



# Long Term Planner 2024-25

## Cycle Two

# Year 3/4

Subject	Autumn 1 (7 weeks – 1 x 4 day week)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 3 days)	Spring 2 (6 weeks)	Summer 1 (6 weeks – 2 x 4 day weeks)	Summer 2 (7 weeks)
<b>TOPIC</b>	<b>Ancient Greeks</b>	<b>European Neighbours</b>	<b>Romans</b>	<b>Rainforests</b>	<b>Settlements</b>	<b>Railways</b>
<b>English: Power of reading core text</b>	Y3 /Y4 - Mouse, Bird, Snake, Wolf	Y3 - Pugs of the Frozen North  Y4 – Ice Palace	Y3 – Marcy and the Riddle of the Sphinx  Y4 – Fantastically Great Women Who Changed the World	Y3 - Charlotte’s Web  Y4 – Little Island	Y3 – Werewolf Club rules  Y4 – Bright Bursts of Colour	Y3 – Quill Soup  Y4 – The Wild Robot
<b>Writing Outcome</b>	Y3/4 - Non- Fiction: Persuasive writing	Y3 – Non-Fiction: Non-chronological report  Y4 - Narrative: A Recount Story	Y3 – Narrative Quest Story  Y4 – Non-Fiction: Biographies	Y3 – Poetry  Y4 – Narrative: Conflict Story	Y3 – Narrative: character and setting description  Y4 – Poetry	Y3 – Narrative : Traditional tale  Y4 – Narrative : Sequel story
<b>Guided Reading Y3</b>	Lights on Cotton Rock  Fantastic Mr Fox  Non-fiction texts linked to topic.	Jim and the Beanstalk  The Hodgeheg  Non-fiction texts linked to topic.	Alien in the Jam Factory  Non-fiction texts linked to topic.	Harley Hitch  Non-fiction texts linked to topic.	Mr Penguin and the Lost Treasure  Non-fiction texts linked to topic.	Firework Maker’s Daughter  Non-fiction texts linked to topic.
<b>Guided Reading Y4</b>	Butterfly Lion  The Worst Witch  Non-fiction texts linked to topic.	Varjak Paw  Non-fiction texts linked to topic.	BFG  Non-fiction texts linked to topic.	Opération Gadget Man  Non-fiction texts linked to topic.	The Miraculous Journey of Edward Tulane  Non-fiction texts linked to topic.	Tamarind and the Star of Ishta  Non-fiction texts linked to topic.



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<p><b>Let's think in English</b></p>	<p><b>Y3</b> Old Phillip</p> <p><b>Y4</b> Alike Who, What, Where</p>	<p><b>Y3</b> Splash Shirley</p> <p><b>Y4</b> Before, after Dig a Hole</p>	<p><b>Y3</b> Wolves Red</p> <p><b>Y4</b> Blue Yellow Not Now Bernard</p>	<p><b>Y3</b> Promise Tunnel</p> <p><b>Y4</b> The Present Sea Saw</p>	<p><b>Y3</b> Mysteries Halvar</p> <p><b>Y4</b> Here we are Rain, Rainbows</p>	<p><b>Y3</b> Ian Foundling</p> <p><b>Y4</b> Black Dog Red Riding Hood</p>
<p><b>MATHS</b></p>	<p><b>Yr3</b> – Place value; addition and subtraction.</p> <p><b>Yr4</b> – Place value; addition and subtraction, perimeter</p>	<p><b>Yr3</b> – Number properties; multiplication and division.</p> <p><b>Yr4</b> – Number properties; multiplication and division.</p>	<p><b>Yr3</b> – Multiplication and division Money,</p> <p><b>Yr4</b> – Area, Fractions</p>	<p><b>Yr3</b> – data handling, problem solving, fractions and decimals</p> <p><b>Yr4</b> – properties of fractions and decimals</p>	<p><b>Yr3</b> – fractions, time</p> <p><b>Yr4</b> – decimals, money, time</p>	<p><b>Yr3</b> – shape and measures</p> <p><b>Yr4</b> – data handling, shape, co-ordinates</p>
<p><b>SCIENCE</b></p>	<p><b>Light</b></p> <p>Recognise that we need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadow changes.</p>	<p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance</p>	<p><b>Animals Including Humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their functions. Recognise that animals including humans need the right types and amount of nutrition, they cannot make their own food, they get nutrition from what they eat.</p>	<p><b>Living Things and their Habitats</b></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp</p>	<p><b>Forces and Magnets</b></p> <p>Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles</p>



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		from the sound source increases.			lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	
<b>TOPIC – History/ Geography</b>	<b>History: Ancient Greece</b>  Ancient Greece – a study of Greek life and achievements and their influence on the western world	<b>Geography: Our European Neighbours</b>  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country	<b>History: Romans</b>  The Roman Empire and its impact upon Britain. The enduring legacy of Roman life on Britain	<b>Geography: Rainforests</b>  Children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.	<b>Geography: Settlements</b>  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<b>History: Railways</b>  The societal, cultural and economic impact of the railways on Britain A significant turning point in British history
<b>ART</b>		<b>Art: Drawing (Silhouettes) – Europe</b> Artist Study: Francis Torond Remembrance Day Silhouette	<b>Art: Painting &amp; Printing – Romans</b> Artist Study: A range of Roman art.			<b>Art: Collage – Holidays</b> Artist Study: Megan Coyle
<b>DT</b>	<b>Mechanical puppets. Construction (with mechanisms or electrical system)</b> Yr3/4 With linkages and leavers Yr4 with light up eyes.			<b>Pizza Cooking</b> Using scissors for cutting toppings, rolling pins to roll dough, shape cutters for cutting the pizza.	<b>Travel pillows. Textiles</b> with sequins, buttons and decorative stitches. Yr3 running stitch. Yr4 running stitch or back stitch	



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<p><b>PE</b></p>	<p><b>Invasion Games</b></p> <p>Play competitive games with attacking and defending.</p> <p>Y3- Netball Y4 - Football</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate improvement to achieve personal best.</p>	<p><b>Gymnastics</b></p> <p>Develop flexibility and strength techniques. Develop control and balance.</p>	<p><b>Gymnastics</b></p> <p>Linking movements to show a specific task; showing balance, coordination and creativity using the skills taught.</p>	<p><b>Athletics</b></p> <p>Use running and jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their best.</p>	<p><b>Striking and fielding</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>
<p><b>Games</b></p>	<p><b>Invasion Games</b></p> <p>Y3- Football Y4 – Tag Rugby</p>	<p><b>Invasion Games</b></p> <p>Y3- Tag Rugby Y4 – Basketball</p>	<p><b>Invasion Games</b></p> <p>Y3- Handball Y4 – Hockey</p>	<p><b>Outdoor Adventurous Activities</b></p>	<p><b>Athletics</b></p> <p>Use running and jumping, throwing and catching in isolation and in combination.</p>	<p><b>Net/Wall Games</b></p> <p>Tennis (outdoor) &amp; Badminton (indoor)</p>
<p><b>RE</b></p>	<p><b>Islam:</b></p> <p>What difference does being a Muslim make to daily life?</p>	<p><b>Christianity/Multi:</b></p> <p>What do we mean by truth? Is seeing believing?</p>	<p><b>Christianity:</b></p> <p>Why is there so much diversity in believe in Christianity?</p>		<p><b>Islam:</b></p> <p>What do Muslims believe about God?</p>	<p><b>Multi:</b></p> <p>What does sacrifice mean?</p>
<p><b>MUSIC</b></p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 3 Unit Autumn 1</u></p> <p>‘Writing music down’</p> <p><u>Year 4 Unit Autumn 1</u></p> <p>‘Musical structures’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 3 Unit Autumn 2</u></p> <p>‘Playing in a band’</p> <p><u>Year 4 Unit Autumn 2</u></p> <p>‘Exploring feelings when you play’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 3 Unit Spring 1</u></p> <p>‘Compose using your imagination’</p> <p><u>Year 4 Unit Spring 1</u></p> <p>‘Compose with your friends’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 3 Unit Spring 2</u></p> <p>‘More musical styles’</p> <p><u>Year 4 Unit Spring 2</u></p> <p>‘Feelings through music’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 3 Unit Summer 1</u></p> <p>‘Enjoying Improvisation’</p> <p><u>Year 4 Unit Summer 1</u></p> <p>‘Expression and improvisation’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 3 Unit Spring 2</u></p> <p>‘Opening Night’</p> <p><u>Year 4 Unit Spring 2</u></p> <p>‘The show must go on!’</p>



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<b>COMPUTING</b>	Computer skills – Microsoft Powerpoint	Animation	Online Safety	Algorithms – designing and debugging	Excel	Using and applying skills
<b>PHSE Education</b>	<p><b>Coverage area for Y3:</b> PHSE Ed: TEAM (Together Everyone Achieves More)/NSPCC PANTS RSE: My feelings</p> <p><b>Coverage area for Y4:</b> PHSE Ed: VIPs/NSPCC PANTS RSE: - My feelings</p>	<p><b>Coverage area for Y3:</b> PHSE Ed: Think positive RSE: My body</p> <p><b>Coverage area for Y4:</b> PHSE Ed: Safety first RSE: - My body</p>	<p><b>Coverage area for Y3:</b> PHSE Ed: Diverse Britain RSE: My relationships</p> <p><b>Coverage area for Y4:</b> PHSE Ed: One World RSE: - My relationships</p>	<p><b>Coverage area for Y3:</b> PHSE Ed: Be yourself RSE: My beliefs</p> <p><b>Coverage area for Y4:</b> PHSE Ed: Digital wellbeing RSE: - My beliefs</p>	<p><b>Coverage area for Y3:</b> PHSE Ed: It's my body RSE: My rights and responsibilities</p> <p><b>Coverage area for Y4:</b> PHSE Ed: Growing Up RSE: - My rights and responsibilities</p>	<p><b>Coverage area for Y3:</b> PHSE Ed: Aiming high RSE: Asking for help</p> <p><b>Coverage area for Y4:</b> PHSE Ed: Money Matters RSE: Asking for help</p>
<b>LANGUAGES French</b>	<p><b>Y3</b> Numbers and the alphabet All about me My home</p> <p><b>Y4</b> Cultural Unit – Where in the world speaks French?  Numbers and the alphabet</p>	<p><b>Y3</b> Colours Animals Food</p> <p><b>Y4</b> My family and me  My home  Colours Animals</p>	<p><b>Y3</b> Calendar Clothing</p> <p><b>Y4</b> Colours Food</p>	<p><b>Y3</b> Shopping Our town Holidays</p> <p><b>Y4</b> Calendar Clothing Shopping</p>	<p><b>Y3</b> My town Weather</p> <p><b>Y4</b> Holidays and Celebrations My Town The Weather</p>	<p><b>Y3</b> Sports School</p> <p><b>Y4</b> Sports and Hobbies School</p>