

Year 3/4 Long Term Overview Cycle A

Y3/4 - A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Smashing Saxons	Anglo Saxon England (Black History Month)	Normans	Measly Middle Ages	Ancient Greece	To Infinity and Beyond!
Link Question	Was the Anglo-Saxon period really a Dark Age?	Which historical figures from the Anglo Saxons influenced our culture?	Who was Wicked William and how did THAT arrow get there?	Robin Hood – Hero or Villain?	What did the Greeks do for us?	To infinity and beyond!
Enrichment	Saxon & Viking Workshop	Derby Theatre		Sherwood Forest visit	Greek Historian School Visit	Museum of Making – Silk Mill Derby
Genre	<p>Fiction and Poetry: Stories with familiar settings</p> <p>Poetry based on observation and the senses.</p> <p>Non-fiction: non-chronological reports</p> <p>Persuasion: leaflets</p>	<p>Fiction and Poetry: Playscripts: narrative to script and script to narrative</p> <p>Shape Poems</p> <p>Non-Fiction: Persuasion: letters, adverts</p>	<p>Fiction and Poetry: Myths, legends, fables</p> <p>Non-Fiction: instruction s</p>	<p>Fiction : traditional stories ; storieswith related themes</p> <p>Oral and performance poetry from different cultures</p> <p>Non-Fiction: biography</p>	<p>Fiction and Poetry: Adventure and mystery stories</p> <p>Poetry: plays with language structures – puns, riddles etc.</p> <p>Non -Fiction: letters written for arange of purposes: recount, explain, enquire, complain, congratulate</p>	<p>Fiction and Poetry: Stories by the same author</p> <p>Non-Fiction: balanced arguments</p>
Take One Book	Beowulf and the Beast by Julia Golding	Beowulf and the Beast by Julia Golding	1066 The Norman Conquest (I Was There) by Jim Eldridge	Knight's Tales by Terry Deary	Tales of the Greek Heroes by Roger Lancelyn Green	Non-Fiction Biography
Reading Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet					
Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook					
Reading Range of Reading	<p>Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books.</p>					
Reading Familiarity With Texts	<p>Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing.</p>					
Reading Poetry and Performance	<p>Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart.</p> <p>Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>					

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Reading Understanding	<p>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context..</p> <p>Understand what they read by: asking questions to improve their understanding.</p> <p>Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Understand what they read by: predicting what might happen from details stated and implied.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Non-Fiction: Retrieve, record and present information from nonfiction.</p>
Writing Transcription Phonic and Whole Word Spelling Handwriting and Readership	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use further prefixes and suffixes and understand the guidelines for adding them</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</p>
Writing Composition	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>

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	<p>Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Proof-read for spelling and punctuation errors.</p>		
Writing Vocabulary, Grammar and Punctuation	<p>Use a thesaurus. Develop their understanding of the concepts set out in English Appendix 2:</p> <p style="text-align: center;"><u>Word</u></p> <p>Year 3 - Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Year 4 - The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p style="text-align: center;"><u>Sentence</u></p> <p>Year 3 - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Year 4 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, <i>Later that day</i>, I heard the bad news.]</p> <p style="text-align: center;"><u>Text</u></p> <p>Year 3 - Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Year 4 - Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p style="text-align: center;"><u>Punctuation</u></p> <p>Year 3 - Introduction to inverted commas to punctuate direct speech. Year 4 - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials</p> <p style="text-align: center;"><u>Terminology for pupils</u></p> <p>Year 3 - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) Year 4 – determiner, pronoun, possessive pronoun, adverbial</p>		
Speaking/ Listening	<p>Tell a story using notes designed to cue techniques, such as repetition, recap and humour.</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p> <p>Use and explore different question types.</p> <p>Participate in whole class debate using the conventions and language of debate, including Standard English.</p> <p>Identify different question types and evaluate impact on audience.</p> <p>Identify some aspects of talk which vary between formal and informal occasions.</p> <p>Analyse the use of persuasive language.</p> <p>Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</p>		
Mathematics	Place Value Addition and Subtraction Multiplication and Division	Measurement (Length, Mass, Volume) Measurement (Money) Measurement (Time)	Statistics: Pictographs and Bar Graphs Fractions Geometry: Angles Geometry: Lines & Shapes Measurement: Perimeter of Figures

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Science	Living Things	Teeth and Eating	Looking At States	The Big Build	What's That Sound?	Power It Up
Geography	Are All Settlements the Same?	Are All Settlements the Same?	Why are Rainforests Important to Us?	Why are Rainforests Important to Us?	Who Lives in Antarctica?	Who Lives in Antarctica?
Geographical Skills and Fieldwork	Enquiry and Investigation		Locational knowledge	Map making	Human and physical geography	Following maps and directions
History	Invaders and settlers Smashing Saxons	Invaders and settlers Smashing Saxons	Normans	Measly Middle Ages	Ancient Greece	Modern Technology
Religious Education	UC L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.8 What does it mean to be Hindu in Britain today?	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.6 Why do some people think that life is a journey and what significant experiences mark this?
PSHE/RHE	What strengths, skills and interests do we have?	Why should we eat well and look after our teeth?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Art and Design	Drawing: Growing Artists		Craft & Design: Fabric of Nature		Sculpture & 3D: Abstract Shape & Space	
Design Technology		Cooking & Nutrition: Eating Seasonally		Structures: Constructing A Castle		Electrical Systems: Torches
Music	Derbyshire Music Partnership Instruments	Derbyshire Music Partnership Instruments	Derbyshire Music Partnership Instruments	Derbyshire Music Partnership Instruments	Derbyshire Music Partnership Instruments	Derbyshire Music Partnership Instruments
Physical Education	Invasion Games (Demonstrated through Handball and Tag Rugby) <i>Outdoor</i>	Gymnastics <i>Indoor</i>	Dance Street Contemporary Hip hop Jazz Folk Modern Swing <i>Indoor</i>	Net and Wall Games (demonstrated through Badminton) <i>Indoor</i>	Athletics Shot put Long jump Throwing Relay race Discus Track and Field <i>Outdoor</i>	Striking And Fielding (demonstrated through Rounders) <i>Outdoor</i>
Computing	Computer Science/ Digital Literacy: Coding Unit 3.2 Online Safety Unit 3.3 Spreadsheets		Information Technology / Digital Literacy Unit 3.4: Touch Typing Unit 3.5: Email (Including email safety) Unit 3.6: Branching Databases		Information Technology Unit 3.7: Simulations Unit 3.8: Graphing	
MFL	French	French	Spanish	Spanish	German	Revision

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