YEAR GROUP: 3 / 4 **LONG TERM PLAN** **ACADEMIC YEAR 26/27**

Ancient Britain- Who came, who went and what did they leave behind?

	AUTUMN (7+ 7.5 Weeks)		SPRING (**6** + 6 Weeks)		SUMMER (6+7.5 Weeks)	
Topic/theme	Stone Age Britain	United Kingdom – settlements (Geography)	Volcanoes, mountains and rocks	**Romans**		**Vikings and Anglo-Saxons**
Curriculum Hooks/Cultural Capital – trips or visitors	Stone Age workshop	Theatre trip- Oxford	Science Oxford	**Cirencester – Corinium Museum** Residential YR4 - Woodlands	**Whipsnade Residential YR3**	**Hillend- Experience day**
English- Texts from CLPE **Narrative and non fiction as alternative outcomes**	**Ug: boy genius of the Stone Age** Narrative: Describing settings (1.5 wk) Instructions: How to take care of a woolly mammoth (2 wks) Poetry: Senses poems (1 wks) Non-chronological report: Stone Age Life (2 wks) RE week (1 wk)	**King of the Sky** Poetry: Free Verse (1 wk) Narrative: Story writing (2 weeks) Diary: writing in role (2 wks) Explanation Text: How Lanterns work (2 wks)	**The Pebble in my pocket** Poetry: Blackout poetry (1 wk) Postcards: Persuasion (2 wks) Non-chronological Report Instructions (2 wks)	**The Miraculous Journey of Edward Tulane** Poetry: Riddles (2 weeks) Narrative: Stories using story maps (2 wks) Narrative: Recount - Residential 2 wks)	**Wild CLPE Unit**	**Arthur and the Golden Rope** Play scripts (2 wks) Narrative: Journal: Writing in role (2 wks) Poetry: Free Verse or Kennings (1 wk) Newspaper articles (2 wks)
SPaG Y3	To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of) To use headings and subheadings to aid presentation. To use paragraphs as a way to group related material. To express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), and prepositions (before, after, during, in)	To understand what prepositions are and be able to use them within writing independently To understand what adverbs are and be able to use them within writing independently. To use inverted commas to punctuate direct speech.	To understand what conjunctions are and be able to use them within writing independently. Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”) To use paragraphs as a way to group related material. To use headings and subheadings to aid presentation.	Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs To use inverted commas to punctuate direct speech. Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”) To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)	To use further prefixes and suffixes. To identify and start to use subordinate clauses in writing. To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of) To use the present perfect form of verbs instead of the simple past. Present perfect: “has/have” + past participle She has gone to the shops. instead of She went to the shops.	To use the present perfect form of verbs instead of the simple past. Present perfect: “has/have” + past participle She has gone to the shops. instead of She went to the shops.
SPaG Y4	Noun phrases with preposition phrases.	To use possessive apostrophes (plural and ‘s’)	Use paragraphing. Use conjunctions for cause and effect - therefore,	Use inverted commas for direct speech and other punctuation.	Fronted adverbials with a comma.	Use inverted commas for reported speech. Post and pre-modifying of

	To express time, place and cause using conjunctions. Possessive apostrophes. Fronted adverbials with commas. Use paragraphing. Subordinate clauses.	Verb inflections (we was/we were) Fronted adverbials (time, place, manner) with commas. Choose pronouns and nouns to avoid repetition.	because, consequently), contrasting words (however, although, whereas) Choose pronouns, including possessive. Use paragraphing.	Fronted adverbials with a comma. Subordinate clauses (start and middle of sentence) - commas when appropriate.	Subordinate clauses (start and middle of sentence) - commas when appropriate.	nouns. Prepositional phrases.
Guided Reading	**Ug: boy genius of the Stone Age + Poetry Units from CLPE & Comprehension texts**	King of the Sky **+ Poetry Units from CLPE & Comprehension texts**	The Pebble in my pocket **+ Poetry Units from CLPE & Comprehension texts**	The Miraculous journey of Edward Tulane **+ Poetry Units from CLPE & Comprehension texts**	**Non-fiction texts + Poetry Units from CLPE & Comprehension texts**	Arthur and the Golden Rope **+ Poetry Units from CLPE & Comprehension texts**
Maths Y3	Place value 4 wks Add & Sub 3 wks TTRS Length & Perimeter	Add & Sub 3 wk Multi & div 4.5 wk TTRS Length & Perimeter	Multi & div 5 weeks TTRS Mass & Capacity	Fractions 6 weeks TTRS Mass & Capacity	Time 5 weeks TTRS Shape	Shape Money
Y4	Place value (4 weeks) Area (1 week)	Addition and subtraction (3 weeks) Multiplication and division A (3 weeks)	Multiplication and division B (3 weeks) Length and Perimeter (2 weeks)	Fractions (4 weeks) Decimals A (3 weeks) (sort out split as not enough time)	Decimals B (2 weeks) Time (2 weeks) Money (2 weeks)	Shapes (2 weeks) Statistics (1 week) Position and direction (2 weeks)
Computing	1. Computing systems and networks – Connecting computers		3. Programming A – Repetition in shapes 4. Data and information – Branching databases		6. Programming B - Events and actions in programs	
Science	Forces and magnets	Light	Rocks		Plants	Animals/Humans Y4 Content
History	Stone Age.			Romans		Vikings and Anglo Saxons
Geography		Mapping	Volcanoes and mountains			
Art **Access Art**	Storytelling through drawing	Exploring Pattern	The Art of Display	Sculpture, Structure, Inventiveness and Determination	Exploring Still Life	Festival Feasts
DT		Paper circuits		Vegetable Soup		Shell structures
PE	Hockey Tag- Rugby	Gymnastics 1 Fitness	Dance Golf and resilience building	Gymnastic 2 Orienteering	Basketball Volleyball	Athletics Cricket
RE	Islam enquiry 1- Does praying at regular	Christians: What is the most significant part of	Islam: Enquiry 2: Does completing a pilgrimage	Christianity: Is forgiveness always possible for Christians?	Islam: Enquiry 3: What is the best way for a Muslim to lead a good life?	Christianity: Optional: Why are there four Gospels and how are they relevant to Christians?

Oxfordshire Framework- taught through Jigsaw RE	intervals help Muslims in their everyday lives?	the nativity story for Christians today?	make a person a better Muslim?			
Music	Stone Age soundscape - History of the wind instruments History of the wind instruments Pbuzz resources	Christmas- Choral singing Queens concert	Compose for a setting (volcanoes and extreme weather)	Alice in Wonderland Royal Opera Project	Romans - BBC Y3-4 unit (Listening and performing)	Romans - BBC Y3-4 unit (Composition and transcription)
French Language Angels Mixed Year teaching	I am learning Animals		Instruments		Ancient Britain	
PHSE	Big 5 and Me Peace Self regulation Big 5 and me Self awareness Project Evolve Managing information online Milos Money		Big 5 and Me Respectful Relationships Big 5 and Me Responsible decision making Milos Money Understanding allergies (Allergy Schools)		Big 5 and Me Global Goals Social Awareness Project Evolve - Copyright and Ownershiip RSE PANTs NSPCC Milos Money Transition Week (Year 4 only - Clued up for growing up , bits and bobs, sweats and spots)	