children creating and explaining their own water cycle diagrams.	Talk to you children about water. Ask questions to provoke curiosity in the subject; Where does it come from? How is rain formed? How could water be linked to the word cycle? In addition, as a class we will be learning this fun water cycle song to help the children pronounce and recall tricky key words and facts. Water Cycle Song (youtube.com)

History 	The Roman Empire and its impact on Britain After half term, the children will be learning about the Romans in Britain. They will explore why the Romans invaded Britain and learn about key figures such as Boudicca. They will investigate important features of Roman Britain, including Hadrian's Wall, bathhouses and roads, and discover how the Roman army helped to shape life across the country. They will also consider the lasting impact of the Romans and how their influence can still be seen in Britain today. In addition to this, the children will be taking part in a mini unit on WW1 for remembrance.	The BBC educational website is jam-packed with fantastic learning resources including history videos, quizzes and activities that will help students practise their Roman Empire knowledge and skills. The children can find some fantastic information using this link to support their learning.
R.E  	What do Hindus believe God is like? We begin by introducing Hindu Dharma to the children. They will act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. What is the 'Trinity' and why is it important for Christians? After half term, children will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impact their lives.	The BBC educational website is such a fantastic resource for learning together with clear and fun educational videos and activities. Both links below will support your child's learning for the up-and-coming R.E Topics. What is Hinduism? - BBC Bitesize BBC - Religions - Christianity: The Trinity
Art & Design 	Drawing: developing drawing skills This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art. After half term, the children will spend time designing and creating their own lanterns for the school's lantern parade.	Talk to you children about what they are creating in class and if there are any skills they could replicate at home. Look at pieces of artwork at home or in galleries, public spaces and talk about them. Shape Hunt Go on a shape hunt around the home or outside to practice shading techniques taught. You can find some great information here to support your child's learning.

D.T 	Pneumatic Mechanisms Within this unit, the children will explore how pneumatic systems work, learning how air pressure can be used to create movement. They will investigate simple examples and begin to understand how different parts work together. Building on this, the children will take part in a design challenge where they will plan, make, and evaluate their own pneumatic model. This will encourage creativity, problem-solving, and resilience as they test and improve their ideas, ending the unit with a working design they can be proud of.	What is Pneumatics? Use a straw or syringe (if available) to push air and feel how it can make things move. Talk about where pneumatics are used in real life, such as car brakes, diggers and fairground rides. You can find some great information here to support your child's learning.
Music 	Let your spirit fly Children's learning is focused around one song 'Let Your Spirit Fly'. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Bring Us Together After half term we will look at 'Bring Us Together' by Joanna Mangona and Pete Readman. This is a Disco song about friendship, peace, hope and unity.	Listen to and discuss a range of different genres of music and try finding the beat in songs. This could be through clapping, or dancing. What are their favourite songs? Why?
P.E 	Tag Rugby In this unit, children will develop their understanding of attacking and defending in tag rugby, learning how to use skills and teamwork to outwit opponents. They will practise keeping possession and working together to score tries, while building confidence in fair play, honesty, and following rules. Dance After half term, the children will explore dance through the theme of wild animals, creating simple movement sequences and working with others. They will build confidence as they develop their creativity, expression, and performance skills towards a final group dance.	Ensure children have opportunities to practise key skills such as hand to eye coordination and receiving a ball. Also, you could practice some basic Tag Rugby drills. You can find some great information here to support your child's learning.

Spanish 	Musical Instruments Within this unit of work the children will learn the names of 10 common musical instruments and begin to use the phrase “I play” in Spanish to talk about the instruments they enjoy. After half term, the children will develop their pronunciation by learning key Spanish sounds, supported by songs and speaking activities. This helps the children build confidence, enjoy using the language, and begin to speak with increasing accuracy.	At home it would be great if you could ask them about the words and phrases they have learnt. Also, a free app called 'Duolingo' could be used to further their knowledge.
Computing 	Computing systems and networks - connecting computers During the first half term, children will learn how digital devices work, exploring inputs, processes and outputs, computer networks, and how devices connect and communicate. They will also discover how digital technology supports everyday life at home and at school. Computing systems and networks - the internet After half term, the children will learn how the internet works, exploring the World Wide Web, online content, and how networks are kept secure. They will also develop their skills in evaluating information online and recognising reliable sources.	Connecting computers Together, walk around your home and find five different devices, such as a television, tablet, microwave or clock. For each device, discuss: Input: How do you control it? (e.g. buttons, a touchscreen, a remote control) Output: What does it do? (e.g. produce sound, display light, show information or create movement). The internet Talk with your child about the websites they visit and how they can tell if information online is reliable. Encourage them to use trusted sources when researching topics and discuss simple ways to stay safe online, such as protecting personal information and using strong passwords.