

LEYS FARM JUNIOR SCHOOL
Year 3/4 – Spring Term 2025 Medium Term Plan
Topic: WHO LET THE GODS OUT?

LEYS FARM JUNIOR SCHOOL
YEAR 3 and YEAR 4 – MEDIUM TERM PLANNING – CURRICULUM OVERVIEW – SPRING 2025 - WHO LET THE GODS OUT?

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> Planners - Reading Recap Class Charter (including 5 school rules/rights) British Values Anti-bullying Dyslexia Gold Assessments updated 	<ul style="list-style-type: none"> Chinese New Year Burns Night Safer Internet Day Valentine’s Day Shrove Tuesday Lent St David’s Day St Patrick’s Day Mother’s Day Ramadan 	<ul style="list-style-type: none"> Entry point – Mind map/AfL. Class Text – Who Let the Gods out? Class Story - Homework – Class Dojo – TT Rockstars, Spelling Shed, Dyslexia Gold, Reading Plus (from January 2025) PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers Science - Explorify DEAR Exit point - Sharing work Interventions
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus: The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Can I prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action? Can I discuss words and phrases that capture the reader’s interest and imagination? 	<p>Focus: The following reading objectives are taken from the National Curriculum and will be taught throughout English lessons and applied across the curriculum:</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Can I use diagonal and horizontal strokes needed to join letters? Can I understand which letters are best left un-joined? Can I increase the legibility, consistency and quality of my handwriting? <p><u>Writing</u></p>	<p>Focus: The following reading objectives are taken from the National Curriculum and will be taught throughout English lessons and applied across the curriculum:</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> Can I identify noun phrases? Can I explore types of sentences? Can I extend my sentences using more than one clause? (conjunction usage) Can I use the present perfect form of verbs in contrast to the past tense?

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- Can I recognise some different forms of poetry [for example, free verse, and narrative poetry]?
- Can I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?
- Can I read books that are structured in different ways and reading for a range of purposes?
- Can I check that the text makes sense, discussing my understanding and explaining the meaning of words in context?
- Can I ask questions to improve my understanding of a text?
- Can I draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence?
- Can I predict what might happen from details stated and implied?
- Can I read Theseus and the Minotaur and Who let the Gods out?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- Can I listen and respond appropriately to adults and peers?
- Can I ask relevant questions to extend understanding and knowledge?
- Articulate and justify answers, arguments and opinions?
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?

- Independent (Assessed piece)
- Can I discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar?
- Can I draft and record by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?
- Can I organise paragraphs around a theme?
- Can I evaluate by assessing the effectiveness of my own and others' writing and suggesting improvements?
- Can I identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own work?
- Can I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning?
- Can I assess the effectiveness of my own and others' writing?

Text types:

- Can I turn a play script into direct speech? (Fairy-tale)
- Can I write parts of a narrative? (Fairy-tale then Ancient Greek myths- character descriptions)
- Can I write a balanced discussion text? (Was it better to live in Athens or Sparta?)
- Can I write diary entries? Link to Earthquakes (Recount)
- Can I write a biography of a famous Ancient Greek? (Recount)

- Can I select nouns or pronouns appropriately for clarity and cohesion and to avoid repetition?
- Can I use conjunctions, adverbs and prepositions to express time and cause?
- Can I use fronted adverbials?
- Can I use commas after fronted adverbials?
- Can I indicate possession by using the possessive apostrophe with plural nouns?
- Can I use and punctuate direct speech?
- Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms?
- Can I use modal verbs or adverbs to indicate degrees of possibility?

Spelling

List coverage:

Year 3s:

- Words with the 'ai' digraph
- Words with the 'ei' digraph
- Words where 'ey' makes an /ai/ sound
- Adding the suffix '-ly'
- Words that are homophones
- Challenge Words
- Words ending in 'al'
- Words ending in 'le'
- Adding '-ly' when the root word ends in '-le'
- Adding '-ally' when the root word ends in '-ic'
- Adding '-ly' when the words do not follow the spelling patterns
- Challenge Words

Year 4s

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- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?
- Participate in discussions, presentations, performances, role play/improvisations and debates, gain, maintain and monitor the interest of the listener(s)?

- The suffix –ous – 2 weeks.
- Words where a suffix is added to words ending in y.
- Words ending in –ious and –eous.
- Challenge words.
- Words where ‘au’ makes an /or/ sound.
- Words ending in –tion.
- Words ending in –ssion.
- Words ending in –cian.
- Words that are adverbs of manner.
- Challenge words
- Words that are homophones.

Mathematics

Prior Learning/Knowledge:

Multiplication and Division (Year 1 & 2):

In Year 1, students explore repeated addition to understand multiplication and use arrays for visual support. They solve simple word problems involving multiplication. In Year 2, pupils recognize and use multiplication facts (e.g., 2, 5, and 10 times tables), divide numbers using grouping and sharing, and solve word problems involving both operations.

Perimeter and Area: Pupils in Years 1 and 2 are introduced to **perimeter** as the distance around a 2D shape. They learn to calculate perimeter by adding side lengths. They also explore simple area concepts by comparing spaces and using objects to model areas.

Cold Task: Length & Perimeter

- Can I measure in centimetres and millimetres?
- Can I measure in kilometres and metres?
- Can I compare and consider the appropriateness of different units of measurement? (km, m, cm and mm)
- Can I compare equivalent lengths using conversions?
- Can I add and subtract lengths?
- Can I understand perimeter?
- Can I calculate perimeter?
- Can I calculate the perimeter of rectilinear shapes?
- Can I calculate the perimeter of polygons?

Cold Task: Fractions (A)

- Can I understand denominators?
- Can I compare & order unit fractions?

Cold Task: Fractions (B)

- Can I add fractions?
- Can I add fractions and mixed numbers?
- Can I subtract fractions?
- Can I subtract from whole amounts?
- Can I subtract from mixed numbers?
- Can I find unit fractions of an amount?
- Can I find non-unit fractions of an amount?
- Can I solve reasoning problems with fractions of an amount?

Hot Task: Fractions (B)

Additional Maths Teaching

Daily:

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Length:

Students measure length using non-standard units like hands, feet, or objects and move towards standard units (centimetres) by Year 2. They learn comparisons (longer/shorter) and apply measurements to practical activities.

Fractions & Decimals:

Children learn fractions by identifying equal parts of a whole. In Year 1, they identify halves and quarters. By Year 2, they expand to recognize equivalent fractions and simple decimal concepts, focusing on partitioning whole numbers.

Cold Task: Multiplication & Division (B)

- Can I find Factor pairs?
- Can I multiply and divide by 10 and 100?
- Can I solve reasoning problems around multiplication?
- Can I multiply three numbers?
- Can I choose efficient methods of multiplication?
- Can I focus on scaling as opposed to repeated addition?
- Can I solve correspondence problems?
- Can I multiply up to a 3-digit number by a 1-digit number – no exchange?
- Can I multiply up to a 3-digit number by a 1-digit number – with exchange?
- Can I solve related calculation? (multiplication and division)
- Can I divide by a 1-digit number (flexible partitioning)?
- Can I divide up to a 3-digit number by a 1-digit number? (no exchange)
- Can I divide up to a 3-digit number by a 1-digit number? (with exchange)

- Can I understand numerators?
- Can I understand the whole?
- Can I find fractions on a number line?
- Can I compare and order non-unit fractions?
- Can I find equivalent fractions?
- Can I count beyond 1?
- Can I partition a mixed number?
- Can I compare & order mixed numbers?
- Can I understand improper fractions?
- Can I convert mixed numbers to improper fractions?
- Can I convert improper fractions to mixed numbers?
- Can I find equivalent fraction families?

Hot Task Fractions (A)

Cold Task: Mass & Capacity

- Can I measure mass in grams?
- Can I measure mass in kilograms and grams?
- Can I find equivalent masses?
- Can I compare mass?
- Can I add and subtract mass?
- Can I measure capacity and volume in millilitres?
- Can I measure capacity and volume in millilitres and litres?
- Can I find equivalent capacities and volumes?
- Can I compare capacity and volume?
- Can I add and subtract capacity and volume?

- Counting/Table facts
- Flashback
- Assessment for Learning
- Problem-Solving and Reasoning

Weekly:

- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family.

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<p>Can I divide a 3-digit number by a 1-digit number? (with remainders) Hot Task: Multiplication & Division (B)</p>		
<p><u>Art</u></p>	<p><u>Design and Technology, Cooking and Nutrition, including STEM</u></p>	<p><u>Science including STEM</u></p>
<p><u>Prior Learning/Knowledge:</u></p> <p>Have an awareness of techniques, including control and use of materials, with creativity, experiment and an awareness of different kinds of art, craft design. Developed work in sketch books recording observations and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, fabric].</p> <p><u>Focus:</u></p> <p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. about great artists, architects and designers in history including those from the Greek era. 	<p><u>Prior Learning/Knowledge:</u></p> <p>Have an awareness of designing linked to past topics including food products. Be able to make simple joins using glue. Have an understanding of how to strengthen some materials. Know some properties of materials.</p> <p><u>Focus:</u></p> <p>Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils are taught to:</p> <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Forces and Magnets Explore how things work. (Nursery - Forces) Explore and talk about different forces they can feel. (Nursery - Forces) Talk about the differences between materials and changes they notice. (Nursery - Forces) Explore the natural world around them. (Reception - Forces) Describe what they see, hear and feel whilst outside. (Reception - Forces) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)</p> <p>Animals including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)</p>

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Vocabulary:

Patron, Cubism, Abstract, Futurist, Minimalist, Installation art, Medium, Silhouette, Multi-block, Mural, Tapestry, Engrave, Inlay, Marbling, Bleeding, Wash, Kiln, Glaze, Fire ware.

Pattern, shape, form, colour, mix, blend, brush, stroke, Uncertain, Former, Latter, Phase, Decline, Trend, Continuity, School, Workshop, Influence, design, pattern, create, form, shape, slip, ceramics, pottery, mould, materials, inspire, texture, sketch, observe, expressive, define, space, proportion, traditional, abstract, modern, colour, clay, acrylic paint, drawing, pencil, mod roc, artist, style.

Overview – The children will start by researching artists who use ceramics - Lucie Rie and Kate Malone and sketch Greek designs in their sketch books.

Each child will create a vase design which will be inspired by Greek designs and patterns.

The designs for their vases will also be carefully planned out in sketch books.

Greek artists – Parrhasius, Pheidias, Apelles, Lyssipus.

- Develop ideas from starting points throughout the curriculum.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks **using** visual language.

Greek Art:

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

Vocabulary:

Cause, Consequence, Phase, Trend, Continuity, Medium, Intricate, Audience, Impact, Program, Develop, Pattern piece, Structure, Unique, Characteristic, Convention, Aesthetic, Series, Circuit, Program

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)

Focus:

Biology – Animals including Humans

- Can I explore how animals get the right type of nutrition through their food?
- Can I identify the nutrients contained in food?
- Can I recognise that skeletons and muscles are for support, protection and movement?
- Can I identify and name bones within the skeleton?
- Can I compare different skeletons?
- Can I give reasons why different animals have different skeletal structures? (Compare and contrast different animals)
- Can I investigate patterns? (WS)

Physics – Magnets and Forces

- Can I identify different types of forces acting on objects? (Push and pull)
- Can I compare how things move on different surfaces?
- Can I sort magnetic and non-magnetic materials?
- Can I observe how magnets attract or repel?
- Can I identify magnetic poles?

Vocabulary:

Animals incl. Humans: Eat well, carbohydrate, protein, fibre, fats, dairy, sugars, fruits, vegetables, nutrients, oxygen,

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<p>W1: Can I study artist designs and create similar styles? Wk2: Can I design a Greek vase? WK3: Can I strengthen my vase? Wk4: Can I decorate my vase? Wk5: Can I add detail to my vase? Wk6: Can I evaluate my design?</p> <p>Designs should include a foot, a neck and handles. Each vase was unique and had a unique shape and a unique size. Each vase will be a different size and shape for a different purpose. The most common was wine holders and it was called a krater and it was used to mix the water into the wine. A vase for pouring the wine would be called an oinochoai. The cups that had stems were also considered vases and they were called kylixes. To hold oil or perfume, the vase maker would make a lekythoi jar.</p> <p>Each vase will be decorated to the artist’s choice.</p> <p>Create other cross curricular opportunities for any art work linked to the Ancient Greeks.</p>	<p>Can I design a light up sign?</p> <p>W1: Can I investigate electrical safety and existing light up signs? W2: Focused Practical Task: Can I understand how LEDS may be used instead of traditional incandescent bulbs? W3: Can I follow a Design brief – Make a light up sign for a purpose? W4: Can I select appropriate materials to assemble/make product? W5: Can I build/make product? W6: Can I evaluation our products against the design criteria?</p> <p>Create a light up sign for a purpose chosen by the children. List possible ideas and vote for each group.</p> <p><u>Designers:</u></p> <p>Dan Flavin; Joseph Kosuth; Chryssa; Keith Sonnier; Mario Merz; Tracey Emin.</p>	<p>skeleton, invertebrate, vertebrate, exoskeleton, endoskeleton, muscle, joints, tendons</p> <p>Magnets and Forces: force, push, pull, surface, friction, magnetic, non-magnetic, attract, repel.</p>
<p><u>French (Modern Foreign Languages)</u></p>	<p><u>Geography</u></p>	<p><u>History</u></p>
<p><u>Prior Learning/Knowledge:</u></p> <p>Children will have some understanding of key vocabulary including phonetics, seasons and musical instruments.</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Children in the EYFS, Year 1, and Year 2 develop a foundational understanding of the Earth's structure, natural phenomena, and map skills. In Reception, they explore</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Pupils have a knowledge of events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events</p>

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Focus:

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.

Unit 1: Goldilocks and the Three Bears – Boucle d’Or Et Les Trios Ours

Listen attentively to a whole familiar fairy tale in French. Remembering new language using picture, word and phrases cards.
 Improve reading and listening skills. Attempt to re-tell a familiar fairy tale in French using a mini book for support.

Vocabulary:

Boucle D’Or et les trois ours, La moyenne chaise, chair, Mou, Boucle D’or, La petite chaise, Le grand bol était trop salé, Papa ours, Le grand lit, Le moyen bol était trop sucré, Maman ours, Le moyen lit, Le petit bol était juste comme il faut, Bébé ours, Le petit lit, La grande chaise était trop grande, Une maison, Sucré Sweet La moyenne chaise était trop basse, Une forêt, Salé, La petite chaise était juste

natural features like mountains and valleys through play and stories, using positional language and creating simple maps. In Year 1, they learn that the Earth has physical features such as land and water, with basic introductions to volcanoes (erupting mountains) and earthquakes (ground shaking), while identifying the UK and using simple map symbols. By Year 2, they gain a basic understanding of the Earth's layers (core, mantle, crust), recognize famous examples of volcanoes and earthquakes, and locate continents and oceans on maps. They also learn compass directions, interpret map keys, and connect global locations to the UK, fostering curiosity and early geographical skills.

Focus/Key Enquiry Questions:

1. Can I explore the structure of the Earth & what this has to do with volcanoes and earthquakes?
2. Can I explain what tectonic plates are?
3. Can I explore why people live near volcanoes if they’re dangerous?
4. Can I identify where in the world are the biggest volcanoes and earthquakes?

Vocabulary:

crust, core, mantle, magma, lava, crater, fumarole, tectonic plates, Richter Scale.

commemorated through festivals or anniversaries. Children have an understanding of BCE – and can understand how archaeologists use artefacts in order to piece together ideas about events further in the past. Pupils have begun to compare Ancients Civilisations.

Focus: Ancient Greeks

Key Enquiries

What can excavations tell us about early Ancient Greece?
 What was life like in Ancient Greece?
 Why was Alexander the Great significant?
 What was the achievements of Ancient Greece and why are they significant?

Vocabulary:

Civilisations, ceramics, excavate, Crete, Trade, oligarchy, complex, city-state, tyrant, empire, victorious, significant, legacy.

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<p>comme il faut, Le grand bol, Le grand lit était trop dur, Le moyen bol, Basse Low Le moyen lit était trop mou, Le petit bol, Dur, Le petit lit était juste comme il faut, grande chaise.</p> <p>Unit 2: Habitats – Les Habitats <u>(Language Angels)</u> Unit coverage.</p>		
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u> Recognise and use accurately musical vocabulary, appraise and evaluate musical pieces from a variety of genres, name basic notes and rests, understand differences between tempo and beat, record a simple composition using musical notes.</p> <p><u>Focus:</u> In each unit, children are asked a question, intended as an entry point for exploring one of six broad Social Themes. These six themes are overlapping. The exploration of each theme accompanies them on their musical journey throughout this Scheme, and hopefully beyond! As the learners grow, the questions and entry points for the Social Themes evolve. All the while, they are encouraged to be responsible and kind citizens of the world and constructive but critical thinkers. The unit question can be discussed throughout each unit up to and including the final unit performance.</p> <p><u>Prior Learning/Knowledge:</u></p> <p><u>Focus:</u></p>	<p><u>Prior Learning/Knowledge:</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><u>**When planning, teachers to refer to both the Y3 & Y4 assessments for each sport to differentiate lessons appropriately and assess against the relevant criteria.</u></p> <p><u>Focus:</u></p> <p><u>Vocabulary:</u></p> <p><u>Dance</u> action and reaction, flow, order, performance, phrase relationship, represent, rhythm, structure</p> <p><u>Hockey</u></p>	<p><u>Prior Learning/Knowledge:</u> Jigsaw Year 3 DG and HM Being me in my world. Celebrating differences Dreams and Goals Healthy Me Relationships Changing me.</p> <p><u>Focus:</u> Celebrating differences Dreams and Goals Healthy Me</p> <p><u>Vocabulary:</u> Attitude, Believe, Imagine, Learn, Grasp, Opportunities, Persevere, Determination, Conquer. Dream, Hope, Goal, Feeling, Achievement, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination,</p>

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Charanga

- Can I sing a song?
- Can I sing a song and play instrumental parts within the song?
- Can I sing a song and improvise using voices and/or instruments within the song?
- Can I sing a song and perform compositions within the song?
- Can I prepare a piece for performance?
- Can I perform a composition to an audience?

Vocabulary:

Introduction, chorus, verse, bass, drums, electric guitar, keyboard, organ, male, backing vocals, dance, clap, sway, march, notes.

decision, cushion, avoid, adjust, relaxed, support

Yoga

gratitude, wellbeing, notice, stable, lengthen

Netball

Rules, defend, attack, space, pass, receive, shoot, share, communicate, manage, possession, control.

Focus: Dance

Lesson 1: Can I copy, create and choose actions in response to an idea and be able to adapt this using changes of space? (1,2) - The Spy

Lesson 2: Can I develop a dance using matching and mirroring? (3) - The Spy

Lesson 3: Can I learn, create and develop dance moves in the theme of carnival? - (4,5) - The Carnival

Lesson 4: Can I develop a carnival dance using formations, canon and unison? (6) -The Carnival

Lesson 5: Can I understand how dynamics, space and relationships can be used to represent a state of matter? (7) - States of Matter

Lesson 6: Can I copy and repeat a set phrase in a 1960s style showing energy and rhythm?

Can I learn and perform a partner dance in a 1960s style? - The Twist (10,11)

Lesson 7: Can I develop my own 1960s inspired dance using changes in relationships? (12)

Hockey

Can I develop sending and receiving the ball with accuracy and control?

Can I develop the attacking skill of dribbling?

Can I develop dribbling to beat a defender?

Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Cooperation, Difference.

Healthy, relationships, value, roles, leader, follower, assertive, smoking, pressure, peer, alcohol,

Jigsaw Piece...:

Can I question why I feel as I do about other people?
 Can I decide how it would feel to be a witness to and a target of bullying? Can I problem solve a bullying situation with others? I can explain why it is good to accept others as they are?

Can I plan and set new goals even after a disappointment?
 Can I explain what it means to be resilient and to have a positive attitude?

Can I recognise when people are putting me under pressure and can explain ways to resist this when I want to?
 Can I identify feelings of anxiety and fear associated with peer pressure?

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Can I use defending skills to delay an opponent and gain possession?
 Can I apply attacking skills to move towards the goal and find space?
 Can I apply skills and knowledge to compete in a tournament?

Netball
 Can I develop passing and moving and play within the footwork rule?
 Can I use a variety of passes to move towards a goal?
 Can I develop movement skills to lose a defender?
 Can I defend an opponent and try to win the ball?
 Can I develop the shooting action?
 Can I apply skills and knowledge to play games using netball rules?

Yoga
 Can I explore connecting breath and movement?
 Can I explore new yoga poses and begin to connect them?
 Can I explore gratitude when remembering and repeating a yoga flow?
 Can I develop flexibility and strength in a positive summer flow?
 Can I develop flexibility and wellbeing in an individual yoga flow?
 Can I develop confidence and strength through arm balances?

Religious Education

Computing

Meta-Cognition Session

Prior Learning/Knowledge:

Prior Learning/Knowledge:
 Writing for Different Audiences:

WINK-What I Now Know about...
 Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem

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LAS Christianity believing. Children will be able to compare faiths as they learn about Hindu beliefs in this topic.

Focus:

Lincolnshire Syllabus

LAS Compulsory Community – Hinduism believing and living [How are Hindu beliefs expressed personally and collectively? How does a Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]

Key Questions:

➤ **How does Hindu worship and practice build a sense of community?**

➤ **How is Hindu belief expressed collectively?**

➤ **How do Hindu practices impact (positively and negatively) on the natural world?**

Can I explain some aspects of Hindu beliefs?

Can I identify some aspects of Hindu Gods and Goddesses?

Can I explain why shrines are important?

Can I explain how puja is practised?

Can I explore Hindu worship in the mandir?

Can I evaluate my learning of Hindu worship at home and in the mandir?

Vocabulary:

Reincarnation, Vedas, Atman, Pilgrimage, Sanskrit, Symbol, Ahimsa, Puja, Guru, Moksha, Mandir, Brahman, Aum, Karma, Samsara.

Year 1: Simple text entry, Use of a writing template, creating text and the use of illustrations, Genre: animated picture book.

Year 2: Creating work for a variety of purposes, further understanding of genres, present information in different styles, altering fonts, share to a display board.

Year 3: Keyboard skills, typing fluency, considering communication style, email simulations, use of 2simulate, use of MS PowerPoint

Logo:

Year 1: logical decision making, sequencing instructions, following instructions, visual use of logo programming, program logic and structure, familiarity with a code environment, logical planning of sequences, debugging skills.

Year 2: familiarity with a code environment, logical planning of sequences, debugging skills, logical decision processing, forward planning to achieve a solution.

Year 3: familiarity with a code environment, logical planning of sequences, debugging skills, logical decision processing, forward planning to achieve a solution.

Animations:

Year 1: use of Purple Mash, avatar creation, paint projects, 2Create a story, what animation is, animating images using built in effects, content of background and foreground.

Year 2: 2Paint a picture, art effects, collage effects.

Focus:

Can I stay safe online? (recap start of the term).

4.4. Writing for Different Audiences

solving.

Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

Use knowledge and understanding:

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation
- Create a PPT/digital presentation.

LEYS FARM JUNIOR SCHOOL
Year 3/4 – Spring Term 2025 Medium Term Plan
Topic: WHO LET THE GODS OUT?

EASTER – Symbolism

Recap sequence of events in Holy week.
 Discuss how believers express the meaning of Easter through symbols, sounds, actions, story and rituals e.g. using ash on Ash Wednesday, palm branches on Palm Sunday, washing feet on Maundy Thursday, hot cross buns and simnel cakes, Passion Plays, darkness and images covered in churches on Good Friday; Easter vigils; lighting Paschal candle on Easter Sunday, decorating crosses.

Can I explore how font size and style can affect the impact of a text?

Can I use a simulated scenario to produce a news report? (L2&3)

Can I use a simulated scenario to write for a community campaign? (L4&5)

Vocabulary (Campaign, Format, Font, Genre, Opinion, Reporter, Viewpoint)

4.5 Logo

Can I learn the structure of language for 2Logo and input simple instructions?

Can I use 2Logo to create letter shapes?

Can I use the repeat command in 2Logo to create shapes?

Can I use and build procedures in 2Logo?

Vocabulary (Debugging, Logo commands, Pen Up, Grid, Multi Line Mode, Prediction, LOGO, Pen Down, Procedure)

4.6 Animation

Can I learn how animations are created by hand and discuss my favourite animations?

Can I learn about onion skinning, backgrounds and sounds to animation?

Can I introduce 'stop motion' animation?

Vocabulary (Animation, Onion Skimming, Frames Per Second, Pause, Frame, Stop motion.)