

Year 3/4 Long Term Plan 2024 - 2025

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|-----------------------|--|---|--|--|--|-------------------------|
| Topic | | Anglo-Saxons | Local History Study - Vikings (865-1066) | Volcanoes | | Aztecs (1100-1520) | |
| Topic Elements (History/ Geography) | | Anglo-Saxons (400-1066) The life and Times of AS. What can we learn from the AS culture | Local History Study - Vikings (865-1066) Were the Vikings all bad? Resistance | Violent earth | | Aztecs (1100-1520) Settlements Architecture | |
| English | Text Skills | Intent skills: A and an Classify nouns and verbs Punctuation Conjunctions Noun phrases Fronted adverbials | | Intent skills: Verbs for effect Simple, compound and complex sentences Adverbials for time, place and clause Prepositions Direct speech and Indirect speech Pronouns and nouns for cohesion | | Intent skills: Punctuation Present perfect form of verbs Possessive apostrophe Multi-clausal sentences Figurative language | |
| | Spelling units | <ul style="list-style-type: none"> Words ending in le and al Prefix: un dis im Suffix: ful Spelling pattern: -ous -ly | | <ul style="list-style-type: none"> Spell words with c spelt ch and sh spelt ch Spelling pattern: -ture -ation -ion homophones Prefix auto Suffix: less and ment zhuh spelt -sure, u spelled ou | | <ul style="list-style-type: none"> Prefix: re anti super sub Spelling pattern: -ian Homophones Spell: words ending in ous and sion, s spelled sc, eigh, ei and ey Prefix: mis inter il Suffix ion. Spelling words ending in gue. | |
| Maths | | Number and place value | Number facts | Addition and Subtraction | Multiplication and division | Fractions | Geometry |
| Science (Year 3) | | Forces and magnets | Rocks | Light | Plants | Forces and magnets | |
| Science (Year 4) | | Electricity | Sound | States of matter | Living things and their habitats | Animals including Humans | |
| RE | | Christianity: Could Jesus perform miracles or is there another explanation? | | Buddhism: Is it possible for everyone to be happy? | | Sikhism: Does joining the Khalsa make a person a better Sikh? | |
| Design Technology | | | Pavilions - structures | | Adapting a recipe- food | | Fastenings - textiles |
| Art & Design | | Prehistoric- paint | | Mega Materials - sculpture | | Fabric of nature- craft | |
| Music | | How Does Music Bring Us Together? Unit 1 Year 4 Musical Spotlights Musical structures | | How Does Music Connect Us with Our Past? Unit 2 Year 4 Musical Spotlights Exploring feelings when you play | | How Does Music Improve Our World? Unit 3 Year 4 Musical Spotlights Compose with your friends | |
| Computing | | E Safety - Meet the Malwares Know or know of | | Events and actions | | The internet | |
| PE | | Multi-skills- Dance | Multi-skills -F/E Co-ordination Invasion Games - Football | Handball Invasion Games - Hockey | Gymnastics Invasion Games - Tag Rugby | Rounders Cricket | Tennis (4) Athletics |
| PSHCE | | Families and friendships What makes a family; features of family life Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | | Belonging to a community The value of rules and laws; rights, freedoms and responsibilities Media literacy and digital resilience How the internet is used; assessing information online Money and work Different jobs and skills; job stereotypes; setting personal goals | | Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings Growing and changing Personal strengths and achievements; managing and re-framing setbacks Keeping safe Risks and hazards; safety in the local environment and unfamiliar places | |
| | | Families and friendships Positive friendships, including online Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively | | Belonging to a community What makes a community; shared responsibilities Media literacy and digital resilience How data is shared and used Money and work Making decisions about money; using and keeping money safe | | Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Keeping safe Medicines and household products; drugs common to everyday life | |
| MFL | | I am Learning Spanish | Phonics 1 and 2 | Vegetables | | My Home | |

