

## Y3 and Y4 Long term Overview 2023-24

### Educational visits

3 visits to be booked in for the year. One to be local, one to be internal and one 'big' one.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Parental engagement</b>	Library to read a story		TTRS play on the Ipads with parents		Pictures from trip	
<b>Educational Visit and Link to curriculum area</b>	Internal – workshop – History focus		Local trip – RE focus		Big Trip- Magna linked to science forces and magnets/ rocks	
<b>Personal Development (RSHE &amp; PSHE incl Online Safety)</b>	-How do I manage my feelings? -Online strangers (RSHE unit). -Road safety.	-Anti bullying -Firework safety  Friendship Online (RSHE unit)	- Are all families like mine? -Are we happy all the time? -Where do you feel you belong?  Online safety – responsive teaching 1 session	-Aspirations – dreams and goals (Jigsaw)  Sharing information (RSHE unit)	-Are all friends the same?  Water Safety  Online safety – responsive teaching 1 session	Y4- What is a period. Are boys and girls the same?  Online safety – responsive teaching 1 session
<b>English – reading</b>	<p><b>Y3</b> <b>Applying Phonics</b> I know that phonics is one strategy to help me read unfamiliar words. I know when phonic strategies will help me to read a word and when they will not. I know what a root word is. I understand how to use a root word to help me read unfamiliar words. I use root words to help me read unfamiliar words. I use root words to help me understand the meaning of unfamiliar words I know what prefixes and suffixes are. I understand how prefixes and suffixes can change the meaning of a word. I prefixes and suffixes to read unfamiliar words. I prefixes and suffixes to understand the meaning of unfamiliar words</p> <p><b>Reading for Pleasure</b> I know that there are different kinds of narrative stories. I understand that a sequence of events in a narrative is called the plot. I can identify the plot in a narrative. I use a dictionary to check or find the meaning of new words. I know that there are different kinds of non-fiction books I know that non-fiction books are structured in different ways. I know how to use a non-fiction book to find identified information I identify any words that are unfamiliar.</p> <p><b>Reading for Pleasure – Poetry</b> know that there are different forms of poetry. I recognise and name different types of poems which have been introduced. I know that words and language in poems create effects.</p> <p><b>Reading Accurately, with Fluency and with Understanding</b> I check understanding in any book or text that I read. I ask questions to ensure understanding of a text. I know that there will be unfamiliar words in a text I know that texts have a main idea.</p>		<p><b>Y3</b> <b>Applying Phonics</b> I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I know that some words may have a similar pronunciation but may be written differently. I know that some of these are unusual. I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. I know that unfamiliar words can be read by using knowledge of similar words (analogy).</p> <p><b>Reading for Pleasure</b> I understand that narratives can have differently structured plots. I talk about the different plot structures in genres read. I know that writers choose words and language to create an effect on the reader. I find effective words and language in reading that writers have used to create effects. I discuss a range of narrative stories and their similarities and differences. I choose books for specific purposes. I discuss the meaning of unfamiliar words identified.</p> <p><b>Reading for Pleasure - Poetry</b> I can discuss the meaning of words and language in poems. I understand that there can be more than one interpretation of a poem. I understand that the meaning of poems can be enhanced through performance. I watch performances of poems.</p> <p><b>Reading Accurately, with Fluency and with Understanding</b> I ask questions to deepen understanding of a text. I use the context of unfamiliar words to explain their meaning.</p>		<p><b>Y3</b> <b>Applying Phonics</b> I use analogy, drawing on the pronunciation of similar known words to read others.</p> <p><b>Reading for Pleasure</b> I recognise the literary language typical of narrative genres read. I recognise words and language that show the setting of a book – historical, cultural or social. I explain why a writer makes choices about words and language used. I discuss meaning of specific or unusual words used by authors to create effects. I explain why a writer has chosen specific words and language. I record words and language from reading to use in my own writing. I make connections between books written by the same author. I re-tell some of stories written by the same author by heart.</p> <p><b>Reading for Pleasure - Poetry</b>  I discuss how the meaning is enhanced through performance. I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p><b>Reading Accurately, with Fluency and with Understanding</b> I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. I explain my personal response. I listen to others' personal responses to a text I adapt own response in the light of others' responses. I know that characters' actions can tell the reader about their thoughts, feelings and motives. I infer characters' feelings, thoughts and motives from their actions.</p>	

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	<p>I identify the main idea of a text. I know that the organisation and layout of a book helps me to understand it. I know how to find key words or information in a non-fiction text.</p> <p><b>Y4</b> <b><u>Applying Phonics</u></b> I know that phonics is one strategy to read unfamiliar words. I know when phonic strategies will help to read a word and when they will not. I use knowledge of root words to help me read unfamiliar words. I use root words to help me understand the meaning of unfamiliar words I use knowledge of learned prefixes and suffixes to help me read unfamiliar words. I use prefixes and suffixes to help me understand the meaning of unfamiliar words.</p> <p><b><u>Reading for Pleasure</u></b> I know that there is a range of narrative stories. I discuss the range of narrative stories introduced so far and consider differences and similarities. I understand that these have different plot patterns. I know that the plot develops in different ways according to the plot pattern. I use a dictionary to check or find the meaning of new words. I find similarities in the books I read. I understand that writers open stories in different ways.</p> <p><b><u>Reading for Pleasure – Poetry</u></b> I know that there are different forms of poetry. I know that words and language in poems create effects.</p> <p><b><u>Reading for Pleasure – Non-Fiction</u></b> I frequently empathise with a character. I identify the main idea/s of a text. I know that the main idea of a text can be summarised in a sentence. I know that many books have themes. I discuss the possible theme/s in books. I identify a theme in a book. I know that the organisation and layout of books vary according to the purpose of the book. I choose a specific non-fiction book for a specific purpose. I identify any words that are unfamiliar to me. I use dictionaries to check or find the meaning of unfamiliar words.</p> <p><b><u>Reading with understanding</u></b> I frequently empathise with a character. I identify the main idea/s of a text. I know that the main idea of a text can be summarised in a sentence. I know that many books have themes. I discuss the possible theme/s in books. I identify a theme in a book.</p>	<p>I give a personal response to a text. I use evidence from the text to support my response. I use clues from the text to predict what might happen next. I know that the main idea in a narrative may also have a message for the reader. I know that the message in a book is called the theme. I recognise that books may have similar themes. I understand that the organisation and layout may be different according to the purpose of the book. I record key words or information found in a non-fiction text.</p> <p><b>Y4</b> <b><u>Applying Phonics</u></b> I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. I know that many words may have a similar pronunciation but may be written differently. I know that some of these are unusual. I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. I know that unfamiliar words can be read by using knowledge of known similar words (analogy). I use analogy drawing on the pronunciation of similar known words to read others</p> <p><b><u>Reading for Pleasure</u></b> I understand that a writer can use patterned language for effect. I find examples of patterned language for effect. I identify words and language that show the setting of a book – historical, cultural or social. I know that writers choose words and language to show atmosphere, mood or feelings I find words and language in my reading that writers have used to show atmosphere, mood or feelings. I identify different openings in different books and I can compare different story openings.</p> <p><b><u>Reading for Pleasure – Poetry</u></b> I recognise and name different types of poems which have been introduced to me. I explain the effect created by the poet’s choice of words and language. I know that poems may have patterned language. I find examples of patterned language in the poems I read. I explain the effect of patterned language in poems and why a poet might use it. I understand that the meaning of poems can be enhanced through performance. I enjoy watching performances of poems.</p> <p><b><u>Reading for Pleasure – Non-Fiction</u></b> I know where to find the specific information needed in my book.</p>	<p>I give reasons for predicting what might happen next I identify the organisation and layout in books. I explain how the organisation and layout helps me to understand it.</p> <p><b>Y4</b> <b><u>Reading for Pleasure</u></b> I explain how the writer has used words and language to show the setting of a book. I explain how the words and language used show atmosphere, mood or feelings. I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings. I record words and language from my reading to use in my own writing. I find similarities in the use of language and openings in books experienced.</p> <p><b><u>Reading for Pleasure - Poetry</u></b> I discuss how the meaning of a poem is enhanced through performance. I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p><b><u>Reading with understanding</u></b> I ask questions to deepen understanding of a text – between and beyond the lines. I find where the writer has written to make the reader respond in a certain way. I adapt my own response in the light of others’ responses. I understand why a writer wanted the character to respond in a certain way. I infer meaning using evidence from events, description and dialogue. I make connections with books with similar themes. I skim to find specific information on a page or in a paragraph. I scan a page or paragraph to find key words or information.</p>
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	<p>I know that the organisation and layout of books vary according to the purpose of the book.</p>	<p>I know how to use a non-fiction book to find identified information. I discuss the meaning of the unfamiliar words identified.</p> <p><b>Reading with understanding</b> I understand that a reader needs to interact with a text to understand it fully. I check understanding in any book or text read. I actively seek the meaning of any words or language not understood. I ask questions to ensure understanding of a text. I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. I understand that a writer wants the reader to respond in a certain way. I explain how the writer made sure of the reader's response, using evidence from the text. I compare with others' personal responses to a text. I understand why a character acted, responded or felt in a certain way. I make predictions based on the text and from knowledge from other books. I identify the main idea in paragraphs in a text. I summarise the main idea of a text in a sentence. I find evidence which shows what the theme is in a book. I explain why the evidence shows what the theme is. I use the organisation and layout of a book to find specific information. I record key words or information found</p>	
<p>Reading VIPERS</p>	<p><b>Autumn 1</b> <b>Non-fiction</b> Forces</p> <p><b>Fiction</b> Lost happy endings Five children and it Funfair story Hide and seek Stone age boy</p> <p><b>Autumn 2</b> <b>Non-fiction</b> Fossils The Water Cycle</p> <p><b>Fiction</b> My best friend Pied Piper Son of the sea The tinderbox</p>	<p><b>Spring Term 1</b> <b>Non-fiction</b> Tourist Information Meet the Ancient Egyptians</p> <p><b>Fiction</b> Flat Stanley</p> <p><b>Spring Term 2</b> <b>Non-fiction</b> How did the Anglo Saxons live Victorians Tutankha-whom?</p> <p><b>Fiction</b> Fantastic Mr Fox King Arthur Revolting Rhymes The BFG</p>	<p><b>Summer 1</b> <b>Non-fiction</b> How a fossil is formed The Wives of Henry VIII Diary of Katherine of Aragon</p> <p><b>Fiction</b> From a railway carriage Krag and the beast Captain Apparatus</p> <p><b>Summer 2</b> <b>Non-fiction</b> Culture in India Facts about India Digestion</p> <p><b>Fiction</b> The Beanstalk Giant Hansel and Gretel Heracles Theseus</p>

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<b>Key text</b>	The first drawing	Cinderella of the Nile	The Story of Tutankhamun by Patricia Cleveland-Peck	The BFG	Cinnamon	The lion the witch and the wardrobe
<b>Writing Outcomes</b>	<p><b>Outcomes</b></p> <p><b><u>Autumn 1</u></b></p> <p>Descriptive writing (character profile or setting description)</p> <p>Story (to entertain)</p> <p>Non-chronological report (to inform)</p>	<p><b>Outcomes</b></p> <p><b><u>Autumn 2</u></b></p> <p>Letter (to persuade)</p> <p>Diary (to inform)</p> <p>Story (to entertain)</p> <p>Key focus: dialogue to convey character</p>	<p><b>Outcomes</b></p> <p><b><u>Spring 1</u></b></p> <p>Non-chronological reports</p> <p>Diary entry</p> <p>Newspaper reports</p>	<p><b>Outcomes</b></p> <p><b><u>Spring 2</u></b></p> <p>Recount (diary entry)</p> <p>Wanted posters</p> <p>Own version narrative (fantasy)</p>	<p><b>Outcomes</b></p> <p><b><u>Summer 1</u></b></p> <p>informal letters, dialogue, adverts, limericks</p> <p>Own version mythical tale</p>	<p><b>Outcomes</b></p> <p><b><u>Summer 2</u></b></p> <p>Newspaper</p> <p>Story</p>
<b>English - writing</b>	<p><b><u>Y3</u></b></p> <p><b><u>Composition</u></b></p> <p>To develop resolutions and endings within narrative writing.</p> <p><b><u>To experiment with grouping sentences into paragraphs. KPI</u></b></p> <p><b><u>To use pronouns/nouns for cohesion. KPI</u></b></p> <p><b><u>Handwriting</u></b></p> <p>To increase the legibility, consistency and quality of my handwriting.</p> <p>To understand which letters, when adjacent to one another, are best left unjoined.</p> <p><b>Y4</b></p> <p>Composition</p> <p>To write from memory simple dictated sentences that include words and punctuation taught.</p> <p>To ensure my writing is clearly organised and sequenced with more than a basic beginning, middle and end.</p> <p><b><u>Handwriting</u></b></p> <p>To use diagonal and horizontal strokes that are needed to join letters.</p> <p>To understand which letters, when adjacent to one another, are best left unjoined.</p>		<p><b><u>Y3</u></b></p> <p><b><u>Composition</u></b></p> <p><b><u>To make improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/ tenses). KPI</u></b></p> <p>To look at and discuss different models of writing, taking account of purpose and audience.</p> <p>To plan my writing by discussing and recording ideas. (timelines, flowchart, spider diagram, jottings).</p> <p>To write a narrative with a clear structure, setting, characters and plot.</p> <p>To suggest improvement to my writing through assessing the writing with peers and through self-assessment.</p> <p><b><u>Handwriting</u></b></p> <p><b><u>To use the diagonal and horizontal strokes that are needed to join letters. KPI</u></b></p> <p><b><u>Y4</u></b></p> <p><b><u>Composition</u></b></p> <p>To write a narrative with a clear structure, setting, characters and plot. (continued from year 3)</p> <p>To include key vocabulary and grammar choices that link to the style of writing.</p> <p><b><u>Handwriting</u></b></p>		<p><b><u>Y3</u></b></p> <p><b><u>Composition</u></b></p> <p>To identify structure, grammatical features and use of vocabulary for effect in texts.</p> <p>To compose sentences using a wider range of structures linked to the grammar objectives. (e.g. tenses – including present perfect/subordinate clauses/ coordinating conjunctions.</p> <p><b><u>To begin to organise paragraphs around a theme. (Supported by planning then moving to independence) KPI</u></b></p> <p><b><u>Y4</u></b></p> <p><b><u>Composition</u></b></p> <p>To begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them).</p> <p>Endings are developed and close the narrative appropriately relating to the beginning or a change in a character.</p> <p><b><u>To use varied and rich vocabulary which shows an awareness of the audience. KPI</u></b></p> <p><b><u>Handwriting</u></b></p> <p><b><u>To join letters throughout all writing. KPI</u></b></p>	

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		<p>To increase the legibility, consistency and quality of my handwriting; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	
SPAG	<p><b>Y3</b> <b>Spelling</b></p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p><b>Punctuation</b></p> <p><b><u>To begin to use inverted commas for some direct speech punctuation. KPI</u></b></p> <p><b>Grammar</b></p> <p><b><u>To use a range of sentences with more than one clause by using a wider range of conjunctions in my writing (when, if because, although). KPI</u></b></p> <p><b><u>To use a/an correctly (e.g. a pig, an owl).</u></b></p> <p><b>Y4</b> <b>Spelling</b></p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p><b>Punctuation</b></p> <p>To check that all my sentences are correctly demarcated.</p> <p><b><u>Commas sometimes are used to mark clauses and phrases.</u></b></p> <p><b>Grammar</b></p> <p><b><u>To use a range of sentences with more than one clause through use of conjunctions.</u></b></p> <p><b><u>To use a wide range of conjunctions such as, although, however, despite etc.</u></b></p> <p><b><u>To use a range of sentence structures: complex, compound and simple.</u></b></p> <p>To use the correct article 'a' or 'an'.</p>	<p><b>Y3</b> <b>Spelling</b></p> <p>To spell words with additional prefixes and suffixes and understand how to add them to root words. (from nouns using super, anti, auto).</p> <p>To spell correctly word familiar based on common words.</p> <p>To identify the root word in longer words</p> <p><b>Punctuation</b></p> <p>To use apostrophes for possession with increasing accuracy including plural possession.</p> <p><b>Grammar</b></p> <p><b><u>To use the perfect form of verbs instead of the simple past. (I have written it down so we can check what he said) (he has worked hard)</u></b></p> <p>To understand the purpose of adverbs.</p> <p>To use adverbs effectively in my writing.</p> <p><b><u>To use conjunctions, adverbs and prepositions to express time and cause.KPI</u></b></p> <p><b>Y4</b> <b>Spelling</b></p> <p>To spell words with additional prefixes and suffices and understand how to add them to root words.</p> <p>To use plural 's' and possessive 's' correctly. (The girls were playing football. The girls' football boots. The girl's football boots.)</p> <p><b>Punctuation</b></p>	<p><b>Y3</b> <b>Spelling</b></p> <p>To recognise and spell additional homophones. (he'll/heel/heal)</p> <p>To make comparisons from a word already known to apply to an unfamiliar word.</p> <p><b><u>To spell some identified commonly misspelt words from the Year 3 and 4-word list.KPI</u></b></p> <p><b>Punctuation</b></p> <p>Commas are sometimes used to mark clauses and phrases.</p> <p><b>To use</b></p> <p><b>Grammar</b></p> <p><b><u>Word choices are adventurous and carefully selected to add detail and to engage the reader.</u></b></p> <p>Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.</p> <p><b>Y4</b> <b>Spelling</b></p> <p>To recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)</p> <p><b><u>To spell identified commonly misspelt words from the Year 3 and 4 word list. KPI</u></b></p> <p><b>Punctuation</b></p> <p><b><u>To almost always use commas for fronted adverbials.</u></b></p>

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	<p>To start a sentence in different ways to create effect.</p>		<p><u>To use the apostrophe for omission and possession. KPI</u></p> <p><u>To secure the use of punctuation in direct speech – including a comma after the reporting clause. (The conductor shouted, “Sit down!”)</u></p> <p><u>Grammar</u></p> <p><u>To use appropriate nouns of pronouns within and across sentences to support cohesion and avoid repetition.</u></p> <p><u>To make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency.</u></p>		<p><u>Grammar</u></p> <p>To use expanded noun phrases with modifying adjectives. (“The strict teacher with curly hair.”)</p> <p><u>To use adverbs and prepositions to express time, place and cause.</u></p> <p>To build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</p> <p><u>To use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of he’s)</u></p>	
<p><b>Maths</b></p> <p>Arithmetic skills are taught once per week and maths meetings are taught daily. Separate detailed coverage available.</p>	<p>Autumn 1 – <b>Year 3</b></p> <p><b>1. Number sense and exploring calculation strategies</b></p> <ul style="list-style-type: none"> <li>•Read, write, order and compare numbers to 100</li> <li>•Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference</li> <li>•Derive new facts from a known fact</li> </ul> <p><b>2. Place Value</b></p> <ul style="list-style-type: none"> <li>•Read, write, represent, partition, order and compare 3-digit numbers</li> <li>•Find 10 and 100 more or less</li> <li>•Round to the nearest multiple of 10 and 100</li> </ul> <p><b>Year 4</b></p> <p><b>1. Reasoning with large numbers</b></p> <ul style="list-style-type: none"> <li>•4-digit place value. Read, write, represent, order and compare</li> <li>•Find 10, 100 or 1000 more or less</li> <li>•Round numbers to the nearest 10, 100 or 1000 Place Value</li> </ul> <p><b>2. Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>•Select appropriate strategies to add and subtract</li> <li>•Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping</li> </ul>	<p>Autumn 2 <b>Year 3</b></p> <p><b>1. Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>•Develop and use a range of mental calculation strategies</li> <li>•Illustrate and explain formal written methods – column method</li> </ul> <p><b>2. Exploring calculation strategies&amp; place value</b></p> <ul style="list-style-type: none"> <li>•Add and subtract mentally •Find 10, 100 and 1000 more or less •Order and compare beyond 1000 •Round number fact</li> </ul> <p><b>Year 4</b></p> <p><b>1. Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>•Distributive property including multiplying three 1-digit numbers</li> <li>•Mental multiplication and division strategies using place value and known and derived facts •Short multiplication and division</li> </ul> <p><b>2. Discrete &amp; continuous data</b></p> <ul style="list-style-type: none"> <li>•Read, interpret and construct pictograms, bar charts and time graphs</li> <li>•Compare tables, pictograms and bar charts</li> </ul>	<p>Spring 1- <b>Year 3 –</b></p> <p><b>1. Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>•Multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10</li> <li>•Multiplicative structures: equal groups/parts, change and comparison, correspondence problems</li> <li>•Relationships: commutativity and inverse</li> </ul> <p><b>2. Deriving multiplication &amp; division facts</b></p> <ul style="list-style-type: none"> <li>•Multiply and divide by 10 and 100 •Multiply a 2-digit number by 2, 3, 4, 5 and corresponding division situations •Divide 2-digit by a 1-digit</li> </ul> <p><b>Year 4</b></p> <p><b>1. Securing multiplication facts</b></p> <ul style="list-style-type: none"> <li>•Identify and explore patterns in multiplication tables including 7 and 9</li> </ul> <p><b>2. Fractions</b></p> <ul style="list-style-type: none"> <li>•Explore different interpretations and representations of fractions</li> <li>•Equivalent fractions •Represent fractions greater than one as mixed number and improper fractions •Add and subtract fractions with the same denominator including fractions greater than one</li> </ul>	<p>Spring 2 – <b>Year 3 –</b></p> <p><b>1. Securing Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>•Recall and use multiplication and division facts for 6 and 8 times table</li> </ul> <p><b>2. Fractions</b></p> <ul style="list-style-type: none"> <li>•Part-whole relationships</li> <li>•Fractions as part of a whole or a whole set and as a number •Add, subtract, compare and order fractions</li> </ul> <p><b>Year 4</b></p> <p><b>1. Decimals</b></p> <ul style="list-style-type: none"> <li>•Decimal equivalents to tenths, quarters and halves</li> <li>•Compare and order numbers with same number of decimal places</li> <li>•Multiply and divide by 10 and 100 including decimals</li> </ul> <p><b>2. Area &amp; Perimeter</b></p> <ul style="list-style-type: none"> <li>•Perimeter of rectangles and rectilinear shapes •Area of rectangles and rectilinear shapes</li> <li>•Investigate area and perimeter</li> </ul>	<p>Summer 1- <b>Year 3 –</b></p> <p><b>1. Angles and Shapes</b></p> <ul style="list-style-type: none"> <li>•Identify angles including right angles and recognise as a quarter of a turn •Identify and draw parallel and perpendicular lines</li> <li>•Draw/make, classify and compare 2-D and 3-D shapes</li> <li>•Measure the perimeter</li> </ul> <p><b>2. Length &amp; Perimeter</b></p> <ul style="list-style-type: none"> <li>•Measure, draw and compare lengths •Add and subtract lengths •Calculate perimeter</li> </ul> <p><b>Year 4</b></p> <p><b>1. Solving measures &amp; money problems</b></p> <ul style="list-style-type: none"> <li>•Convert units of measure</li> <li>•Select appropriate units to measure</li> <li>•Use strategies to investigate problems: trial and improvement, organising us</li> </ul> <p><b>2. Shape &amp; Symmetry</b></p> <ul style="list-style-type: none"> <li>•Classify, compare and order angles •Compare and classify 2-D shapes •Identify lines of symmetry</li> </ul>	<p>Summer 2 – <b>Year 3 –</b></p> <p><b>1. Measures</b></p> <ul style="list-style-type: none"> <li>•Read scales with different intervals when measuring mass and volume</li> <li>•Weigh and compare masses and capacities with mixed units</li> <li>•Estimate mass and capacity</li> </ul> <p><b>2. Graphs</b></p> <ul style="list-style-type: none"> <li>•Collect, interpret and present data using charts and tables</li> </ul> <p><b>Year 4</b></p> <p><b>1. Position &amp; Direction</b></p> <ul style="list-style-type: none"> <li>•Describe and plot using coordinates</li> <li>•Describe translations</li> </ul> <p><b>2. Reasoning with pattern &amp; sequence</b></p> <ul style="list-style-type: none"> <li>•Roman numerals up to 100</li> <li>•Place value of other number systems</li> <li>•Number sequences and patterns</li> </ul>

### Y3 and Y4 Long term Overview 2023-24

<p><b>Science</b></p>	<p><b>Autumn 1 – The human body</b> This half term children will learn about reflex actions and their importance if part of our body is in danger. They will continue to build on their knowledge of the digestive system and will learn the key parts including the mouth, oesophagus, stomach, small intestine, large intestine and anus. They will also look at nutrition and the concept of a balanced diet.</p>	<p><b>Autumn 2 – Cycles in nature</b> This half term children will study patterns, trends and cycles that occur throughout the seasons, in the life of plants and in the life of animals. Children will understand that the tilt of the earth creates our seasons. They will look closely and observe changes in the seasons in their own environment. Children will think scientifically about the changes to plants through the seasons, how the increased hours of sunshine in the summer help plants to gain the necessary energy to grow bigger.</p>	<p><b>Spring 1 – Light</b> In this unit children will learn that light is an energy that enables us to see, and interact with, the world around us. They will learn there are many different sources of light and the light of the sun is vital for life on earth. Children will work scientifically to find out if materials are transparent or opaque using torches. They will learn that light travels in straight lines and sometimes bounces off from an object or material and that scientists call this reflection.</p>	<p><b>Spring 2 – Plants</b> In this unit, pupils will look more closely at flowering plants, their features and the functions of their features. They will look at specific species including hydrangea and cacti and there is scope for including flowering plants that grow in the local area if relevant. Pupils will learn that the scientific study of plants is called botany and that what we understand about plants comes from contributions from many botanists over the years</p>	<p><b>Summer 1- Rocks</b> This unit introduces key knowledge of rocks including their appearance and simple physical properties. It introduces key substantive knowledge, particularly recognising different types of rock. The unit also introduces disciplinary geology knowledge and how geologists work to find out more about rocks on earth and beyond.</p>	<p><b>Summer 2- Forces and Magnets</b> In this unit, pupils will be introduced to forces and will firstly learn about gravity and friction. They will begin to understand the concept that scientists draw conclusions about things they cannot see, like forces, from looking at the effects they have.</p>
<p><b>Computing</b></p>	<p><b>Autumn 1- Connecting computers</b> This half the children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will begin by comparing digital and non-digital devices, before being introduced to computer networks that include network infrastructure devices like routers and switches.</p>	<p><b>Autumn 2- Stop-frame animation</b> This half term the children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p><b>Spring 1- Sequencing sounds</b> This half term the children will explore the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences</p>	<p><b>Spring 2- Branching databases</b> Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>	<p><b>Summer 1- Desktop publishing</b> Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>	<p><b>Summer 2- Events and actions in programs</b> The children will learn how to program a sprite to move in four directions (up, down, left, and right). They will explore movement within the context of a maze, using design to choose an appropriately sized sprite. They will also learn how to use the <b>Pen</b> blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines.</p>
<p><b>Internet safety Use the Sheffield RSHE curriculum C:\Users\kaufmans\Astrea Academy Trust\Lower Meadow Team Site - Workspace\RSHE\Lesson Plans\LKS2 - Lesson Plans - 11th May 2021.pdf</b></p>						
<p><b>Art</b></p>	<p><b>Autumn 1- Line</b> Children look at how artists use sketchbooks, looking at famous examples and go onto use their own, carrying out exploratory drawings using different kinds of</p>	<p><b>Autumn 2 – Still life and form</b> This unit uses still life to explore how artists use different techniques to show the form of an object. They explore what a still life is and how it is a genre in art which has existed for a long time.</p>	<p><b>Spring 1- Art in Ancient Egypt</b> Within this unit children learn that the art of ancient Egypt includes sculpture, paintings on papyrus and walls as well as buildings. Much of the art that we have from</p>	<p><b>Spring 2- Anglo Saxon Art</b> Children study art of the Anglo Saxons by focusing on objects found at the burial ground at Sutton Hoo, illuminated letters painted in the Lindisfarne Gospels</p>	<p><b>Summer 1- Architecture</b> This unit builds on knowledge of architecture that children have gained in year 1. It starts by revising what architecture means and what an architect does and</p>	<p><b>Summer 2- Modern Architecture</b> This unit builds on the children's knowledge of architecture gained in the previous unit by studying architecture of the modern world. Through this comparison</p>

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	lines and drawing materials. The children then study at how artists can vary the weight of their line looking at Leonardo da Vinci's sketchbook drawings of water.	Children will also practise using different pencil techniques to show form and then draw their own still life from observation using cross-hatching.	ancient Egypt is from tombs and the children learn that the artwork that remains shows us not only about what the ancient civilisation believed about the afterlife but also about how they lived, how they were ruled and the power of the pharaohs	and the Bayeux tapestry. They learn that the interlocking and interlaced patterns used in the metalwork at Sutton Hoo are echoed in the designs used in the Lindisfarne Gospels, and use watercolours to produce their own, similar designs.	goes onto an in-depth study of the Parthenon.	the children consider the buildings critically, comparing use of line, materials and different features. They revise how to use different drawing skills studied in the year 3 unit on Still Life and Form to make drawings of the Guggenheim Museum.
<b>Design Technology</b>	Food – Healthy and varied diet (linked to science)		Textiles 2-D shape to 3-D product		Mechanical systems Levers and linkages	
<b>History</b>	<b>Autumn 1 – Stone age to Iron Age</b> Throughout the unit, children will look at the disciplinary concept of continuity and change; a lot of things stay the same for a very long period of time.	<b>Autumn 2 – Ancient Egypt</b> During this unit, the children will look at Ancient Egypt's hierarchal society at this time. Children will look at social pyramids and be introduced to the terminology- slaves, Viziers, Craftsmen/Artisans, and Pharaoh. They will also learn about what it would be like to live in Egypt at this time- looking at how archaeologists have been able to find out about the food they ate, the clothes they wore, the houses they lived in and the jobs they did	<b>Spring 1 and Spring 2- Anglo Saxon, Scots &amp; Vikings</b> This unit builds on chronologically from previous units include the Stone Age to the Iron Age, and Romans in Britain and covers approximately 650 years, from around 410 CE – 1066 CE. The pupils begin the unit recapping what they have learned so far about the Romans in Britain.		<b>Summer 1- Law and power</b> This unit focuses on the power struggle between the monarchy, church and the people during the Middle Ages. Throughout this unit, the children will analyse some of the significant changes that took place during this period which helped pave the way for a fairer and more democratic Great Britain, such as Henry II's legal reforms, the sealing of the Magna Carta, and Simon de Montfort's Parliament. They will also look at the Holy Wars and learn about Richard I and Sultan Saladin.	<b>Summer 2- Wars of the Roses</b> This unit builds on from the previous unit on 'Law and Power' focusing on the last few Plantagenet monarchs before the establishment of the Tudor dynasty. In addition, the concepts explored in the unit, such as civil war and monarchy build on from previous learning in Years 1 and 2 (Kings and Queens; The Tudors)
<b>Geography</b>	<b>Autumn 1- Spatial sense</b> Throughout this unit children will be building on their understanding that maps, made by cartographers, give us information about different locations. They will look at Ordnance Survey symbols and understand what they represent.	<b>Autumn 2 – Settlements</b> This unit introduces settlements. Building on an understanding of local geography, children will learn that settlements are places where people live. They will look back to ancient times when humans were nomadic hunter gatherers and will link to their learning in history about Ancient Egypt and people settling along the Nile to farm. They will begin to reflect on the settlements we have today and why they were first built. Throughout the unit children will look at the link between the geography of a place and its human features. They will learn that rivers were an important resource for travelling and transporting goods in the past and that many cities grew around a river	<b>Spring 1- Rivers</b> This unit builds on children's understanding and looks closely at rivers. They will explore how people use rivers, for example for irrigation for farmland, for transport and as a water supply. They will consider the impact of less than normal rainfall on rivers, specifically the Mississippi River, and then in turn the impact that a drought can have on the people who rely on the river. As the National Curriculum requires, children will be using maps, atlases, globes and digital/computer mapping to locate the rivers, the countries they journey through and to describe their features, particularly their shape and direction of travel.	<b>Spring 2- The South West of England</b> This unit introduces children to regional geography of the UK. The units provide regional knowledge and offer opportunities to develop geographical skills through engaging with sketch maps, aerial views, relief maps and Ordnance Survey maps.	<b>Summer 1- Western Europe</b> Within this unit children will use maps of Western Europe to identify key countries and key physical features. They will use maps to explore the location of countries such as France, Germany and the Netherlands, recognising physical features such as peninsulas, mountains, and rivers.	<b>Summer 2 – Asia</b> In this unit, they will study Asia: China and India, their first in-depth look at a region outside of Europe. This unit supports children's knowledge of physical and human geography including climate zones, biomes, rivers, mountains and also considers human geographical aspects of the regions including land use, population distribution, settlements and industry

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<b>Music</b>	Mamma Mia	Glockenspiel Stage 2	Stop	Lean on me	Blackbird	Reflect, Rewind and replay
<b>PE</b>	Autumn1 Indoor PE – Athletics	Autumn 2- Indoor PE – Dance	Spring 1- Indoor PE- Gym	Spring 2- Indoor PE- Yoga	Summer 1- Indoor PE- Dance	Summer 2- Indoor PE-Dodgeball
	Outdoor PE – Fundamentals	Outdoor PE- Hockey	Outdoor PE- Netball	Outdoor PE- Cricket	Outdoor PE- Rounders	Outdoor PE-OAA
<b>RE</b>	<p align="center"><b>Theme: What is it like to be a Hindu?</b> <b>Religion: Hinduism</b></p> <p>Knowledge Pupils will explore and discover how the Hindu religion is practiced and will learn about each of the gods that they believe in. They will look at the Hindu celebration Diwali and explore the different ways it is celebrated in the community.</p>		<p align="center"><b>Theme: Worship, pilgrimage and community</b></p> <p align="center"><b>Religion: Christianity and Hinduism</b></p> <p>Knowledge Pupils will learn facts about Hindu and Christian examples of pilgrimages. They will be taught about at least two examples of the ways Hindus and Christians worship in Mandir and Church.</p> <p>Skills: They will think reasonably about questions of beliefs, worship, pilgrimage and community.</p>		<p align="center"><b>Theme: What matters most</b> <b>Religion: Christianity</b></p> <p>Knowledge Pupils will learn 5 simple facts about Humanists and about Christians. They will be taught about at least two examples of the values that these two groups share, and two distinctive values from each group.</p> <p>Skills: They will think reasonably about questions of beliefs, ethics, values in action and community.</p>	