



SUNNYSIDE ACADEMY

Lower KS2 Curriculum Overview

2026-2027 | Years 3 and 4 curriculum maps

This Lower KS2 overview brings together the Year 3 and Year 4 curriculum. Each unit identifies the central substantive knowledge pupils will build and the subject-specific disciplinary practices through which they learn. British Sign Language is being introduced as our modern foreign language; the detailed sequence will be added in September 2026.

How to read this overview

UNIT

The topic, enquiry or body of content pupils will study.

KNOWLEDGE

The central substantive knowledge pupils will build and remember.

DISCIPLINARY FOCUS

How pupils learn to think and work within that subject.

Curriculum design at Sunnyside

Coherent and sequenced: Knowledge builds progressively and is revisited through retrieval.

Responsive to context: Our local area, heritage and community enrich pupils' learning.

Broad and balanced: Each subject makes a distinctive contribution to the whole child.

Inclusive and ambitious: Adaptive teaching removes barriers while maintaining high expectations.

Year 3: Creative and technological subjects

Art and Design and Design Technology are taught in alternating half-term blocks.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design	Emma Easton: Painting Knowledge: Colour, tone, texture and brushwork can create mood and visual effect. Disciplinary focus: Observe, mix, layer and refine paint in response to an artist.	-	Rosemary Edwards: Photography Knowledge: Viewpoint, framing, light and composition influence a photographic image. Disciplinary focus: Plan, capture, select, edit and evaluate photographs.	-	Anish Kapoor / Mackenzie Thorpe: 3D Art Knowledge: Sculpture communicates through form, scale, surface, space and material. Disciplinary focus: Develop, construct and refine a three-dimensional response.	-
Computing	Be Digitally Awesome Knowledge: Digital tools can combine media to communicate information effectively. Disciplinary focus: Plan, create, edit and evaluate digital content for a purpose.	My Online Life Knowledge: Online activity creates a digital footprint and requires safe, respectful choices. Disciplinary focus: Recognise risks, protect information and report concerns.	Dancing Robot Knowledge: Programs use sequences and repetition to control outputs. Disciplinary focus: Design, test and debug algorithms and explain their effect.	Rainforests Knowledge: Digital information can be collected, organised and presented for an audience. Disciplinary focus: Search, select, combine and evaluate information responsibly.	Online Detectives Knowledge: Online information and identities require careful checking. Disciplinary focus: Question reliability, recognise manipulation and make safe decisions.	Programming with Robots Knowledge: Robots respond to precise algorithms and programmed commands. Disciplinary focus: Decompose a task, program, test and debug a physical device.
Ongoing online safety: Relevant elements of My Online Life are revisited at the beginning of every computing unit throughout the year, reinforcing age-appropriate online-safety knowledge and responsible digital behaviour.						
Design and Technology	-	Design Technology: Structures and Mechanisms Knowledge: Frame and shell structures can be strengthened with supports; gears, cams and linkages transfer movement. Disciplinary focus: Research, make labelled designs, select tools and materials, construct safely and improve from feedback.	-	Design Technology: Food and Nutrition Knowledge: The Eatwell Guide supports a balanced diet; food may be grown, reared or caught. Disciplinary focus: Prepare ingredients hygienically using peeling, grating, slicing, mixing and baking, then evaluate the dish.	-	Design Technology: Product Design Knowledge: A product must meet the needs of its user and be fit for purpose. Disciplinary focus: Use research, annotated sketches or CAD, make accurately and suggest improvements.

Year 3: Music and British Sign Language

BSL content is being finalised and will be added in September 2026.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Let Your Spirit Fly Knowledge: Pupils explore RnB, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Glockenspiel Stage 1 Knowledge: Pupils explore Exploring instrumental skills, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Three Little Birds Knowledge: Pupils explore Reggae, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	The Dragon Song Knowledge: Pupils explore Music from around the world, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Bringing Us Together Knowledge: Pupils explore Disco, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Reflect, Rewind and Replay Knowledge: Pupils explore History of music and consolidation, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.
British Sign Language	BSL curriculum in development Knowledge: All KS2 pupils will begin a shared foundation sequence as the new scheme is introduced. Disciplinary focus: Develop visual attention, accurate sign formation, receptive understanding and signed interaction.	-	-	-	-	-

Year 3: Humanities, beliefs and physical development

The confirmed half-term sequence is shown below; PE and RE are taught throughout the year.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	Europe: Italy Knowledge: Europe contains diverse countries, regions, physical features and settlements; Italy has distinctive human and physical geography. Disciplinary focus: Use maps, atlases and data to locate, describe and compare places.	-	Volcanoes and Earthquakes Knowledge: Tectonic processes shape landscapes and create hazards for communities. Disciplinary focus: Interpret maps and evidence, explain processes and consider human responses.	-	-	-
History	-	Stone Age to Iron Age Knowledge: Prehistoric Britain changed through settlement, technology, farming, belief and the use of metals. Disciplinary focus: Use chronology and archaeological evidence to explain change and continuity.	-	Changes to Sunnyside Knowledge: The school and local community have changed over time within a wider local story. Disciplinary focus: Use photographs, maps, objects, documents and accounts to investigate change.	-	Ancient Greece Knowledge: Ancient Greek society, achievements and ideas have influenced the wider world. Disciplinary focus: Compare evidence and interpretations and explain significance and legacy.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Education	Invasion Games Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Gymnastics Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Dance Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Outdoor and Adventurous Activities Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Striking and Fielding / Net and Wall Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Athletics Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.
Religious Education	Christian life in Britain: Trinity Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Hindu life in Britain / making a better world Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Why the Bible matters: Creation and Fall Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Festivals and family life: Judaism Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Following God Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Prayer and Muslim worship Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.

Year 3: Science

Scientific knowledge is developed alongside increasingly independent enquiry and use of evidence.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Light Knowledge: Light is needed to see; it travels from sources, reflects from surfaces and can be blocked to form shadows. Disciplinary focus: Ask questions, identify patterns and investigate how shadows change.	Forces and Magnets Knowledge: Forces act through contact or at a distance; magnets attract and repel according to their poles and materials. Disciplinary focus: Compare surfaces and materials, make predictions and conduct fair tests.	Animals, Including Humans Knowledge: Animals need nutrition and have skeletons and muscles for support, protection and movement. Disciplinary focus: Use evidence to classify, compare and explain relationships.	–	Plants Knowledge: Plants require air, light, water, nutrients and room; water is transported and flowers support reproduction. Disciplinary focus: Plan comparative enquiries, observe change and record findings.	Rocks and Soils Knowledge: Rocks differ by observable properties; fossils and soils form through processes over time. Disciplinary focus: Classify samples, make careful observations and use evidence to explain formation.

Working scientifically in Year 3

Ask relevant questions and use different types of enquiry	Set up comparative and fair tests	Make systematic observations and accurate measurements
Record, classify and present data	Report findings and draw conclusions	Use evidence to make predictions and identify further questions

Year 4: Creative and technological subjects

Art and Design and Design Technology are taught in alternating half-term blocks.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design	L. S. Lowry: Drawing Knowledge: Line, proportion, perspective, tone and repeated figures can communicate place. Disciplinary focus: Observe closely, control line and tone, and refine a composed drawing.	-	Mahlia Amatina: Collage Knowledge: Layered colour, pattern, texture and shape can express identity and experience. Disciplinary focus: Select, arrange, combine and evaluate mixed collage materials.	-	Pablo Picasso: Printing Knowledge: Printing uses repeated images, colour, pattern and controlled transfer. Disciplinary focus: Develop a motif, make a printing surface and refine repeated impressions.	-
Computing	Endangered Animals Knowledge: Digital media can present researched information to influence an audience. Disciplinary focus: Search effectively, check sources, create and evaluate purposeful content.	My Online Life Knowledge: Privacy, communication and digital footprints affect online wellbeing and reputation. Disciplinary focus: Assess risk, manage information and seek help appropriately.	Hour of Code Knowledge: Selection, repetition and variables make programs more efficient. Disciplinary focus: Predict, create, test and debug increasingly complex code.	Dinosaurs Knowledge: Data and multimedia can be structured to explain a subject clearly. Disciplinary focus: Collect, organise, combine and present information for an audience.	Fake or Real? Knowledge: Online content may be inaccurate, biased or deliberately misleading. Disciplinary focus: Check evidence and sources before reaching or sharing conclusions.	Games Designer Knowledge: Games combine algorithms, inputs, rules, scoring and feedback. Disciplinary focus: Plan, code, test, debug and improve a playable outcome.

Ongoing online safety: Relevant elements of My Online Life are revisited at the beginning of every computing unit throughout the year, reinforcing age-appropriate online-safety knowledge and responsible digital behaviour.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and Technology	-	Design Technology: Structures and Mechanisms Knowledge: Materials have functional and aesthetic qualities; structures can be strengthened and mechanical systems create movement. Disciplinary focus: Research designers, produce annotated ideas, choose accurate tools and evaluate against criteria.	-	Design Technology: Food and Nutrition Knowledge: Food and drink provide nutritional benefits; recipes can be adapted by changing ingredients. Disciplinary focus: Measure, prepare and cook hygienically, then evaluate the outcome and suggested changes.	-	Design Technology: Product Design Knowledge: Information from several sources can inform a purposeful design for a particular user. Disciplinary focus: Develop alternatives using sketches or CAD, make accurately and evaluate against design criteria.

Year 4: Music and British Sign Language

BSL content is being finalised and will be added in September 2026.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Mamma Mia Knowledge: Pupils explore Pop / ABBA, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Glockenspiel 2 Knowledge: Pupils explore Mixed styles and instrumental skills, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Stop! Knowledge: Pupils explore Grime and lyric writing, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Lean on Me Knowledge: Pupils explore Soul and Gospel, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Blackbird Knowledge: Pupils explore The Beatles, equality and civil rights, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.	Reflect, Rewind and Replay Knowledge: Pupils explore History of music and consolidation, developing understanding of pulse, rhythm, pitch, structure and musical style. Disciplinary focus: Listen and appraise, sing, play, improvise or compose, then rehearse and perform with increasing accuracy.
British Sign Language	BSL curriculum in development Knowledge: All KS2 pupils will begin a shared foundation sequence as the new scheme is introduced. Disciplinary focus: Develop visual attention, accurate sign formation, receptive understanding and signed interaction.	-	-	-	-	-

Year 4: Humanities, beliefs and physical development

The confirmed half-term sequence is shown below; PE and RE are taught throughout the year.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	The United Kingdom Knowledge: The UK has nations, regions, counties, cities and varied human and physical characteristics. Disciplinary focus: Use maps at different scales, eight-point compass directions and grid references.	-	Rivers Knowledge: Rivers have connected features and processes from source to mouth and influence settlement and land use. Disciplinary focus: Use maps, diagrams, fieldwork and data to describe and explain river systems.	-	Rainforests Knowledge: Tropical rainforests have layered ecosystems, distinctive climates and global importance. Disciplinary focus: Locate biomes, interpret climate data and evaluate environmental change.	-
History	-	The Romans Knowledge: Roman expansion, invasion and settlement changed Britain in lasting ways. Disciplinary focus: Use chronology and sources to explain cause, consequence, resistance and legacy.	-	Anglo-Saxons and Vikings Knowledge: Migration, settlement, kingdoms and conflict shaped Britain after Roman rule. Disciplinary focus: Compare sources, establish chronology and explain change and contest.	-	Local History Study Knowledge: Local evidence reveals how people, places and industries changed over time. Disciplinary focus: Develop an enquiry, evaluate sources and communicate a supported conclusion.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Education	Invasion Games Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Gymnastics Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Dance Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Outdoor and Adventurous Activities Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Striking and Fielding / Net and Wall Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.	Athletics Knowledge: Skills, rules, tactics, control and performance develop through purposeful practice. Disciplinary focus: Apply, adapt and evaluate movement; collaborate safely and improve personal and team performance.
Religious Education	Hindu life in Britain Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Hindu beliefs about God Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Christian life: Pentecost Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Jesus and Good Friday Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Religion and right and wrong Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.	Life as a journey Knowledge: Pupils build knowledge of beliefs, sacred texts, practices and lived religious and non-religious worldviews. Disciplinary focus: Interpret sources, make connections, compare viewpoints and give reasoned, respectful responses.

Year 4: Science

Scientific knowledge is developed alongside increasingly independent enquiry and use of evidence.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity Knowledge: Simple circuits require a complete loop; components and conductors affect whether a circuit works. Disciplinary focus: Construct, test and represent circuits and use evidence to identify faults.	States of Matter Knowledge: Solids, liquids and gases have different properties; heating and cooling cause changes of state. Disciplinary focus: Measure temperature, observe change and interpret patterns in data.	Animals, Including Humans Knowledge: The digestive system processes food and teeth have specialised functions; feeding relationships form food chains. Disciplinary focus: Model systems, classify teeth and construct evidence-based food chains.	-	Living Things and Their Habitats Knowledge: Living things can be grouped using characteristics and classification keys; environments can change. Disciplinary focus: Observe, classify, use keys and evaluate evidence of environmental change.	Sound Knowledge: Sound is produced by vibration, travels through a medium and varies in pitch and volume. Disciplinary focus: Investigate variables, measure patterns and explain findings using evidence.

Working scientifically in Year 4

Ask relevant questions and use different types of enquiry	Set up comparative and fair tests	Make systematic observations and accurate measurements
Record, classify and present data	Report findings and draw conclusions	Use evidence to make predictions and identify further questions