Year 3/4 Medium Term Plan Spring 2025 / 2026			
Theme	**Theme: The Circle of Life** **National Curriculum Objectives**	**Milestones**	**Skills / Overview of learning**
Maths	See separate plan – White Rose	Multiplication & Division Fractions Decimals (Year 4) Length and Perimeter Mass and Capacity (Y3)	The children will follow the curriculum with daily lessons in Maths groups linked to the White Rose Maths Scheme of Learning.
English	• Poetry styles (Cinquains) • Extending the narrative (The Lion King) • Character description – 5 Children and It / Take One Book Week • Setting Description (The Last Garden) • Non-chronological report (Fact file – animals/insects) • Balanced Argument Reading Texts – 5 Children and it, The Last Garden, Bee and Me by Alison Jay (Take One Book Week – Bee and Me), The White Giraffe – Lauren St John • Narrative / Dialogue– Bee and Me		The children will follow the curriculum with daily reading, writing and spelling lessons. They will have weekly handwriting lessons.
Science	Science – Living things and their habitats and plants **Plants** Pupils should be taught to: • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room	Plants Biology- Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants.	The children will be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. The children will use the local environment throughout the year to raise and answer

	to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Living things and their habitats** Pupils should be taught to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. • Give reasons for classifying plants and animals based on specific characteristics. Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying producers, predators and prey. • Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats. Identify how plants and animals, including humans, resemble their parents in many features. • Identify how animals and plants are suited to and adapt to their environment in different ways. Explore and use classification keys. *To work scientifically*	questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils will put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.

Geography	From the North Pole to the South Pole! (Climate zones, Biomes & Vegetation belts) • Are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. • Locational knowledge - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Geographical skills: Use maps, atlases, globes and digital/computer mapping to	• How lines of latitude and longitude form a grid system for locating places on Earth. • The characteristics of the main climate zones: tropical, temperate, arid and polar. • What a biome is, and how climate influences the plants and animals found in different regions. • Examples of vegetation belts around the world, and how they support ecosystems. • The effects of climate change on weather patterns, habitats and human life.	This unit on climate zones helps pupils make sense of the Earth's diverse environments, from the frozen polar regions to the hot and humid tropics. Pupils will discover how longitude and latitude influence climate, explore different biomes and vegetation belts, and consider the impact of climate change on people, plants and animals.

	locate countries and describe features studied. • Use 4-figure grid references to build their knowledge of the United Kingdom and the wider world. • Human and physical geography: Describe and understand key aspects of physical geography, including climate zones • Human and Physical Geography: Describe and understand key aspects of physical geography, including climate zones, biomes, and vegetation belts. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		
Art	The Art of Display Making animated drawings Pupils should 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.	Tf Display: • That artists think carefully not just about what they make, but also how they present what they make. • That when we view sculpture (or other art), the context (way it is presented) affects how we react to it. • That how something will be seen can help us shape what is made.	In this pathway children begin to think about two very important aspects of making art: context and presentation.

	Pupils should be taught: ♣ 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.	• That we can give thought to how we display the art we make, to help us understand how people will view our work. Making animated drawings: • That artists can make animations by creating drawings which move in a sequence. • That we can use all our mark making skills and imagination to make our drawings visually engaging. • That we can use our moving drawings to share narratives.	In this pathway children are introduced to the idea that animations can be made by sequencing drawings. After exploring the work of other artists making drawn animations, children make simple "paper puppets" with moving parts. Pupils also make a "background" for their puppets, and if you wish, then go on to make very simple animations using tablets.
Music	Ballads / Haiku music and performance – (Hanami Festival)	• Explaining their preferences for a piece of music using musical vocabulary. • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising and explaining the changes within a piece of music using musical vocabulary.	

	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • • 	• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Offering constructive feedback on others' performances. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • To know that a ballad tells a story through song. • To know that lyrics are the words of a song. • To know that in a ballad, a 'stanza' is a verse. Haiku music and performance – (Hanami Festival) • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style using an instrument. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • To know that a glissando in music means a sliding effect played on instruments or made by your voice. • To understand that both instruments and voices can create audio effects that describe something you can see. • To know that expressive language (like a poem) can be used as inspiration for composing music. • To know that grouping instruments according to their timbre can create contrasting 'textures' in music.

DT	Frame structures Design ♣ 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 Make ♣ 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	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Choose suitable techniques to construct products • Strengthen materials using suitable techniques. • Improve upon existing designs, giving reasons for choices. POP small scale structures to design and model bird hide for forest school area Develop cutting and joining skills using cutting tools and bench hooks Investigate structures using straws first thinking about stability and strength/rigidity Dragon's den evaluation of peers	The children will research, design and create a bird hide or bug house. They will use their scientific knowledge on habitats to decide where best to place their hide.

	Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures		
Computing	**Programming A:** Repetition in shapes **Branching Databases** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and	• To identify that accuracy in programming is important • To create a program in a text-based language • To explain what repeat means • To modify a count-controlled loop to produce a given outcome • To decompose a task into small steps • To create a program that uses count-controlled loops to produce a given outcome **Branching Databases** • To create questions with yes/no answers • To identify the attributes needed to collect data about an object • To create a branching database • To explain why it is helpful for a database to be well structured • To plan the structure of a branching database • To independently create an identification tool	This unit looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they

	create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly		will test by using it. They will also consider real-world applications for branching databases.
Online Safety	E-Safety – appreciating others feelings E-Safety - Online bullying	• I know that what I do online can affect other people's feelings • I understand that what I do online can influence how someone feels about me • I understand I should not be mean online • Identify who they can turn to for help and support. • Recognise some sources of support in different contexts (e.g., school, home, online). • Understand why people sometimes don't ask for help when being bullied.	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can talk about how anyone experiencing bullying can get help.

MFL	French: I can / At the café • 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 • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language	• Demonstrate a growing vocabulary • Use a translation dictionary or glossary to look up new words. • Express personal experiences and responses. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. Take part in discussions and tasks.	The children will use 'Language Angels' to be introduced to a range of French fruits and things that can do . Through repetition they will learn the names of them and begin to write them in French.
PSHE	My Happy Mind Module 3 – Appreciate Module 4 – Relate	Appreciate - This module is all about teaching children the importance of gratitude. It looks at a number of elements of gratitude including: What happens in our brains when we give and receive gratitude? We link this back to the science of the brain covered in the 'Meet your Brain' module. Children will learn that a special chemical gets released in our brain, which makes us feel amazing. The Wheel of Gratitude - this is a way to think about the types of gratitude that children should try to take the time to notice: Ourselves - this is focused on building self-esteem. By continuing to focus on Character Strengths, the children are encouraged to think about what they appreciate about themselves or their top strengths. Children are encouraged to stop and reflect on who in their lives they appreciate and why. The Character Strengths lens can be used again here. Relate - This module is focused on teaching children the importance of being able to relate to and get along with others in order to have positive relationships. It uses Character Strengths to illustrate the need to be able to see other perspectives in order to build relationships. Through lots of examples and discussion, the children learn about two key skills that will serve them well in relationship building. Active Listening - is focused on building Active Listening skills to ensure that children are really understanding other points of view, rather than jumping to conclusions. The	

	Healthy Lifestyles Friendships Families and Close Positive Relationships.	Active Listening check list includes: making eye contact, smiling, having no distractions, remembering what is said, asking questions to clarify and summarising. Stop, Understand and Consider - is all about taking the time to pause and think about what someone else's point of view might be and why, before acting. This helps children to relate to each other and avoid conflict.	
RE	What is philosophy? How do people make moral decisions? Christian / Humanist Understanding Christianity: Salvation What did Jesus do to save human beings?	Core Knowledge: Children will learn about: • Difference between knowledge, belief and opinion. • The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. • The nature of a philosophical question. • Awareness of variant perspectives about whether some things can be proven. The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). • Utilitarianism or Hedonism as a way of making moral decisions. Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in	• Children will be able to: • Talk about the difference between knowing and believing. • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

		worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	
PE	• Play competitive games, modified where appropriate (Handball / Net & Wall / Hockey) • Football –FITC (Oak Class) • use running, jumping, throwing and catching in isolation and in combination Swimming – SB (Silver Birch Class) • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Gymnastics (Canon & Unison) develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	• Compete with others and aim to improve personal best performances. Follow the rules of the game and play fairly. Pass to team mates at appropriate times. Lead others and act as a respectful team member. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. Swim between 25 and 50 metres unaided. Perform safe self-rescue in different water-based situations. Move in a clear, fluent and expressive manner. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g., in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands).	