

Long Term Planning Year 3/4 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	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
English	<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar & punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> -Fiction : writing narratives, historical stories & short novels. Non-Fiction: a range of text types from reports & articles in newspapers & magazines etc. Instructions		<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar & punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> -Fiction : writing narratives, stories/novels about imagined worlds; sci-fi, fantasy adventures, stories in series, Non-Fiction: information books on same/similar themes; explanation		<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar & punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> Fiction : writing narratives, writing stories/short novels etc that raise issues e.g bullying, bereavement, injustice; stories by same author; stories from other cultures. -Non-Fiction: persuasive writing; adverts, discussion texts, debates, editorials; information books linked to other curricular areas	
Science	-Forces & Magnets (Y3 unit)	Investigational skills	-Living things & their habitats (Y4) unit grouping/basic keys//effect of changing environment	Investigational skills	-Rocks (Y3 unit)	Investigational skills
Investigation skills throughout each term						
History	-Romans			-Mayan Civilisation		Local study: mining
Geography		Map Work-8 points of a compass	Place Knowledge: Mexico		Local fieldwork: sketch maps, plans & digital images	
Art	-Drawing Art Express Unit 1 Artists: Vincent Van Gogh; Stanley Spencer; Josef Herman.		-Printing Art Express Unit 3 Artists: Stacey Chapman; Warhol; Rob		-Sculpture Art Express Unit 5 Artists: Donatello; Michelangelo; Dali; Antony	

			Ryan; Arthur Okamura.		Caro; Alexander Calder.	
DT		-Moving toys		-Construct a stable structure (Photograph Frames)		-Food (Sandwich Snacks)
ICT	<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>Lesson Ideas:</p> <p>-Twinkl (3) Programming Turtle Logo and Scratch</p> <p>-Twinkl (4) Scratch Questions & 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>Lesson Ideas:</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>Lesson Ideas:</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>Lesson Ideas:</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>Lesson Ideas:</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>Lesson Ideas: Website: Safer Internet for 8-11 y. PurpleMash Online Safety.</p>						

PE	-Swimming -Gymnastics	-Swimming -Competitive games	-Swimming -Dance	-Swimming -Gymnastics	-Swimming -Games	-Swimming -Athletics
Music	-On-going skills, singing & performing with expression -Listening to music, -notation skills	-Create music that describes contrasting moods. (Painting with sound) -Listening to music, -notation skills	-On-going skills, singing & performing with expression -Listening to music, -notation skills	-Creating & performing singing games (Salt, pepper, vinegar, mustard) -Listening to music, -notation skills	-On-going skills, singing & performing with expression -Listening to music, -notation skills	-Create accompaniments using the pentatonic scale (Dragon Scales) -Listening to music, -notation skills
RE	How and why do religious people show care for each other?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	What do Christians believe about God?	
PSHE	-Legal drugs- know about a range of legal drugs encountered in everyday life, including over the counter drugs such as aspirin/medicines as well as coffee, tea, tobacco & alcohol. Understand some of their effects & risks	-Keeping clean, know bacteria & viruses affect health & how transmission may be reduced by using simple safe routines.	-Attitudes to health & illness. Consider the value of keeping healthy.	-Relationships & friendships, different types including marriage & different patterns of friendship. (British Values)	-Physical & emotional changes during puberty, -Understanding what families are and what they expect of each other. Appreciate the similarities & differences between people are the result of many factors (British Values)	
MFL-French	-Basic objects: table, chair, pen, window etc	-Numbers to 10/20	-Months of the year	-Clothes	-Food & drink	-Sports

