







| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|--|---|--|---|--|--|
| Topic title | How have children's lives changed?  | Antarctica  | How hard was it to invade and settle in Britain?  | The Vikings  | Are settlements all the same?  | What are rivers and how are they used?  |
| Trip/visitor | Quarry Bank Mill | | | Tatton Park: Anglo Saxon and Vikings | | The Canal and River Trust |
| English | Performance Poetry – The Trouble with my brother Fiction: The Old Warehouse Warning Story ACTION Non-fiction: Explanation – link to factories | Fiction: King Midas Wishing Tale SETTING Non-fiction: Mida's plea to be freed from curse Persuasion | Poetry Fiction: The Stone Trolls Change Story DESCRIPTION Non-fiction: The Truth about Trolls Information report | Fiction: Elf Road Portal Story DESCRIPTION Non-fiction: Link to themes of the text Discussion – balanced argument | Poetry Fiction: Leon Portal/fantasy DIALOGUE Non-fiction: How to... Instructions | Fiction: Red Eye Suspense story CHARACTER REFLECTION Non-fiction: Themes of the text (fear) Recount |
| Guided reading | The Wild Robot by Peter Brown | The Abominables by Eva Ibbotson | The Infinite by Patience Agbabi | Charlotte's Web by E.B.White | The Firework Maker's Daughter by Philip Pullman | |
| Maths Y3 | Place value (within 1,000) Addition and subtraction Multiplication and division | | Multiplication and division Length and perimeter Fractions Mass Capacity | | Fractions Money Time Angles and shape Statistics | |
| Maths Y4 | Place value Addition and subtraction Area Multiplication and division | | Multiplication and division Length and perimeter Fractions Decimals | | Decimals Money and time Angles and 2D shapes Statistics Position and direction | |
| Science Y3 | Animals: movement and nutrition | Forces and space: forces and magnets | Materials: rocks and soils | Energy: lights and shadows | Plants: plant reproduction | Making connections |
| Science Y4 | Animals: digestion and food | Energy: electricity and circuits | Materials: states of matter | Energy: sound and vibrations | Living things: classification and changing habitats | Making connections |
| Geography | | Learning about latitude and longitude, pupils consider how this links to climate. | | | Exploring different types of settlements and land use, pupils consider the | Exploring the different ways water is stored and moves, pupils develop an |

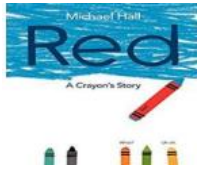


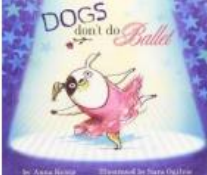
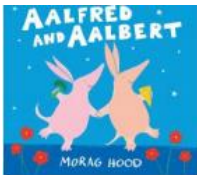



Year 3&4 LTP CYCLE B

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| | | <p>Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, considering that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far</p> | | | <p>difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p> | <p>understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.</p> |
| History | <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p> | | <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p> | <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p> | | |
| Art | <p>Drawing: power prints</p> | | <p>Craft and design: fabric of nature</p> | <p>Sculpture and 3D: mega materials (link, where possible to Viking long boats)</p> | <p>Painting and mixed media: light and dark</p> | |
| D & T | <p>Structures: pavilions (link pavilions to Victorian era)</p> | <p>Electrical systems: torches</p> | <p>Textiles: cross stitch and applique</p> | <p>Mechanical systems: making a slingshot Viking longboat</p> | <p>Cooking and nutrition: adapting a recipe</p> | <p>Digital world: mindful moments timer</p> |
| Computing | <p>Online Safety (4.2) Coding (4.1) Spreadsheets (4.3)</p> | <p>Online Safety (Safer Internet Day) Logo (4.5)</p> | <p>Online Safety (NOS) Effective Searching (4.7) Hardware investigators (4.8)</p> | <p>Online Safety (4.2) Coding (4.1) Spreadsheets (4.3)</p> | <p>Online Safety (Safer Internet Day) Logo (4.5)</p> | <p>Online Safety (NOS) Effective Searching (4.7)</p> |



Year 3&4 LTP CYCLE B

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| | Writing for different audiences (4.4) | Animation (4.6) | Making music (4.9) | Writing for different audiences (4.4) | Animation (4.6) | Hardware investigators (4.8) Making music (4.9) |
| P.E | SWIMMING | | | | | |
| | Invasion games Perform a chest, bounce and shoulder pass over increased distances. Shoot on target most of the time. Demonstrates control when travelling with a ball. Intercept some passes. Work effectively within a team. | Dance Remember and repeat a dance of a chosen style. Reflect a chosen dance style within own choreographed motif. Include unison, non and repetition within own choreographed piece. Demonstrates confidence, fluency and some expression when performing. Improve routines based on peer and self-reflection. | Gymnastics Hold balances on equipment for desired time with some control. Demonstrate a half and full turn jump, landing safely on two feet. Perform a hurdle step on to a springboard. Compose a sequence of taught skills including a range of height and shape. Demonstrates confidence and fluency when performing sequence to others. | Net and wall Consistently perform a bounce serve. Return a ball with an overhead shot. Demonstrate a short rally of varied shots. Move around the court with some footwork patterns. | Athletics Demonstrates an effective spring finish. Perform a standing triple jump and measure the distance achieved. Perform a pull throw. Apply learned skills with control when competing against peers. Improve performance following reflection and feedback. | Striking and fielding Strike a moving ball over increased distances. Catch a ball consistently of increased distances. Perform an overarm bowl within a game. Decide on effective positions for fielding. Use a range of simple tactics for a game. |
| Music | Mamma Mia <i>A timeless pop song from the 70s</i> | Glockenspiel Stage 2 | Stop! <i>A rap about bullying</i> | Lean on Me <i>A soul/Gospel song</i> | Blackbird <i>A Beatles' song about human rights</i> | Reflect, Rewind and Replay |
| Religion and Worldviews | Are all religions equal? | What makes some texts sacred? | Just how important are our beliefs? | Who was Jesus really? | Why is the Bible the best-selling book? | Does the language of scripture matter? |
| PSHE- Jigsaw | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy me | Relationships | Changing me |
| PSHE – No Outsiders | Be proud of who I am  | Accept difference  | Mental health  | When to be assertive  | Find common ground  | Show acceptance (link to Refugee week)  |

