

Long Term Plan – Academic Year Overview – Cycle B

Name of class: Hazel Class

Year Group: 3/4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English READING	<u>Non-Fiction</u> Africa, Amazing Africa – Atinuke <u>Fiction</u> Arthur and the Golden Rope – Joe Todd-Stanton	<u>Fiction</u> Mr Penguin and the Lost Treasure - Alex T. Smith	<u>Non-Fiction</u> Earth Shattering Events – Robin Jacobs <u>Fiction</u> Fortunately the Milk – Neil Gaiman <i>(Non-Linear time sequence)</i>	<u>Poetry</u> Old Possum’s Book of Practical Cats – <i>T.S. Eliot</i> <i>(Archaic language)</i>	<u>Fiction</u> The BFG – <i>Roald Dahl</i> <i>(Archaic text)</i>	<u>Fiction</u> Max and the Millions – <i>Ross Montgomery</i> <i>(Narrative complexity)</i> <u>Poetry</u> I am the seed that grew the tree – poems from nature (Various authors)
ENGLISH WRITING	<u>Poetry</u> I miss you – A.F. Harrold <u>Fiction</u> Leon and the Place Between – Angela McAllister and Grahame Baker-Smith The First Drawing – <i>Mordecai Gerstein</i> <i>(Non-Linear Time Sequence)</i>	<u>Fiction</u> How to live forever – <i>Colin Thompson</i> <i>(complexity of plot/symbol)</i> <u>Poetry</u> As tasty as a picnic – Celia Warren	<u>Poetry</u> Violet Indigo - Rachel Rooney <u>Fiction</u> Flotsam – <i>David Wiesner</i> – <i>linked to writing sequence</i> <i>(Resistant text)</i> <u>Fiction</u> Cinderella of the Nile – Beverly Naidoo	<u>Fiction</u> Cloud Tea Monkeys – Mal Peet <u>Poetry</u> Limericks – Edward Lear	<u>Poetry</u> Dreaming the Unicorn – Tony Mitton <u>Fiction</u> The BFG – Roald Dahl	<u>Non-Fiction</u> The Story of Tutankhamun – Patricia Cleveland-Peck <u>Poetry</u> The Garden Year – Sara Coleridge <u>Fiction</u> The Last Garden – Rachel Ip

Maths Year 3	• Adding and subtracting across 10 • Numbers to 1000 • Perimeter of 2-D shapes	• Right angles • Manipulating the additive relationships and securing mental calculations. • Column addition • 2,4, 8, 3x times tables • Column subtractions • Statistics (constructing, presenting and interpreting data)	• Unit fractions • Non-unit fractions • Parallel and perpendicular sides in polygons • Time			
Maths Year 4	• Review of column addition and subtraction • Numbers to 10,000 • Perimeter • 3,6,9 times tables	• 3,6,9 times tables • 7 times tables and patterns • Counting in 25's • Understanding and manipulating multiplicative relationships • Coordinates • Roman numerals (read to 100) • Statistics (constructing, presenting and interpreting data)	• Review of fractions • Fractions greater than 1 • Decimal fractions • Symmetry in 2D shapes • Time • Division with remainders			
Science	<u>Rocks</u> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock	<u>Forces and Magnets</u> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others	<u>Animals, including Humans</u> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	<u>Science Week/ Working Scientifically</u>	<u>Light</u> • recognise that they 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	<u>Plants</u> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from

	• recognise that soils are made from rocks and organic matter	• 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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing	• identify that humans and some other animals have skeletons and muscles for support, protection and movement.		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 shadows change	soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
History	<u>Stone Age to Iron Age</u> • What is an 'age' and when did the earliest humans exist? • What were the ages of Prehistoric Britain and when did they happen? • Why was the Neolithic Revolution so important? • What were some of the major achievements of each age?		<u>Local History</u> <u>Study: Twine/ Rope industry</u> • Why was so much rope and twine made in South Somerset and North Dorset? • Where was the twine used? • How did people work to make the Twine?		<u>Ancient Egyptians</u> • How much did Ancient Egypt change over time? • Could the Ancient Egyptians have achieved as much without the Nile?	

	• How did society change in Britain from the Stone Age to the Iron Age? • How did settlements and beliefs change from the Stone Age to the Iron Age?		• Are twine works still needed and in operation today?			
Geography		Why do people live near volcanoes?		Why are rainforests important to us?		Where does our food come from?
Art and Design	<u>Gestural drawing with charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.		<u>Cloth, thread, paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.		<u>Making animated drawings</u> Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.	
Design Technology		<u>Structures: Constructing a Castle</u> Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).		<u>Mechanical Systems: Pneumatic toys</u> Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.		<u>Food: Eating seasonally</u> Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between

		<u>Textiles: Cushions</u> Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion.		<u>Electrical Systems: Static electricity</u> Explore the science behind static electricity and apply this new knowledge to generate ideas for and make a static-electricity game.		colour and health benefits.
P.E.	Outdoor and adventurous activities <i>Area Cross country</i> REAL PE unit 1 – year 4 - personal	Invasion games Netball/boccia <i>Area cross country</i> Real PE unit 2 – Year 4 - Social	Invasion games Tag rugby <i>Area cross country</i> Real Gym unit 2 – Year 4 - cognitive	Net and wall games Tennis <i>Area cross country</i> Real Dance year 4 – creative cog	Striking and fielding games – Cricket Real PE unit 5 – year 4 – physical	Swimming Athletics field and tracks Real PE unit 6 – Year 4 - fitness
Computing	Computing systems and networks Emailing - Microsoft Office 365(from year 3) <i>Internet safety (Year 3)</i>	Programming Programming: Scratch (from year 3) <i>Internet safety (Year 3)</i>	Creating media Video trailers - Option 2: Using iPads (from year 3) <i>Internet safety (Year 3)</i>	Creating media Website design - Microsoft Office 365 (from year 4) <i>Internet safety (Year 3)</i>	Programming Further coding with Scratch Microsoft Office 365 (from year 4) <i>Internet safety (Year 3)</i>	Programming Computational thinking (from year 4) <i>Internet safety (Year 3)</i>
Music	Year 3: Creating a composition in response to an animation (Theme: Mountains)	Year 4: Rock and Roll	Year 3: Ballads	Year 4: Haiku, music and performance (Theme: Hanami festival)	Instrumental – Theme: Caribbean - keyboards	Instrumental – Theme: Indonesia - violins
<i>French (KS2 only)</i>	Phonics lesson 1&2 I'm learning French (E)	<i>Retrieval – Do you have a pet?</i> Animals (E)	<i>Retrieval – In class</i> I can (E)	<i>Retrieval – Vegetables</i> Fruits (E)	<i>Retrieval – Musical instruments</i> Presenting Myself (I)	<i>Retrieval – Ancient Britain</i> Family (I)
PSHE	<u>Families and relationships</u>	<u>Health and wellbeing</u> • My healthy diary	<u>Safety and the changing body</u>	<u>Safety and the changing body (continued)</u>	<u>Citizenship (Continued)</u>	<u>Economic wellbeing</u> • Jobs and careers

	• Friendship issues and bullying • Healthy families • Stereotyping – gender/ age/ disability • How my behaviour affects others • Effective communication to support relationships • Respect and manners • Respecting differences	• Looking after our teeth • Relaxation – visualisation • Meaning and purpose – my role • Resilience – breaking down problems • Emotions • Communicating my feelings • Mental health	• Fake emails • Internet safety: age restrictions • Consuming information online • Tobacco • First Aid: Asthma • Choices and influences	• Yr3 – First aid – emergencies and calling for help • Yr3 – Road safety Yr4 – Introducing puberty • Yr4 – Growing up <u>Citizenship</u> • Recycling? Reusing • Local community buildings and groups • Local council and democracy	• Diverse communities • Rights of the child • Charity <u>Economic Wellbeing</u> • Spending choices • Budgeting • Money and emotions • Jobs and careers • Jobs for me	• Jobs for me <u>Transition</u> • Coping strategies
R.E.	What is it like for someone to follow God?	What is the trinity and why is it important for Christians?	How do festivals and family life show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What do Christians learn from the Creation story?	How and why do people try to make the world a better place?

Academic Year: 2024 - 2025