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| **Long Term Planning** | **Class** | Year 3/4 | **Teacher** | Hanan | **Year** | 2020-2021 |

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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Our Islamic Values** | **Faithfulness** | **Tolerance** | **Patience** | **Respectfulness** | **Gratitude** | **Justice** |
| **British values linked to Islamic values****(PHSE )** | Rule of law Introducing British Values with classroom & school rules. Understand the need for rules and lawsKnow what is right/ wrong - Express and justify personal opinion. Islamic sharia and following the sunnah. Black history month.  | Democracy Tolerance of those of different beliefs and faiths Similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. People have differences and things in common, but everyone is unique. Respect the similarities and differences between people.  | Living in the wider world Everyone in a community has rights and responsibilities Right and Wrong- What’s appropriate behavior and unkind behavior. Thanking Allah for all the bounties.  | Respect, Tolerance and DiversityRespect for all Including parents, neighbors, adults including other religions and cultures. Positive Relationships with friends, family and the community.  | Helping others in the community Kindness and being generous.Supporting / donating to helping the poor and needy Appreciating our country (UK)and our livingHealthy Eating - Health and Wellbeing.Ramadhan - Piety (taqwa) Kindness - Give a Little  | Individual Liberty Making the right choice Freedom of speech and expression Preparing for change Healthy living and health eating why are vegetables/fruit so good for us? Dental Hygiene/ Washing Hands/keeping clean- bath time. |
| **P.S.H.E** | School / Class Rules Make rules that can easily be adhered by all. Black history month. Impact of racism  |  Anti-Bullying  Cyber bullying. Internet/e-safety, School council elections.  | The Environment Protecting the environment. Using natural resources sustainably (R-R-R) | Positive Relationships Respect and kindness for family, relatives, friends and the wider community  | Appreciate what you haveBe thankful and happy with what you have Showing gratitude Mindful of others feeling | Health and Wellbeing Positive thoughts and negative thoughts.feelings and emotionssetting achievable goals  |
| **English**  | Stories about imaginary worldsEssential books:*Fantastic Mr Fox* by Roald DahlGrammar includes:Introducing the idea of tense in verbs; using pronouns for cohesion and to avoid repetition and ambiguity; using dialogue punctuation.  | Information texts.Letters.Grammar includes:Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; using the perfect form of verbs. | Adventure StoriesEssential books:*The Hodgeheg* by Dick King-SmithGrammar includes:Extending sentences using adverbials and fronted adverbials; using commas to separate fronted adverbials; using and punctuating direct speech; using a wide range of connectives to create sentences with more than one clause. | Stories by the same authorGrammar includes:Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause; using and punctuating direct speech. | Traditional poemsGrammar includes:Using adverbs and fronted adverbials; using commas after fronted adverbials; using grammatical terminology correctly and with confidence. | Persuasive writingEssential books:*Advertisements* in magazines and on TVGrammar includes:Using a wide range of connectives to extend sentences to include more than one clause; using conjunctions; using commas after or before phrases and clauses; using and punctuating direct speech. |
| **Guided Reading**  | James and the Giant Peach | The BFG | The Giraffe and Pelly Me | The Train to Impossible places. | Varjak Pa | Rumble star |
| **D.E.A.R**  |  | Worst.Holiday.Ever | The Tale of the Toothbrush. | The Proudest Blue. | Snow Leopard: Grey Ghost of the Mountain. | The Dam. |
| **Maths** | Children will recognise the place value of each digit in a four-digit number and continue to order and compare numbers up to 10,000 using mathematical vocabulary and symbols. They will identify, represent and estimate numbers using different representations and will round numbers to the nearest 100 and 1000. Children will focus on counting from 0 in multiples of 6, 7, 9, 25 and 1000; count backwards through zero to include negative numbers; and find 1000 more or less tha a given number. They will begin to read Roman numerals up to 100. Finally, children will have the opportunity to use all their number and place value skills to solve a range of problems. Power Maths.Resources. | Addition and Subtraction unit introduces children to the concepts of addition and subtraction using formal written methods. Children will add and subtract whole numbers with up to four digits and begin to add and subtract numbers with decimal notation. Children will be able to estimate and use inverse operations to check answers to calculations. They will begin yo solve two-step problems (in context) involving addition and subtraction and decide which operations and methods to use and may be able to give reasons why. Power Maths.Resources. | Multiplication and Division, lessons build upon learning previous learning by developing fluency in all multiplication tables up to 12 × 12. The children use these known facts and their understanding of place value to multiply and divide mentally, including multiplying by zero and one, dividing by one, and multiplying together three numbers. They use formal written methods to multiply and divide two and three-digit numbers by one-digit numbers. They solve problems and puzzles including word problems, integer scaling problems, and harder correspondence problems. Power Maths.Resources. | Fractions, children build on their understanding of fractions and develop their skills in areas such as equivalent fractions, addition and subtraction of fractions and calculating fractions of amounts. The link between fractions and decimals is introduced with children identifying equivalence between fractions and decimals as well as comparing and rounding decimal numbers. Power Maths.Resources. | Children begin by describing positions on a 2D grid as coordinates in the first quadrant. They then move on to describing movements between positions as translations of a given unit to the left or right, and up or down. Finally, they rehearse plotting specified coordinates to draw polygons. Reinforces children’s ability to estimate, convert and calculate using units of measurement. They begin to use 24-hour clocks and convert from 12-hour to 24-hour times and vice versa. They calculate perimeter, learning how to use a formula and use arrays and multiplication to calculate area. In this unit, they are taught how to record and calculate units of measurement, including money.  Power Maths.Resources. | The children extend their understanding of 2D shapes by comparing and classifying different types of triangles and quadrilaterals. They consolidate learning from year 3 on right angles and move on to identifying acute and obtuse angles and ordering angles up to 180°. In symmetry, the children identify lines of symmetry in 2D shapes and create a range of symmetrical images and patterns. the difference between discrete and continuous data and present both types of data as bar charts and time graphs. They also solve comparison, sum and difference problems using the information presented in bar charts, pictograms, tables and other graphs. Power Maths.Resources.  |
| **Science**  | This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.  | This ‘States of Matter’ unit will teach your class about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particularly focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.  | In this unit children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to human-made and natural changes. | This unit is the first introduction to studying electricity in Key Stage 2. Children will learn about what electricity is and how it was discovered. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and an investigation on how easily different types of switches can break and reconnect a circuit.  | This ‘Sound’ unit will teach your class about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to create a human model of the way particles pass sound vibrations on, and write and star in their own documentary explaining how sound travels. The children will work in a hands-on way to explore pitch, and will use their understanding of how high and low sounds are made to create their own set of pan pipes. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials. The children will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making a music studio quieter. Finally, they will demonstrate their learning from the whole unit by designing and creating their own musical instrument that will play high, low, loud and quiet sounds. | This ‘Scientists and Inventors’ unit will teach your class about famous scientists and inventors linked to the Y4 science curriculum. They will learn about the dangers posed to living things in Madagascar, and Gerald Durrell’s conservation efforts on the island. The children will learn about Alexander Graham Bell and his invention of the telephone. They will create and present an interactive poster about his life and work. They will find out about the discovery of oxygen, and carry out an experiment to investigate the effects of oxygen on burning objects. Furthermore, they will learn about Lord Kelvin, the man who determined the temperature of absolute zero. The children will explore the work of Thomas Edison, carrying out an electricity hunt around school. Finally, children will find out about the invention of toothpaste, and will invent their own brand of toothpaste to compare against real brands. They will develop their scientific enquiry skills, making observations, predictions and conclusions.  |
| **Geography / History** | Catch up year 3 and 4 work for maths and English work  | Catch up year 3 and 4 work for Math and English work.  | This unit is based around Sheffield. Through this series of six lessons, children will learn about the physical geography of Sheffield, including its many hills and its proximity to the Peak District National Park. They will use maps, atlases and digital maps to explore the city and find out about what the land is used for and what there is to do in Sheffield. Throughout the unit, children are encouraged to compare what they have learnt about Sheffield with what they know about their own local area. The unit culminates in an opportunity for children to produce a written report comparing Sheffield with where they live.  | This ‘All around the World’ Unit allows children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.  | This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.  | This unit is based around the North Yorkshire seaside town of Whitby. Through this series of six lessons, children will learn about the physical geography of Whitby, including its Jurassic cliffs and its proximity to the North Yorkshire Moors. They will use maps, atlases and digital maps to explore the town and find out about what the land is used for and what there is to do in Whitby. Throughout the unit, children are encouraged to compare what they have learnt about Whitby with what they know about their own local area. The unit culminates an opportunity for children to produce a written report comparing Whitby with where they live.  |
| **Arts, craft and Design Technology**  | Autumn | European Art and History. | Bodies  | Insects  | British Art. | Fruit and vegetables. |
| **Quran** | . |  |  |  |  |  |
| **Tarbiyah/ Tafsir & Religious Education**  |  |  |  |  |  |  |
| **Arabic** |  |  |  |  |  |  |
| **PE** | Develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination. | Play competitive games and apply basic principles - tag rugby, football, hockey. | Develop flexibility, strength, technique, control and balance.  | Take part in outdoor and adventurous activity challenges both individually and within a team. | Play competitive games and apply basic principles – cricket, rounder, tennis.  | Develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination. |
| **ICT** | Catch up year 3 and 4 work for maths and English work  | Catch up year 3 and 4 work for Math and English work.  | Children write quizzes by combining questions. While specific skills in Scratch are taught, the unit aims to teach children the wider programming skills of solving problems, testing, debugging, improving and evaluating.  | Children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety.   |  This Programming Turtle Logo unit will teach children how to create an algorithm to program a procedure. Lessons are designed to be used with online programs such as Turtle Logo/Logo Interpreter or MSWLogo. Children are reminded of the basic commands and how to repeat alongside a variable. The children are then shown how to program their own procedures, use colour and set the position of the turtle using coordinates. In the concluding lesson they use the arc command to create patterns using different shapes and randomly selected colours, which they are encouraged to share with the rest of the class.  | This unit teaches children the basic principles and techniques of simple animation. Beginning with the history of animation, children research some of the early animation techniques used before the use of computers. The lessons then compare a range of free animation software and children incorporate the different techniques into their own animation. After experimenting, children are then given the opportunity to evaluate their experiences in the final lesson.  |
| **Music** | Nasheeds and poetry  | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry |
| **Trips** | Adolphus Tips  | British Museum  | Science Museum  |  | Parliament House  |  |