







With thankfulness, courage and love, we strive to improve heart and mind  
**Muntjac Class Year 3 and 4 Long Term Planning Overview 2024/2025**

Big Question	What am I thankful for in the world in which we live? <b>Autumn Term</b>		What inspires me to make courageous choices? <b>Spring Term</b>		How do I contribute to a loving world? <b>Summer Term</b>	
Values	<b>Thankfulness</b>		<b>Courage</b>		<b>Love</b>	
Theme Days	Harvest		Being Brave		We Love Maths Themed Week	
Experiences	Stone Henge		Greek Day		The Living Rainforest Braeside Residential	
Special People	<u>Archaeologist</u> : John Aubrey <u>Scientist</u> : Thomas Edison		<u>Historical Figure</u> : Alexander the Great. <u>Social Justice Campaigner</u> : Greta Thunberg		<u>Explorer</u> : Jeanne Baret <u>Artist</u> : Henri Rousseau	
High quality engaging texts	Focus text: Stone Age Boy	Focus Text: The Wild Way Home	Focus Text: Leo and the Gorgons Curse	Focus Text: The Orchard Book of Greek Myths	Focus Texts: The Rhythm of the Rain Once Upon a Rain Drop	Focus Text: Journey to the River Sea
Writing Genres in <b>English</b>	Narrative Explanation Advert		Description Recount letter		Poetry Biography Persuasive Poster Newspaper.	
<b>Maths</b> : clearly sequenced, access for all, underpinned by the mastery approach.	Place value Addition and subtractions Multiplication and division A Area		Multiplication and Division B Length and perimeter Fraction A Mass and Capacity Fraction B		Time Decimal Money Shape Position and direction Statistics	
	<b>Stone Age to Iron Age</b>		<b>Ancient Greece</b>		<b>Rivers and Rainforest</b>	
Key Historical Substantive Concepts	 <p>Settlement Tech Advance Trade Cultural Change Legacy</p>		 <p>Exploration Invasion Conflict Legacy</p>		 <p>Settlement Exploration Trade</p>	
			 <p>Law and order Democracy Trade</p>			
<b>History and Geography</b>	<b>History Enquiry</b> <ul style="list-style-type: none"> <li>How did Britain change between the beginning of the Stone Age and the Iron Age?</li> <li>Where are the main differences between</li> </ul>	<b>Geography</b> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate</li> </ul>	<b>History Enquiry</b> <ul style="list-style-type: none"> <li>What were the main characteristics of the Athenians and the Spartans? How did they differ?</li> </ul>	<b>Geography</b> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate</li> </ul>	<b>Rivers</b> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Know and label the main features of a river</li> </ul>	<b>Rainforest</b> <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich</li> </ul>



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	<p>the Stone, Bronze and Iron Ages?</p> <ul style="list-style-type: none"> <li>What does the term 'hunter gatherer' mean?</li> </ul>	<p>countries and describe features studied.</p> <ul style="list-style-type: none"> <li>Know how to plan a journey within the UK, using a road map</li> </ul> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>Know what types of settlements and land use.</li> </ul> <p><b>Locational</b></p> <ul style="list-style-type: none"> <li>Understand how cities, land has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>What influence the gods had on Ancient Greece?</li> <li>Which sports were played as part of the Ancient Greek Olympics?</li> <li>What was the lasting impact (legacy) of the Ancient Greek Civilisation on the Western world?</li> </ul>	<p>countries and describe features studied.</p> <ul style="list-style-type: none"> <li>Know how to plan a journey within the UK, using a road map</li> </ul> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>Know what types of settlements and land use.</li> </ul> <p><b>Locational</b></p> <ul style="list-style-type: none"> <li>Understand how cities, land has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of and locate a number of the world's longest rivers</li> <li>Know the names of a number of the world's highest mountains</li> <li>Explain the features of a water cycle</li> <li>Know why most cities are located by a river.</li> </ul> <p><b>Locational:</b></p> <ul style="list-style-type: none"> <li>Know, name and locate the main rivers in the UK</li> </ul>	<p>Meridian are on a world map</p> <ul style="list-style-type: none"> <li>Know what is meant by the term 'tropics'</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> </ul>
<b>RE World Beliefs</b>	<b>Understanding Christianity: Creation</b> What do Christians learn from the Creation Story?	<b>Understanding Christianity: Incarnation</b> Dig deeper (4)	<b>Discovery R.E: Hinduism</b> Would celebrating Divali bring a sense of belonging to a Hindu child?	<b>Understanding Christianity: Salvation</b> Dig deeper (4)	<b>Discovery R.E: Hinduism</b> How can Brahman be everything and everywhere?	<b>Discovery R.E: Hinduism</b> Would visiting the Ganges feel special to a non-Hindu?
<b>P.S.H. E</b>	<b>Me and My Relationships</b> Looking at the relationships we have in our lives and how to solve problems within friendships.	<b>Valuing Differences</b> Celebrating and respecting differences in our world.	<b>Keeping Safe</b> Looking at how we can keep ourselves safe within the community, and online.	<b>Rights and Respect</b> Learning how rights as humans and respecting our world and everything in it.	<b>Being my Best</b> Looking at how we can keep healthy both physically and mentally.	<b>Growing and changing</b> Learning how our bodies change as we get older and what happens as we grow and develop into adults.
<b>Art</b>	<b>Using Sketchbooks</b> <b>Drawing:</b> Use the properties of pen, ink, and charcoal to create a range of effects in drawing. <b>Evaluation:</b> Give constructive feedback to others about ways to improve a piece of artwork. <b>Study of great artists:</b> Explain the significance of art, architecture or design from history and create work inspired by it.		<b>Using Sketchbooks</b> <b>Paint</b> Identify, mix, and use warm and cool paint colours to evoke warmth or coolness in a painting <b>Evaluate</b> Give constructive feedback to others about ways to improve a piece of artwork. <b>Study of great artists</b> Explain the significance of art, architecture or design		<b>Using Sketchbooks</b> <b>Natural art</b> Represent the detailed patterns found in natural phenomena, such as water, weather, or animal skins. <b>Evaluate</b> Give constructive feedback to others about ways to improve a piece of artwork. <b>Study of great artists</b> Explain the significance of art, architecture or design	



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			from history and create work inspired by it.		from history and create work inspired by it.	
<b>DT</b>		<b>Designing</b> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>		<b>Making</b> <ul style="list-style-type: none"> <li>Select from a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li> <li>Select from and use a wider range of materials components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul>		<b>Technical knowledge</b> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex.</li> <li>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</li> <li>Understand and use electrical systems in their products (for example, gears, pulleys, cams, levers and linkages)</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>
<b>Science</b>	<b>Physics: Sound</b> <i>How sounds are made</i> <i>Sound vibrations</i> <i>Pitch and volume</i> <u>Skills to be taught:</u> Know how sound is made, associating some of them with vibrating Know how sound travels from a source to our ears Know the correlation between pitch and the object producing a sound Know the correlation between the volume of a	<b>Physics: Electricity</b> Uses of electricity Simple circuits and switches Conductors and insulators <u>Skills to be taught:</u> Identify and name appliances that require electricity to function Construct a series circuit Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) Predict and test whether a lamp will light within a circuit Know the function of a switch Know the difference between a conductor and an insulator, giving examples of each		<b>Biology: Animals including humans</b> Digestive system Teeth Food chains <u>Skills to be taught:</u> Identify and name the parts of the human digestive system Know the functions of the organs in the human digestive system Identify and know the different types of human teeth	<b>Chemistry: States of Matter</b> Compare and group materials Solids, liquids and gases Changing state Water cycle <u>Skills to be taught:</u> Know the temperature at which materials change state Know about and explore how some materials can change state	<b>Biology: All living things and their habitats</b> Grouping living things Classification Keys Adaptation of living things <u>Skills to be taught:</u> Use classification keys to group, identify and name living things Know how changes to an environment could endanger living things



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	sound and the strength of the vibrations that produced it Know what happens to a sound as it travels away from its source			Know the functions of different human teeth Use and construct food chains to identify producers, predators and prey	Know the part played by evaporation and condensation in the water cycle. Group materials based on their state of matter (solid, liquid, gas)	
<b>Computing</b>	<b>Computing systems and networks</b> Year 3- <u>Connecting computers outcome:</u> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	<b>Computing systems and networks</b> Year 4- The internet <u>outcome:</u> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	<b>Creating Media A</b> Year 3 Stop Frame animation <u>outcome:</u> Capturing and editing digital still images to produce a stop-frame animation that tells a story.	<b>Creating Media A</b> Year 4 Audio Production outcome: Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<b>Creative Media B</b> Year 3 Desktop Publishing Creating documents and modifying text, images and page layouts for a specific purpose	<b>Creating Media B</b> Year 4 Photo editing Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled,
<b>Online Safety will be taught throughout the year during all the content taught.</b> 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.						
<b>Music</b>	<b>Charanga music unit:</b> Recorders: Act 1 and 2	<b>Charanga music curriculum: Musical Structures</b> <u>How Does Music Bring Us Together?</u> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$	<b>Charanga music curriculum: Exploring feeling when playing music.</b> <u>How Does Music Connect Us with Our Past?</u> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$	<b>Charanga music curriculum: Composing using your friend</b> <u>How Does Music Improve Our World?</u> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$ B	<b>Charanga music curriculum: Feelings through music</b> <u>How Does Music Teach Us About Our Community?</u> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$ B	<b>Charanga music curriculum: Expression and improvisation</b> <u>How Does Music Shape Our Way of Life?</u> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$ B
<b>P. E</b>	<b>Competitive games and OAA</b>		<b>Gymnastic and Dance Evaluate</b>		<b>Competitive games and OAA</b>	<b>Athletics Evaluate</b>
<b>FACE to support the teaching of competitive sports throughout the year.</b> 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 <u>Skills to be taught:</u> Combine own work with that of others • sequences to specific timings <b>Evaluate</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best <u>Skills to be taught:</u> Know which sports they are good at and find out how to improve further.						
<b>M.F.L</b> Taught by Mme Zebedee	<b>Cultural Context:</b> Greetings Numbers Alphabet	<b>Cultural Context:</b> Greetings Numbers Alphabet	<b>Classroom instructions:</b> Commands Nouns, masculine/feminine/plural	<b>Physical description:</b> Colours, eyes, hair, tall,short, masc/fem Body parts	<b>Opinions:</b> C'est... <b>Colours</b> Verb, adjective	<b>Animals extended:</b> Opinions Third Person Connectives



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	Days and Months	Days and Months			<b>Animals</b> Apply basic opinions	Negatives Adjectives/personality Zoo animals Habitats
<p> <b>Speaking:</b> 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  <b>Reading:</b> 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  <b>Writing:</b> 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>						