

# Year 3/4 Long Term Overview Cycle B

Y3/4 - B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Savage Stone Age	Bronze and Iron Age	Vicious Vikings	Awful Egyptians	Rotten Romans	Local Study Derby in Roman Times
<b>Link Question</b>	Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	What changed between the Stone Age and the Iron Age??	Were Vikings raiders, or settlers?	How much did the Ancient Egyptians achieve?	What happened when the Romans came to Britain?	Why should we preserve our locality?
<b>Enrichment</b>	National Stone Centre	Survive the Bronze Age VR?  Derby Theatre	Viking School Visit	Derby Museum: Egyptians	Sports Day  Roman Baths Virtual Learning?	Derby Museum: Roman Derby
<b>Genre</b>	Fiction and Poetry: Historical stories and short novels. Poetry based on common themes  Non-Fiction: Newspaper Recounts Instructions	Fiction and Poetry: Playscripts: Features, narrative to script; characterization (direct and indirect)  Extended writing  Non-Fiction: biography Persuasion: adverts	Fiction and Poetry: Stories/ novels about imagined World's Fantasy/Sci-fi  Classic Poetry  Non-Fiction: Balanced Argument Letters to give a balanced argument	Fiction: Myths and Legends  Poetry from different cultures  Non-Fiction Recounts : newspaper , diary	Stories that raise issues : injustice, bereavement, bullying  Poetry: haiku, cinquain  Non-Fiction: Persuasion: adverts, fliers, leaflets	Stories by the same author from other cultures  Poetry: monologues, free verse  Non-Fiction: debates Non-chronological reports
<b>Take One Book</b>	The Stone Age Boy	Stig of the Dump	The Chessman Thief	Egyptian Cinderella	Escape from Pompeii	Escape from Pompeii
<b>Reading Word Reading</b>	Apply their growing knowledge of root words, prefixes and suffixes, as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.					
<b>Reading Comprehension</b>	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.					
<b>Reading Range of Reading</b>	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. Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books.					
<b>Reading Familiarity With Texts</b>	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, fiction, and books from other cultures and traditions. 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.					
<b>Reading Poetry and Performance</b>	Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart. 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.					
<b>Reading Understanding</b>	Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by: asking questions to improve their understanding. Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Understand what they read by: predicting what might happen from details stated and implied. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Non-Fiction: Retrieve, record and present information from nonfiction.					

# Year 3/4 Long Term Overview Cycle B

<b>Writing Transcription Phonic and Whole Word Spelling Handwriting and Readership</b>	<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>
<b>Writing Composition</b>	<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>

# Year 3/4 Long Term Overview Cycle B

	<p>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <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>		
<b>Writing Vocabulary, Grammar and Punctuation</b>	<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><b>Year 3</b> - Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>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].</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p><b>Year 4</b> - The grammatical difference between plural and possessive –s</p> <p>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><b>Year 3</b> - 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]</p> <p><b>Year 4</b> - 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)</p> <p>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><b>Year 3</b> - Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation</p> <p>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]</p> <p><b>Year 4</b> - 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><b>Year 3</b> - Introduction to inverted commas to punctuate direct speech.</p> <p><b>Year 4</b> - 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!”]</p> <p>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p> <p>Use of commas after fronted adverbials</p> <p style="text-align: center;"><u>Terminology for pupils</u></p> <p><b>Year 3</b> - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</p> <p><b>Year 4</b> – determiner, pronoun, possessive pronoun, adverbial</p>		
<b>Speaking/ Listening</b>	<p>Explain their understanding of books and other reading, and to prepare their ideas before they write.</p> <p>Discussion to probe and remedy their misconceptions.</p> <p>Understand and use the conventions for discussion and debate.</p> <p>Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.</p> <p>Adopt, create and sustain a range of roles, responding appropriately to others in roles.</p> <p>Opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>		
<b>Mathematics</b>	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Measurement (Area)</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Measurement: Length and Perimeter</p> <p>Fractions</p> <p>Decimals</p>	<p>Decimals</p> <p>Measurement: Money</p> <p>Measurement: Time</p> <p>Geometry: Shape</p> <p>Statistics</p> <p>Geometry: Position and Direction</p> <p>Roman Numerals</p>

# Year 3/4 Long Term Overview Cycle B

<b>Science</b>	Rocks and Soil	Light & Shadows	Forces and Magnets	Making Connections: How does hand span affect grip strength.	Classification and Changing Habitats	How does the flow of Liquids compare?
<b>Geography</b>	Where Does Our Food Come From?	Where Does Our Food Come From?	What Are Rivers and How Are They Used?	What Are Rivers and How Are They Used?	Why Do People Live Near Volcanoes?	Why Do People Live Near Volcanoes?
<b>Geographical Skills and Fieldwork</b>	Europe Northern/Southern Hemisphere	Enquiry and Investigation	Locational Knowledge Europe	Map Skills – key, grid references Map Making		Compasses
<b>History</b>	Stone Age	Bronze and Iron Age	Vikings	Ancient Egyptians	Romans	Local History
<b>Religious Education</b>	UC L2.1 What do Christians learn from the Creation Story? UC L2.2 What is it like for someone to follow God?		L2.4 Why do people pray?	L2.5 Why are festivals important to religious communities?	L2.4 What kind of world did Jesus want?	L2.9 What can we learn from religions about deciding what is right and wrong?
<b>PSHE/RHE</b>	What keeps us safe?	How can we be a good friend?	What are families like?	Why should we keep active and sleep well?	How do we treat each other with respect?	What makes a community?
<b>Art and Design</b>		Painting & Mixed Media:  Light & Dark		Craft & Design:  Ancient Egyptian Scrolls		Drawing:  Power Prints
<b>Design Technology</b>	Digital World:  Wearable Technology		Mechanical Systems:  Making a Slingshot Car		Structure:  Pavilions	
<b>Music</b>	Derbyshire Music Partnership – Djembe-composing	Derbyshire Music Partnership – Djembe-composing	Derbyshire Music Partnership – Djembe – composing listening	Derbyshire Music Partnership – Steel Drums	Derbyshire Music Partnership – Steel Drums appraisal	Derbyshire Music Partnership – Performing - Singing focus
<b>Physical Education</b>	Invasion Games Football and Dodgeball	Gymnastics	Dance	Net and Wall Games Tennis and Table Tennis	Athletics	Striking and Fielding Cricket OAA
<b>Computing</b>	Digital Literacy		Computer Science		Information Technology	
<b>MFL</b>	French	French	Spanish	Spanish	German	Revision