

Y3 and Y4 Long term Overview 2024-25

	Half term 1 2 nd September – 25 th October 2024	Half term 2 4 th November – 20 th December	Half term 3	Half term 4	Half term 5	Half term 6
Parental engagement	Focus on Ancient Greeks following our education trip to Weston Park Museum		TT Rockstars		Parent showcase	
Educational Visit and Link to curriculum area	Ancient Greece – Weston park museum DTC		Life in Ancient Rome - Workshop		RE visit Science workshop – electricity	
Personal Development (RSHE & PSHE incl Online Safety)	What makes a good friend? Are all friends the same? Are friendships always fun?(Zones) Online safety – responsive teaching 1 session	Anti-bullying week – different national themes Road Safety Personal information (RSHE unit)	How do I keep my body healthy? How do I get a healthy diet? How do I stop getting ill? Digital media and verifying content (RSHE unit)	Do families always stay the same Are all families like mine? Are boys and girls the same? Online safety – responsive teaching 1 session	How do we make the world fair? Where do you feel you belong? How can we help the people around us? Echo chambers (RSHE unit)	Y4 – Puberty – what is a period? Aspirations/Careers Online safety – responsive teaching 1 session
English – reading	<p>Y3 Applying Phonics 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>Reading for Pleasure 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>Reading for Pleasure – Poetry 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>Reading Accurately, with Fluency and with Understanding 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. I identify the main idea of a text. I know that the organisation and layout of a book helps me to understand it.</p>		<p>Y3 Applying Phonics 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>Reading for Pleasure 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>Reading for Pleasure - Poetry 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>Reading Accurately, with Fluency and with Understanding I ask questions to deepen understanding of a text. I use the context of unfamiliar words to explain their meaning. I give a personal response to a text. I use evidence from the text to support my response.</p>		<p>Y3 Applying Phonics I use analogy, drawing on the pronunciation of similar known words to read others.</p> <p>Reading for Pleasure 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>Reading for Pleasure - Poetry 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>Reading Accurately, with Fluency and with Understanding 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. I give reasons for predicting what might happen next I identify the organisation and layout in books.</p>	

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	<p>I know how to find key words or information in a non-fiction text.</p> <p>Y4 <u>Applying Phonics</u> 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><u>Reading for Pleasure</u> 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><u>Reading for Pleasure – Poetry</u> I know that there are different forms of poetry. I know that words and language in poems create effects.</p> <p><u>Reading for Pleasure – Non-Fiction</u> 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><u>Reading with understanding</u> 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.</p>	<p>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>Y4 <u>Applying Phonics</u> 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><u>Reading for Pleasure</u> 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><u>Reading for Pleasure – Poetry</u> 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><u>Reading for Pleasure – Non-Fiction</u> I know where to find the specific information needed in my book. I know how to use a non-fiction book to find identified information. I discuss the meaning of the unfamiliar words identified.</p>	<p>I explain how the organisation and layout helps me to understand it.</p> <p>Y4 <u>Reading for Pleasure</u> 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><u>Reading for Pleasure - Poetry</u> 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><u>Reading with understanding</u> 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>Reading with understanding</p> <p>I understand that a reader needs to interact with a text to understand it fully.</p> <p>I check understanding in any book or text read.</p> <p>I actively seek the meaning of any words or language not understood.</p> <p>I ask questions to ensure understanding of a text.</p> <p>I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>I understand that a writer wants the reader to respond in a certain way.</p> <p>I explain how the writer made sure of the reader's response, using evidence from the text.</p> <p>I compare with others' personal responses to a text.</p> <p>I understand why a character acted, responded or felt in a certain way.</p> <p>I make predictions based on the text and from knowledge from other books.</p> <p>I identify the main idea in paragraphs in a text.</p> <p>I summarise the main idea of a text in a sentence.</p> <p>I find evidence which shows what the theme is in a book.</p> <p>I explain why the evidence shows what the theme is.</p> <p>I use the organisation and layout of a book to find specific information.</p> <p>I record key words or information found</p>			
Reading VIPERS	<p>Autumn 1 Non-fiction Debate between sheep and gran (stage 3) Taking action on climate change (stage 3) The Eye (stage 3) What is light (stage 3)</p> <p>Fiction Humpty Dumpty (stage 3) Incy Wincy (stage 3) The Four Worlds</p> <p>Autumn 2 Non-fiction All about the iron age (stage 3) Food Chains (stage 3) Skara Brae (stage 3) The Stone Age (stage 3)</p> <p>Fiction There was an old lady (stage 3)</p>		<p>Spring Term 1 Non-fiction All about the Romans (stage 3) Hadrians Wall (stage 3) Eating and digestion (stage 4)</p> <p>Fiction Meeting little John (stage 3) Romulus and Remus (stage 3) Lost and Alone (stage 3)</p> <p>Spring Term 2 Non-fiction Amazing Eyes (stage 3) Ocean Food chain (stage 3) The smallest country (stage 3)</p> <p>Fiction The Kraken (stage 3) The man Wreathed in Seaweed (stage 3) Thief (stage 3)</p>	<p>Summer 1 Non-fiction All that Jazz (stage 4) Eating and Digestion (stage 4) Who were the Romans? (stage 4)</p> <p>Fiction Gladiator (stage 4) Perseus (stage 4) The Three Bears (stage 4)</p> <p>Summer 2 Non-fiction Famous Greeks (stage 4) Greek Gods (stage 4) The Skeleton (stage 4)</p> <p>Fiction Heading Down (stage 4) Pompeii (stage 4) The Three Little Pigs (stage 4)</p>		
Key text	Leon and the Place Between by Angela McAllister	The Orchard Book of Greek Myths	Westlandia	Escape to Pompeii	The Iron Man	The Matchbox Diary
Writing Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes

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	<p>Descriptive writing (character profile or setting description) (to entertain)</p> <p>Story (to entertain)</p> <p>Letter to persuade (to inform)</p>	<p>Report (to inform)</p> <p>Story (to entertain)</p> <p>Diary (to inform) (Independent piece)</p> <p>Wider curriculum outcome</p> <p>Report in history (Independent piece)</p>	<p>Description (character) (to entertain) Independent piece</p> <p>Leaflet (to inform)</p>	<p>Descriptive writing (to entertain)</p> <p>Narrative (to entertain) Independent piece</p> <p>Fact – File (non-chronological report) (to inform)</p> <p>Wider curriculum outcome</p> <p>Report in history (Independent piece)</p>	<p>Narrative (to entertain)</p> <p>Description (to entertain)</p> <p>Diary (to inform)</p>	<p>Diary (to inform)</p> <p>Biography (to inform)</p>
English - writing	<p>Y3</p> <p>Composition</p> <p>To develop resolutions and endings within narrative writing.</p> <p>To experiment with grouping sentences into paragraphs. KPI</p> <p>To use pronouns/nouns for cohesion. KPI</p> <p>Handwriting</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>Y4</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>Handwriting</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>Y3</p> <p>Composition</p> <p>To make improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/ tenses). KPI</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>Handwriting</p> <p>To use the diagonal and horizontal strokes that are needed to join letters. KPI</p> <p>Y4</p> <p>Composition</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>Handwriting</p> <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>	<p>Y3</p> <p>Composition</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>To begin to organise paragraphs around a theme. (Supported by planning then moving to independence) KPI</p> <p>Y4</p> <p>Composition</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>To use varied and rich vocabulary which shows an awareness of the audience. KPI</p> <p>Handwriting</p> <p>To join letters throughout all writing. KPI</p>			

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<p>SPAG</p>	<p>Y3 Spelling</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Punctuation</p> <p><u>To begin to use inverted commas for some direct speech punctuation. KPI</u></p> <p>Grammar</p> <p><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></p> <p><u>To use a/an correctly (e.g. a pig, an owl).</u></p> <p>Y4 Spelling</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Punctuation</p> <p>To check that all my sentences are correctly demarcated.</p> <p><u>Commas sometimes are used to mark clauses and phrases.</u></p> <p>Grammar</p> <p><u>To use a range of sentences with more than one clause through use of conjunctions.</u></p> <p><u>To use a wide range of conjunctions such as, although, however, despite etc.</u></p> <p><u>To use a range of sentence structures: complex, compound and simple.</u></p> <p>To use the correct article 'a' or 'an'. To start a sentence in different ways to create effect.</p>	<p>Y3 Spelling</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>Punctuation</p> <p>To use apostrophes for possession with increasing accuracy including plural possession.</p> <p>Grammar</p> <p><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></p> <p>To understand the purpose of adverbs.</p> <p>To use adverbs effectively in my writing.</p> <p><u>To use conjunctions, adverbs and prepositions to express time and cause.KPI</u></p> <p>Y4 Spelling</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>Punctuation</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>Grammar</p> <p><u>To use appropriate nouns of pronouns within and across sentences to support cohesion an 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>Y3 Spelling</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><u>To spell some identified commonly misspelt words from the Year 3 and 4-word list.KPI</u></p> <p>Punctuation</p> <p>Commas are sometimes used to mark clauses and phrases.</p> <p>To use</p> <p>Grammar</p> <p><u>Word choices are adventurous and carefully selected to add detail and to engage the reader.</u></p> <p>Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.</p> <p>Y4 Spelling</p> <p>To recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)</p> <p><u>To spell identified commonly misspelt words from the Year 3 and 4 word list. KPI</u></p> <p>Punctuation</p> <p><u>To almost always use commas for fronted adverbials.</u></p> <p>Grammar</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>
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<p>Maths</p> <p>Arithmetic skills are taught once per week and maths meetings are taught daily. Separate detailed coverage available.</p>	<p>Autumn1 – Year 3</p> <p>1. Number sense and exploring calculation strategies</p> <ul style="list-style-type: none"> •Read, write, order and compare numbers to 100 •Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference •Derive new facts from a known fact <p>2. Place Value</p> <ul style="list-style-type: none"> •Read, write, represent, partition, order and compare 3-digit numbers •Find 10 and 100 more or less •Round to the nearest multiple of 10 and 100 <p>Year 4</p> <p>1. Reasoning with large numbers</p> <ul style="list-style-type: none"> •4-digit place value. Read, write, represent, order and compare •Find 10, 100 or 1000 more or less •Round numbers to the nearest 10, 100 or 1000 Place Value <p>2. Addition and subtraction</p> <ul style="list-style-type: none"> •Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping 	<p>Autumn 2 Year 3</p> <p>1. Addition & Subtraction</p> <ul style="list-style-type: none"> •Develop and use a range of mental calculation strategies •Illustrate and explain formal written methods – column method <p>2. Exploring calculation strategies& place value</p> <ul style="list-style-type: none"> •Add and subtract mentally •Find 10, 100 and 1000 more or less •Order and compare beyond 1000 •Round number fact <p>Year 4</p> <p>1. Multiplication & Division</p> <ul style="list-style-type: none"> •Distributive property including multiplying three 1-digit numbers •Mental multiplication and division strategies using place value and known and derived facts •Short multiplication and division <p>2. Discrete & continuous data</p> <ul style="list-style-type: none"> •Read, interpret and construct pictograms, bar charts and time graphs •Compare tables, pictograms and bar charts 	<p>Spring 1- Year 3 –</p> <p>1. Multiplication & Division</p> <ul style="list-style-type: none"> •Multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10 •Multiplicative structures: equal groups/parts, change and comparison, correspondence problems •Relationships: commutativity and inverse <p>2. Deriving multiplication & division facts</p> <ul style="list-style-type: none"> •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 <p>Year 4</p> <p>1. Securing multiplication facts</p> <ul style="list-style-type: none"> •Identify and explore patterns in multiplication tables including 7 and 9 <p>2. Fractions</p> <ul style="list-style-type: none"> •Explore different interpretations and representations of fractions •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 	<p>Spring 2 – Year 3 –</p> <p>1. Securing Multiplication & Division</p> <ul style="list-style-type: none"> •Recall and use multiplication and division facts for 6 and 8 times table <p>2. Fractions</p> <ul style="list-style-type: none"> •Part-whole relationships •Fractions as part of a whole or a whole set and as a number •Add, subtract, compare and order fractions <p>Year 4</p> <p>1. Decimals</p> <ul style="list-style-type: none"> •Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of decimal places •Multiply and divide by 10 and 100 including decimals <p>2. Area & Perimeter</p> <ul style="list-style-type: none"> •Perimeter of rectangles and rectilinear shapes •Area of rectangles and rectilinear shapes •Investigate area and perimeter 	<p>Summer 1- Year 3</p> <p>1. Angles and Shapes</p> <ul style="list-style-type: none"> •Identify angles including right angles and recognise as a quarter of a turn •Identify and draw parallel and perpendicular lines •Draw/make, classify and compare 2-D and 3-D shapes •Measure the perimeter <p>2. Length & Perimeter</p> <ul style="list-style-type: none"> •Measure, draw and compare lengths •Add and subtract lengths •Calculate perimeter <p>Year 4</p> <p>1. Solving measures & money problems</p> <ul style="list-style-type: none"> •Convert units of measure •Select appropriate units to measure •Use strategies to investigate problems: trial and improvement, organising us <p>2. Shape & Symmetry</p> <ul style="list-style-type: none"> •Classify, compare and order angles •Compare and classify 2-D shapes •Identify lines of symmetry 	<p>Summer 2 – Year 3 –</p> <p>1. Measures</p> <ul style="list-style-type: none"> •Read scales with different intervals when measuring mass and volume •Weigh and compare masses and capacities with mixed units •Estimate mass and capacity <p>2. Graphs</p> <ul style="list-style-type: none"> •Collect, interpret and present data using charts and tables <p>Year 4</p> <p>1. Position & Direction</p> <ul style="list-style-type: none"> •Describe and plot using coordinates <p>2. Reasoning with pattern & sequence</p> <ul style="list-style-type: none"> •Roman numerals up to 100 •Place value of other number systems •Number sequences and patterns
<p>Science</p>	<p>Autumn 1 – States of Matter</p> <p>L1 and 2 - States of matter L3 - Evaporation L4 - Condensation L5 - Precipitation L6/7 - The water cycle (may need more than two lessons). L 8 - Assessment Note: could do over a longer half term to enable you to maximise experiment opportunities.</p>	<p>Autumn 2 – Classification of Plants & Animals</p> <p>L1 - Introduction to classification L2 - Classes of vertebrates: Fish and Amphibians L3 - Classes of vertebrates: Reptiles, Birds and Mammals L4 - Classes of vertebrates: Insects, Arachnids and Molluscs L5 - Classification of plants L6 – assessment</p>	<p>Spring 1 – The human body</p>	<p>Spring 2 – Ecology</p> <p>L1 – Living things and habitats (recap of KS1) L2- Graves park visit to explore local ecology L3 and L4 – Natural Cycles L5 – web of living things L6 – Assessment</p>	<p>Summer 1 – sound</p> <p>L1 – What is sound L2 – Quality of sound, pitch and volume L3 – ears L4 – assessment</p> <p>Lesson 2 and 4 from PK have been removed as not in national curriculum.</p>	<p>Summer 2- Electricity</p> <p>L1 – Thomas Edison and recap of electrical safety L2 – Parts of a circuit L3 – Switches L4 and L5 – Investigate conductive and non-conductive materials L6 – assessment</p> <p>Only focus on Thomas Edison.</p>

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		NOTE – classification of plants needs to be simplified to flowering and non-flowering/				
Computing	Autumn 1- Connecting computers 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.	Autumn 2- Stop-frame animation 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.	Spring 1- Sequencing sounds 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	Spring 2- Branching databases 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.	Summer 1- Desktop publishing 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 pre-made 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.	Summer 2- Events and actions in programs 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 Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines.
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						
Art	Autumn 1- Light This unit introduces the children to how artists use light. Over the course of four lessons the children then develop their skills using acrylics to paint a still life using tone to create form. They learn how painters traditionally used a 'ground' and 'underpainting' as a basis for their paintings and use the same techniques.	Autumn 2 – Space The children learn how the illusion of space in three dimensions, height, width and depth can be created by using tone by looking at paintings by Matisse and Bonheur.	Spring 1- Design Art The children are introduced to the idea of analysing art by splitting it into separate constituent parts by looking at Kauffman's paintings at the Royal Academy of Art which represent colour, design, composition and invention. They learn that we now analyse art by identifying that design (or composition) in art means how the different elements of art (line, colour, shape, form, tone, space and texture) work together to make a piece of art.	Spring 2- Monuments in Ancient Rome This unit in Spring B, dovetails with the history curriculum, where the Romans are studied for the whole of the term.	Summer 1- Byzantine Monuments This unit, looking at monuments of the Byzantine empire, also known as the Eastern Roman Empire, is a continuation of the work carried out in Spring B.	Summer 2- Needlework, Embroidery and Weaving This unit introduces needlework and embroidery through Farrer's depiction of Icarus flying towards the sun made in 2012
Design Technology	Food – Healthy and varied diet (linked to science) 26 th September		Shell structures (linked to History)-Mosaics		Electrical systems (linked to Science)	

Y3 and Y4 Long term Overview 2024-25

<p>History</p>	<p>Autumn 1 – Ancient Greece L1 – Ancient Greek states – where is Greece. Label the states. Focus on Athens L2 – Sparta L3 – Alexander the Great L4 – Greek Gods L5 – Greek Mythology L6 – Olympics</p>	<p>Autumn 2 – Ancient Greece History day – educational visit to western park museum Assessment – The legacy of Ancient Greece</p>	<p>Spring 1- Life in Ancient Rome Children did not study Rome in KS1 so this is the first time. L1- Where is ancient rome? – locate it, tell the story of Romulus and Remus. L2 – Monarchy, Republic and Empire L3 – Pompeii L4 – A day in the life of an Ancient Rome – what would your day look like? L5 – Latin – a roman legacy L6 – Julius Caesar</p>	<p>Spring 2 – The Rise and fall of Rome History day L1 – How has roman impacted us today? Mindmap and include religion Assessment – two lessons</p>	<p>Summer 1 and 2– The Stuarts L1 – James 1 and union of the crown – heavily simplify L2and 3 – The gunpowder plot L4 – Charles 1 (he has been mentioned in year 1) and the English Civil war L5 – Oliver Cromwell and the commonwealth L6 – 1660 Charles L7 and 8 – The great plague – link to English, diary entry L9 – Recap of the Great fire of London which Ks1 should have done L10 – assessment</p> <p>PKC notes – lesson 3 and 4 combined. Lesson 6 and 8 removed</p>	
<p>Geography</p>	<p>Autumn 1- Spatial Sense Geography day - 8th October In this unit children will learn about lines of latitude and longitude and revisit the equator and the poles. As they work through the unit they will have opportunities to practice using grid references and will learn how to read and use map scale. At the end of this unit children will use their geographical understanding to look at change over time in their local area.</p>	<p>Autumn 2 – Mediterranean Europe In this unit, children will continue to develop their understanding of trade and will look at food produce that is grown in this region. Agriculture is introduced in the context of what can be grown in a Mediterranean climate. Building on knowledge of settlements, children will study Athens and Venice, looking for similarities and differences. They will use their knowledge of studying cities; identifying position and location, transport, landmarks and population to compare and contrast the two cities.</p>	<p>Spring 1- Eastern Europe In this unit, children will build on their knowledge of Europe and explore Eastern Europe in more depth. They will explore the countries of Eastern Europe and key features such as rivers and climate. They will compare the UK with a chosen European country. They will locate Crimea on a map of Eastern Europe and discuss why its geography has led to many different conflicts over time. Children will use maps and atlases to locate countries and features of Eastern Europe.</p>	<p>Spring 2- Northern Ireland Continuing to build knowledge of the UK, this unit covers major physical and human geographical features of Northern Ireland. Children will learn that Northern Ireland is located on the island of Ireland but is politically separate from the Republic of Ireland in the south. They will learn that Northern Ireland is part of the UK but has some independence to make its own laws. This unit touches on the tensions between unionists and nationalists, importantly explaining that some people would like the region to be independent from the rest of the UK, but other people would prefer to remain.</p>	<p>Summer 1- London and South East England This unit continues our journey around the United Kingdom, building knowledge of the counties and cities of the UK, their geographical regions, human and physical characteristics and topographical features. Some of these include London, The River Thames, Canterbury and its cathedral, Brighton and its pier and the white cliffs of Dover. Children will use an atlas to identify key places and will look at regional proximities including the location of France across the English Channel from the southeastern coast of England. When studying London, children will learn about the Roman town of Londinium that was established by the Romans as a trading port.</p>	<p>Summer 2 –Asia Japan They will begin by identifying Japan’s location in the Northern Hemisphere. They will learn about Japan’s position on tectonic plate boundaries and what the consequences are for the islands of Japan and the people who live there. Looking to meteorology, children will learn that Japan is located at a position where two large air masses meet; one from the Asian continent that has travelled over land and one from the Pacific Ocean that has travelled over the sea. When studying physical geographical features of Japan, children will look at Mount Fuji, Mount Asama and Mount Sakurajima, some of Japan’s volcanoes. Building on their knowledge of cities around the world, children will learn about the capital of Japan, Tokyo, and its second city and former capital city; Kyoto. As part of understanding some of Japan’s cultural traditions, children will learn about Feudal Japan and the class system that was important in the past.</p>
<p>Music</p>	<p>Let your Spirit Fly</p>	<p>Glockenspiel Stage 1</p>	<p>Three little birds</p>	<p>The dragon song</p>	<p>Bringing us together</p>	<p>Reflect, Rewind and replay</p>
<p>PE</p>	<p>Autumn1 Indoor PE – Dance</p>	<p>Autumn 2- Indoor PE –Yoga</p>	<p>Spring 1- Indoor PE- Gymnastics</p>	<p>Spring 2- Indoor PE- Yoga/health and fitness</p>	<p>Summer 1- Indoor PE- Dance</p>	<p>Summer 2- Indoor PE- Gymnastics</p>

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	Outdoor PE – Fundamentals	Outdoor PE- Football	Outdoor PE- Hockey	Outdoor PE- Tennis	Outdoor PE- Cricket	Outdoor PE- Athletics/ Sports Day Preparation
RE	<p align="center">Theme: Religion, worldviews, family and community Religion: Christianity and Hinduism</p> <p>Knowledge Pupils will: Learn about examples of Hindu and Christian belief to do with God, the purposes of our lives and what happens when we die, using some original scripture sayings and texts Be taught about at least two examples of the ways these beliefs make an impact in practice for Hindus and Christians Skills: They will think reasonably about questions of belief, community and sources of wisdom</p>		<p align="center">Theme: Worship Religion: Christianity</p> <p>Knowledge Pupils will know that Christians offer many different reasons for taking part in worship and the life of a Christian community, including theological reasons. Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices</p>		<p align="center">Theme: Inspirational People Religion: Christianity and Hinduism</p> <p>Knowledge Pupils will learn that Jesus, the key figure of Christianity, is known from 4 Gospels, and they will be able to recall and describe details of numerous stories from his life, including miracles, parables, the stories of Holy Week and Easter. They will know that Christians offer many different reasons for finding him inspirational, including theological reasons.</p>	