



Samuel Barlow
Primary Academy

Year 3/4 Cycle A Long Term Curriculum Plan

	Autumn Term	Spring Term	Summer Term
Reading	<p>Reading spine: The Sea Book, Ice Palace</p> <p>*Mastery focus Retrieve and record information from non-fiction - Use dictionaries to check the meaning of words that they have read - Ask questions to improve understanding Identify main ideas drawn from more than one paragraph and summarise Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Reading spine: The Iron Man, This morning I met a Whale</p> <p>*Mastery focus Retrieve and record information from non-fiction - Use dictionaries to check the meaning of words that they have read - Ask questions to improve understanding Identify main ideas drawn from more than one paragraph and summarise Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Reading spine: Amazing Rivers, Exploring Shakespeare's London</p> <p>*Mastery focus Retrieve and record information from non-fiction - Use dictionaries to check the meaning of words that they have read - Ask questions to improve understanding Identify main ideas drawn from more than one paragraph and summarise Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination</p>
Spelling	<p>Words where 'ou' makes an /ow/ sound, words where 'ou' makes a /u/ sound, words where 'y' makes an /i/ sound, words ending in '-sure', words ending in '-ture', challenge words, words with the prefix 're-', words with the prefix 'dis-', words with the prefix 'mis-', words where '-ing' and '-ed' are added to multisyllabic words, words where '-ing', '-en' and '-ed' are added to multisyllabic words, words with the 'ai' digraph, words with the 'ei' digraph</p>	<p>Words where 'ey' makes an /ai/ sound, adding the suffix '-ly', words that are homophones, challenge words, words ending in 'al', words ending in 'le', adding '-ly' when the root word ends in '-le', adding '-ally' when the root word ends in '-ic', adding '-ly' when the words do not follow the spelling patterns</p>	<p>Words ending in '-er' when the root word ends in 'ch', words where 'ch' makes a /k/ sound, words where 'que' makes a /k/ sound, words where 'sc' makes a /s/ sound, words that are homophones, challenge Words, words that end in 'sion', revision of spelling patterns learned in Stage 3</p>

Writing	<p>Recount, Letters- Seal Surfer.</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear • Assess the effectiveness of writing <p>Fiction (Fantasy) The winters Child</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build a varied and rich vocabulary • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Historical Narrative - Stone Age Boy</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • In narratives, create settings, characters and plot • Use headings and sub-headings to aid presentation • Group related ideas into paragraphs • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors <p>Information leaflet – Big Blue Whale</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Propose changes to grammar and vocabulary to improve consistency • Assess the effectiveness of own and others' writing (Mastery key) • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Fiction (Adventure) - Journey</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Compose and rehearse sentences orally • Build a varied and rich vocabulary • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Playscripts – A stage full of Shakespeare Stories – The merchant of venice</p> <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Propose changes to grammar and vocabulary to improve consistency • Proofread for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear
Grammar	<p>Capital letters, A or an, Conjunctions (when, before, after, while, so, because), Forming the past tense, Simple past to present perfect, Prepositions (before,</p>	<p>Prepositions, Adverbs (then, next, soon), Word class (noun, verb, adverb, adjective, preposition,</p>	<p>Apostrophes for contraction, Inverted commas, Simple past to past perfect, Word families, Word classes (noun, verb, adverb, adjective, preposition, conjunction),</p>

	after, during, in, at, on), Inverted commas, Conjunctions, Past or present perfect, Co-ordinating conjunctions, Subordinating conjunctions	conjunction), Sub-ordinate clauses, Main clause, Apostrophes for singular possession	prefixes -dis, -mis, -in, Using -ly to change an adjective to an adverb, Prefixes -in, -il, -im, ir, Simple past or past perfect
Maths	Block 1 – Numbers up to 999, Block 2 – Column addition, Block 3 – Angles, Block 4 – Column subtraction	Block 5 – Multiplication and division, Block 6 – Time, Block 7 – Unit fractions	Block 8 – Non-unit fractions, Block 9 – Parallel and perpendicular sides in polygons, Block 10 – Statistics
Numbersense / Times Tables	Make ten and then: addition, Make ten and then: subtraction, More doubles and near doubles, Adjusting, Make ten and then: Subtraction, Strategy selection, Calculating with multiples of 10, Calculating with ones, Calculating with tens, Make the next ten and then, Make the previous ten and then, Strategy selection	Times Tables: Doubles, (5 weeks) 2 Times Tables (5 weeks), Square Times Table (5 weeks)	Times Tables: Square Times Table (5 weeks), 5 Times Table (5 weeks), Consolidation (3-5 weeks)
Science	Animals, including humans - Digestion and Teeth Forces and Magnets	Electricity Rocks and Fossils	Plants States of Matter
History	Stone age to the Iron age: what changed?	What did the Ancient Egyptians achieve?	What part did roads play in making the Roman Empire so powerful?
Geography	Local Area and Region – Nottinghamshire – Nottingham City		European Region – Turkey and Earthquakes
PSHE	Puzzle 1: Being me in my world Puzzle 2 Celebrating difference	Puzzle 3 – Dreams and Goals Puzzle 4 – Healthy Me	Puzzle 5 – Relationships Puzzle 6 – Changing me
PE	3.1 Basketball 3.2 Gymnastics	3.3 Dance 3.4 OAA	3.6 Athletics 3.7 Rounders
Music	3.1 Off-Beat 3.2 Pachelbel's Canon	3.3 Vivaldi's Winter 3.4 Sounds of the sea	3.5 Stories in Sound III 3.6 Indian Classical Music
Computing	3.1 Computing systems and networks: Computing systems and connecting networks 3.2 Digital literacy: Media-stop-frame animation E-safety: Self-image and identity, Online reputation, Online bullying	3.3 Programming: Sequencing sounds 3.4 Data and information: Data and information-branching databases E-safety: Online relationships, Privacy and security	3.5 Creating Media: Desktop publishing 3.6 Programming: Actions in programmes E-safety: Managing online information, Health, well-being and lifestyle, Copyright and ownership

RE	3.1 Does joining the Khalsa make a person a better Sikh? 3.2 Has Christmas lost its true meaning?	3.3 Could Jesus heal people? Were these miracles or is there some other explanation? 3.4 What is 'good' about Good Friday?	3.5 How important is sharing to Sikhs? 3.6 What is the best way for a Sikh to show commitment to God?
Languages	Phonetics 1 I'm learning Spanish Animals	Instruments I know how to...	Fruits Ice creams
Art	Formal elements of art and drawing Painting	Sculpture Collage and printing	Textiles Art History
D&T	3.1 Sew: Key rings / Decorations	3.2 Build: Pop-up books	3.3 Cook: Bread and butter/Pasta
Extraordinary Experiences & Enrichment		Nottingham Castle	One night residential