|  | 2018/19 | Class: Fox |  | Long Term Plan |  | Year Group: 3/4 |  |
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|  | Area of Learning | Autumn 2018 |  | Spring 2019 |  | Summer 2019 |  |
|  | Power of Reading Text | Krindlekrax | I was a rat | Charlotte's Web | African Tales, a Barefoot collection | Toms Sausage Lion | Oliver and the Seawigs |
|  | English - Fiction | Letters, diary entry | Persuasive writing, writing in role, narrative | Diary entries, character descriptions | Narrative, Letters of advice, | Persuasive speech, diary entry | Character profile narrative |
|  | English - Non Fiction | No chronological report, recount | Newspaper report | Fact Files, Note taking | Information booklets, newspaper reports | Book Reviews, letter writing | Instruction writing, leaflets |
|  | English - Poetry | Limerick | Pyramid | Kennings | Pattern | Imagery | Metaphors and personification |
|  | Maths - MNP/ MM units | Numbers to 10000 Addition and Subtraction within 10000 | Multiplication and Division Further Multiplication and Division | Graphs, Fractions, Time | Decimals, Money | Mass, Volume and length, Area of Figures | Geometry, Position and Movement, Roam Numerals. |
|  | Science - Topic | All living things | Plants | Animals including Humans | Light | Electricity | Sound |
|  | Science - Let's Investigate |  |  |  |  |  |  |
|  | Computing | E Safety and typing, flow charts of digestion | Programming | Animation | Desktop Publishing | Databases | Digital Photography |
|  | Theme Title | Predators | I am Warrior | Beast Creator | Misty Mountains Sierra | Traders and Raiders | Burps, Bottoms and Bile |
|  | Provocation/ Hook | Letter from Bindi Irwin | Create Roman soldier outfit. | Design a Bug hotel | Create a mountain | Battle on the playground | Make a human digestion system |
|  | Visits out | Trip to Tywcross Zoo |  | Visit Butterfly farm |  |  | Think Tank |
|  | Visitors in |  | The Specialists Roman company |  | Mounting climber workshop | Viking Visitor |  |
|  | Art | collage of their favourite predator | Mosaic, jewellery making. | Drawings | Paintings in the style of Vincent Van Gogh | Viking Symbols | Create different organs using different textures |
|  | Design and Technology |  | Drawing, sculpture, | model making | Clay modelling, | Make and design a Viking boat | Make 3D digestive system |
|  | Geography | Locate habitats of different predators | Comparing Britain and Italy, using maps, human and physical | Contrasting locations | Using maps | Where they originated from, seas travelled |  |
|  | History |  | The Roman Empire and its impact on Britain. |  | Mountain Climbers | Leaders, battles | Dentistry |
|  | RE (including visit to a place of worship) | Judaism - Shabbat | Hinduism - Ganesh Chaturthi | Sikhism - Guru Nanak Gurpurab | Christianity - Holy week and Easter | Islam - Hajj | Buddhism - Kathina |
|  | Music | Charanga - Mamma Mia | Charnaga Glockenspiel 1 | Charnaga - Stop | Charanga - The Drangon song | Charanga - Blackbird | Charanga - Reflect, rewind, Play |
|  | PE | LCP Invasion Games 2 Unit 11 - Football, LCP Gymnastic Activities 4 Unit 15 | Val Sabin Invasion games Yr 4 Unit 3 - Tag Rugby Dance | Val Sabin Problem Solving \& Inventing Games (Invasion Focus) Unit 2 Val Sabin Gymnastics Unit 1 Balance | LCP Net \& Wall Games 1 Unit 13 - Tennis, Val Sabin Gymnastics Unit 3 Balance Leading into Change of Face \& Direction | Dance <br> LCP Athletic Activities 2 <br> Unit 18 | Val Sabin Gymnastics Rolling Unit 4 <br> LCP Striking \& Fielding Games 1 Unit 12 - Cricket \& Rounder's |


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| French | Recap Numbers 1-10, My <br> name is., Where is France <br> on a map? Cities in <br> France, Days of the <br> week/Months of the year | Classroom commands <br> How to say the date in a <br> sentence. Today is... <br> Classroom obects. <br> Addressing adults. | Where in the world? <br> Jhabite - I live... <br> Climates-weather <br> Seasons | Moi! Describing me <br> My family | My body <br> Numbers to 100. | Food labelling <br> Creating French menu <br> Food tasting |
| PSHE | What makes a balance <br> life style | Recognising what they <br> are good at | Recognising feelings in <br> others | Acceptable and <br> unacceptable physical <br> contact | Recognise and respond <br> to bullying | Role of money |

