

## Long Term Planning Year 3/4 Cycle A

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Maths</b>	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Decimals &% (Y4)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion (Y4)	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Decimals &% (Y4)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion (Y4)	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Decimals &% (Y4)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion (Y4)  Statistics	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Decimals &% (Y4)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion (Y4)  Statistics	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Decimals &% (Y4)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion (Y4)  Statistics	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Decimals &% (Y4)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion (Y4)  Statistics
<b>English</b>	<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar &amp; punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> Fiction : writing narratives: stories with familiar settings. Non-Fiction: Information books on topics of interests, non-chronological reports; thesauruses, dictionaries		<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar &amp; punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> Fiction : writing narratives: myths, legends, fables, parables; traditional stories, stories with related themes. Non-Fiction: Instructions, dictionaries without illustrations, thesauruses		<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar &amp; punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> Fiction: writing narratives: adventure & mystery stories; stories by the same author. Non-Fiction: letters written for a range of purposes; to recount, explain, enquire, congratulate, complain etc, alphabetic texts, indexes etc	
<b>Science</b>	-Animals, including humans (Y3 unit) Nutrition, Skelton, Muscles	Investigational skills	-Plants (Y3 unit)	Investigational skills	-Light (Y3 unit)	-Electricity (Y4 unit)
	<b>Investigation skills throughout each term</b>					
<b>History</b>	Stone age/ Iron age		-Ancient Egypt-what can we find out about Ancient Egypt from what has survived			
<b>Geography</b>		Place Knowledge: County Durham			Volcanoes & Earthquakes	UK cities
<b>Art</b>	-Painting Art Express Unit 2 <b>Artists:</b> Derain; Monet; Homer; Fauve Artists.		-Collage & Textiles Art Express Unit 4 <b>Artists:</b> <b>Matisse:</b> Romare Bearden; William Morris.		-Digital Media Art Express Unit 6 <b>Artists:</b> Rauschenberg; Warhol; <b>Picasso;</b> Braque; <b>Cezanne.</b>	

<b>DT</b>		-Produce a pop-up book (Storybooks)		--Construct a model that lights up (Lighting it up)		-Textiles (Money Containers)
<b>ICT</b>	<p>Obj 1: Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><b>Lesson Ideas:</b></p> <p>-Twinkl (3) Programming Turtle Logo and Scratch</p> <p>-Twinkl (4) Scratch Questions &amp; Quizzes</p>	<p>Obj 2: Pupils should be taught to: use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>Lesson Ideas:</b></p> <p>-PM Unit 4.1 Coding</p> <p>-Twinkl (4) Programming Turtle Logo Unit</p>	<p>Obj 3: Pupils should be taught to: use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Lesson Ideas:</b></p> <p>PM Unit 3.1 coding</p>	<p>Obj 4: Pupils should be taught to: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>Obj 5: Pupils should be taught to: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><b>Lesson Ideas:</b></p> <p>-Twinkl (3) Internet Research and Communication unit,</p>	<p>Obj 6: Pupils should be taught to: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Lesson Ideas:</b></p> <p>-Twinkl (3) Word Processing Skills unit</p> <p>-Twinkl (3) Drawing and Desktop Publishing unit</p> <p>-Twinkl (3) Presentation Skills</p> <p>-Twinkl (4) Animation</p> <p>-Twinkl (4) Photo Stories</p>
<p>Obj 7 (e-safety): Pupils should be taught to: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Lesson Ideas:</b> Website: Safer Internet for 8-11 y. PurpleMash Online Safety.</p>						

<b>PE</b>	-Swimming -Gymnastics	-Swimming -Competitive games	-Swimming -Dance	-Swimming -Gymnastics	-Swimming -Games	-Swimming -Athletics
<b>Music</b>	-On-going skills, singing & identifying musical patterns -Listening to music, -notation skills	-Composing music (Animal Magic) -Listening to music, -notation skills	On-going skills, singing & identifying musical patterns -Listening to music, -notation skills	-Create & perform rhythmic patterns (Play it again) -Listening to music, -notation skills	On-going skills, singing & identifying musical patterns -Listening to music, -notation skills	-Perform using various layers of sound (The class orchestra) -Listening to music, -notation skills
<b>RE</b>	How do Hindus worship?	How and why is Advent important to Christians?	What can we learn about Christian symbols and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	What do Hindus believe and how does this affect the way they live their lives?	
<b>PSHE</b>	-Keeping safe, medicines, alcohol, tobacco, illegal drugs, know how discarded needles & syringes can be dangerous	-Basic emergency first aid procedures & where to get help in different situations	-Mental health, know what makes them feel happy & positive about life, the influence of exercise, leisure, relationships on mental health (British Values)	-Relationships, peer pressure, recognise that relationships operate on different levels. Look at changes and differences in our bodies as we get older	-Different cultures, diverse life styles & choices-know that people live their lives in different ways and that different cultures may have different life patterns. Value diversity of lifestyles & the choices made within them (British Values)	
<b>MFL-French</b>	-Basic greetings	-Numbers to 10/20	-Days of the week	-Animals	-School subjects	- Weather