



Samuel Barlow
Primary Academy

Year 3/4 Cycle B Long Term Curriculum Plan

	Autumn Term	Spring Term	Summer Term
Reading	<p>Reading spine: A world full of animal stories, Greek Myths</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: Volcanoes, Ariki and the Island of Wonders</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: Great women who saved the planet, A stage full of Shakespeare stories</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 that are homophones, words with the prefix 'in-', words with the prefixes 'il-', 'im-' and 'ir-', words with the prefix 'sub-', words with the prefix 'inter-', challenge words, words ending in '-ation', words ending in '-ation', words ending '-ly', words ending '-lly', words where 'ch' makes a /sh/ sound, words ending in '-sion', words ending in '-ous'</p>	<p>Words ending in '-ous' where the ge from the root word remains, words where 'i' makes an /ee/ sound, words ending in '-ious' and 'eous', challenge words, words where 'au' makes an /or/ sound, words ending in '-tion', words ending in '-sion', words ending in '-cian', words that are adverbs of manner</p>	<p>Challenge words, words that are homophones, words spelled with 'c' before 'i' and 'e', words containing 'sol' and 'real', words containing 'phon' and 'sign', words with the prefixes 'super-', 'anti-' and 'auto', words with the prefix 'bi-', words containing an apostrophe for possession, revision of spelling patterns learned in Stage 4,</p>

Writing	<p>Information and recount – Counting on Katherine</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 • Assess the effectiveness of own and others' writing • 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 <p>Recount- Diary- Leon and the place between</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 • 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 the meaning is clear 	<p>Historical Narrative - Escape from Pompeii</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 • 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 the meaning is clear <p>Fiction – Wisp, a story of hope</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 • Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences • 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 	<p>Non Chronological report -Where the forest meets the sea and Jungle Explorer</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 • In non-narrative material, use simple organisational devices • 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 <p>Playscript – Julius Caesar</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 • In non-narrative material, use simple organisational devices • Assess the effectiveness of own and others' writing • Proofread for spelling and punctuation errors
Grammar	<p>Capital letters and full stops, was or were, did or done, saw or seen, fronted adverbials, expanded noun phrases</p>	<p>Speech punctuation, pronouns, determiners, possessive pronouns, apostrophes for possession, past perfect and present perfect, word classes,</p>	<p>subordinate clauses, main clause, verb forms, using a and an,</p>
Maths	<p>Block 1 – Column addition and subtraction, Block 2 – Addition and subtraction to 4 digits, Block 3 – Perimeter, Block 4 – 3,6,9 times tables</p>	<p>Block 5 – 7 times tables and patterns, Block 6 – Understanding and manipulating multiplicative</p>	<p>Block 10 – Fractions greater than 1, Block 11 – Time, Block 12 – Division with remainders, Block 13 – Decimals</p>

Year 3/4 B Curriculum Map

		relationships, Block 7 – Coordinates, Block 8 – Symmetry in 2d shapes, Block 9 – Fractions review	
Numbersense / Times Tables	Times Tables: Recap (3 weeks), 3 Times Table (5 weeks), 4 Times Table (5 weeks)	Times Tables: 6 Times Table (3 weeks), 7 Times Table (3 weeks), 8 Times Table (2 weeks), 9 Times Tables (2 weeks), More squares (1 week), 10 & 11 Times Tables (1 week)	Times Tables: 12 Times Table (4 weeks), MTC Prep (3 weeks), MTC (1 week), Consolidation (3-5 weeks)
Science	Sound	Skeletal structure/Food Groups Classification (Keys)	Habitats and Food Chains and Environmental Impact Light
History	Shang Dynasty	What did the Ancient Greeks do for us?	What does Archaeology tell us about Saxon life?
Geography	Volcanoes		Mountains
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	Football Hockey	Dance Netball Swimming	Athletics Cricket
Music	Working songs Take the 'A' train	Beethoven's 5 th Solo	Stories in Sound III Announcing an entrance
Computing	Computing systems and networks: The Internet Creating media: Media-audio production E-safety: Self-image and identity, Online relationships, Online bullying	Programming: A repletion in shapes Data and information: Data logging E-safety: Online reputation, Managing online information	Creating media: Media-photo editing Programming: Repetition in games E-safety: Health, well-being and lifestyle, Privacy and security, Copyright and ownership
RE	How special is the relationship Jews have with God?	How important is it for Jewish people to do what God asks them to do? Is forgiveness always possible for Christians?	What is the best way for a Jew to show commitment to God?

	What is the most significant part of the nativity story for Christian's today?		Do people need to go to church to show they are Christians?
Languages	Phonetics 1 and 2 Seasons Vegetables	Presenting myself My Family	In the Classroom At the Cafe
Art	Formal elements of art and drawing Painting	Sculpture Collage and printing	Textiles Workshops and Drawing
D&T	Sew: Cushions	Build: Moving Miniature Playgrounds	Cook: Ratatouille and Couscous / Apple Crumble
Extraordinary Experiences & Enrichment			