

## September 2024 – July 2025 Long Term Plan

Class: Neptune (3)

Year Group: 3 and 4

The information below gives a brief overview of what the children in the above class will be learning in the academic year September 2024 – July 2025.

*Please feel free to speak to your child's class teacher if you would like more information about their learning.*

English	<p><b>Writing (Often linked to Topic work) – A range of genres including:</b></p> <ul style="list-style-type: none"><li>• Diaries</li><li>• Letters</li><li>• Narratives – including setting and character descriptions, retelling of stories</li><li>• Instructions</li><li>• Non-chronological reports</li><li>• Recounts</li><li>• Persuasive texts</li><li>• A range of poetry</li></ul> <p><b>Reading – studying a range of texts through whole class reading, guided reading and individual reading. Building skills in the areas of:</b></p> <ul style="list-style-type: none"><li>• Decoding, including:<ul style="list-style-type: none"><li>• Apply my growing knowledge of root words, prefixes and suffixes to read aloud new words.</li><li>• Read further exception words considering unusual correspondences between spellings and sound.</li></ul></li><li>• Comprehension, particular focus on:<ul style="list-style-type: none"><li>• Identify and draw ideas from more than 1 paragraph.</li><li>• Summarise the main ideas of a text.</li><li>• Ask questions to improve understanding of a text.</li><li>• Explain the meaning of new words in context.</li><li>• Draw inferences such as characters' feelings, thoughts and what motivates them.</li><li>• Predict what might happen next with evidence from the text.</li><li>• Identify how language, structure and presentation contribute to meaning.</li><li>• Read books that are structured and read for a range of purposes.</li><li>• Identify the theme of the book.</li><li>• Discuss books read independently with a group.</li></ul></li></ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"><li>• Spelling – using Phonics where appropriate, developing spelling skills by explicitly teaching the set rules outlined in the National Curriculum.</li><li>• Punctuation – discrete lessons to support teaching of punctuation within writing so that children feel confident with applying a range of increasingly complex punctuation.</li><li>• Grammar – discrete lessons to reinforce teaching of grammar within writing. Particular focus on using the correct terminology for different concepts.</li></ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"><li>• Regular use of Spoken Language to inspire writing.</li><li>• Developing skills, such as volume, expression and intonation, and confidence when speaking in a range of contexts.</li></ul>
	<p>Maths learning will follow the national curriculum in these areas:</p> <ul style="list-style-type: none"><li>• Number (place value, addition and subtraction, multiplication and division, fractions)</li><li>• Measurement</li><li>• Geometry (properties of shapes, position and direction)</li><li>• Statistics</li></ul> <p>These topics will be revisited in a spiral curriculum to ensure that the objectives are covered in sufficient depth and breadth.</p>

*In order to ensure that all children receive a holistic and well-rounded education, we may adapt the above planning to take into account significant events, celebrations etc. both locally and globally, as relevant and appropriate to the age and interests of the children.*

	Autumn	Spring	Summer
Values for Life	Friendship Peace	Respect/Consideration Forgiveness	Wisdom Thankfulness
Science	<u>Biology</u> Living things and their habitats  <u>Chemistry</u> States of Matter	<u>Physics</u> Light (Y3 only) Sound  <u>Chemistry</u> Properties and changes of materials (Y4 only)	<u>Biology</u> Animals Including Humans Plants (Y3 only)
Computing	Online Safety – Health, Wellbeing and Lifestyle and Privacy and Security Information Technology – word processing, editing	Online Safety – Online Reputation and Online Bullying Computer Science - programming	Online Safety – Managing Information Online and Self-Image and Identity Information Technology – search technologies, presenting and formatting using Microsoft Word
History	<u>Chronology up to 1066</u>  The Anglo-Saxons and Scots	<u>Beyond 1066</u>  Crime and Punishment	<u>Ancient Civilisations</u>  Ancient Egypt
Geography	<u>Physical Geography</u>  Wonderful Water – The Water Cycle and water as a resource	<u>Human Geography</u>  Enough for Everyone? – Natural Resources – food minerals and energy	<u>Fieldwork</u>  Land Use in our Local Area
RE	Hinduism Christianity	Judaism Christianity	Humanism Christianity
MFL	French – Getting to Know You	French – Animals	French – Family and Home
Music	Year 3: Play and perform using a range of percussion instruments as well as singing and listening to a variety of music. Year 4: Play and perform using the ukelele.		

*In order to ensure that all children receive a holistic and well-rounded education, we may adapt the above planning to take into account significant events, celebrations etc. both locally and globally, as relevant and appropriate to the age and interests of the children.*

Art	Collage- Autumn collages Textiles – Worry dolls, Making a Christmas decoration	Drawing- Wayne Thiebaud  Sculpting- clay dragon eyes	Painting- Kandinsky, Paul Klee  Printing – Exploring different techniques and skills.
DT	DT Projects on a Page	DT Projects on a Page  Cooking and Nutrition- Fruit skewers	DT Projects on a Page  Cooking and Nutrition- Healthy wraps
PSHE	Dreams and Goals	Healthy Me	Changing Me  Relationships
PE	Swimming Hockey Basketball Fitness	Dodgeball Gymnastics Rugby Dance	Tennis Cricket Rugby Yoga and tchoukball

*In order to ensure that all children receive a holistic and well-rounded education, we may adapt the above planning to take into account significant events, celebrations etc. both locally and globally, as relevant and appropriate to the age and interests of the children.*