



With thankfulness, courage and love, we strive to improve heard and mind
Muntjac Class Year 3 and 4 and Long Term Planning Overview 2023 2024 (Cycle A)

Big Question	What am I thankful for in the world in which we live? Autumn Term		Why is important to make courageous choices? Spring Term		How do I contribute to a loving world? Summer Term	
Values	Thankfulness		Courage		Love	
Theme Days	Harvest and Making Themed Day		Being Brave Themed Day		One World Themed Week Faith Leaders to school Making links with other schools around the globe Why water matters: a visit to the River Kennet	
Experiences	Visitors to school – History discovery		West Berkshire Museum		Braeside Residential	
Special People	Artist: Michelangelo	Historical figure: Roman Emperor- Julius Caesar	Inventor: Thomas Edison	Social Justice Campaigner: Greta Thunberg	Scientist: Mary Anning	Explorer: Jeanne Baret
High quality engaging texts	Focus texts: Escape from Pompeii Julius Zebra- Rumble with The Romans	Focus Texts: The Queen of Darkness So you think you think you had it bad- A kids life in Ancient Rome	Focus Texts: Marcy and the Riddle of the Sphinx. Egyptian Cinderella	Focus Texts: A Mummy Ate My Homework	Focus Texts: The Boy Who Bikes part 1,2 and 3	
Writing Genres in English	<ul style="list-style-type: none"> Dilemma Narrative (linear) Non-chronological report Kenning poems 	<ul style="list-style-type: none"> Diary Entry Recount/ biography Haiku Poems 	<ul style="list-style-type: none"> Non-linear narrative Instruction writing Limerick poems 	<ul style="list-style-type: none"> Quest narrative (linear) Newspaper report Cinquain Poems 	<ul style="list-style-type: none"> Explanation text Persuasive writing Narrative Poem 	<ul style="list-style-type: none"> Biography Magazine article Free verse poems
Maths	<ul style="list-style-type: none"> Place value 	<ul style="list-style-type: none"> Addition and subtraction Multiplication and division 1 	<ul style="list-style-type: none"> Multiplication and Division 2 Fractions, Measure: Length, perimeter, and area 	<ul style="list-style-type: none"> Decimals, Decimals: including money. 	<ul style="list-style-type: none"> Measure: Mass and Capacity Measure: Time 	<ul style="list-style-type: none"> Geometry: properties of shape Statistics Position and direction
Science	Biology: Animals including humans <u>Skills to be taught:</u> Know about the importance of a nutritious, balanced diet Know how nutrients, water and oxygen are transported within animals and humans. Know about the skeletal and muscular system of a human.	Physics: Forces – different forces <u>Skills to be taught:</u> Know about and describe how objects move on different surfaces. Know how a simple pulley works and use to on to lift an object. Know how some forces require contact and some do not, giving examples.	Physics: Light <u>Skills to be taught:</u> Know that dark is the absence of light. Know that light is needed in order to see and is reflected from a surface. Know and demonstrate how a shadow is formed and explain how a shadow changes shape. Know about the danger of direct sunlight and describe how to keep protected	Biology: Plants <i>Plant life</i> <i>Basic structure and functions</i> <i>Life cycle</i> <i>Water transportation</i> <u>Skills to be taught:</u> Know the function of different parts of flowing plants and trees. Know how water is transported within plants. Know the plant life cycle, especially the importance of flowers.	Chemistry: Rocks <i>Fossil formation</i> <i>Compare and group rocks</i> <i>Soil</i> <u>Skills to be taught:</u> Compare and group rocks based on their appearance and physical properties, giving reasons. Know how soil is made and how fossils are formed. Know about and explain the difference between sedimentary,	Physics: Forces – Magnets <u>Skills to be taught:</u> Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason.

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					metamorphic, and igneous rock.	
History	Romans What life was like as a child in during the Roman era? <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.	Romans What was life like as a child in during the Roman era? <u>Skills to be taught:</u> Know how there was resistance to the Roman occupation and know about Boudicca. Know about at least one famous Roman emperor	Ancient Egypt What was it like as an Ancient Egyptian Child? <u>Skills to be taught:</u> Know about, and name, some of the advanced societies that were in the world around 3000 years ago.	Ancient Egypt What was it like as an Ancient Egyptian Child? <u>Skills to be taught:</u> Know about the key features of Ancient Egypt.	Mayan Civilisation: <u>Skills to be taught:</u> Know about, and name, some of the advanced societies that were in the world around 3000 years ago.	Mayan Civilisation: <u>Skills to be taught:</u> Know about, and name, some of the advanced societies that were in the world around 3000 years ago.
Geography	Locational Knowledge What local geographical features are around us? <u>Skills to be taught:</u> Looks at maps of local area and see what geographical features are around. The importance of the River Kennet. Geographical skills and fieldwork <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>	Locational Knowledge What are the European countries and capital cities? <u>Skills to be taught:</u> Know the names of and locate at least 8 European countries. Geographical skills and fieldwork <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>	Locational Knowledge What are the European countries and capital cities? <u>Skills to be taught:</u> Know the names of and locate at least 8 counties and at least 6 cities in England. Geographical skills and fieldwork <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>	Locational Knowledge What are the European countries and capital cities? <u>Skills to be taught:</u> Know the names of 4 countries from the southern and 4 from the northern hemisphere. Geographical skills and fieldwork <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>	Human and Physical Geography How can our earth be angry? <u>Skills to be taught:</u> Know what causes an earthquake. Label the different parts of a volcano. Geographical skills and fieldwork Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance).	Human and Physical Geography What differences are there between the UK and the Mediterranean? Place Knowledge <u>Skills to be taught:</u> Know at least 5 differences between living in the UK and a Mediterranean country. Geographical skills and fieldwork Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance).
RE	Understanding Christianity: Gospel What kind if World did Jesus want?	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: Buddhism The 8-fold Path Can Buddha's teachings make the world a better place?	Discovery R.E: Buddhism Best way to live a Buddhist life?
P.S.H. E	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
Art	Study of great artists: Michelangelo <u>Skills to be taught:</u> Using Sketchbooks		Study of great artists: <u>Skills to be taught:</u> Using Sketchbooks		Study of great artists: <u>Skills to be taught:</u> Using Sketchbooks	

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	Sculpture: Michelangelo- Clay statue of a Roman God and Mosaic Art		Drawing: Egyptian Headdress		Sculpture: Create world maps using different mediums.	
DT		Designing Making Evaluating Technical knowledge Make a Roman Catapult		Designing Making Evaluating Technical knowledge Make an Egyptian Pyramid		Designing Making Evaluating Technical knowledge Make a Volcano
Computing:	<u>Computing Systems- Connecting computers and the Internet.</u> <u>Connecting computers outcome:</u> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. <u>The internet outcome:</u> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.		<u>Creating Media- Stop frame animation and adding audio.</u> <u>Stop Frame animation outcome:</u> Capturing and editing digital still images to produce a stop-frame animation that tells a story. <u>Audio Production outcome:</u> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.		<u>Programming A- Sequencing sounds and repetition of shapes.</u> <u>Sequencing sounds outcomes:</u> Creating sequences in a block-based programming language to make music. <u>Repetition in shapes outcome:</u> Using a text-based programming language to explore count-controlled loops when drawing shapes.	
Online Safety will be taught throughout the year during all the content taught. 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	Charanga music unit: Recorders: Act 1 and 2	Charanga music curriculum: <u>Wring music down:</u> Songs: Home is where the heart is. Let's work it out together. Please be kind.	Charanga music curriculum: <u>Playing in a Band:</u> Songs: Love what we do. When the saints. Bonnie lies over the Ocean.	Charanga music curriculum: <u>Composing using your imagination:</u> Songs: Your imagines You're a shining star. Music makes the world go round.	Charanga music curriculum: <u>More Musical styles:</u> Songs: Friendship song Family Come on over.	Charanga music curriculum: <u>Enjoying improvisation:</u> Songs: He's got the whole world in his hands. Why does music make a difference? Panda extravaganza
P. E	Competitive Games <u>Skills to be taught</u> Agility Balance Co-ordination	Competitive Games and Outdoor Adventurous Activities <u>Skills to be taught</u> Agility Balance Co-ordination	Gymanastics <u>Skills to be taught</u> Agility Balance Co-ordination	Gymnastics and Dance <u>Skills to be taught</u> Agility Balance Co-ordination	Athletics <u>Skills to be taught</u> Agility Balance Co-ordination	Athletics and Outdoor Adventurous Activities <u>Skills to be taught</u> Agility Balance Co-ordination
M.F.L Taught by Mme Zebedee	Cultural Context: Greetings Numbers	Cultural Context: Greetings Numbers	Classroom instructions: Commands	Physical description: Colours, eyes, hair, tall short, masc/fem	Opinions: C'est... Colours	Animals extended: Opinions Third Person

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	Alphabet Days and Months	Alphabet Days and Months	Nouns, masculine/femine/plural	Body parts	Verb, adjective Animals Apply basic opinions	Connectives Negatives Adjectives/personality Zoo animals Habitats
	<p>Speaking: speak in sentences, using familiar vocabulary, phrases, and basic language structures <u>Skills to be taught:</u> Hold a simple conversation with at least 4 exchanges • Use knowledge of grammar to speak correctly Reading: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <u>Skills to be taught:</u> Understand a short story or factual text and note the main points • Use the context to work out unfamiliar 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 <u>Skills to be taught:</u> • Write a paragraph of 4-5 sentences • Substitute words and phrases</p>					

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