



With thankfulness, courage and love, we strive to improve heart and mind

Muntjac Class - Year 3 and 4 Long Term Planning Overview Cycle A 2021/2022

Big Question	What am I thankful for in the world which I live? Autumn Term		Why do I make courageous choices? Spring Term		How do I contribute to a loving world? Summer Term	
Values	Thankfulness		Courage		Love	
Experiences	Thursday 23 rd September Spirituality and Well-being day and Project Touchline		Thursday 3 rd February Global Neighbours Day	Thursday 10 th March Celebrating Salvation Day	Monday 23 rd to Friday 27 th May – Themed Week Global Neighbours Queens Jubilee Week Trip to Cadbury World	
Texts High quality, engaging texts	Escape from Pompeii Julius Zebra: Rumble with the Romans and non-fiction texts relating to history and geography	How to make a mummy. Egyptian Cinderella A mummy ate my homework Romans and non-fiction texts relating to history and geography	The Boy who Biked around the world 1,2 and 3 Romans and non-fiction texts relating to history and geography	The Boy who biked around the world 1,2 and 3 Romans and non-fiction texts relating to history and geography	Mattise's Garden, Katie and the Impressionists, Katie and the Starry Night (Van Gogh) and Charlie and the Chocolate Factory and other non-fiction texts relating to foundation subjects	Mattise's Garden, Katie and the Impressionists, Katie and the Starry Night (Van Gogh) and Charlie and the Chocolate Factory and other non-fiction texts relating to foundation subjects
Writing Genres in English	Narratives Non chronological reports		Instructions, Adventure story writing Diary entry	Explanation text Persuasive writing	Poetry Biography Magazine article	Chronological report Information text Discussion text. Narratives
Maths clearly sequenced, access for all, underpinned by mastery approach	Place value		Addition and subtraction, Multiplication and division	Multiplication and division, Measurement: Length perimeter and Area	Fractions Decimals, Measurement: Mass and capacity	Decimals: Including Money. Measurement: Time Statistics Geometry: Properties of shape. Position and direction.
History clearly sequenced, access for all, underpinned by mastery approach	Romans <u>Skills to be taught:</u> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudicca Know about at least one famous Roman empero		Ancient Egypt <u>Skills to be taught:</u> Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of Ancient Egypt.			
Geography Water: why water matters?			Locational Knowledge <u>Skills to be taught:</u> Know the names of and locate at least 8 European countries.		Human and Physical Geography <u>Skills to be taught:</u> Know what causes an earthquake	



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			<p>Know the names of and locate at least 8 counties and at least 6 cities in England</p> <p>Know the names of 4 countries from the southern and 4 from the northern hemisphere.</p> <p>Geographical skills and fieldwork</p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><u>Skills to be taught:</u></p> <p>Use maps to locate European countries and capitals.</p>	<p>Label the different parts of a volcano.</p> <p>Place Knowledge</p> <p><u>Skills to be taught:</u></p> <p>Know at least 5 differences between living in the UK and a Mediterranean country.</p> <p>Geographical skills and fieldwork</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><u>Skills to be taught:</u></p> <p>Know and name the eight points of a compass</p>		
RE Exploring beliefs, personal, global and beyond and how they shape the world	Understanding Christianity: Creation/Fall What do Christians learn from the Creation story?	Understanding Christianity: Incarnation/God What is the Trinity?	Discovery RE: Buddha's Teachings Is it possible for everyone to be happy?	Understanding Christianity: Salvation Why do Christians call the day Jesus died "Good Friday"?	Discovery RE: The 8-fold Path Can Buddha's teachings make the world a better place? Best way to live a Buddhist life?	Understanding Christianity: Kingdom of God What was the impact of Pentecost?
P.S.H.E How to prepare for a full and active life into adulthood and in the	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
Art Making sense of the world through an artist's eye. Placing it in chronological, historical and geographical context	Using Sketchbooks <i>Create sketch books to record their observations and use them to review and revisit ideas.</i> <u>Skills to be taught:</u> know how to use sketches to produce a final piece of art know how to use digital images and combine with other media know how to use		Using Sketchbooks <i>Create sketch books to record their observations and use them to review and revisit ideas.</i> <u>Skills to be taught:</u> know how to use digital images and combine with other media know how to use IT to create art which		Using Sketchbooks <i>Create sketch books to record their observations and use them to review and revisit ideas.</i> <u>Skills to be taught:</u> know how to use digital images and combine with other media know how to use IT to create	



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	<p>IT to create art which includes their own work and that of others.</p> <p>Drawing Improve their mastery of art and design techniques, including drawing with a range of materials <u>Skills to be taught:</u> know how to show facial expressions in art. know how to use different grades of pencil to shade and to show different tones and textures</p> <p>Study of great artists Great artists, architects and designers in history <u>Skills to be taught:</u> Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods</p>		<p>includes their own work and that of others.</p> <p>Painting Improve their mastery of art and design techniques, including painting with a range of materials <u>Skills to be taught:</u> know how to show facial expressions in art. know how to create a background using a wash know how to use a range of brushes to create different effects in painting</p> <p>Study of great artists Great artists, architects and designers in history <u>Skills to be taught:</u> Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods</p>		<p>art which includes their own work and that of others.</p> <p>Sculpture Improve their mastery of art and design techniques, including sculpture with a range of materials <u>Skills to be taught:</u> know how to show facial expressions in art.</p> <p>Study of great artists: The Impressionists, Van Gough and Matisse Great artists, architects and designers in history <u>Skills to be taught:</u> Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods</p>	
<p>DT Making sense of the world through an artist's eye. Placing it in chronological, historical and geographical context</p>		<p>Designing Prove that a design meets a set criterion. Design a product and make sure that it looks attractive. Choose a material for both its suitability and its appearance.</p> <p>Making Follow a step-by-step plan, choosing the right equipment and materials. Select the most appropriate tools and</p>		<p>Designing Prove that a design meets a set criterion. Design a product and make sure that it looks attractive. Choose a material for both its suitability and its appearance.</p> <p>Making Follow a step-by-step plan, choosing the right equipment and materials. Select the most appropriate tools and</p>		<p>Food Technology <i>Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared,</i></p>



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		<p>techniques for a given task</p> <p>Make a product which uses both electrical and mechanical components</p> <p>Work accurately to measure, make cuts and make holes</p> <p>Evaluating</p> <p>Explain how to improve a finished model</p> <p>Know why a model has, or has not, been successful</p> <p>Technical knowledge</p> <p>Know how to strengthen a product by stiffening a given part or reinforce a part of the structure</p>		<p>techniques for a given task</p> <p>Make a product which uses both electrical and mechanical components</p> <p>Work accurately to measure, make cuts and make holes</p> <p>Evaluating</p> <p>Explain how to improve a finished model</p> <p>Know why a model has, or has not, been successful</p> <p>Technical knowledge</p> <p>Use a simple IT program within the design</p>		<p><i>caught and processed</i></p> <p>Skills to be taught:</p> <p>Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p> <p>Talk about which food is healthy and which food is not</p> <p>Know when food is ready for harvesting</p>
<p>Science</p> <p>Scientists that have changed the world for the better, and, The science of water – The River Kennet</p>	<p>Physics: Light</p> <p><i>Reflections</i></p> <p><i>Shadows</i></p> <p>Skills to be taught:</p> <p>Know that dark is the absence of light.</p> <p>Know that light is needed in order to see and is reflected from a surface.</p> <p>Know and demonstrate how a shadow is formed and explain how a shadow changes shape.</p> <p>Know about the danger of direct sunlight and describe how to keep protected</p>	<p>Chemistry: Rocks</p> <p><i>Fossil formation</i></p> <p><i>Compare and group rocks</i></p> <p><i>Soil</i></p> <p>Skills to be taught:</p> <p>Compare and group rocks based on their appearance and physical properties, giving reasons.</p> <p>Know how soil is made and how fossils are formed.</p> <p>Know about and explain the difference between sedimentary, metamorphic and igneous rock.</p>	<p>Physics: Forces – different forces</p> <p>Skills to be taught:</p> <p>Know about and describe how objects move on different surfaces.</p> <p>Know how a simple pulley works and use to on to lift an object.</p> <p>Know how some forces require contact and some do not, giving examples.</p>	<p>Physics: Forces – Magnets</p> <p>Skills to be taught:</p> <p>Know about and explain how magnets attract and repel</p> <p>Predict whether magnets will attract or repel and give a reason</p>	<p>Biology: Animals including humans</p> <p>Skeleton and muscles</p> <p>Nutrition</p> <p>Exercise and health.</p> <p>Skills to be taught:</p> <p>Know about the importance of a nutritious, balanced diet</p> <p>Know how nutrients, water and oxygen are transported within animals and humans</p> <p>Know about the skeletal and muscular system of a human</p>	<p>Biology: Plants</p> <p><i>Plant life</i></p> <p><i>Basic structure and functions</i></p> <p><i>Life cycle</i></p> <p><i>Water transportation</i></p> <p>Skills to be taught:</p> <p>Know the function of different parts of flowing plants and trees.</p> <p>Know how water is transported within plants.</p> <p>Know the plant life cycle, especially the importance of flowers.</p>
<p>Computing</p> <p>The science and practical application; supporting our children to become competent, confident and creative users of ICT</p>	<p>Create programs</p> <p><i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p>Skills to be taught:</p>	<p>Develop programs</p> <p><i>Pupils should be taught to use sequence, selection and repetition in programs; work with variables and various forms of input and output.</i></p> <p>Skills to be taught:</p>	<p>Reasoning</p> <p>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Skills to be taught:</p>	<p>Networks</p> <p><i>Pupils should be taught to understand computer networks including the internet, how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</i></p> <p>Skills to be taught:</p> <p>Navigate the web to complete simple searches.</p> <p>Search engines</p>	<p>Using programs</p> <p>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs,</p>	



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	Write programs that accomplish specific goals.	Design a sequence of instructions, including directional instructions.	Discern when it is best to use technology and where it adds little or no value.	<i>Pupils should be taught to use search technologies effectively; appreciate how results are ranked, and discerning in evaluating digital content.</i> <u>Skills to be taught:</u> Use a range of software for similar purposes Collect and present information	systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <u>Skills to be taught:</u> Understand what computer networks do and how they provide multiple services	
Sage use: Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <u>Skills to be taught:</u> Use technology respectfully and responsibly. Know different ways they can get help if concerned						
Music Making links: using music as a bridge to link, time, place, culture and people	Charanga music unit: Let your spirit fly Performing Play clear notes on instruments and use different elements in composition Compose Combine different sounds to create a specific mood or feeling Listen Listen carefully and recognise high and low phrases Use and Understand Create repeated patterns with different instruments Improve my work; explaining how it has been improved Appreciate Use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music History of music Recognise the work of at least one famous composer	Charanga music unit: Glockenspiel Stage 1 Performing Play clear notes on instruments and use different elements in composition Compose Combine different sounds to create a specific mood or feeling Listen Listen carefully and recognise high and low phrases Use and Understand Create repeated patterns with different instruments Improve my work; explaining how it has been improved Appreciate Use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music History of music	Charanga music unit: Three Little Birds Performing Play clear notes on instruments and use different elements in composition Compose Combine different sounds to create a specific mood or feeling Listen Listen carefully and recognise high and low phrases Use and Understand Create repeated patterns with different instruments Improve my work; explaining how it has been improved Appreciate Use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music History of music	Charanga music unit: The Dragon Song Performing Play clear notes on instruments and use different elements in composition Compose Combine different sounds to create a specific mood or feeling Listen Listen carefully and recognise high and low phrases Use and Understand Create repeated patterns with different instruments Improve my work; explaining how it has been improved Appreciate Use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music History of music	Charanga music unit: Bringing us together Performing Play clear notes on instruments and use different elements in composition Compose Combine different sounds to create a specific mood or feeling Listen Listen carefully and recognise high and low phrases Use and Understand Create repeated patterns with different instruments Improve my work; explaining how it has been improved Appreciate Use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music History of music	Charanga music unit: Reflect, Rewind and replay Performing Play clear notes on instruments and use different elements in composition Compose Combine different sounds to create a specific mood or feeling Listen Listen carefully and recognise high and low phrases Use and Understand Create repeated patterns with different instruments Improve my work; explaining how it has been improved Appreciate Use musical words to describe a piece of music and compositions • use musical words to describe what they



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		Recognise the work of at least one famous composer	Recognise the work of at least one famous composer	Recognise the work of at least one famous composer	Recognise the work of at least one famous composer	like and do not like about a piece of music History of music Recognise the work of at least one famous composer
P.E Activity matters: using PE to achieve happiness, health and integration	<p align="center">Gymnastics</p> <p><i>Develop flexibility, strength, technique, control and balance.</i> Skills to be taught: Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness affect performance</p> <p align="center">Evaluate</p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i> Skills to be taught: Compare and contrast gymnastic sequences</p>		<p align="center">Dance</p> <p><i>Perform dances using a range of movement patterns</i> Skills to be taught: Improvise freely and translate ideas from a stimulus into movement Share and create phrases with a partner and small group Remember and repeat dance perform phrases</p>		<p align="center">Outdoor Adventures</p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team</i> Skills to be taught: Follow a map in a familiar context Use clues to follow a route Follow a route safely</p>	<p align="center">Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination Skills to be taught: Run at fast, medium and slow speeds; changing speed and direction Take part in a relay, remembering when to run and what to do</p>
	<p>INNOV8 to teach competitive sports throughout the year. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending Skills to be taught: Be aware of space and use it to support team-mates and to cause problems for the opposition • Know and use rules fairly Evaluate <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> Skills to be taught: Recognise own improvement in ball games</p>					
M.F.L Taught by Mme Zebedee Communicating in a global society; expressing ideas and thoughts	TOPIC: Cultural Context, Greetings and Numbers	TOPIC: Greetings (recap and extend), Weather	TOPIC: Classroom Instructions, Physical Description	TOPIC: Classroom Instructions, Physical Description	TOPIC: Opinions, Colours, Animals	TOPIC: Animals Extended
	<p>Speaking: speak in sentences, using familiar vocabulary, phrases and basic language structures Skills to be taught: Name and describe people, a place and an object • Have a short conversation, saying 3 to 4 things • Give response using a short phrase • Start to speak, using a full sentence Reading: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Skills to be taught: Read and understand a short passage using familiar language • Explain the main points in a short passage • Read a passage independently • Use a bilingual dictionary or glossary to look up new words Writing: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Skills to be taught: • Write phrases from memory • Write 2-3 short sentences on a familiar topic • Write what they like/dislike about a familiar topic</p>					