





Theme	Brazil	Ancient Maya	Early Islamic Civilisation	Rainforests	Earthquakes and Settlements	European History: Local History
<b>Term</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>  	<p><b>Poetry</b> <b>Text:</b> Poems Aloud – Joseph Coelho <b>Writing Outcomes:</b> Writing short poems containing poetic features.</p> <p><b>Writing Instructions: Text:</b> Building with Lego – Chop, Sizzle, Wow <b>Writing Outcomes:</b> Write a set of instructions for building a Lego toy</p> <p><b>Writing Narratives:</b> <b>Text:</b> The Building Boy – Ross Montgomery <b>Writing Outcomes:</b> Writing an alternative ending to a fantasy story.</p>	<p><b>Writing To Inform</b> <b>Text:</b> Dragonology: The Complete Book of Dragons – Dugald Steer <b>Writing Outcomes:</b> Pupils will apply their learning to creating two fictional 'informative' texts – a report and a letter - about the discovery of a new species of dragon.</p> <p><b>Developing Narrative Structure:</b> <b>Text:</b> The Story Shop: Stories for Literacy – Nikki Gamble <b>Writing Outcomes:</b> Children will write a short story using description.</p>	<p><b>Creating Narrative:</b> <b>Text:</b> Usborne's 1001 Arabian Nights <b>Writing Outcomes:</b> Narrative writing based on traditional tales.</p> <p><b>Dual Purpose Writing:</b> <b>Text:</b> Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins <b>Writing Outcomes:</b> Write their own dual purpose wildlife adventures.</p>	<p><b>Creating Narratives:</b> <b>Text:</b> The Great Kapok Tree – Lynn Cherry <b>Writing Outcomes:</b> Write their own plot, character and setting for a rainforest based on an animation.</p> <p><b>Persuasion:</b> <b>Text:</b> There's a 'Rangtan in my Bedroom – James Sellick and Frann Preston- Gannon <b>Writing Outcomes:</b> Children will write several persuasive texts to campaign about saving the rainforest.</p>	<p><b>Writing to Entertain – Poetry Link:</b> <b>Text:</b> Quick! Let's Get Out of Here - Michael Rosen <b>Writing Outcomes:</b> Children will write anecdotal recounts based on their lives.</p> <p><b>Discussion Texts:</b> <b>Text:</b> This or That? Pippa Goodheart <b>Writing Outcomes:</b> To consider opposing arguments and make their own judgments.</p>	<p><b>Author Study:</b> <b>Text:</b> Ride The Wind; My Butterfly Bouquet; Hummingbird - Nicola Davies <b>Writing Outcomes:</b> Create their own original narrative non-fiction text, in the style of the chosen author.</p> <p><b>Biography:</b> <b>Text:</b> Inventors: Incredible stories of the world's most ingenious inventions – Robert Winston <b>Writing Outcomes:</b> Write a biography based on a subject of their choice, making their own decisions about the content and structure of their writing.</p>
<b>Maths</b>	<b>Number:</b>	<b>Measurement:</b>	<b>Number:</b>	<b>Number:</b>	<b>Number:</b>	<b>Geometry:</b>




	<p>Place Value</p> <p><b>Number:</b> Addition and subtraction</p>	<p>Area</p> <p><b>Number:</b> Multiplication and division</p>	<p>Multiplication and division</p> <p><b>Measurement:</b> Length and perimeter</p>	<p>Fractions</p> <p><b>Number:</b> Decimals</p>	<p>Decimals</p> <p><b>Measurement</b> : Money</p> <p><b>Measurement</b> : Time</p>	<p>Shape</p> <p><b>Statistics Geometry:</b> Position and direction</p>
<p>Science</p> 	<p><b>PHYSICS</b> <b>Light</b> Relationship between light and how we see, the formation of shadows.</p> <p><b>BIOLOGY – Classifying Organisms</b> Identifying animals and plants that do not support Aristotle's approach to classifying living things; exploring history of other debates (e.g. duck-billed platypus)</p> <p>Use a classification key to sort organisms</p> <p>Draw a classification key to identify four animals, and then several leaves (using a magnifying glass)</p>	<p><b>Biology – Food and Digestion</b> Explain the digestion process using a prop to others in school or at home.</p> <p>Present information orally using a prop or demonstration.</p>	<p><b>Chemistry – Particle Model</b> Investigate the effect of temperature on the rate of evaporation</p> <p>Set a hypothesis to test.</p> <p>Scientists use models to help explain their ideas.</p>	<p><b>Physics - Sounds</b> Investigate the tautness on pitch using an app.</p> <p>Gather information using a data logger (e.g. sound meter app; heart rate app)</p>	<p><b>Physics - Electricity</b> Investigate which materials are electrical conductors and which are electrical insulators</p> <p>Draw diagram of the investigation</p> <p>Present information in a written format</p>	<p><b>Chemistry – Properties of Materials</b> Investigating the physical properties (thermal conductivity; malleability; transparency; magnetism; electrical conductivity etc.) of materials, using own knowledge or setting up comparative tests</p> <p>Conduct secondary research to identify an object that was once made of one material but, when new evidence showed other chemical or physical properties, are now made of new materials (e.g. asbestos insulation; lead pencils; plastic bottles)</p>

<p><b>Geography</b></p> 	<p><b>Looking at Europe</b></p> <p>Comparing the human and physical features of the Alps, Lake District, Bournemouth and the Amalfi Coast, and exploring the impact of tourism in these areas</p> <p>I will learn from an expert, to help broaden my horizons.</p> <p>I will learn to take care of our environment.</p> <p><b>Earthquakes and Settlements</b></p> <p><b>Location &amp; place:</b> Location and effects of earthquakes in Haiti/Japan</p> <p><b>Geographical scale:</b> While physical effects are felt most at the local or national scale,</p>	
<p><b>History</b></p>		<p><b>Ancient Maya</b></p>

<p><b>Brazil</b></p> <p><b>Location and Place</b> Locating countries in South America</p> <p>Physical and human features of Brazil</p> <p>Lines of longitude and latitude</p>		<p><b>Rainforests</b></p> <p><b>Interconnections:</b> Human activity can affect physical features (e.g. deforestation of Amazon)</p>	
	<p><b>Early Islamic Civilisation</b></p>		<p><b>Local History</b> <b>Historicalevidence:</b></p>

		<p><b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently</p>
<p><b>Art</b></p> 	<p><b>Patterns and Pumpkins</b></p> <p><b>Artist Focus:</b> Yayoi Kusama</p> <p>Pupils will make a three-dimensional clay model of a pumpkin</p>	
<p><b>Design and Technology</b></p> 		<p><b>Food</b> Soups</p> <p>Cooking vegetables and grains and combining into healthy soups.</p>

	<p><b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents</p> <p>Different civilisations place different values on knowledge and scientific development than others</p> <p><b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity</p>		<p>Use historical maps or photographs in a plan view</p> <p>Local history archives can be an invaluable source of information for historians</p>
	<p><b>My Favourite Things</b></p> <p><b>Artist Focus:</b> Pippa Goddhart Joseph Cornell</p> <p>Pupils will produce a series of observational drawings and a developed tonal drawing of a still life.</p>	<p><b>TheTropicalRainforest</b></p> <p><b>Artist Focus:</b> Abel Rodriguez Henri Rousseau</p> <p>Pupils will use watercolours, oil pastels and wax resist to create a collage of leaves.</p>	
<p><b>Pulleys</b> Using pulleys and levers to create a video that shares a message.</p>			<p><b>Mood Lighting</b> Using nets and circuits to programme lighting.</p>

<b>Music</b> 	<b>Ukelele</b> Entrust Specialist Teacher will teach the children to plan an instrument in preparation for a final performance. <i>Whole Year provision</i>	<b>Ukelele</b> Entrust Specialist Teacher will teach the children to plan an instrument in preparation for a final performance. <i>Whole Year provision</i>
<b>Computing</b> 	<b>Computing Systems and Networks</b> The internet	<b>Creating media</b> Photo editing
<b>Religion &amp; Worldviews</b> 	<b>Theology</b> <b>Islam</b> Where do Islamic beliefs come from? <b>History of Prophet Muhammad,</b> revelation of the Qur'an, significance of Mecca.	<b>Theology</b> <b>Christianity/Judaism/Islam</b> <b>What does sacrifice mean?</b> Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice, Jesus as Ultimate Sacrifice.

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<b>Data and Information</b> Data logging	<b>Creating media</b> Audio editing	<b>Programming</b> Repetition in shames	<b>Programming</b> Repetition in games
<b>Philosophy</b>  <b>Christianity / Islam / Humanism</b> <b>How do people think about poverty, justice &amp; self-sacrifice?</b> Meaning of poverty & relative poverty. Meaning of justice. Everyday self-sacrifice.	<b>Social Sciences</b>  <b>Islam / Christianity</b> <b>How do people contribute to society?</b> Self-sacrifice in form of charity/ community action  Respect	<b>Theology</b>  <b>Islam</b> <b>How have events in history shaped Islamic diversity?</b> Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.	<b>Social Sciences</b>  <b>How has religion and belief shaped our local area?</b> International, national & local data. Lived expression in area.  Civility



## LongTermPlanYear 3/4 2025-2026

<b>PE</b> 	<b>OAA</b> Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.	<b>Gymnastics</b> Developing balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences.	<b>Swimming</b> Learning and developing a range of swimming techniques, water safety skills and learning to swim 25 metres.	<b>Dance</b> Gaining inspiration from a range of stimuli, working individually, in pairs and small groups. Research British dance styles and styles taught locally	<b>Athletics</b> Setting challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.	<b>Football</b> Learning to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee.
<b>PSHE and Growth Mindset</b> 	Me and my school. School rules School council role	Happy, Healthy me Body parts Staying healthy	Me and the World Taking care of animals and pets.	Me and my safety Safety in the home. Visit from the fire brigade.	Me and my relationships Being a good friend.	Me and other people. Bullying Relationships with other people.
<b>MFL</b> 	Saying what I and others do	Saying what I and others do	Saying how many and describing things	Describing things and people	Describing things and people	Expressing likes and saying what I and others do

