



Slingsby Community Primary School

**CLASS 3 (Year 3/4)**  
**LONG TERM PLANNING**  
**2024 - 2025**

## Slingsby County Primary School - LONG TERM PLANNING

### Cycle B 2024- 2025 – Class Three

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme – History (Kapow)</b></p> <p><b>Geography (Kapow)</b></p>	<p><b>History Autumn 1</b> Y3/4: British history 2: Why did the Romans settle in Britain? (Cycle A)</p> <ul style="list-style-type: none"> <li><b>Week 1:</b> To understand why the Romans invaded Britain.</li> <li><b>Week 2:</b> To understand how the Britons responded to the Roman invasion.</li> <li><b>Week 3:</b> To understand how Roman soldiers were equipped for war.</li> <li><b>Week 4:</b> To understand Roman army battle formations.</li> <li><b>Week 5:</b> To make inferences about life in Roman times by studying artefacts.</li> <li><b>Week 6:</b> To identify the Roman legacy in Britain.</li> </ul> <p><b>Geography. Autumn 2</b></p> <p>Y3/4: Why do people live near volcanoes? (Cycle A)</p> <ul style="list-style-type: none"> <li><b>Week 1:</b> How is the Earth constructed? To name and describe the layers of the Earth.</li> <li><b>Week 2:</b> To explain how and where mountains are formed.</li> <li><b>Week 3:</b> To explain why volcanoes happen and where they occur.</li> </ul>		<p><b>History Spring 1</b> Y3/4: British history 3: How hard was it to invade and settle in Britain? (Cycle A)</p> <ul style="list-style-type: none"> <li><b>Week 1:</b> To understand why the Anglo-Saxons invaded Britain.</li> <li><b>Week 2:</b> To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.</li> <li><b>Week 3:</b> To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.</li> <li><b>Week 4:</b> To understand how Anglo-Saxons converted to Christianity.</li> <li><b>Week 5:</b> To consider if Alfred the Great really was a great king.</li> <li><b>Week 6:</b> To understand how Anglo-Saxon rule ended.</li> </ul> <p><b>Local History Study</b></p> <ul style="list-style-type: none"> <li>A study over time tracing how aspects of national history are reflected in the city of York and in Malton, particularly focusing on the Romans and Vikings.</li> <li><b>Trip to Yorvik or visit from Friends of Malton Roman Museum?</b></li> <li><b>Trip to Hutton-le-Hole, Anglo-Saxons?</b> (Incorporated into learning from Autumn and Spring term/ information text in English?)</li> </ul> <p><b>Geography. Spring 2</b></p>		<p><b>History Summer 1</b> Y3/Y4: How did the achievements of the Ancient Maya impact their society and beyond? (Cycle B)</p> <p><b>Week 1:</b> To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest.</p> <p><b>Week 2:</b> To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.</p> <p><b>Week 3:</b> To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios.</p> <p><b>Week 4:</b> To develop recording skills through exploration of Ancient Maya inventions.</p> <p><b>Week 5:</b> To make deductions about an Ancient Maya city by exploring archaeological evidence.</p> <p><b>Week 6:</b> To analyse historians’ viewpoints on the decline of the Ancient Maya cities.</p> <p><b>Geography. Summer 2</b></p> <p>Y3/4: What are rivers and how are they used? (Cycle B)</p> <ul style="list-style-type: none"> <li><b>Week 1:</b> To describe how the water cycle works.</li> <li><b>Week 2:</b> To recognise the features and courses of a river.</li> <li><b>Week 3:</b> To name and locate some of the world’s longest rivers.</li> <li><b>Week 4:</b> To describe how rivers are used.</li> <li><b>Week 5:</b> To identify and locate human and physical features on a map.</li> <li><b>Week 6:</b> To collect data on the features of a local river.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Week 4:</b> To recognise the negative and positive effects of living near a volcano.</li> <li>• <b>Week 5:</b> To explain what earthquakes are and where they occur.</li> <li>• <b>Week 6:</b> To observe and record the location of rocks around the school grounds and discuss findings.</li> </ul>		<p><b>Y3/4: Where does our food come from? (Cycle A)</b></p> <ul style="list-style-type: none"> <li>• <b>Week 1:</b> To explain the impact of food choices on the environment.</li> <li>• <b>Week 2:</b> To understand the importance of trading responsibly.</li> <li>• <b>Week 3: How do we get our chocolate?</b> To describe the journey of a cocoa bean.</li> <li>• <b>Week 4:</b> To map and calculate the distance food has travelled.</li> <li>• <b>Week 5:</b> To design and use data collection methods to find where our food comes from.</li> <li>• <b>Week 6:</b> To discuss the advantages and disadvantages of buying both locally and imported food.</li> </ul>			
<p>English (Hamilton) Fiction N Fiction Poetry</p>	<p><b>Humorous Fiction: Grimwood</b>  <b>Week 1</b> – Exploring events, characters and language in Grimwood.  <b>Week 2</b> – SpAG Punctuating direct speech.  <b>Week 3 &amp; 4</b> – SpAG Using conjunctions &amp; writing a story linked to Grimwood.  <b>Non-fiction – Letters I’ll Write to You- Animal Conversations</b>  <b>Week 5</b> – Introducing letters  <b>Week 6 – 7</b> Paragraphs and</p>	<p><b>Poetry Anthologies – Poetry for a Change.</b>  <b>Week 1</b> SpAG – prepositions for time, place and cause and expanded noun phrases.  <b>Week 2</b> Write poetry and prose about a change.  <b>Fiction Stories that raise issues.</b>  <b>Week 3-</b> Reading, discussing and comparing stories that raise issues.  <b>Week 4 –</b></p>	<p><b>Fiction – Stories by the same author</b>  <b>Week 1</b> Read and discuss stories by Anthony Browne.  <b>Week 2 &amp; Week 3</b> SpAG Using pronouns to avoid repetition and discuss, plan and write a story based on one read.  <b>Week 4</b> <b>Non-fiction: Reports and Recounts.</b> Explore texts about mysterious monsters and time travel.  <b>Week 5</b> SpAG Adverbs for time, place and</p>	<p><b>Poetry Week 1 - 3 (Hmilton Brookes have not added the content yet)</b>  <b>Non-fiction: Information Texts</b>  <b>Week 4</b> Features of information texts  <b>Week 5</b> SpAG Apostrophes to mark possession, paragraphing, headings and subheadings.  <b>Week 6</b> Research and write a webpage.</p>	<p><b>Fiction – Stories by the Same Author (Satoshi Kitamura)</b>  <b>Week 1</b> Exploring the stories/themes of Satoshi Kitamura.  <b>Week 2</b> Recognising and using the present perfect form. Punctuate and set out direct speech.  <b>Week 3</b> Composition – writing imaginatively in response to a shared story.  <b>Poetry – Humorous Poems</b>  <b>I Can Make You Laugh</b>  <b>Week 4</b> Identify, understand and compare form,</p>	<p><b>Fiction – Short Stories Look Both Ways</b>  <b>Week 1</b> Reading short stories and exploring settings, characters and plot.  <b>Week 2</b> SpAG – Writing and punctuating dialogue and using adverbials and fronted adverbials.  <b>Week 3</b> <b>Composition</b> – discuss, plan and write a short story.  <b>Non-fiction – Instructions and Explanations</b>  <b>How Does It Work?</b>  <b>Week 4</b> Exploring questions and answers, making lift-the-</p>

	<p>planning and composing different letters.</p> <p><b>Week 8</b> <b>Poetry</b> <b>Anthologies – Poetry for a Change.</b> Read, discuss and perform poems about change. Learn and discuss terminology.</p>	<p><b>SPaG</b> Verbs and Tenses &amp; Adverbials and Fronted adverbials. <b>Week 5</b> Composition – writing about feelings and emotions. <b>Non-fiction- Information texts</b> <b>Week 6</b> Exploring and describing the local environment and animals living in it. Write fact file for native birds, using headings, subheadings, paragraphs, pictures and captions. <b>Week 7</b> <b>SpaG</b> Expanded noun phrases and using a wider range of conjunctions. Composition – write a report about a local environment and how to care for it.</p>	<p>cause &amp; paragraphs and headings. <b>Week 6</b> Composition: Write a hoax report about a mysterious encounter.</p>		<p>structure and language in poems. <b>Week 5</b> Revision of expanded noun phrases and prepositions and prepositional phrases. <b>Week 6</b> <b>Composition</b> – write poetry and short stories inspired by poetry.</p>	<p>flap questions and answers. <b>Week 5</b> SPaG - Conjunctions to order and explain, and adverbs to order and specify. Writing instructions for robots and relatives. <b>Week 6</b> Planning and composing an explanation leaflet in an area the children are experts in. <b>Week 7</b> Review of the year’s learning, revision of key aspects of grammar.</p>
<p>Mathematics (White Rose Maths)</p>	<p><b>Week 1 – 4</b> Place Value <b>Week 5 – 8</b> Addition and Subtraction Assessment week</p>	<p><b>Week 1 – 4</b> Multiplication and division A <b>Week 5</b> Area <b>Week 6 -7</b> Multiplication and Division B</p>	<p><b>Week 1</b> Multiplication and Division B <b>Week 2 - 3</b> Length and Perimeter <b>Week 4 - 6</b> Fractions A</p>	<p><b>Week 7 – 8</b> Mass and Capacity <b>Week 9</b> Assessment week <b>Week 10 – 11</b> Fractions B <b>Week 12</b> Consolidation</p>	<p><b>Week 1 – 2</b> Time <b>Week 3 – 5</b> Decimals <b>Week 6</b> Money</p>	<p><b>Week 1</b> Money <b>Week 2- 4</b> Shape and Assessment Week <b>Week 5</b> Position &amp; Direction <b>Week 6 – 7</b> Statistics</p>

<p>Science (Kapow)</p>	<p><b>Animals: Digestion and Food</b></p> <p><b>Lesson 1: The human digestive system</b></p> <p>L.O: To describe the function of the human digestive system.</p> <p>To evaluate a model.</p> <p><b>Lesson 2: Human teeth</b></p> <p>L.O: To recognise the different types of human teeth and their roles in eating.</p> <p>To describe real observation methods and evidence collected.</p> <p><b>Lesson 3: Investigating dental hygiene</b></p> <p>L.O: To explain how to care for our teeth.</p> <p>L.O: To plan an enquiry by considering which variables should be changed, measured and controlled.</p> <p><b>Lesson 4: Teeth of carnivores, herbivores and omnivores</b></p>	<p><b>Energy: Electricity and Circuits</b></p> <p><b>Lesson 1: Using electricity</b></p> <p>L.O: To recognise how electrical appliances are powered.</p> <p>L.O: To record and classify qualitative data.</p> <p><b>Lesson 2: Building circuits</b></p> <p>L.O: To construct an electrical circuit.</p> <p>L.O: To draw a scientific diagram.</p> <p><b>Lesson 3: Switching on and off</b></p> <p>L.O: To explain the use of switches in a circuit.</p> <p><b>Lesson 4: Investigating electrical conductors and insulators</b></p> <p>L.O: To explain the use of materials as electrical conductors or insulators.</p> <p>L.O: To write a method.</p>	<p><b>Materials: States of matter</b></p> <p><b>Lesson 1: Solids</b></p> <p>L.O: To identify solids using their properties.</p> <p>L.O: To ask relevant questions about the properties of solids.</p> <p><b>Lesson 2: Liquids and gases</b></p> <p>L.O: To identify liquids and gases using their properties.</p> <p>L.O: To use results to draw simple conclusions about the properties of liquids.</p> <p><b>Lesson 3: Melting and freezing</b></p> <p>L.O: To describe melting and freezing.</p> <p>L.O: To use thermometers to take accurate measurements before and after melting.</p> <p><b>Lesson 4: Condensing and evaporating</b></p> <p>L.O: To describe condensing and evaporating.</p> <p>L.O: To make predictions for new</p>	<p><b>Energy: Sound and vibrations</b></p> <p><b>Lesson 1: Vibrations</b></p> <p>L.O: To describe how sounds are made.</p> <p>L.O: To observe closely how different instruments create a sound.</p> <p><b>Lesson 2: Sound waves</b></p> <p><b>L.O:</b> To describe how sounds are heard through different mediums.</p> <p>L.O: To research how whales and dolphins communicate underwater.</p> <p><b>Lesson 3: Volume</b></p> <p>L.O: To describe the relationship between vibration strength and volume.</p> <p>L.O: To present results using a bar chart.</p> <p><b>Lesson 4: Volume and distance</b></p> <p>L.O: To describe the relationship between volume and distance.</p> <p>L.O: To suggest which variables to measure and for how long.</p>	<p><b>Animals: Classification and changing habitats</b></p> <p><b>Lesson 1: Grouping living things: Vertebrates and invertebrates</b></p> <p>L.O: To group animals in various ways.</p> <p>L.O: To record data in different ways.</p> <p><b>Lesson 2: Grouping living things: Plants</b></p> <p>L.O: To group plants in various ways.</p> <p>L.O: To apply and create classification keys.</p> <p><b>Lesson 3: Classification keys</b></p> <p>L.O: To make careful observations.</p> <p>L.O: To make and use classification keys.</p> <p><b>Lesson 4: Habitats and seasonal change</b></p> <p>L.O: To recognise and describe different habitats and their inhabitants.</p> <p>L.O: To gather, record, classify and present data.</p> <p><b>Lesson 5: Human impacts on habitats</b></p> <p>L.O: To recognise the impact humans can have on habitats.</p>	<p><b>Making connections: How does the flow of liquids compare?</b></p> <p><b>Lesson 1: Investigating liquids – Planning</b></p> <p>L.O: To revise the units <i>States of matter</i> and <i>Classification and changing habitats</i>.</p> <p>L.O: To plan a comparative test.</p> <p><b>Lesson 2: Investigating liquids – Gathering data</b></p> <p>L.O: To revise the unit <i>Electricity and circuits</i>.</p> <p>L.O: To gather and record data.</p> <p><b>Lesson 3: Investigating liquids – Analysing, concluding and evaluating</b></p> <p>L.O: To revise the units <i>States of matter</i> and <i>Sound and vibrations</i>.</p> <p>L.O: To conclude and evaluate the investigation.</p> <p><b>Lesson 4: Investigating liquids – Extending</b></p> <p>L.O: To revise the unit <i>Digestion and food</i>.</p> <p>L.O: To observe carefully and apply these</p>
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<p><b>Computing</b> (Kapow)</p>	<p>Computing systems and networks 1: Networks (Y3)</p>	<p>Programming: Scratch (Y3)</p>	<p>Creating media: Video trailers (Previously called 'Digital literacy') (Y3)</p>	<p>Creating media: Website design (Y4)</p>	<p>Programming 2: Computational thinking (Y4)</p>	<p>Data handling: Investigating weather (Y4)</p>
<p><b>Art/DT</b> (Kapow)</p>	<p>Drawing: Growing artists (Y3)</p>	<p>Electrical systems: Torches</p>	<p>Painting and mixed media: Light and dark</p>	<p>Cooking and nutrition: Adapting a recipe</p>	<p>Sculpture and 3D: Mega Materials</p>	<p>Mechanical systems: Slingshot cars</p>

RE (SACRE 2024)	L2.1 (BELIEVING) What do different people believe about God?	L2. 6 (EXPRESSING) Why do some people think that life is a journey? What significant experiences mark this?	L2.5 (EXPRESSING) Why are festivals important to religious communities?	L2. 3 (BELIEVING) Why is Jesus inspiring to some people?	L2. 9 (LIVING) What can we learn from religions about deciding what is right and wrong?	L2. 8 (LIVING) What does it mean to be a Hindu in Britain today?
PSCHE (Kapow)	Y3/4: Families and relationships (Cycle A)	Y3/4: Health and wellbeing (Cycle A)	Y3/4: Safety and the changing body (Cycle A)	Y3/4: Citizenship (Cycle A)	Y3/4: Economic wellbeing (Cycle A)	Y3/4: Transition (Cycle A)
Music (SING Education)	Performing: Reading Notation - Rhythm	Performing: Reading Notation – Pitch  Christmas Performance Songs	Performing: Instrumental Performance – Ensemble Skills	Composing & Improvising: Composition Skills	Creating & Performing	Musicianship: Singing & Listening – Becoming Musicians
French Y4 (Kapow)	<b>Y3/4: This is me (Cycle B)</b> Learning how to exchange greetings and share personal information such as names and feelings.	<b>Y3/4: School days (Cycle B)</b> Learning how to use definite and indefinite articles and school-related vocabulary to build descriptive spoken and written sentences; comparing similarities and differences between a school day in England and France, listening and reading to analyse key information.	<b>Y3/4: Birthday celebrations (Cycle B)</b> Using numbers and dates to exchange information; comparing similarities and differences between birthday celebrations in France and in England; adapting a model to write a birthday wish list using indefinite articles and nouns.	<b>Y3/4: Colourful creatures (Cycle B)</b> Learning the vocabulary for adjectives of size and colour; using noun gender agreement and considering how it impacts the article and adjectives; creating their own animal portraits, producing a short description.	<b>Y3/4: Fabulous French food (Cycle B)</b> Learning how to eat out in France; ordering and paying the bill at a restaurant; asking and answering questions and making requests; exploring articles using food-related vocabulary.	<b>Y3/4: Gourmet tour of France (Cycle B)</b> Asking and answering a question about food preferences; learning about famous regional French dishes; giving opinions about regional French dishes; performing a short story using words and actions; learning how to use the partitive article for food nouns; using language detective skills to decode a French recipe.
PE (Complete PE)	Invasion netball Gymnastics: Bridges	Invasion football Invasion: Hockey Swimming	Invasion: Basketball Dance: Cats or Dance: Space	Invasion: Handball Invasion: Tag Rugby OAA: Communications Game Sense Invasion	Net/Well: Tennis OAA: Problem solving OAA: Orienteering	Striking and fielding: Rounders & Cricket Athletics Throwing and Jumping

