

Year 3/4 Autumn Term 26-27 Medium Term Planning

Week	English	Maths Place Value Addition and Subtraction Fractions	History How did the achievements of the Ancient Maya influence their society and beyond?	Science Light and Shadows	Computing Route Planners	Art Sculpture and 3D: Abstract Shapes and space	R.E What happens if we do wrong?	P.E Netball & Gymnastics	Music Ballads	MFL French greetings with puppets
Key Vocabulary	Adverb, direct speech inverted commas, vowels, consonants, pronoun (yr 4)	Digit Place Value Partition Thousand Sum Difference Exchange Inverse Estimate Numerator Denominator Equivalent Unit fraction Mixed number	ancient civilisation gods/goddesses settlement trade	light source luminous opaque reflective translucent transparent	Direction Distance Command Repeat Sequence Algorithm	Abstract Sculptor Sculpture Negative / positive space Three- dimensional	Eternal Forgiveness Guidance Impact Morals	<u>Netball</u> Pass Footwork Pivot Space Defend <u>Gymnastics</u> Balance Sequence Tension Control Apparatus	Ballad Dynamics Compose Ensemble Chorus	Bonjour (Hello) Salut (Hi) Ça va? (How are you?) Merci (Thank you) Au revoir (Goodbye)
1 (3 days)	LO I can write a mini blurb about my hopes and dreams for the year. LO I can publish my work for display. SPaG: Y3: I can recognise vowels and consonants.	LO I can place 2-digit numbers on landmarked and empty number lines. LO I can place numbers on number lines between 100-200. LO I can compare and place	LO I can ask questions. Looking at pictures of artefacts from Mayan period, ask and write questions about each artefact.		Logging onto TTRS	Display work	PSHE session on transitions and settling in.	LO I can pass and catch a netball accurately. Practise chest, shoulder, and bounce passes in pairs; footwork basics. LO I can create balances using points and patches.		PD day

	Y4: I can use singular and plural nouns. GR I can develop positive attitudes to reading.	numbers on a landmarked number line to 1000.						Explore individual balances; hold shapes showing tension and control.		
2	Focus Text: The Chocolate Tree Unit: Setting description LOs Mon - SPAG: I can use powerful adjectives to add detail and description. Tues - I can use 2A sentences. Wed - I can recognise fronted adverbials. Thurs - I can use fronted adverbials to vary sentence openers in a	LO I can understand place value and write numbers in words and numerals. LO I can perform place value additions and subtractions. LO I can use place value to add and subtract. LO I can perform place value addition and subtraction with money.	I can understand how the rainforest influenced ancient Maya life. Exploring where the ancient Maya settled, the challenges of rainforest life and the solutions they developed.	I can explain the role of light sources. Exploring darkness as the absence of light and different sources of light.	I can create simple commands in 2Go to move the turtle along a route. Combining commands for distance and direction.	LO I can join 2D shapes to make 3D structures. Children explore folding and rolling cardboards to create a 3D model that supports itself.	LO I can investigate what happens when people do something wrong by exploring different perspectives. Complete Sphere of authority, identifying who has most authority and when.	LO I can use correct footwork and pivoting in netball. Footwork drills, pivot practice; apply in mini games. LO I can link balances together smoothly. Build short sequences linking two balances and transition movements.	LO I can use musical vocabulary to explain the stylistic features of a ballad. invent simple actions to tell their line of the story, e.g. the line 'Ground Control to Major Tom' is repeated.	I can greet someone and introduce myself in French. Learning the formal and informal greetings for hello and goodbye and how to make introductions, giving names. Practising these greetings with the help of finger puppets.

	setting description. Fri - I can write a setting description (shared write) GR I can discuss a range of fiction.									
3	LOs Mon - I can design my own setting and plan suitable adjectives. Tues - I can consider the 5 senses planning my setting description. Wed - I can write a setting description. Thurs - I can proof read and edit my word. Fri – SPAG I can use the prefix un-	LO I can add and subtract 1/10/100s. LO I can add and subtract 1/10/100s crossing tens. LO I can add and subtract multiples 1/10/100s LO I can add and subtract multiples 1/10/100s crossing tens.	<u>I can make inferences about the ancient Maya from the remains of their cities.</u> Exploring archaeological remains to make inferences about life in ancient Maya cities.	I can compart light reflecting on different surfaces. Using a light meter, measure light intensity of different surfaces and explore results.	I can create commands in 2Go in which the turtle turns using rotation. Working how to rotate to combine commands for turns and distance.	LO I can join materials in different ways when working in 3D. (2 lessons) Practise new techniques for joining larger card shapes. Then partner work to create larger shapes in card and combining them to make a free-standing	LO I can describe Christian beliefs about sin and forgiveness through looking at stories from scripture. Write about what Jesus did to repair people's relationship with God.	LO I can find and use space when playing netball. Movement off the ball activities; small group games focusing on creating space. LO I can travel in different ways using apparatus. Explore jumping, rolling, climbing using benches and mats.	LO I can explore how actions can impact performance . Children sing along and practise actions created in previous lesson. Generate simple actions to go with the chorus.	<u>I can use the correct French greeting for the time of day.</u> Learning the appropriate greetings to use for the different times of day and night.

	GR I can use a dictionary to check the meanings of words.					abstract sculpture				
4	Focus Text: The Chocolate Tree Unit: Narrative LOs Mon - I can identify and discuss key features and vocabulary of a narrative. Tues - I can write a descriptive opening. Wed - SPAG I can recognise inverted commas to show speech. Thurs - I can use inverted commas to demarcate speech.	LO I can use number facts to 20. LO I can add 1-digit to 2-digit numbers. LO I can subtract 1-digit from 2-digit numbers. LO I can add up to 4 numbers. LO I can use pairs of 2-digit numbers.	<u>I can describe the role of gods in ancient Maya life.</u> Investigating ancient Maya beliefs and the characteristics of Maya gods.	I can recognise which materials cast a shadow. Plan and complete science investigation by holding different materials over a torch.	I can plan algorithms and write 2Go code that uses angle of turn. Planning routes to write, test and debug.		I can compare Christian and Humanist beliefs about forgiveness through real life scenarios. Complete activity sheet 'forgiveness ladder' for given scenarios. What did they do wrong? What happened next? Who did they say sorry to? What happened after forgiveness?	LO I can mark an opponent effectively. Marking drills; work in threes practising attacker/defender roles. LO I can create symmetrical and asymmetrical shapes. Work in pairs to create mirrored and contrasting shapes.	LO I can plan a musical structure inspired by a story. Children to describe the story in simple terms and add key words and phrases for their song.	<u>I can ask and answer a question about feelings in French.</u> Using 'smiley face flashcards', children are introduced to the different ways they can express their feelings and respond to the question, 'Ça va ?'

	Fri – I can use speech within writing. GR I can discuss words that capture a reader's interest.									
5	LOs Mon - SPAG: I can use conjunctions to express time and cause. Tues - LO I can write the middle of a narrative. Wed – I can use varied sentence openers. Thurs – I can use a comma after fronted adverbials. Fri - I can write a clear ending to a narrative. GR I can retrieve	LO I can subtract 2-digit numbers from 100. LO I can use Frog to subtract pairs of 2-digit numbers. LO I can use Frog to subtract pairs of 2-digit numbers. LO I can use Frog to subtract numbers either side of 100. LO I can use Frog to subtract numbers either side of 100.	<u>I can develop recording skills through exploration of ancient Maya inventions.</u> Acting as archivists, the children explore and record some of the inventions of the ancient Maya.	I can summarise how shadows change throughout the day. Complete investigation looking at how shadows change, either drawing around their own shadows or simulating the sun movement using torch and cubes	I can use 90° and 45° angles in 2Go. Writing programs to include turns and debug where appropriate.	LO I can develop ideas for 3D artwork. Plan and sketch an idea for an abstract sculpture, identifying positive shapes and negative spaces.	LO I can explore how some Jewish people seek God's forgiveness during Yom Kippur. Write and draw actions some Jewish people do on Yom Kippur outside of the shofar.	LO I can use passing and movement skills in combination. 3v1 and 3v2 attack/defend drills; focus on timing and communication. LO I can develop a sequence including balances, rolls, and jumps. Plan and practise a full floor sequence.	LO I can create lyrics that match a melody. children will create a storyboard to show what happens in their allocated part of the story in more detail.	<u>I can perform a finger rhyme in French.</u> Following instructions in French, children make finger puppets to perform a traditional rhyme and practise speaking in French.

	information from a book.									
6	Mon - SPAG I can identify statements, questions, exclamations and commands. Tues - I can plan my own narrative Wed - I can write my own narrative Thurs - I can proof read and edit my work. Fri - I can publish my writing. GR I can draw inferences on a character's feelings.	LO I can double 2-digit numbers up to 50. LO I can halve even 2-digit numbers. LO I can halve odd numbers with even tens digits.	I can understand the importance of cacao to the ancient Maya. Exploring the importance of cacao to draw conclusions about ancient Maya life.	I can investigate how the distance of the light source affects the size of its shadow. Complete 'investigating shadows' investigation using equipment to explore the effects of the distance of a light source.	I can use the repeat algorithm and coding in 2Go. Using the repeat command to make shapes that have 90° and 45° angles.	LO I can apply knowledge of sculpture when working in 3D. Look at their plans from the previous lesson, collect required materials and construct their sculptures.	LO I can discuss how some Muslims seek forgiveness during Ramadan. Identify the five pillars of Islam. Look at quotes and discuss actions and intentions.	LO I can work as part of a team in netball. Full small-sided netball games; focus on team roles and supporting each other. LO I can perform a sequence with control and fluency. Refine sequences; peer-assess using given success criteria.	LO I can show awareness of style, structure and features to perform a ballad. all groups to have a chance to practise their verses and then again with the karaoke version of the chosen song playing in the background.	LO: I can ask and answer simple questions in French. Children learn how to ask and answer simple personal questions in French.
7	Focus Text: The Chocolate Tree Unit: Persuasive writing	LO I can recognise and write fractions in the context of shapes.	I can evaluate historians' claims on the decline of the ancient Maya cities. Investigating the end of the	I can tell a story using shadow puppets. Pupils to plan and make cut out puppets and	<u>Assessment</u>	LO I can evaluate and improve an artwork. Using prompts, evaluate	LO I can summarise what some Hindus believe about karma and how actions have	LO I can work as part of a team in netball. Full small-sided netball games; focus on team roles and	LO I can show awareness of style, structure and features to perform a ballad.	LO: I can take part in a simple conversation in French. Children combine the language

	Mon – LO I can identify persuasive language. Tues – LO I can use persuasive language. Wed – LO I can write in first person. Thurs - LO I can write from the perspective of a character. Fri - SPAG: I can use standard English GR I can identify themes in a text.	LO I can compare fractions. LO I can understand and represent mixed numbers.	Classic period Maya city states.	deliver a shadow puppet show to the class, applying their understanding of light and shadows.		their structure, sharing ideas. Add texture to sculptures.	consequences. Play karma game, looking at actions and consequences.	supporting each other. LO I can perform a sequence with control and fluency. Refine sequences; peer-assess using given success criteria.	Pupils to perform the ballad, saying their lyrics over the top and incorporating actions.	they have learnt to hold a short conversation.
8	Mon – LO I can identify features of a letter. Tues – LO I can use subordinating conjunctions to give reasons.	LO I can find half, quarter and three quarters of amounts. LO I can find a third or two thirds of quantities.	<u>Unit Quiz</u>	<u>Assessment</u>		LO I can present my work. Pupils present and explain their sculpture in a class exhibition.	<u>Assessment</u>	LO I can play a netball game fairly, following all key rules. Class tournament or match play; focus on rule-following and teamwork reflection.	Unit quiz	Unit quiz

	Wed – LO I can write a persuasive letter. Thurs – LO I can proof read and edit my work. Fri - SPAG I can determine whether to use 'a' or 'an' in a sentence. GR I can give my thoughts and opinions on a range of texts.							LO I can evaluate my gymnastics performance and suggest improvements. Final performance; peer and self-evaluation.		
Week	English	Maths Multiplication and Division Addition and Subtraction Shape	Geography Are all settlements the same?	Science Forces and magnets	Computing Email, Introduction to Purple Mash email	DT Electrical systems: Electric poster	PSHE What helps us feel safe and included?	P.E Tennis Dance	Music Creating compositions in response to an animation (The me: Mountains)	MFL French adjectives for colour, size and shape

Key Vocabulary	Prefixes Biography Preposition Heading Subheading	Multiply Divide Factor Product Quotient Sum Difference Exchange Inverse Estimate Perimeter Angle Vertices Symmetry Edge	agricultural border county local region settlement	Attract Repel North Pole South Pole Force		Circuit Crocodile wire Electrical system Information design feedback	Boundaries Communicate Self-respect Relationship bullying	Tennis Racket Forehand Backhand Rally Footwork Dance Sequence Unison Canon Rhythm Expression	Atmosphere Letter notation Timbre Sound scape percussion	Rouge (Red) Grand(e) (Big) Petit(e) (Small) Carré (Square) Rond (Round)
1	Focus Text: Malala's magic pencil Unit: Biography Mon - LO I can explore a true story of an inspirational person. Tues - I can order events on a timeline. Wed – I can ask questions. Thurs - I can research an inspirational person. Fri - SPAG:	LO I can use times tables LO I can use factors and multiples. LO I can understand commutativity.	<u>I can describe different types of settlements.</u> Describing different settlements and exploring urban and rural living.	I can describe the effects of contact forces explore contact forces by completing challenges using pushes, pulls and twists to move a ball, then draw and label force arrows on diagrams.	I can login to Purple Mash and access 2Dos. Login, open and save 2Dos.	LO I understand the purpose of information design. Take a virtual tour of the British Museum (Video link) looking at signage and artefact displays.	LO I can recognise what self-respect is and why it is important. Create a 'museum of me' in which children identify how they can show self-respect.	LO I can hold a tennis racket correctly and hit a ball with control. Practise grip, stance, and forehand shots; rally with a partner. LO I can perform basic dance actions with control. Explore travelling, jumping, turning and gesture in response to music.	LO I can tell a story from a piece of music through movement. Children work in small groups to act out or move to represent the story created.	<u>I can recognise and name colour words.</u> Using coloured beanbags to introduce French colour words, children answer the question, 'What colour is it?' - 'c'est de quelle couleur?', and progress to responding accurately to verbal instructions to build a

	Y3: I can use prefixes super-, anti-, auto- Y4: I can use prefixes (consolidation) GR I can retrieve information from non-fiction texts.									tower of coloured bricks.
2	Mon - I can identify features of biography writing. Tues – I can write in 3rd person. Wed – I can use subheadings. Thurs - I can write a biography using appropriate structure. (Malaya Yousafzai) Fri - SPAG: I can join words to create	LO I can create division facts from times tables. LO I can divide numbers beyond times tables. LO I can divide numbers with remainders.	<u>I can identify the human and physical features in the local area.</u> Using an OS map to identify human and physical features in the local area.	I can recognise the effects and uses of forces. Investigate how friction affects movement by exploring real-life examples, carrying out a bottle cap experiment on different surfaces, and making conclusions	I can access work and activities from Alerts, the My Work area, Tools and Topics. Responding to alerts and using the appropriate area of the platform.	LO I can research a set topic to develop a range of initial ideas. Research Ancient Roman topics and plan what they need to include in their poster.	LO I can identify my personal boundaries. Role play, acting our scenarios showing how to communicate personal boundaries.	LO I can control a ball using a forehand shot in tennis. Practise hitting the ball over a net using forehand shots. LO I can link dance actions together to create a short sequence. Create short movement phrases using two or three actions.	LO I can create a soundscape using percussion instruments Children work in groups of 4 and choose percussion instruments to create the atmosphere of being up a mountain.	<u>I can describe shapes by their colour.</u> Learning French words for shapes and describing them using colour adjectives.

	compound words. GR I can use a dictionary to check the meaning of new words.			from their results.						
3	Mon - LO I can research a person of my choice. Tues - SPAG I can use possessive pronouns Wed - LO I can write a biography. Thurs - LO I can proof read and publish my work. Fri – I can use organisational features. GR I can check a text makes sense to me.	LO I can find change from £5/10/20. LO I can find change from £100. LO I can use Frog to find the difference between amounts. LO I can choose appropriate methods to subtract. LO I can solve addition and subtraction word problems.	<u>I can discuss why physical and human features are in particular locations.</u> Identifying and discussing the location of the physical and human features on a fieldwork trip in the local area.	I can interpret how and why things move differently on different surfaces. Investigate friction by identifying variables, carrying out a fair test with cars and different ramp materials, and recording results to see how surface roughness	I can understand how people communicate with each other. Listing a range of ways to communicate and recognising their strengths/weaknesses.	LO I can develop an initial idea into a final design. Select one of their initial ideas from previous week and develop it into a final design. Draft their final design.	LO I can identify how families can spend time together and support each other. Sort family action cards into categories: Spending time together, helping at home, showing kindness.	LO I can use backhand shots in tennis. Learn backhand grip and technique; practise in pairs. LO I can use changes in speed and direction in dance. Explore travelling at different speeds and changing direction smoothly.	LO I can create a range of sounds to accompany a story. Working in small groups, use tuned and percussion instruments to create sounds for their section of the story.	<u>I can describe shapes by their size and colour.</u> Learning French words for size adjectives and describing shapes using both size and colour. Matching descriptive captions to corresponding images and completing a tangram puzzle.

				affects movement.						
4	Assessment	LO I can use column addition. LO I can use column addition to add money. LO I can choose appropriate methods to add.	<u>I can describe how land use in the local area has changed.</u> Using maps from the past and present to compare how land use has changed.	I can describe the effects of magnets. Explore magnetic poles and investigate which materials are magnetic or non-magnetic by making predictions, testing materials with magnets, and recording their results.	I can understand and respond to an email. Opening and responding to emails and understanding when they might be used.	LO I can create a simple electrical circuit. Explore electrical components and generate a simple electrical circuit to light a bulb.	LO I can describe what makes a good friend. Create a friendship chain showing something I look for in a friend. A way I can be a good friend. A way I show kindness and respect to a friend. A way I can help a friend. A fun thing I do with friends.	LO I can move into space and position myself to return the ball. Work on positioning and footwork; play small rally games. LO I can perform movements in time with music. Practise sequences to a set beat, focusing on timing and rhythm.	LO I can compose and perform a rhythm to accompany a story. Children create rhythmic patterns to accompany a shown animation.	<u>I can understand and recognise what are cognates and near cognates.</u> Creating compositions from coloured shapes described in French, the children are inspired by the animal collages of Matisse, recognise cognates and learn to ask for something politely.
5	Focus Text: Malala's magic pencil	Assessment	<u>I can identify land use in New Delhi.</u>	I can compare the properties of	I can compose	LO I can assemble my final	LO I can explore fair ways to	LO I can combine forehand and	LO I can compose and notate a	<u>I can follow instructions in French.</u>

	Unit: Description Mon- LO I can generate ideas for descriptive writing. Tues - I can use ambitious vocabulary. Wed – I can use BOYS sentence types. Thurs – SPAG: I can recognise prepositions. Fri - I can use prepositional phrases. GR I can identify how language contributes to meaning.		Identifying land use in New Delhi by locating human and physical features.	different types of magnets. Investigate whether different magnets have different strengths by recording results, creating a bar chart, and using data to draw conclusions about magnet strength.	and send an email. Using the search address options to send emails to other members of the class.	product and incorporate a simple circuit. (2 weeks) Mount poster onto card and assemble electric circuit. Add a frame to the poster.	respond to a friend after a falling out. Read about different scenarios and pick the best option to reconcile the friendship.	backhand shots in tennis. Rally using both shot types, aiming for consistency. LO I can use unison and canon in dance. Work in pairs or groups to create sequences using unison and canon.	short melody to accompany a story. In groups, develop a melody and perform their compositions.	Following a set of written instructions in French, pupils create their own animal collage in the style of Matisse.
6	Mon – I can use similes. Tues – I can write a descriptive piece about	LO I can identify and draw 2D shapes. LO I can understand	<u>I can compare land use in two different locations.</u> Comparing human and physical	I can explain the uses of magnets. Research and share different	I can send an email attachment. Opening and viewing attachments. Explaining		LO I can identify what bullying is and how it might make someone feel.	LO: I can play a simple game of tennis with a partner. Play mini games focusing on	LO I can perform a short melody. Groups to perform their written	I can ask for and describe coloured shapes in French.

	an imagined world. Wed – I can edit and proofread my writing. Thurs – I can present my ideas. Fri – SPAG I can use the plural and possessive ‘-s’ GR I can identify how structure contributes to meaning.	angles and quarter turns. LO I can use half turns and three-quarter turns. LO I can investigate angles. LO I can identify vertical, perpendicular and parallel lines.	features and land use between New Delhi and my local area.	uses of magnets, then revise their learning about forces and magnets by creating key “do not forget” facts from the unit.	why it is useful. Attaching and sending.		Read examples of bullying and sort into categories: Verbal, physical, online Create a bullying awareness poster	rules, scoring, and fair play. LO: I can create a group dance sequence. Work in small groups to plan and rehearse a longer routine.	melody from the previous week to the class and evaluate their performance .	Children use their knowledge of colours, shapes and size adjectives in simple spoken interactions.
7	Focus Text: Malala’s magic pencil Unit: Poetry - The magic box by Kit Wright Mon – I can listen to, read and respond to a poem. Tues – I can identify and use ambitious vocabulary to	LO I can read and plot co-ordinates. LO I can count faces, vertices and edges of 3D shapes.	<u>LO I can create a brochure on New Delhi</u> <u>(assessment)</u> <u>Pupils complete additional research and create a brochure all about New Delhi which will be presented in books as their assessment.</u>	Assessment	I can use email safely. Explaining the importance of email and how to use them safely.	LO I can evaluate my design.	Assessment	LO: I can apply tactics such as aiming for space in tennis. Practise placing shots into space; small tactical game play. LO: I can perform a dance sequence with control and fluency. Refine and practise full	Unit quiz	Unit quiz

	create vivid images. Wed – I can use expanded noun phrases and similes to create imagery. Thus – I can write a free verse poem. SPAG I can use commas. GR I can prepare poems to read aloud.								group dances, focusing on smooth transitions.		
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