

## Long Term Planning Year 3/4 (Cycle A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Hook</b>	<b>Tudors - The Banquet</b> Were the Tudors really terrible?		<b>Space</b> Out of this world		<b>Extreme Environments</b> How will you survive?	
<b>Literacy</b>	<p><b>Genres covered:</b>                      Instructions                      Non-chronological report                      Recount                      Narrative                      Poetry                      Playscripts</p> <p><b>Key text/stories:</b>                      Tell me a Dragon                      The Dragon Who Ate Our School (poem)                      Tudor Boy Spy                      Buckingham Palace (Poetry)                      Shakespeare -Macbeth                      Deep in the Green Wood (poetry)</p> <p><b>Year 4 SPaG:</b>                      Plural and possessive -s                      Apostrophes to mark plural possession                      Use of inverted commas and other punctuation to indicate direct speech                      Converting nouns or adjectives into verbs using suffixes                      Devices to build cohesion within a paragraph                      Fronted adverbials</p> <p><b>Year 3 SPaG:</b>                      Use prefixes and suffixes and understand how to add them.                      Use possessive apostrophe with singular and plural nouns.                      Extend sentences with more than one clause using a wider range of conjunctions.                      Choose nouns and pronouns appropriately for clarity and cohesion.                      Fronted adverbials.                      Punctuating direct speech.                      Use of expanded noun phrases</p>		<p><b>Genres covered:</b>                      Narrative                      Poetry                      Recount - Newspaper                      Setting description                      Persuasive writing                      Balanced argument</p> <p><b>Key text/stories:</b>  <b>Poetry:</b>                      Six Ways to Look at the Moon (poetry)                      Cosmic Disco (poetry)                      The Iron Man</p> <p><b>Year 4 SPaG:</b>                      Use of fronted adverbials and commas after these                      Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition                      Noun phrases                      Using and punctuating direct speech                      Using adverbs, conjunctions and prepositions to express time and cause                      Begin to use relative clauses                      Use present, past, progressive and perfect tense verb forms mostly accurately                      Use inverted commas accurately and other speech punctuation to punctuate direct speech</p> <p><b>Year 3 SPaG:</b>                      Use and understand grammatical terminology                      Spell further homophones                      Use the first 2 or 3 letters in a dictionary to check spelling                      Punctuating direct speech.</p>		<p><b>Genres covered:</b>                      Non-chronological report                      Recount                      Newspaper report                      Persuasive writing (debate)                      Poetry                      Narrative</p> <p><b>Key text/stories:</b>                      Iceland's Orangutan advert                      Varjak Paw                      Cats (poetry)                      Macavity the Mystery Cat (poetry)</p> <p><b>Year 4 SPaG:</b>                      Devices to build cohesion with a paragraph                      Linking ideas across paragraphs using adverbials of time                      Use of relative clauses                      Use of commas to clarify meaning or avoid ambiguity                      Brackets, commas and dashes to indicate parenthesis</p> <p><b>Year 3 SPaG:</b>                      Using and punctuating direct speech.                      Use a wider range of conjunctions including - when, if, because, although.                      Use present perfect form of verbs                      Use conjunctions. Adverbs and prepositions to express time and cause</p> <p><b>Year 4 Reading:</b>                      Retrieve, record and present information from non-fiction                      Discuss and evaluate how authors use language, including figurative language,</p>	

	<p><b>Year 4 Reading:</b>  Identifying main ideas from more than one paragraph and summarising these  Drawing inferences and support with evidence  Maintain positive attitudes towards reading and an understanding of what they are reading  Reading for a range of purposes, including for pleasure.  Making comparisons within and across books  Learning a wider range of poetry by heart  Preparing poems to read aloud and perform</p> <p><b>Year 3 Reading:</b>  Preparing poems to read aloud and to perform.  Recognise some different forms of poetry.  Identifying main ideas from more than one paragraph and summarising these  Drawing inferences such as character's feelings, thoughts and motives.  Predicting what might happen.  Develop a positive attitude to reading and an understanding of what they have read.  Increasing their familiarity with a wide range of books.</p>	<p>Express time, place and cause using conjunctions.  Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly.  Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</p> <p><b>Year 4 Reading:</b>  Use scanning to locate information quickly and accurately  Using dictionaries to check the meaning of words  Increasing their familiarity with a wide range of books  Identifying themes and conventions in a wide range of books  Asking questions to improve their understanding of a text  Predicting what might happen from details stated and implied  Identify how language, structure and presentation contribute to meaning  Identify and explain how dialogue is used to create characterisation and move the story on.  Identify the techniques writers use to create mood and atmosphere  Explore 'show not tell' techniques  Preparing poems to read aloud and perform</p> <p><b>Year 3 Reading:</b>  Know and use skimming and scanning to retrieve information</p>	<p>considering the impact on the reader  Distinguish between statements of fact and opinion  Provide reasoned justifications for their view</p> <p><b>Year 3 Reading:</b>  Retrieve and record information from non-fiction  Identify how language, structure and presentation contribute to meaning.  Retrieve and record information from non-fiction  Asking questions to improve understanding of text.  Discussing words and phrases that capture the reader's interest.  Reading a range of books for a range of purposes.</p>
--	--	---	--

			<p>Using dictionaries to check the meaning of words they have read.</p> <p>Reading books that are structured in different ways. Increase their familiarity with a wide range of books.</p> <p>Preparing poems to read aloud (intonation, tone and volume).</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>Identify the purpose of dialogue and how it is presented in stories</p> <p>Make links between texts they have read and compare</p> <p>Understand how and why writers use figurative and expressive language to create images and atmosphere.</p>			
<b>Numeracy</b>	<b>Year 4:</b> Number: Place value (4 digit numbers) Number: addition and subtraction	Number: multiplication and division Measurement: length, perimeter.	Number: multiplication and division Measurement: Area Fractions	Number: Fractions Number: Decimals	Number Decimals: Measurement: Money Time Statistics	Geometry: Angles and 2d shapes. Geometry: Position and Direction
	<b>Year 3:</b> Number: Place value (within 1000) Addition and subtraction	Number: Multiplication and division. X3, x4 and x8 times tables	Number: Multiplication and division. Money Statistics	Measurement: Length Fractions	Fractions Time	Angles Mass Capacity
<b>RE</b>	What do sacred texts within Hinduism say about God?	What do Christians learn from the creation story? UC  Why do Christians call Jesus the light of the world? ST	What kind of world did Jesus want? UC	Why do Christians call the day Jesus died Good Friday? UC	How and why do people show care for others?	Why do people go to Durham Cathedral today? (or other local places with significance for Christians)
<b>Science</b>	<b>Animals Including Humans:</b> Describe the simple functions of the basic parts of the		<b>Earth and Space:</b> Describe the movement of the Earth, and other planets,		<b>Forces and Magnets</b>	

	<p>digestive system in humans. Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. <b>Living things and their habitat:</b> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. <b>Working Scientifically:</b> explanations of and degree of trust in results, in oral and written forms such as displays and other presentations planning different types of scientific enquiries</p> <p><b>Working Scientifically</b> taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; using test results to make predictions to set up further comparative and fair tests.</p>	<p>relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <b>Electricity:</b> Recognise common conductors Identify whether or not a lamp will light a simple series circuit.</p> <p><b>Working Scientifically:</b> identifying scientific evidence that has been used to support or refute ideas or arguments. reporting and presenting findings using test results to make predictions to set up further comparative and fair tests.</p>	<p>Describe magnets as having poles - predict whether 2 magnets will attract or repel. Observe how magnets attract and repel. Compare how things move on different surfaces <b>Working Scientifically:</b> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; identifying scientific evidence that has been used to support or refute ideas or arguments. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>
<b>STEM</b>	<p>Design Tudor houses (3-D modelling) Working digestive system model</p>	<p>Centre for Life Visit Buzz Aldrin Foundation - Moon Map visitor Buzz wire Game</p>	<p>Information Design - Design and Electrical poster - Rainforests</p>
<b>History</b>	<p>Life in Tudor Times</p>	<p><b>Cause and Consequence Chronology</b></p>	<p>History of the explorers of the Arctic and Antarctic</p>

	<p><b>Enquiry lifestyles, significant historical people</b>  <b>Similarity/differences</b>  Rich versus poor people?  Visit Bessie Surtees house  Henry VIII and his wives  The Tudor family tree  <b>Cause and Consequence</b>  Battle of Bosworth  Dissolution of the monasteries.  <b>Cause and consequence</b>  <b>Church of England – Jarrow</b>  <b>Cross School Values.</b></p>	<p><b>Historical events</b>  Space race:  Man landing on the moon  Humans and animals in space    <b>Cause and Consequence</b>  Round Earth -vs- Flat Earth    <b>Significant historical people</b>  Niel Armstrong  Buzz Aldrin  Michael Collins  Valentina Tereshkova  Mary Jackson  Katherine Johnson  Dorothy Vaughan  <b>Significant modern people</b>  Tim Peake  Holly Ridings</p>	<p><b>Cause and consequence</b>  <b>Similarity/differences</b>  <b>Significant historical people</b></p>
<p><b>Geography</b></p>	<p><b>Kapaw unit: Are all settlements the same?</b>  -Locate some cities in the UK.  -Describe the difference between villages, towns and cities.  -Identify features on an OS map using the legend.  -Describe the different types of land use.  -Follow a route on an OS map.  -Discuss reasons for the location of human and physical features.  -Locate some geographical regions in the UK.  -Identify and begin to offer explanations about changes to features in the local area.  -Describe the location of New Delhi.  -Identify some human and physical features in New Delhi.  -State some similarities and differences between land use and features in New Delhi and the local area.    <b>Extra/making further links to:</b>  Explore Tudor buildings and towns.</p>	<p><b>Kapaw unit: Where does our food come from?</b>  -Identify that different foods grow in different biomes and say why.  -Explain which food has the most significant negative impact on the environment.  -Consider a change people can make to reduce the negative impact of food production.  -Describe the intentions around trading responsibly.  -Explain that food imports can be both helpful and harmful.  -Describe the journey of a cocoa bean.  -Locate countries on a blank world map using an atlas.  -Use a scale bar correctly to measure approximate distances.  -Collect data through an interview process.  -Analyse interview responses to answer an enquiry question.  -Discuss any trends in data collected.    <b>Extra/making further links to:</b>  Identifying and investigating planets</p>	<p><b>Kapaw unit: Who lives in Antarctica?</b>  -Describe what lines of latitude and longitude are, giving an example.  -Understand that the Northern and Southern Hemispheres experience seasons at different times.  -Define what climate zones are.  -Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.  -Describe Antarctica's location in the far south of the globe.  -State that tourism and research are the two main reasons people visit Antarctica.  -Describe equipment researchers might use and clothes they wear.  -List some of the research carried out in Antarctica.  -State the outcome of Shackleton's expedition.  -Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.  -Describe a similarity and difference between life in the UK and life in Antarctica.  -Confidently use the zoom function on a digital map.</p>

		<p><b>Collect, interpret, communicate information</b>  Graph of planets  temps/size/distance from sun  etc</p>	<ul style="list-style-type: none"> <li>-Begin to recall the eight points of a compass, following at least four of them.</li> <li>-Recognise and describe features on their school grounds from an aerial map.</li> <li>-Draw a map of the route they take on an expedition.</li> <li>-State one thing that went well on the expedition and one aspect that did not go as hoped.</li> </ul> <p><b>Kapow unit: Why are rainforests important to us?</b></p> <ul style="list-style-type: none"> <li>-Describe a biome and give an example.</li> <li>-State the location and some key features of the Amazon rainforest.</li> <li>-Name and describe the four layers of tropical rainforests.</li> <li>-Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>-Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</li> <li>-Name one way in which the Amazon is changing.</li> <li>-Articulate why the Amazon rainforest is important.</li> <li>-Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>-Use a variety of data collection methods with support.</li> <li>-Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul>
<p><b>Art</b></p>	<p>Painting and mixed media:  Light and dark (Kapow)</p> <p>Paint a portrait - explore the Tudor artists  Drawing:  Fine pencil control  Shading techniques  Perspective (Tudor House)</p> <p>Investigating and exploring artist's styles:  Daniel Worth - 1 point/2 point perspectives - Tudor houses.</p>	<p>Painting and mixed media:  abstract</p> <p>Art John (Youtuber)  <b>Investigating and exploring artists styles</b>  <b>Drawing</b>  <b>Pencil techniques</b>  <b>Shading</b></p> <p><b>Printing and Textiles</b>  <b>Artist:</b> Piet Mondrian Theme: 60s Space Race Fashion</p>	<p>Painting and mixed media:  techniques</p> <p>Climate change artists  Jeff Hong (Little Mermaid, Winnie the Pooh, Elsa-unhappily ever after)</p>

<b>DT</b>	Structures: Constructing a Tudor house (Kapow adapted)  Clay dragon eyes		Cooking and nutrition: Adapting a recipe (Kapow)		Electrical systems: Electrical posters (Kapow)	
<b>Computing</b>	Computing systems and networks - Connecting computers (Y3)	Computing systems and networks - The Internet (Y4)	Creating media - Desktop publishing (Y3)	Creating media - Photo editing (Y4)	Programming A - Sequence in music (Y3)	Programming B - Events and actions (Y3)
<b>PE</b>	<b>Coach - Ball Skills</b>		<b>REAL PE- Dance</b> Develop shapes and circles and create sequences of movement with these through partnering and artistry  <b>Coach - hockey</b>		<b>Athletics</b>  <b>Swimming</b>	
<b>French</b>	KAPOW This is me.	KAPOW School Days	KAPOW Birthday Celebrations	KAPOW Colourful Creatures	KAPOW Fabulous French Food	KAPOW Gourmet Tour of France
<b>Music</b>	Charanga - Mama Mia  Charanga - Glockenspiel 2		KAPOW: Jazz	KAPOW: Ballads	KAPOW: Creating Compositions for an animation - Year 3	KAPOW: Body and tuned percussion - The Rainforests Year 4
<b>PSHE</b> You, Me and the World	Well-being  Healthy Life Styles  Operation Encompass  Consent	Kidsafe	Relationships and Friendships  Bullying	British Values  Similarities and Differences	Online/Media  Money & Jobs	First Aid  Environmental / Current Affairs & Courageous Advocacy
<b>Global links</b>	- Recycling & renewable resources - Food & famine		- Poverty -Introduction to Fair Trade		- Climate change - Sustainability - Fair Trade	

<b>Career links</b>	<ul style="list-style-type: none"><li>- Architecture</li><li>- Becoming a teacher/TA</li></ul>	<ul style="list-style-type: none"><li>-Space exploration (NASA, engineering)</li><li>-Catering and hospitality</li><li>-Reverend</li></ul>	<ul style="list-style-type: none"><li>- Charity work /volunteering for WWF</li><li>-Nursing and jobs that require staff to be first-aid trained (PSHE link)</li></ul>
---------------------	--	--	---