



**CLASS 3 (Year 3/4)**  
**LONG TERM PLANNING**  
**2025 - 2026**

# 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
<b>History (Kapow)</b>	<p><b>History Autumn 1</b> Y3/4 (A): British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?</p> <p>Y3/4 (A): Lesson 1: How long ago did prehistoric man live?</p> <ul style="list-style-type: none"> <li>To recognise the chronology and significance of prehistory.</li> </ul> <p>Y3/4 (A): Lesson 2: What does Skara Brae tell us about life in the Stone Age?</p> <ul style="list-style-type: none"> <li>To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.</li> </ul> <p>Y3/4 (A): Lesson 3: Who was this Bronze Age man?</p> <ul style="list-style-type: none"> <li>To use archaeological evidence to investigate the Bronze Age.</li> </ul> <p>Y3/4 (A): Lesson 4: What was the impact of bronze in prehistoric Britain?</p> <ul style="list-style-type: none"> <li>To use deductions to explain how bronze transformed prehistoric life.</li> </ul> <p>Y3/4 (A): Lesson 5: How did trade change lives in Iron Age Britain?</p> <ul style="list-style-type: none"> <li>To understand the importance of trade during the Iron Age.</li> </ul> <p>Y3/4 (A): Lesson 6: What changed between the Stone Age and the Iron Age?</p> <ul style="list-style-type: none"> <li>To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.</li> </ul>			<p><b>History Spring 1</b> Y3/4 (B): How have children's lives changed?</p> <p>Y3/4 (B): Lesson 1: What do sources tell us about how children's lives have changed?</p> <ul style="list-style-type: none"> <li>To identify the continuities and changes to children's lives using a range of sources.</li> </ul> <p>Y3/4 (B): Lesson 2: Why did Tudor children work and what was it like?</p> <ul style="list-style-type: none"> <li>To investigate why Tudor children worked and what working conditions were like.</li> </ul> <p>Y3/4 (B): Lesson 3: What were children's jobs like in Victorian England?</p> <ul style="list-style-type: none"> <li>To research and record the working conditions of Victorian children using reports and images.</li> </ul> <p>Y3/4 (B): Lesson 4: How did Lord Shaftesbury help to change the lives of children?</p> <ul style="list-style-type: none"> <li>To evaluate Lord Shaftesbury's significance to children's lives.</li> </ul> <p>Y3/4 (B): Lesson 5: How and why has children's leisure time changed?</p> <ul style="list-style-type: none"> <li>To explore the changes in children's leisure time using a range of sources.</li> </ul> <p>Y3/4 (B): Lesson 6: What were the diseases children caught and how were they treated?</p> <ul style="list-style-type: none"> <li>To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.</li> </ul>			<p><b>History Summer 1</b> Y3/4 (B): What was important to ancient Egyptians?</p> <p>Y3/4 (B): Lesson 1: Where and when did the first civilisations appear?</p> <ul style="list-style-type: none"> <li>To develop questioning skills using sources about ancient civilisations.</li> </ul> <p>Y3/4 (B): Lesson 2: Why was the River Nile so important to ancient Egyptians?</p> <ul style="list-style-type: none"> <li>To explain the significance of the River Nile to ancient Egyptian civilisation.</li> </ul> <p>Y3/4 (B): Lesson 3: How do we know so much about ancient Egyptians?</p> <ul style="list-style-type: none"> <li>To evaluate the importance of ancient Egyptian hieroglyphics.</li> </ul> <p>Y3/4 (B): Lesson 4: What do sources suggest about religious beliefs in ancient Egypt?</p> <ul style="list-style-type: none"> <li>To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.</li> </ul> <p>Y3/4 (B): Lesson 5: What did people in Ancient Egypt believe happened after death?</p> <ul style="list-style-type: none"> <li>To investigate beliefs about the afterlife in Ancient Egypt.</li> </ul> <p>Y3/4 (B): Lesson 6: Who ruled ancient Egypt and what happened to them when they died?</p> <ul style="list-style-type: none"> <li>To evaluate continuity and change by identifying what happened to the pharaohs when they died.</li> </ul>	

<p><b>Geography (Kapow)</b></p>	<p><b>Geography. Autumn 2</b></p> <p><b>Y3/4 (B): Who lives in Antarctica?</b></p> <p><b>Y3/4 (B): Lesson 1: What is climate?</b></p> <ul style="list-style-type: none"> <li>To understand the position and significance of lines of latitude.</li> </ul> <p><b>Y3/4 (B): Lesson 2: Where is Antarctica?</b></p> <ul style="list-style-type: none"> <li>To describe the location and physical features of Antarctica.</li> </ul> <p><b>Y3/4 (B): Lesson 3: Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>To describe the human features of Antarctica.</li> </ul> <p><b>Y3/4 (B): Lesson 4: Who was Shackleton?</b></p> <ul style="list-style-type: none"> <li>To use four-figure grid references to plot Shackleton's route to Antarctica.</li> </ul> <p><b>Y3/4 (B): Lesson 5: Can we plan an expedition around school?</b></p> <ul style="list-style-type: none"> <li>To plan a simple route on a map using compass points.</li> </ul> <p><b>Y3/4 (B): Lesson 6: How did our expedition go?</b></p> <p>To follow instructions involving compass points and map a simple route.</p>	<p><b>Geography. Spring 2</b></p> <p><b>Y3/4 (B): Are all settlements the same?</b></p> <p><b>Year 3/4 (B): Lesson 1: What is a settlement?</b></p> <ul style="list-style-type: none"> <li>To describe different types of settlements.</li> </ul> <p><b>Year 3/4 (B): Lesson 2: How is land used in my local area?</b></p> <ul style="list-style-type: none"> <li>To identify the human and physical features in the local area.</li> </ul> <p><b>Year 3/4 (B): Lesson 3: Can I explain the location of features in my local area?</b></p> <ul style="list-style-type: none"> <li>To discuss why physical and human features are in particular locations</li> </ul> <p><b>Year 3/4 (B): Lesson 4: How has my local area changed over time?</b></p> <ul style="list-style-type: none"> <li>To describe how land use in the local area has changed.</li> </ul> <p><b>Year 3/4 (B): Lesson 5: How is land used in New Delhi?</b></p> <ul style="list-style-type: none"> <li>To identify land use in New Delhi.</li> </ul> <p><b>Year 3/4 (B): Lesson 6: How does land use in New Delhi compare with my local area?</b></p> <p>To compare land use in two different locations.</p>	<p><b>Geography. Summer 2</b></p> <p><b>Y3/4 (A): Why are rainforests important to us?</b></p> <p><b>Y3/4 (A): Lesson 1: Where in the world are tropical rainforests?</b></p> <ul style="list-style-type: none"> <li>To describe and give examples of a biome and find the location and some features of the Amazon rainforest.</li> </ul> <p><b>Y3/4 (A): Lesson 2: What is the Amazon rainforest like?</b></p> <ul style="list-style-type: none"> <li>To describe the characteristics of each layer of a tropical rainforest.</li> </ul> <p><b>Y3/4 (A): Lesson 3: Who lives in the rainforest?</b></p> <ul style="list-style-type: none"> <li>To understand the lives of indigenous peoples living in the Amazon rainforest.</li> </ul> <p><b>Y3/4 (A): Lesson 4: How are rainforests changing?</b></p> <ul style="list-style-type: none"> <li>To describe why tropical rainforests are important and understand the threats to the Amazon.</li> </ul> <p><b>Y3/4 (A): Lesson 5: How is our local woodland used?: Data collection</b></p> <ul style="list-style-type: none"> <li>To understand how local woodland is used using a variety of data collection methods.</li> </ul> <p><b>Y3/4 (A): Lesson 6: How is our local woodland used?: Findings</b></p> <ul style="list-style-type: none"> <li>To analyse and present findings on how local woodland is used.</li> </ul>
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English  Fiction N Fiction Poetry	<p><b>Week 1</b> Baseline assessments &amp; settling in.</p> <p><b>Week 2 – 5</b> <i>The Matchbox Diary by Paul Fleischman</i> Dialogue, diary entry, mini autobiography, fact file.</p> <p><b>Main outcome - Biography</b></p> <p><b>Week 6 – 8</b> <i>Shackleton's Journey by William Grill.</i> Packing lists (justifications), letters (formal and informal), setting descriptions, interviews, diaries, dialogue.</p> <p><b>Main outcome - newspaper reports.</b></p>	<p><b>Week 1 &amp; Week 3 - 4</b> <i>Frindeswylde by Natalia and Lauren O'Hara</i> Letters, voting slips, dialogue, poetry, birds-eye view descriptions, persuasive speeches.</p> <p><b>Main outcome – narrative sequel.</b></p> <p><b>Week 2 is assessment week.</b></p> <p><b>Week 4 – Week 7</b> <i>Winter's Child by Angela McAllister</i> Descriptive poems, postcards (recount), dialogue, setting descriptions as a letter, retellings.</p> <p><b>Main outcome – Fantasy Story Sequel.</b></p>	<p><b>Week 1-2</b> <i>The Jabberwocky by Lewis Carroll</i> Performance poetry, explanatory descriptions.</p> <p><b>Main outcome – Nonsense poem</b></p> <p><b>Week 3 – 6</b> <i>Granny Came Here on the Empire Windrush by Patrice Lawrence</i> Informal letters, factual statements, future aspirations, postcard, diary entry, a speech, quotations.</p> <p><b>Main outcome - Factual report on the Windrush Generation</b></p>	<p>Week 1 and 3-5 <i>Tar Beach by Faith Ringgold</i> Poetry, setting descriptions, formal letters, dialogue (as a script)</p> <p><b>Main outcome - Narrative retelling as a play script.</b></p> <p><b>Week 2 is assessment week.</b></p>	<p><b>Week 1 – 3</b> <i>Weslandia by Paul Fleischman</i> Retelling, character description, book review.</p> <p><b>Main outcome – Non-chronological report.</b></p> <p><b>Week 4- 6</b> <i>The Story of Tutankhamun by Patricia Cleveland-Peck</i> Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters.</p> <p><b>Main outcome - Biography of Tutankhamun</b></p>	<p><b>Week 1 &amp; Week 3-4</b> <i>The Iron Man by Ted Hughes</i> Character descriptions, short news report, letter of advice, diary entry, menu (using descriptive devices), logbook entry.</p> <p><b>Main outcome – Mystery narrative.</b></p> <p><b>Week 2 assessment week.</b></p> <p><b>Week 5 – 7</b> <i>Varmints by Helen Ward and Marc Craste</i> Diary entry, instructions, letter, description, speech.</p> <p><b>Main outcome - Explanation of a life cycle</b></p>
	<p><b>Mathematics (White Rose Maths)</b></p>	<p><b>Week 1 – 4</b> Place Value</p> <p><b>Week 5</b> Assessment week</p> <p><b>Week 5 – 8</b> Addition and Subtraction</p>	<p><b>Week 1</b> Area</p> <p><b>Week 2 – 4</b> Multiplication and division A</p> <p><b>Week 6 -7</b> Consolidation</p>	<p><b>Week 1-3</b> Multiplication and Division B</p> <p><b>Week 4-5</b> Length and Perimeter</p> <p><b>Week 6</b> Fractions A</p>	<p><b>Week 1-3</b> Fractions A and Assessment Week</p> <p><b>Week 4-5</b> Decimals A</p>	<p><b>Week 1</b> Decimals A</p> <p><b>Week 2– 3</b> Decimals B</p> <p><b>Week 4-5</b> Money</p> <p><b>Week 6</b> Time</p>

Science (Kapow)	<p><b>Y3/4 (B): Forces and space: Forces and magnets</b></p> <p><b>Y3/4: Lesson 1: Pushes, pulls and twists</b></p> <p><b>K:</b> To describe the effects of contact forces.</p> <p><b>WS:</b> To label a diagram using arrows and scientific vocabulary.</p> <p><b>Y3/4: Lesson 2: Friction</b></p> <p><b>K:</b> To recognise the effects and uses of forces.</p> <p><b>WS:</b> To write a scientific conclusion identifying cause and effect.</p> <p><b>Y3/4: Lesson 3: Investigating friction</b></p> <p><b>K:</b> To interpret how and why things move differently on different surfaces.</p>	<p><b>Y3/4 (A): Energy: Light and shadows</b></p> <p><b>Y3/4 (A): Lesson 1: Sources of light</b></p> <p><b>K:</b> To explain the role of light sources.</p> <p><b>WS:</b> To plan and draw a results table.</p> <p><b>Y3/4 (A): Lesson 2: What is reflection?</b></p> <p><b>K:</b> To compare light reflecting on different surfaces.</p> <p><b>Y3/4 (A): Lesson 3: Where do shadows come from?</b></p> <p><b>K:</b> To recognise which materials cast a shadow.</p> <p><b>WS:</b> To ask testable questions and plan how to answer them.</p> <p><b>Y3/4 (A): Lesson 4: Shadows</b></p>	<p><b>Y3/4 (A): Materials: Rocks and soil</b></p> <p><b>Y3/4 (A): Lesson 1: Rocks: Appearance</b></p> <p><b>K:</b> To group rocks using their appearance.</p> <p><b>WS:</b> To observe the appearance of rocks closely, using a magnifying glass.</p> <p><b>Y3/4 (A): Lesson 2: Rocks: Physical properties</b></p> <p><b>K:</b> To group rocks using their physical properties.</p> <p><b>WS:</b> To make predictions, suggest improvements and explain observations over time.</p> <p><b>Y3/4 (A): Lesson 3: Fossil formation</b></p> <p><b>K:</b> To describe the process of fossil formation.</p> <p><b>WS:</b> To present research on fossil formation.</p>	<p><b>Y3/4 (B): Plants: Plant reproduction</b></p> <p><b>Y3/4 (B): Lesson 1: Plant growth</b></p> <p><b>K:</b> To identify the growth and survival needs of plants.</p> <p><b>WS:</b> To pose relevant questions.</p> <p><b>Y3/4 (B): Lesson 2: Structure and function</b></p> <p><b>K:</b> To describe the relationship between structure and function in plants.</p> <p><b>WS:</b> To design simple results tables.</p> <p><b>Y3/4 (B): Lesson 3: Transporting water</b></p> <p><b>K:</b> To investigate how water is transported in plants.</p> <p><b>WS:</b> To plan a simple enquiry.</p> <p><b>Y3/4 (B): Lesson 4: Flowers</b></p>	<p><b>Y3/4 (B): Making connections: How does wind force affect seed dispersal?</b></p> <p><b>Y3/4 (B): Lesson 1: Investigating seed dispersal – Planning</b></p> <p><b>K:</b> To revise the units <i>Forces and magnets</i> and <i>Plant reproduction</i>.</p> <p><b>WS:</b> To plan a comparative test.</p> <p><b>Y3/4 (B): Lesson 2: Investigating seed dispersal – Gathering data</b></p> <p><b>K:</b> To revise the units <i>Forces and magnets</i>, <i>Plant reproduction</i> and <i>State of matter</i>.</p> <p><b>WS:</b> To gather and record data.</p> <p><b>Y3/4 (B): Lesson 3: Investigating seed dispersal – Analysing, concluding and evaluating</b></p> <p><b>K:</b> To revise the units <i>Classification and changing habitats</i>, <i>Plant</i></p>	<p><b>Making connections: How does food affect muscle fatigue?</b></p> <p><b>Y3/4 (A): Lesson 1: Investigating muscle fatigue – Planning</b></p> <p><b>K:</b> To revise the units <i>Movement and nutrition</i>, <i>Digestion and food</i> and <i>Rocks and soil</i>.</p> <p><b>WS:</b> To plan a comparative test.</p> <p><b>Y3/4 (A): Lesson 2: Investigating muscle fatigue – Gathering data</b></p> <p><b>K:</b> To revise the units <i>Movement and nutrition</i> and <i>Digestion and food</i>.</p> <p><b>WS:</b> To gather and record data.</p> <p><b>Y3/4 (A): Lesson 3: Investigating muscle fatigue – Analysing, concluding and evaluating</b></p> <p><b>K:</b> To revise the units <i>Movement and nutrition</i> and <i>Digestion and food</i>.</p>
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	<p><b>WS:</b> To plan an investigation using variables.</p> <p><b>Y3/4: Lesson 4: Magnets</b></p> <p><b>K:</b> To describe the effects of magnets.</p> <p><b>WS:</b> To write a method.</p> <p><b>Y3/4: Lesson 5: Investigating magnet strength</b></p> <p><b>K:</b> To compare the properties of different types of magnets.</p> <p><b>WS:</b> To display data using a bar chart.</p> <p><b>Y3/4: Lesson 6: Uses of magnets</b></p> <p><b>K:</b> To explain the uses of magnets.</p> <p><b>WS:</b> To research the uses of magnets.</p>	<p><b>throughout the day</b></p> <p><b>K:</b> To summarise how shadows change throughout the day.</p> <p><b>WS:</b> To consider variables when planning an enquiry.</p> <p><b>Y3/4 (A): Lesson 5: Investigating shadows</b></p> <p><b>K:</b> To investigate how the distance of the light source affects the size of its shadow.</p> <p><b>WS:</b> To find patterns in data and form conclusions.</p> <p><b>Y3/4 (A): Lesson 6: Using light and shadows</b></p> <p><b>K:</b> To tell a story using shadow puppets.</p> <p><b>Science in action</b></p> <p>To recall how different people</p>	<p><b>Y3/4 (A): Lesson 4: Fossils and palaeontology</b></p> <p><b>K:</b> To identify fossils and group rocks accordingly.</p> <p><b>WS:</b> To use the fossil record to answer questions about the past.</p> <p><b>Y3/4 (A): Lesson 5: Soil formation</b></p> <p><b>K:</b> To compare soils and how they were formed.</p> <p><b>WS:</b> To record the drainage rate for different soils in a bar chart.</p> <p><b>Y3/4 (A): Lesson 6: Soil layers and earthworms</b></p> <p><b>K:</b> To describe a soil sample using sedimentation.</p> <p><b>WS:</b> To draw and label a diagram.</p>	<p><b>K:</b> To explore the role of flowers in the life cycle of a plant.</p> <p><b>WS:</b> To complete, read and interpret data in a bar chart.</p> <p><b>Y3/4 (B): Lesson 5: Evaluating an enquiry</b></p> <p><b>K:</b> To apply knowledge of plant life and growth.</p> <p><b>WS:</b> To identify and suggest changes to an enquiry.</p> <p><b>Y3/4 (B): Lesson 6: Seed dispersal</b></p> <p><b>K:</b> To explore seed dispersal methods.</p> <p><b>WS:</b> To use results to draw conclusions.</p>	<p><i>reproduction and Forces and magnets.</i></p> <p><b>WS:</b> To conclude and evaluate the investigation.</p> <p><b>Y3/4 (B): Lesson 4: Investigating seed dispersal – Extending</b></p> <p><b>K:</b> To revise the unit <i>Sound and vibrations</i> and <i>Forces and magnets</i>.</p> <p><b>WS:</b> To pose and investigate new questions.</p> <p><b>Y3/4 (B): Lesson 5: Investigating seed dispersal – Presenting</b></p> <p><b>K:</b> To revise all the units across the year.</p> <p><b>WS:</b> To report on my findings using a poster.</p>	<p><b>WS:</b> To conclude and evaluate the investigation.</p> <p><b>Y3/4 (A): Lesson 4: Investigating muscle fatigue – Extending</b></p> <p><b>K:</b> To revise the unit <i>Electricity and circuits</i>.</p> <p><b>WS:</b> To pose and investigate new questions.</p> <p><b>Y3/4 (A): Lesson 5: Investigating muscle fatigue – Presenting</b></p> <p><b>K:</b> To revise the unit <i>Light and shadows</i> and <i>Movement and nutrition</i>.</p> <p><b>WS:</b> To report on my findings using a shadow puppet display.</p>
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		work with light and shadows.				
Computing (Kapow)	<p>Microsoft Office 365: Computing systems and networks: Collaborative learning</p> <p><b>Lesson 1: Teamwork</b></p> <p>To understand that software can be used to work online collaboratively.</p> <p><b>Lesson 2: Sharing a document</b></p> <p>To understand how to contribute to someone else's work effectively.</p> <p><b>Lesson 3: Microsoft Forms 1</b></p> <p>To understand how to create a digital survey.</p> <p><b>Lesson 4: Microsoft Forms 2</b></p> <p>To create and share a Microsoft Form.</p> <p><b>Lesson 5: Shared spreadsheets</b></p>	<p><b>Programming 1: Further coding with Scratch</b></p> <p><b>Lesson 1: Scratch reminder</b></p> <p>To recall the key features of Scratch.</p> <p><b>Lesson 2: Identifying what code does</b></p> <p>To understand how a Scratch game works by using decomposition to identify key features.</p> <p><b>Lesson 3: Introduction to variables</b></p> <p>To recognise what a variable is.</p> <p><b>Lesson 4: Making a variable</b></p> <p>To understand how to make a variable in Scratch.</p> <p><b>Lesson 5: Times tables project</b></p>	<p>Microsoft Office 365: Creating media: Website design</p> <p><b>Lesson 1: Getting to know Microsoft Sway</b></p> <p>To explore the features of Microsoft Sway.</p> <p><b>Lesson 2: Book review webpage</b></p> <p>To plan content for a collaborative webpage.</p> <p><b>Lesson 3: Adding features</b></p> <p>To create an engaging webpage.</p> <p><b>Lesson 4: Planning my website</b></p> <p>To plan and create a website.</p> <p><b>Lesson 5: Creating my website</b></p> <p>To create and evaluate a website.</p>	<p><b>Computational thinking</b></p> <p><b>Lesson 1: Decomposition and pattern recognition</b></p> <p>To apply decomposition and pattern recognition to solve problems.</p> <p><b>Lesson 2: Abstraction</b></p> <p>To explain and apply abstraction by identifying key details in a problem.</p> <p><b>Lesson 3: Algorithm design</b></p> <p>To design an algorithm to support an everyday task.</p> <p><b>Lesson 4: Computational thinking in action</b></p> <p>To apply and reflect on computational thinking skills while creating a Scratch project.</p>	<p><b>Data handling: Investigating weather</b></p> <p><b>Lesson 1: What is the weather?</b></p> <p>To log data taken from online sources in a spreadsheet.</p> <p><b>Lesson 2: Weather stations</b></p> <p>To design a weather station.</p> <p><b>Lesson 3: Extreme weather</b></p> <p>To design an automated machine to respond to sensor data.</p> <p><b>Lesson 4: Satellites and forecasts</b></p> <p>To understand how weather forecasts are made.</p> <p><b>Lesson 5: Presenting forecasts</b></p> <p>To use tablets or digital cameras to present a weather forecast.</p>	<p><b>Online safety: Year 4</b></p> <p><b>Lesson 1: What happens when I search online?</b></p> <p>To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.</p> <p><b>Lesson 2: How do companies encourage us to buy online?</b></p> <p>To describe some of the methods used to encourage people to buy things online.</p> <p><b>Lesson 3: Fact, opinion or belief?</b></p> <p>To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p><b>Lesson 4: What is a bot?</b></p> <p>To explain that technology can be designed to act like or</p>

	To analyse data.	To create a quiz using variables.		<b>Lesson 5: Evaluating computational thinking</b>  To evaluate a remixed program by reflecting on the effectiveness of computational thinking.		impersonate living things.  <b>Lesson 5: What is my #TechTimetable like?</b>  To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology.
Art/DT (Kapow)	<b>Drawing: Developing drawing skills</b>  <b>Lesson 1: See like an artist</b>  To recognise how artists use shape in drawing.  <b>Lesson 2: Shading</b>  To develop shading skills and use them to blend tones.  <b>Lesson 3: Take a closer look</b>  To use careful observation for adding detail to drawings.	<b>Cooking and nutrition: Adapting a recipe</b>  <b>Lesson 1: Existing biscuits</b>  To evaluate existing biscuit products.  <b>Lesson 2: Basic biscuits</b>  To prepare and cook a dish.  <b>Lesson 3: Budgeting</b>  To select ingredients and follow a budget.  <b>Lesson 4: Packaging</b>	<b>Drawing: Power prints</b>  <b>Lesson 1: 3D pencil drawings</b>  To draw using tone to create a 3D effect.  <b>Lesson 2: Sense of proportion</b>  To explore proportion and tone when drawing.  <b>Lesson 3: Drawing with scissors</b>  To plan a composition for a mixed-media drawing.  <b>Lesson 4: Wax resist</b>	<b>Structure: Pavilions</b>  <b>Lesson 1: Exploring frame structures</b>  To create a range of different shaped frame structures.  <b>Lesson 2: Designing a pavilion</b>  To design a structure.  <b>Lesson 3: Pavilion frame</b>  To build a frame structure.  <b>Lesson 4: Pavilion cladding</b>  To add cladding to a frame structure.	<b>Craft and design: Ancient Egyptian scrolls</b>  <b>Lesson 1: Exploring Ancient Egyptian art</b>  To investigate the style, pattern and characteristics of Ancient Egyptian art.  <b>Lesson 2: Designing scrolls</b>  To apply design skills inspired by the style of an ancient civilisation.  <b>Lesson 3: Making paper</b>  To apply understanding of ancient techniques to construct a new material.	<b>Textiles: Fastenings</b>  <b>Lesson 1: Evaluating fastenings</b>  To explain the advantages and disadvantages of different types of fastening type.  <b>Lesson 2: Designing my book sleeve</b>  To design a product to meet design criteria.  <b>Lesson 3: Paper mock-up and preparing fabric</b>  To make and test a paper template.  <b>Lesson 4: Assembling my book sleeve</b>



	<b>Lesson 4: Imagination in bloom</b>  To use line, shape and tone in an imaginative drawing.  <b>Lesson 5: Paper to pixels</b>  To explore digital media techniques to develop drawings.	To take inspiration from existing products.  <b>Lesson 5: Market research</b>  To make and test a prototype biscuit.  <b>Lesson 6: Evaluating biscuits</b>  To evaluate a final product.	To use shading techniques to create pattern and contrast.  <b>Lesson 5: Power prints</b>  To work collaboratively to develop drawings into prints.		<b>Lesson 4: Scroll making</b>  To apply drawing and painting skills in the style of an ancient civilisation.  <b>Lesson 5: Making zines</b>  To apply an understanding of Egyptian art to develop a contemporary response.	To assemble a book jacket.
RE (SACRE 2024)	<b>BELIEVING</b>  L2.2 Why is the Bible so important for Christians today	<b>EXPRESSING</b>  L2.5a* How do people from religious and non-religious communities celebrate key festivals (Christians, Jewish and non-religious)	<b>LIVING</b>  L2.7 What does it mean to be a Christian in Britain today?	<b>LIVING</b>  L2.11 What does it mean to be a Humanist in Britain today?	<b>LIVING</b>  L2.10 How does family life and festivals show what matters to Jewish people?	<b>LIVING</b>  L2.8 What does it mean to be a Hindu in Britain today?
PSCHE (Kapow)	<b>Y4: Introduction</b>  <i>Setting ground rules and signposting</i>	<b>Y4: Families and relationships</b>  L1 Respect and manners  L2 Healthy friendship  L4 Bullying	<b>Y4: Health and wellbeing</b>  L1 Looking after our teeth  L3 Celebrating mistakes  L5 My happiness  L6 Emotions	<b>Y4: Safety and the changing body</b>  L1 Internet safety: Age restrictions  L2 Share aware  L4 Privacy and security	<b>Y34: Citizenship</b>  L1 What are human rights?  L5 Diverse communities	<b>Y4: Economic wellbeing</b>  L1 Value for money  L3 Looking after money

		L6 Stereotypes: Disability  L8 Change and loss	L7 Mental health	L7 Introducing puberty  L8 Tobacco		
Music  (Sing Education then Kapow)	Sing Education	<b>Rock and Roll</b>  <b>Lesson 1: Hand jive</b>  To understand the history of rock and roll music.  <b>Lesson 2: Rock Around the Clock</b>  To be able to perform with a sense of style.  <b>Lesson 3: Walking bass line</b>  To play a walking bass line on tuned percussion.  <b>Lesson 4: Performing the bass</b>  To be able to play a rock and roll bass line.  <b>Lesson 5: Rock and roll performance</b>	<b>Changes in pitch, tempo &amp; dynamics</b>  <b>Lesson 1: The singing river</b>  To sing in two parts using expression and dynamics.  <b>Lesson 2: The listening river</b>  To recognise key elements of music.  <b>Lesson 3: The repeating river</b>  To perform a vocal ostinato.  <b>Lesson 4: The percussive river</b>  To create and perform an ostinato.  <b>Lesson 5: The performing river</b>  To improve and perform a piece of music based around ostinatos.	<b>Haiku, music and performance</b>  <b>Lesson 1: Describing blossom</b>  To describe the Hanami festival using suitable words and sounds.  <b>Lesson 2: Sounds of blossom</b>  To represent a blossom tree using sounds.  <b>Lesson 3: Blossom haiku</b>  To identify different musical features using descriptive vocabulary.  <b>Lesson 4: Haiku melodies</b>  To work as a group to create a piece of music celebrating the Hanami festival.  <b>Lesson 5: Haiku performance</b>	<b>Samba and carnival sounds and instruments</b>  <b>Lesson 1: Introduction to samba</b>  To recognise and identify the main features of samba music.  <b>Lesson 2: Pulse and rhythm</b>  To understand and play syncopated rhythms.  <b>Lesson 3: Samba rhythms</b>  To play syncopated rhythms as part of a group.  <b>Lesson 4: Composing a break</b>  To compose a basic rhythmic break.  <b>Lesson 5: Samba performance</b>	<b>Body and tuned percussion</b>  <b>Lesson 1: Pitter patter raindrops</b>  To identify structure and texture in music.  <b>Lesson 2: Rainforest body percussion</b>  To use body percussion.  <b>Lesson 3: The rhythm of the forest floor</b>  To create musical rhythms using body percussion.  <b>Lesson 4: The loopy rainforest</b>  To create simple tunes  <b>Lesson 5: Sounds of the rainforest</b>  To build and improve a composition.

		To be able to play a rock and roll piece of music.		To perform a piece of music to celebrate Hanami.	To perform rhythmic breaks within a samba piece.	
French Y4 (Kapow)	<p><b>Y3/4 (A): Unit 1: French greetings with puppets</b></p> <p><b>Lesson 1: French greetings</b></p> <p>To greet someone and introduce yourself in French</p> <p><b>Lesson 2: French greetings – day and night</b></p> <p>To use the correct French greeting for the time of day.</p> <p><b>Lesson 3: How are you feeling – in French?</b></p> <p>To ask and answer a question about feelings in French.</p> <p><b>Lesson 4: French finger rhymes</b></p> <p>To perform a finger rhyme in French.</p>	<p><b>Y3/4 (A): Unit 2: French adjectives of colour, size and shape</b></p> <p><b>Lesson 1: Colours in French</b></p> <p>To recognise and name colour words</p> <p><b>Lesson 2: Shapes and colours in French</b></p> <p>To describe shapes by their colour.</p> <p><b>Lesson 3: Shapes of different colours and sizes in French</b></p> <p>To describe shapes by their size and colour.</p> <p><b>Lesson 4: Using shapes like the French artist, Matisse</b></p> <p>To understand and recognise</p>	<p><b>Y3/4 (A): Unit 3: Playground games – numbers and age</b></p> <p><b>Lesson 1: Let's count in French</b></p> <p>To count from one to six in French.</p> <p><b>Lesson 2: Let's count higher in French</b></p> <p>To count beyond six in French.</p> <p><b>Lesson 3: How old are you in French?</b></p> <p>To use number words to give more information about ourselves.</p> <p><b>Lesson 4: Reading French numbers</b></p> <p>To recognise the numbers one to twelve, written in French.</p> <p><b>Lesson 5: Outdoor games in France</b></p>	<p><b>Y3/4 (A): Unit 4: In a French classroom</b></p> <p><b>Lesson 1: Follow the French teacher</b></p> <p>To understand and respond to simple classroom instructions.</p> <p><b>Lesson 2: Pencils and things in the French classroom</b></p> <p>To name school bag objects and recognise if they are masculine or feminine.</p> <p><b>Lesson 3: To have or have not in the French classroom</b></p> <p>To ask and answer a question about something you have or do not have.</p> <p><b>Lesson 4: School bag French detectives</b></p>	<p><b>Y3/4 (A): Unit 5: French transport</b></p> <p><b>Lesson 1: French transport language detectives</b></p> <p>To be able to compare French with English and identify words that are cognates.</p> <p><b>Lesson 2: How shall we travel in France?</b></p> <p>To make changes to simple phrases and perform a song to an audience.</p> <p><b>Lesson 3: On the road in France</b></p> <p>To be able to adapt, ask and answer questions about a picture prompt.</p> <p><b>Lesson 4: Travel the French speaking world</b></p> <p>To be able to describe a journey to different French-speaking</p>	<p><b>Y3/4 (A): Unit 6: A circle of life in French</b></p> <p><b>Lesson 1: French animal nouns and sounds</b></p> <p>To research a new noun in French and determine its gender.</p> <p><b>Lesson 2: French habitats</b></p> <p>To build sentences to describe where something lives or does not live.</p> <p><b>Lesson 3: Life cycle French detectives</b></p> <p>To use knowledge about language to solve a science-based puzzle.</p> <p><b>Lesson 4: French food chains</b></p> <p>To describe a food chain in French.</p> <p><b>Lesson 5: French food chain flips</b></p>

		<p>what are cognates and near cognates.</p> <p><b>Lesson 5: In the style of the French artist, Matisse</b></p> <p>To follow instructions in French.</p>		<p>To use the number words one to twelve when playing playground games.</p>	<p>To read and understand short sentences.</p> <p><b>Lesson 5: In my French bag</b></p> <p>To prepare and present a short spoken text.</p>		<p>countries around the world.</p> <p><b>Lesson 5: Journey to a French school</b></p> <p>To be able to conduct a survey in French and select an appropriate method to present the results.</p>	<p>To write a range of sentences in French to describe a food chain.</p>
<p><b>PE</b></p> <p><b>(Complete PE)</b></p>	<p>Invasion netball</p> <p>Invasion football</p> <p>Gymnastics: Bridges</p>	<p>Invasion: Handball</p> <p>Invasion: Hockey</p> <p><b>Swimming</b></p>		<p>Invasion: Football</p> <p>Invasion: Dodgeball</p> <p>Dance: Cats or</p> <p>Dance: Space</p>	<p>Invasion: Tag Rugby</p> <p>OAA: Communications</p>		<p>Net/Well: Tennis</p> <p>OAA: Problem solving</p> <p>OAA: Orienteering</p>	<p>Striking and fielding: Rounders</p> <p>Striking and fielding: Cricket</p> <p>Athletics</p> <p>Throwing and Jumping</p>