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Long Term Learning Journey – Map B
Year 3&4

	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
Science	**Working Scientifically** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.		
	Solids, Liquids and Gases (Y4) • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Investigations** How to get salt back from water? Look at a range of items and group them into solids, gases and liquids? Is this easy to do or do any fall into both groups or even all three? - Grouping and classify Look carefully at 4 different substances such as popping candy, sweetener, Gellibaff and Magic sand – use simple classification keys to identify unknown items. How can you change their appearance? - Observation	**Science Opposites Attract (Y3)** **Forces and Magnets Y3** • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. **Investigations** Magnet Olympics – Does the size of the magnet effect the strength? – Fair testing and grouping and classifying **Changing Sounds Y4** ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a	**Helping plants to grow well (Y3)** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Investigation** Group and classify the features of plants (Root,stem, flower, leaf, fruit) How will you sort your findings? **Habitats and Survival (Y4)** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

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	Keeping Warm – Yr 4 • Something hot will cool down (or something cold will warm up) until it is the same temperature as its surroundings. • Temperature is a measure of how hot or cold things are. • Materials such as metals that are good electrical conductors are often good thermal conductors. • Good thermal insulators can be used to help keep hot objects hot, ore keep cool ones cold. **Investigation** Growing round in circles, Let's make ice cream, It's melting! – Look at rising stars Which material is best to keep the drink hot? Look at a range of thermal mugs. – Observation and Fair testing Eco Project – How much water do we waste? Can we reduce our water consumption? - Links to Bton and Hove water scheme	medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the sound source increases. **Scientist**: Albert Einstein & Leonardo Da Vinci **Investigation** Rising stars – Pitch up link in to tuning forks Find patterns between the pitch of a sound and the features of the object that produced it. – Pattern seeking Eco Project – How landscape has changed between now and then/ produce? The impact of Fair-trade	• recognise that environments can change and that this can sometimes pose dangers to living things. **Investigation** Create a habitat to create a certain type of mini-beast- What makes their habitat different to another mini-beast? – Observation and Fair testing Eco Project – rainforests and woodland preservation v clearance – What effect has deforestation had on animals and the environment?

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
Art	**Individual *Artist Study:* Renato Guttuso** **Printing Line Colour** **(Portraits)** Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays **Pair/ group work *Craft & Design Study:*** ***Sculpture* Pattern** **(Mosaic with paper and tiles)** Plan, design and make models from observation or imagination Create surface patterns and designs in paper Construct a simple base and join clay tiles adequately by cutting, filing and grouting . Create grid effect tile base and paint design on mosaic effect tile and glaze.	**Individual *Craft & Design Study:*** **Painting Line, Colour & Perspective** ***Shelters* (Paint a whole or part of an Anglo Saxon shelter)** Look closely at the structure of Anglo Saxon shelters and sketch key areas with some detail. Experiment with different effects and textures to portray detail and atmosphere, blocking in colour, washes, thickened paint creating textural effects Work on a range of scales Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades **Individual Creative Study:** **Digital Media – Photography Shape & composition** **(Montage of artefacts and green screen photographs)** Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.	**Pair/ group work Creative Study:** ***Drawing* Line, tone** **(Stick and ink landscape/rainforest tree)** Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. **Whole class *Artist Study: Romero Britto*** **Textiles Line & colour** **(Pop art textile banner)** Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist

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Long Term Learning Journey – Map B
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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
	Pupils should understand the correct technical vocabulary for the projects they are undertaking.		
DT	Mechanical systems & levers **Outcome**: Pupils will make a working trebuchet. **Technical Knowledge** •how to use learning from mathematics to help design and make products that work •how mechanical systems such as levers and linkages or pneumatic systems create movement. **Design** • develop their own design criteria and use these to inform their ideas • explain how particular parts of their products work • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas **Make** • *explain their choice of tools and equipment in relation to the skills and techniques they will be using* • assemble, join and combine materials and components with some accuracy **Evaluate** **Own ideas and products** • refer to their design criteria as they design and make **Existing products** • what methods of construction have been used • how well products work • who designed and made the products	Structures **Outcome**: Pupils will design and construct a small Anglo-Saxon Model Village **Technical Knowledge** • how to make strong, stiff shell structures •that materials have both functional properties and aesthetic qualities. **Design** • gather information about the needs and wants of particular individuals and groups • describe the purpose of their products • model their ideas using prototypes and pattern pieces • *make design decisions that take account of the availability of resources* **Make** • select materials and components suitable for the task • measure, mark out, cut and shape materials and components with some accuracy **Evaluate** **Own ideas and products** • use their design criteria to evaluate their completed products **Existing products** • why materials have been chosen • where products were designed and made	Structures **Outcome**: Pupils will make a carnival Head Dress **Technical Knowledge** •that materials have both functional properties and aesthetic qualities. • *that materials can be combined and mixed to create more useful characteristics* **Design** • indicate the design features of their products that will appeal to intended users • use computer-aided design to develop and communicate their ideas • generate realistic ideas, focusing on the needs of the user **Make** • explain their choice of materials and components according to functional properties and aesthetic qualities • apply a range of finishing techniques, including those from art and design, with some accuracy **Evaluate** **Own ideas and products** • consider the views of others, including intended users, to improve their work **Existing products** • how well products have been made • how well products meet user needs and wants • whether products can be recycled or reused

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
Food Technology	Fresh Pasta and sauce **Technical skill:** Mixing, grating, chopping **Food and Nutrition** Where food comes from: tomatoes, peppers, aubergines, courgettes (fruit vegetables) How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eat well plate	International Dish - Cawl **Technical skill:** Slicing, spreading **Food and Nutrition** Where food comes from: lamb, parsnips, carrots, onion, (root veg) How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • that to be active and healthy, food and drink are needed to provide energy for the body	Coxinhas (baked) and salad **Technical skill:** Mixing, kneading, baking, slicing. **Food and Nutrition** Where food comes from: chicken, garlic, lettuce, celery, fennel (bulbs and leaf veg) How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • that to be active and healthy, food and drink are needed to provide energy for the body

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
History	Key historical skills for KS2: - To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - To be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information. - To understand how our knowledge of the past is constructed from a range of sources.		
	The Roman Empire and its impact on Britain… 1. Julius Caesar's attempted invasion in 55-54 BC 2. the Roman Empire by AD 42 and the power of its army 3. successful invasion by Claudius and conquest, including Hadrian's Wall 4. British resistance, for example, Boudica **5.** 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 6. the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day **Significant places in their own locality** – Fishbourne visit	**Britain's settlement by Anglo-Saxons and Scots** **Local study and visit – Battle (Battle of Hastings)** - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066 *NB. Even though the unit states 'to the time of Edward the Confessor', it makes sense to also cover the build up to and fighting of the Battle of Hastings between Harold and William the Conqueror.*	**Mayans** - a non-European society that provides contrasts with British history – Mayan civilization c. AD 900

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
Geography	**By the end of Key stage 2** • Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **1. The following objective will be used to help achieve, and provide context for, all the objectives mapped out for Lower Key Stage 2.** **2. Skills and fieldwork:** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
	Focus on Italy in Europe, comparison to UK **Place Knowledge:** - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in **a European country,** and a region within North or South America **Mount Vesuvius and Mount Etna** **Human and physical geography:** • Describe and understand key aspects of: 1. physical geography: mountains and volcanoes	**Skills and fieldwork:** - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Focus on Brazil (and the Rainforests) and how it compares to the UK** **Place knowledge:** - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and **a region within North or South America**

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
Music	In the past (Year 3) Pitch P.E. • Understanding pitch • Learning to read simple pitch notation • Understanding and using pitch notations • Reading simple rhythm notation • Learning a Tudor dance In the past (Year 4) Notation P.E. • Learning to play a Renaissance dance from notations • Composing a fanfare • Understanding simple musical structures • Learning a dance and playing music used for celebrations • Learning a 1960s pop song • Creating a performance China (Year 3) – Could objectives be covered using music more pertinent to topic? Pitch Maths • Understanding the pentatonic scale • Using graphic notation with the pentatonic scale • Understanding pitch through composing, notating and reading graphic notation • Performing a pentatonic song with tuned and untuned accompaniment • Exploring the pentatonic scale • Playing in steps using graphic notation Around the World (Year 4) Pitch Geography • Exploring the pentatonic scale • Playing leaps • Reading graphic notation • Developing listening skills • Describing music using musical and non-musical terms • Composing and notating pentatonic melodies • Playing a pentatonic song with leaps • Combining tuned, untuned percussion and singing	Sounds (Year 3) Exploring Sounds Geography • Learning how sounds are produced and how instruments are classified • Learning about aerophones, idiophones & chordophones • Understanding musical conversation structure • Developing an understanding of call and response • Creating a call and response Sounds (Year 4) Exploring Sounds Science • Learning about classifying instruments by the way sounds are produced • Learning some simple beatboxing sounds • Singing a song and adding beatboxing sounds • Learning to sing partner songs • Learning about classifying instruments by the way sounds are produced • Exploring the combined expressive effects of different instrument groups Singing French (Year 3) – Link this to MFL instead of topic Pitch Languages • Understanding pitch through melody • Developing a song • Understanding pitch through singing and playing a melody • Recognising pitch shapes • Reading notations to play a melody Singing Spanish (Year 4) – Link this to MFL instead of topic Pitch Languages • Singing in groups (including in a minor key) • Creating descriptive music • Developing descriptive song accompaniments • Singing in two parts with accompaniment • Performing repeating rhythms • Combining tuned percussion, unturned percussion and singing	Environment (Year 3) Composition Geography • Selecting descriptive sounds to accompany a poem • Creating a musical re-telling of a poem • Singing in two-part harmony, with expression • Accompanying a song with a melodic ostinato • Exploring timbre to create a descriptive piece of music • Learning about ternary form • Developing the lyrics of a song • Choosing timbre to make an accompaniment • Combining chants and sound pictures in a class performance in rondo structure Environment (Year 4) Composition Science • Exploring how different timbres can be descriptive • Exploring combinations of different timbres to accompany a song • Learning how to accompany a song with drone and ostinato on tuned percussion • Exploring the descriptive music of two major composers • Composing an introduction for a song Food and Drink (Year 3) Performance D.T. • Exploring different types of simple accompaniments using beat and rhythm patterns • Using a score and combining sounds to create different musical textures Food and Drink (Year 4) Performance D.T. • Combining expressive use of the voice with physical movement • Responding to sound with visual signals • Performing sequences of sounds matched to visual sequences • Singing a call and response chant • Composing and playing sequences of word rhythms • Understanding and performing rondo structure • Learning a traditional West African call and response song • Learning to sing a verse and chorus song • Learning rhythmic and melodic accompaniments for a song and combining them in a performance

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
Computing	Use search technologies effectively Appreciate how search results are selected and ranked Be discerning in evaluating digital content		
	Unit 3.5 – We are communicators Domain: Computer Science, Digital Literacy & IT • Understand computer networks including the internet • Understand how networks can provide multiple services such as the world wide web • Use technology safely, respectfully and responsibly • Recognise un/acceptable behaviour • Know a range of ways to report concerns and inappropriate behaviour • Understand the opportunities networks offer for communication and collaboration • Select, use and combine a variety of software (including internet services) on a range of digital devices • Design and create a range of programs, systems and content that accomplish given goals • Collecting, analysing, evaluating and presenting data and information Unit 4.5 – We are co-authors Domain: Computer Science, Digital Literacy • Understand computer networks including the internet • Understand how networks can provide multiple services such as the world wide web • Use technology safely, respectfully and responsibly • Recognise un/acceptable behaviour • Know a range of ways to report concerns and inappropriate behaviour • Understand the opportunities networks offer for communication and collaboration • Select, use and combine a variety of software (including internet services) on a range of digital devices • Design and create a range of programs, systems and content that accomplish given goals • Solve problems by decomposing them into smaller parts • Be discerning in evaluating digital content	Unit 3.4 – We are network engineers Domain: Computer Science, Digital Literacy & IT • Understand computer networks including the internet • Understand how networks can provide multiple services such as the world wide web • Use technology safely, respectfully and responsibly • Recognise un/acceptable behaviour • Know a range of ways to report concerns and inappropriate behaviour • Select, use and combine a variety of software (including internet services) on a range of digital devices Unit 4.4 – We are HTML editors Domain: Computer Science, Digital Literacy • As 3.4 • Design and create a range of programs, systems and content that accomplish given goals	Unit 3.6 – We are opinion pollsters Domain: Computer Science, Digital Literacy & IT • Solve problems by decomposing them into smaller parts • Work with various forms of input and output • Use technology safely, respectfully and responsibly • Recognise un/acceptable behaviour • Know a range of ways to report concerns and inappropriate behaviour • Be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices • Design and create a range of programs, systems and content that accomplish given goals • Collecting, analysing, evaluating and presenting data and information Unit 4.6 – We are meteorologists Domain: Computer Science, Digital Literacy & IT • Solve problems by decomposing them into smaller parts • Know a range of ways to report concerns and inappropriate behaviour • Select, use and combine a variety of software (including internet services) on a range of digital devices • Design and create a range of programs, systems and content that accomplish given goals • Collecting, analysing, evaluating and presenting data and information • Appreciate how search results are selected and ranked

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
PE	**Swimming** To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. In order to achieve these objectives, pupils will work towards ASA School Swimming Awards Only pupils who need extra support to achieve these objectives will have swimming lessons during school time.		
	OAA • To solve different challenges using maps and plans. Know and understand the use of signs and symbols on maps. • Develop the range of skills and actions they use to solve problems. To apply their map skills when setting routes for others. **Invasion game skills (Whole Term)** • Pass, receive and dribble the ball keeping control and possession. • Know and use a range of techniques when [passing, changing direction and speed • Develop a range of skills to enable them to know how to keep possession and make progress towards a goal. • Devise rules for their own games and suggest how rules can improve the game. **Gymnastics 1** • To know how to move their bodies with control and fluency, working with a partner devising a sequence and using changes in level, direction and speed. To improve and create quality performances. • Apply compositional ideas to the sequences they create. Repeat and perform accurately longer sequences with more challenging actions.	**Dance 1 (Use key text as stimulus)** • To explore moods, feelings and actions in response to different stimuli. • Exploring moods within pictures and representing them in movements. Exploring less obvious body parts to convey meaning • Begin to create non-literal movement • Know how to use speed and level to create interest. **Gymnastics 2** • To devise, repeat and perform sequences showing a range of actions, body shapes and balances. Move with control and coordination. • What is fitness and health. How can we measure it? Ways to improve it. Focus on skipping • Indoor Athletics • Develop skills from KS1 multi skills; jumping, aiming, balance, coordination and agility • Develop skills in jumping high and far, aiming and speed and stamina **Net and Wall/Racket and ball skills** • Explore different types and sizes of rackets and different ways to strike a ball. • To use a rackets to direct the ball in different ways. How to direct the ball in different ways	**Game Play; On The Attack/Calling the Shots** • To play increasingly complex games using a variety of different sized balls, showing accuracy and control and a range of techniques. To know how to move around a space safely when playing games and to use this to beat an opponent. Understand game play and use tactics appropriately • Outwitting opponents, agreeing rules and applying principles of team play to keep possession **Striking and Fielding Skills** ○ Use a variety of ways of striking a ball. Begin to use tactics and knowledge of striking and fielding games and develop a broader range of skills. ○ Develop and apply an increasing range of striking and fielding skills. To retrieve and stop a ball under control. To make up their own versions of games and adapt the rules **Athletics** • Running distances, underarm and overarm, target throws. Target setting. • Running styles, changing speed. Relay takeovers. Improving technique for running and jumping. **Dance 2 (Using hieroglyphics as a stimulus)** • Looking at rhythmical phrases and creating motifs to be repeated. Exploring gestures. • Know how to use direction and spacing to create interest for the audience.

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
Jigsaw PSHcE	**Year 3 Planning** **Being me in my World** Development of class charters **Puzzle Outcome**: Class Charter linked to RRS **Celebrating Difference** I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels **Puzzle Outcome**: Hall of Fame Display	**Year 3 Planning** **Dreams and Goals** I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest **Puzzle Outcome**: Garden of Dreams and Goals **Healthy Me** I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels **Puzzle Outcome**: The Healthy, Happy Me Recipe Book	**Year 3 Planning** **Relationships** I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices **Puzzle Outcome**: The Relationship Fiesta **Changing Me (Year 3)** I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings **Changing Me (Year 4)** I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this **Puzzle Outcome**: Tree of Change Display

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
Discovery RE	**Year 3 Planning** **Hinduism** **Belonging** *Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?* AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging **Christianity** **Believing/behaving** *Has Christmas lost its true meaning?* AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth	**Year 3 Planning** **Christianity** **Believing/behaving** *Could Jesus really heal people? Were these miracles or is there some other explanation?* AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth **Christianity** **Believing** What is 'good' about Good Friday? AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth	**Year 3 Planning** **Hinduism** **Believing** *How can Brahman be everywhere and in everything?* AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth **Hinduism** **Believing/behaving** Would visiting the River Ganges feel special to a non-Hindu? AT1 C Forms of expressing meaning AT2 F Values and commitments

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	Italy & The Romans	Anglo Saxons & Vikings	Brazil & Rainforests
MFL	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		

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English	
Reading – Word Reading	Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading Comprehension	Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ using dictionaries to check the meaning of words that they have read ○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ○ identifying themes and conventions in a wide range of books ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ discussing words and phrases that capture the reader's interest and imagination ○ recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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English	
Writing - Spelling	**Spelling (see English Appendix 1)** Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Writing - Handwriting	Pupils should be taught to: ○ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ○ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing - Composition	Pupils should be taught to: • plan their writing by: ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas • draft and write by: ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: ○ assessing the effectiveness of their own and others' writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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Year 3&4

English	
Writing – Vocab, grammar & punctuation	Pupils should be taught to: ○ develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech ○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

HOLMBUSH PRIMARY ACADEMY

Long Term Learning Journey – Map B
Year 3&4

Maths – Year 3	
Number & Place Value	Pupils should be taught to: • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas.

+ & -	• add and subtract numbers mentally, including:
	  • a three-digit number and ones
	  • a three-digit number and tens
	  • a three-digit number and hundreds
	• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	• estimate the answer to a calculation and use inverse operations to check answers
	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

X & ÷	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
½	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.

HOLMBUSH PRIMARY ACADEMY

Long Term Learning Journey – Map B
Year 3&4

Maths – Year 3	
Measurement	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks].
Shape	• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Statistics	• interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

HOLMBUSH PRIMARY ACADEMY

Long Term Learning Journey – Map B
Year 3&4

Maths – Year 4	
Number & Place Value	Pupils should be taught to • count in multiples of 6, 7, 9, 25 and 1000 • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
+ & -	• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
X & ÷	• recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
½ & Decimals	• recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places.

HOLMBUSH PRIMARY ACADEMY

Long Term Learning Journey – Map B
Year 3&4

Maths – Year 4	
Measurement	• Convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
Shape	• compare and classify geometric shapes, including quadrilaterals and triangles**,** based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry. • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon. •
Statistics	• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.