


Long Term Planning

		Year: 2021-22		Year Group: 3/4		Cycle: A	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Would you rather be an Athenian or a Spartan?	What have we learnt from the Ancient Egyptians?	What makes the Earth angry?	What did the Romans ever do for us?	Do we have green fingers?	What's the perfect picnic?
WOW		Greek dress up day and banquet	Visit The Collection	Village walk - rocks Magma – “Volcano Rocks” £1.50	Stibbington – “Vendi, Vidici, Didici”	Visit allotment – plan what needs to be done	Food tasting – visit a supermarket
End		Olympic Games Event – shields and re-enactment	Create a music of Ancient Egyptian artefacts with descriptions/ letters from archaeologists etc	Create an information book about volcanoes/earthquake Create a news room	Writing a newspaper /presenting a report about the volcano eruption	Grow food – email a famous TV garner/chef about their growing/cooking food	Design a sandwich – use ingredients grown Design sandwich, packaging and advert/jingle for their new sandwich
Passport		Light a candle – he is the light (RE) Playing games – card games PSHE	Visit an art gallery @The Collection	Class assembly? Fossil rubbing	Roman banquet Make a mosaic	Garden – grow food and use ingredients	Create a cookery book
English		Fiction: Greek Myths/Fables. – Story maps Orchard Book of Myths Poetry: Creating Images	Poetry: Shape Poetry Non-Fiction: Letters, diaries and correspondence – Howard Carter/Santa “Dear Father Christmas”	Poetry: Poems to express emotion/performance poetry Non-Fiction: Non-fiction	Fiction: Roman Myths (short) Non-Fiction: Journalistic reports, Pompeii Texts: Escape to Pompeii, The Roman Record, Poetry: Syllabic form	Fiction: Stories about imaginary worlds – Fantastic Mr Fox Non-Fiction: Non-chronological report	Fiction: Adventure Stories - Hodgeheg Non-Fiction: instructions/ Persuasive Adverts – linked to Harry Potter prospectus
Whole Class Reading Texts		Year 3: The Hodgeheg - Dick King Smith Year 4: The Hodgeheg – Dick King Smith	Year 3: Egyptian Cinderella Cat Tales; Ice Cat by Linda Newberry Year 4: Timekeepers: Secret of Scarab Beetle OR Time Travelling Cat and the Egyptian Goddess	Year 3: The Pebble in My Pocket – History of Planet Earth by Meredith Hooper The Street Beneath my Feet by Charlotte Guillian Year 4: The Firework Maker's Daughter OR King of the Cloud Forests	Year 3: The Thieves of Ostia Romans on the Rampage Orchard Book of Roman Myths Year 4: Romans on the Rampage OR Empire's End – A Roman Story	Year 3: Georges Marvellous Medicine by Roald Dahl Year 4: James and the Giant Peach OR Legend of the Podkin One Ear OR When the Mountain Roared	Year 3: Varjak Paw by SF Said OR Iron Man by Ted Hughes Year 4: Voices in the Park OR Wind in the Willows
SPAG – see scheme for more detailed guidance	Y 3	Understand and use full stops accurately. Identify a statement. Understand and use capital letters correctly. Understand and use commas for lists. Understand and use the term “determiner.” Understand term and function of “verbs.”	Understand and use question marks. Identify a question. To turn questions into statements. Understand and use the term “adverb.” Understand and use the term “fronted adverbial” followed by a comma (adverbs)	Understand and use apostrophes for contracted forms. Understand and use possessive apostrophes. Understand and use the term possessive pronoun. Understand and use noun phrases.	Understand and use exclamation marks. Identify an exclamation. Use grammatical agreement in speech writing pronouns and verbs. Understand and use the term subordinating conjunction.	Understand use of a command. Understand and use the term subordinate clauses. Understand and use the term subordinating conjunction for time, reason and cause. (when, if, because, although)	Understand the difference between verbs in the 1 st , 2 nd and 3 rd person (I/we do, you do, he/she does, they do) Understand the term and use of the comma to mark grammatical boundaries.

		Understand and use the term “adjective.” Understand and use the term “noun.”	Understand and use the term “conjunction.” (coordinating conjunctions or, but, so)	Understand and use simple clauses. Understand and use the term “preposition”			
	Y 4	Identify common adverbs and explore their use. Understand and use determiners/articles. Understand and use fronted adverbials. Know to use commas after fronted adverbials. To understand how to punctuate direct speech. To use the term adjective appropriately and understand their function. Use the term “verb” appropriately.	Know to use commas to mark grammatical boundaries (link to editing own writing) Understand the use of a subordinate clause. Show relationship between reason and cause through subordinating conjunctions (when, if because, although, so, then, as, if, thus, unless, whether, for, besides, anyway, therefore, consequently)	Understand and use of possessive apostrophe. Understand and use prepositions for time (at, in, on, for). Extend knowledge and understanding and use of expressive and figurative language in stories and poetry. (throughout units and guided reading).	Show relationships of time through subordination (next, then, later, before, since, lastly, finally, after, meanwhile) Ensure grammatical agreement in speech and in writing of pronouns (I am, we are)	Understand and use prepositions for cause (for, from, though, because of, on account of). Understand and use “perfect verbs”	Understand the difference between verbs in the 1 st , 2 nd and 3 rd person (I/we do, you do, he/she does, they do) Identify hyphens, semi-colons and colons and respond to them in reading.
Spelling Using No Nonsense Spelling Scheme		Specific lists to be sent fortnightly on a Monday, tested after cycle of teaching (lists and dictation) All taught throughout the spelling program: Strategies for learning words: Words from statutory and personal spelling lists, Strategies at the point of writing: Have a go, Proofreading					
	Y 3	Suffixes from Year 2 (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’) Revise prefix ‘un-’ Teach prefix ‘dis-’ Apostrophes for contractions, Rarer GPCs: words with the /ei/ sound spelt ‘ei’ (<i>vein</i>), ‘eigh’ (<i>eight</i>), ‘aigh’ (<i>straight</i>) or ‘ey’ (<i>they</i>), Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)	Revise: Homophones, Prefixes ‘mis-’ and ‘re-’, The /ɪ/ sound spelt ‘y’, Words ending with the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin)	From Year 2: suffixes ‘-ness’ and ‘-ful’ following a consonant, Prefixes ‘sub-’ and ‘tele-’ Prefixes ‘sub-’ and ‘tele-’, From Year 2: apostrophe for contraction, Words with the /j/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’, Suffixes “less” “ness” “ful” “ly”	Prefixes ‘super-’ and ‘auto-’, Homophones (from children’s writing), Words with the /k/ sound spelt ‘ch’ (Greek in origin)	Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’), Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’, Revise apostrophes for contractions, Rare GPCs (/ɪ/ sound), From Years 1 and 2: vowel digraphs	The /ʌ/ sound spelt ‘ou’, Homophones (including <i>heel/heal/he’ll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>), revision and consolidation
	Y 4	Words ending /ʒə/, From Year 2: possessive apostrophe with singular proper nouns, Homophones: (<i>peace/piece, main/mane, fair/fare</i>)	Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’, Words with the /ei/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /j/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’, Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)	The /g/ sound spelt ‘gu’, Words with endings sounding like /tʃə/ spelt ‘-ture’, Possessive apostrophe with plurals, Homophones (<i>scene/seen, mail/male, bawl/ball</i>), Error Analysis (teacher to do),	Prefixes ‘anti-’ and ‘inter-’, Endings that sound like /jən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’, revision and consolidation	Words with the /s/ sound spelt ‘sc’ (Latin in origin), Endings that sound like /ʒən/ spelt ‘sion’, Apostrophes for possession, including singular and plural, Homophones,	Suffix ‘-ous’, Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’, Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’, revision and consolidation
M ths	Y 3	Place Value, addition and subtraction	Multiplication and division, measurement	Multiplication and division, measurement		Fractions, geometry of shapes,	

	Y 4	Place Value, addition and subtraction	Measurement: Length and perimeter Multiplication and division,	Multiplication and division, measurement: area Fractions	Fractions and decimals	Decimals, money, Measurement: time Statistics	Statistics, Geometry: properties of shape, position and direction
Science		States of matter	Investigating sound and hearing	Rocks and Soils	Investigating movements and forces	Understanding plants	Animals including humans – nutrition
DT/Art		3D sculpture – Clay – Greek Pots	“Packaging and Nets”	Buildings – Use of rocks/stone	“Photoframes”	Plant Art - Printing	“Design a picnic item”
RE See Lincs syllabus		What do we know about Jesus?	Who were the Israelites?	How do Hindus Worship at home and the mandi?	Why is Easter important to Christians?	Islam Rites of Passage	How is food special in religions?
Music Charanga		Mamma Mia (ABBA’s Music)	Glockenspiel 2 (Exploring and developing playing skills using the glockenspiel)	Stop! (Writing lyrics linked to a theme)	Lean on Me (Soul/Gospel music and helping one another)	Blackbird (The Beatles, equality and civil rights)	Reflect, Rewind and Replay (The history of music, look back and consolidate your learning, learn some of the language of music)
Computing		Computing Systems and Networks	Creating media - Animation	Creating Media – Desktop Publishing	Data – Branching Data- bases	Programming A – Sequencing music	Programming B – Events and Actions
Geography History		Ancient Greece Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Ancient Egypt Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Volcanoes, earthquakes and Tsunamis	History British History – Romans Impact on the UK	Deeper in the UK (see new overview)	Global Geography (see new overview)
PE		Invasion Games basketball/netball	Invasion Games –Rugby	Net and Wall/tennis Gymnastics – Symmetry and asymmetry	Golf Dance	Athletics Gymnastics - Balance	OAA Dance
MFL Language angels		Phonics lesson 1 & 2 (C) I'm Learning Fr/ Sp/ It (E)	Animals	I can	Fruits	Presenting Myself	Family
PSHE – Jigsaw		Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Education)
Visits and other events		Whole School Topic	The Collection – Lincoln Christmas production Anti-Bullying Week Black History Month Remembrance	Science Week World Book Day		Allotment/supermarket visit	Go on a picnic in the local area Enterprise