








**North Cerney C of E Primary Academy**

**Medium Term Planning Overview Kingfisher Class - Term 1 Autumn 2024**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
Grammar Year 3	3.1a extending the range of sentences with more than one clause by using a wider range of conjunctions (co-ordinating conjunctions)	3.1b extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (subordinating conjunctions)	3.1c extending the range of sentences with more than one clause by using a wider range of conjunctions (mixed conjunctions)	3.1d extending the range of sentences with more than one clause by using a wider range of conjunctions (subordinate clauses)	3.2 using the present perfect form of verbs in contrast to the past tense	Rising Stars Assessment	Assess and plan accordingly	
Grammar Year 4								
Writing	Narrative The Happy Prince				Newspaper report The Creature			
Spellings Year 3 Spelling shed weekly planning	1.Words where 'ou' makes an /ow/ sound	2.Words where 'ou' makes a /u/ sound	3.Words where 'y' makes an /i/ sound	4.Words ending in '-sure'	5.Words ending in '-ture'	6.Challenge words	7.Words with the prefix 're-'	8.Words with the prefix 'dis-'

Spellings Year 4 Spelling shed weekly planning	1.Words that are homophones	2.Words with the prefix 'in-'	3.Words with the prefixes 'il-', 'im-' and 'ir-'	4.Words with the prefix 'sub-'	5.Words with the prefix 'inter-'	6.Challenge Words.	7.Words ending in '-ation'	8.Words ending in '-ation'
Reading	Star Reader Assessment	Year 3 text Year 4 text Literacy shed (Fiction)	Year 3 Rising Stars poetry Year 4 Rising stars poetry	Year 3 text Year 4 text Literacy Shed (non-fiction)	Year 3 text Year 4 text Literacy shed (Fiction)	Classic poetry text Y3 Classic poetry text Y4	Rising Stars Assessment Year 3 Year 4	
Maths Year 3	<b>Place Value</b> Step 1 Represent numbers to 100 Step 2 Partition numbers to 100 Step 3 Number line to 100 Step 4 Hundreds	Step 5 Represent numbers to 1,000 Step 6 Partition numbers to 1,000 Step 7 Flexible partitioning of numbers to 1,000 Step 8 Hundreds, tens and ones Step 9 Find 1, 10 or 100 more or less	Step 10 Number line to 1,000 Step 11 Estimate on a number line to 1,000 Step 12 Compare numbers to 1,000 Step 13 Order numbers to 1,000 <b>Addition and Subtraction</b> Step 1 Apply number bonds within 10	Step 2 Add and subtract 1s Step 3 Add and subtract 10s Step 4 Add and subtract 100s Step 5 Spot the pattern Step 6 Add 1s across a 10	Step 7 Add 10s across a 100 Step 8 Subtract 1s across a 10 Step 9 Subtract 10s across a 100 Step 10 Make connections Step 11 Add two numbers (no exchange)	Step 12 Subtract two numbers (no exchange) Step 13 Add two numbers (across a 10) Step 14 Add two numbers (across a 100) Step 15 Subtract two numbers (across a 10) Step 16 Subtract two numbers (across a 100)	Step 17 Add 2- digit and 3-digit numbers Step 18 Subtract a 2-digit number from a 3-digit number Step 19 Complements to 100 Step 20 Estimate answers Step 21 Inverse operations	Step 22 Make decisions  <b>Multiplication and division</b> Step 1 Multiplication – equal groups Step 2 Use arrays Step 3 Multiples of 2 Step 4 Multiples of 5 and 10

<p>Maths Year 4</p>	<p><b>Place Value</b>  Step 1 Represent numbers to 1,000  Step 2 Partition numbers to 1,000  Step 3 Number line to 1,000  Step 4 Thousands</p>	<p>Step 5 Represent numbers to 10,000  Step 6 Partition numbers to 10,000  Step 7 Flexible partitioning of numbers to 10,000  Step 8 Find 1, 10, 100, 1,000 more or less  Step 9 Number line to 10,000</p>	<p>Step 10 Estimate on a number line to 10,000  Step 11 Compare numbers to 10,000  Step 12 Order numbers to 10,000  Step 13 Roman numerals  Step 14 Round to the nearest 10</p>	<p>Step 15 Round to the nearest 100  Step 16 Round to the nearest 1,000  Step 17 Round to the nearest 10, 100 or 1,000  <b>Addition and Subtraction</b>  Step 1 Add and subtract 1s, 10s, 100s and 1,000s  Step 2 Add up to two 4-digit numbers – no exchange</p>	<p>Step 3 Add two 4-digit numbers – one exchange  Step 4 Add two 4-digit numbers – more than one exchange  Step 5 Subtract two 4-digit numbers – no exchange  Step 6 Subtract two 4-digit numbers – one exchange  Step 7 Subtract two 4-digit numbers – more than one exchange</p>	<p>Step 8 Efficient subtraction  Step 9 Estimate answers  Step 10 Checking strategies  Area  Step 1 What is area?  Step 2 Count squares</p>	<p>Step 3 Make shapes  Step 4 Compare areas  <b>Multiplication and division</b>  Step 1 Multiples of 3  Step 2 Multiply and divide by 6  Step 3 6 times-table and division facts</p>	<p>Step 4 Multiply and divide by 9  Step 5 9 times-table and division facts  Step 6 The 3, 6 and 9 times-tables  Step 7 Multiply and divide by 7  Step 8 7 times-table and division facts</p>
---------------------	--	--	---	---	--	---	--	---

<p>Science Power it up (Electricity) 4</p>	<p>Living with electricity – Which source?</p>	<p>Living with electricity – What a shocker!</p>	<p>Let's make circuits – Simple circuits.</p>	<p>Let's make circuits – Changing circuits part A</p>	<p>Let's make circuits – Changing circuits part B</p>	<p>Be alarmed! - Conductors</p>	<p>Be alarmed! – Crime fighters</p>	
<p>History Crime and Punishment</p>	 <p><b>Week 1: Do laws and punishments change over time?</b> <b>What:</b> to understand how and why laws and punishments change over time <b>Why:</b> to develop a chronologically secure knowledge and understanding of British history. <b>How:</b> I can explain how laws and punishments change over time. I can give valid reasons why some laws change and some remain the same.</p>	 <p><b>Week 2: What is a crime?</b> <b>What:</b> to understand that views on what is a major crime have changed over time. <b>Why:</b> to develop a chronologically secure knowledge and understanding of British history. <b>How:</b> I can explain why views on crime have changed. I can understand why different groups may have differing views. Key vocabulary: execution, vagabond,</p>	 <p><b>Week 3: How has the police force changed over time?</b> <b>What:</b> to know when and why the police force was introduced. <b>Why:</b> to understand that there have been various types of law enforcer over time. <b>How:</b> I can reach conclusions about the police force using a variety of sources as evidence. Key vocabulary: police, respect, hostile, truncheon, cartoon</p>	 <p><b>Week 4: What were punishments in the past meant to achieve?</b> <b>What:</b> to understand that there are differing views at different times on what is a suitable punishment. <b>What:</b> to understand that people may have differing views at the same time on what is a suitable punishment. <b>Why:</b> address historically valid questions about continuity, and change and cause.</p>	 <p><b>Week 5: How and why have attitudes changed towards the suffragettes?</b> <b>What:</b> use sources to understand why the suffragettes took action. <b>Why:</b> I understand how and why attitudes towards the suffragettes' action have changed over time. <b>How:</b> I can present a viewpoint on whether the suffragettes</p>	<p><b>Week 6: How has Crime and Punishment changed over time?</b> <b>What:</b> to show our understanding of crimes and punishment over time. <b>How:</b> select relevant information for a double page spread. <b>How:</b> present the information in an engaging and accessible way</p>		

		poaching, highwayman, smuggling		<p><b>How</b> :I can use a variety of sources to obtain evidence to support my views.</p> <p>Key Vocabulary: severe crime, lesser crime, liberty, transportation, prison, gaol, separate system, silent system, oakum</p>	were justified in taking their actions.				
RE L2.7 What do Hindus believe God is like?	Lesson 1 What do Hindu symbols and stories show about belief in Brahman? To make clear links between the story of Svetaketu and what Hindus believe about Brahman.	Lesson 2 What can we find out about Hindu ideas about Brahman? To identify some Hindu deities and say how they help Hindus describe God. To offer informed suggestions about what Hindu murtis express about God.	Lesson 3 What does the Trimurti represent and is it important? To offer informed suggestions about what Hindu murtis express about God. To raise questions and suggest answers about whether it is good to think about the cycle of create/preserve /destroy in the world today.	Lesson 4 What do Hindu deities show about Brahman? To identify some Hindu deities and say how they help Hindus describe God. To make clear links between some stories and what Hindus believe about God. To offer informed suggestions about what Hindu murtis express about God.	Lesson 5 What can we find out about Hindu worship in the home? To make simple links between beliefs about God and how Hindus live. To identify some different ways in which Hindus worship.	Lesson 6 How does the Diwali story link to a Hindu deity? To make clear links between the story of Diwali and what Hindus believe about God.	Lesson 7 How might the idea of Brahman being in everything affect the actions of a Hindu? To make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.		

French Animals Phonetics 1	Objective 1: I will learn 5 animal nouns in French with their correct determiner.	Objective 2: I will learn 5 more animal nouns in French with their correct determiner.	Objective 3: I will revise all 10 animal nouns with their determiner in French and start to attempt the spellings.	Objective 4: I will explore and understand better the role of the indefinite article/determiner in French.	Objective 5: I will learn how to use the first person conjugated verb 'je suis' (I am) in French.	Phonetics 1		
Music Instrumental unit 4 Indonesia  (Harvest singing)	Lesson 1 To recall and describe key features of known musical genres	Lesson 2 To understand the key features of gamelan music	Lesson 3 To understand the key features of gamelan music	Lesson 4 To explore how cyclic patterns are used in gamelan music	Lesson 5 To explore how different timbres can be combined to create an effect in gamelan music	•	•	
Art Art Craft and Design Photo Opportunity (Y6 Unit)	Lesson 1 To apply an understanding of composition to create an effective photomontage advertising poster	Lesson 2 To apply an understanding of abstract art through photography.	Lesson 3 To demonstrate an understanding of design choices using digital photography techniques.	Lesson 4 To apply an understanding of photography to design and recreate a famous painting.	Lesson 5 To demonstrate observation and proportion to create art in a photorealistic style.			
RSHE Me and my relationships Year 3	As a rule (also write class rules) <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/as-a-rule">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/as-a-rule</a>	Looking after our special people <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-our-special-people">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-our-special-people</a>	How can we solve this problem? <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-can-we-solve-this-problem">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-can-we-solve-this-problem</a>	Tangram team challenge <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tangram-team-challenge">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tangram-team-challenge</a>	Friends are special <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friends-are-special-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friends-are-special-1</a>	Thanks <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thanks">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thanks</a>	Dan's Dare <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-dare">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-dare</a>	My special pet <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-special-pet">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-special-pet</a>
Computing	Lesson 1 <b>Going Phishing</b>	Lesson 2	Lesson 3 <b>Plagiarism</b>	Lesson 4	Lesson 1	Lesson 3 Left Keys	Lesson 4 Right Keys	

<p>Unit 4.2 Online Safety (4 weeks) Unit 3.4 touch typing (2 weeks)</p>	<p>To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</p>	<p><b>Beware Malware</b> To identify the risks and benefits of installing software including apps.</p>	<p>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</p>	<p><b>Healthy Screen-Time</b> To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.</p>	<p>Home, Top and Bottom Row Keys Lesson 2 Home, Top and Bottom Row Keys (Consolidation)</p>			
<p>PE</p>	<p>Friday – Multi Skills (Agility, Balance, Coordination games) Tuesday – Tag Rugby</p>							