



Kestrels Class Year 3 & 4 Long Term Overview Cycle B 2024/2025

Big Question	Is it more important to feel thankful or to say thank you?	Is there a difference between compassion and pity?	Can two different stories be true?	What is more important: justice or compassion?	Is it good to live a life without fear?	What is the best way to help others?
Values	Thankfulness	Compassion	Truthfulness	Justice	Courage	Service
P4C Stimulus and possible question	Only You Can Save Mankind 34 Is it wrong to kill in a video game?	I was a rat Is a human worth more than a rat?	Henry V Speech Is it right to fight for your country?	Cottingley Fairies When does a lie become the truth?	Windrush generation What does it mean to be British?	King of Quizzical Island Is curiosity always good for us?
Theme days	Black History Week	Elf day	E-safety day Number day Children's mental health week	World Book Day Science week	Earth Day	Sports week Sports Day
Experiences	School Council elections Antibullying Ambassadors Eco Committee Elections	Pantomime Nativity Carol Concert Geography fieldwork trip to Gloucester	Mosque and Cathedral Swimming Lessons	Young Voices Concert Experience Easter Performance poetry	Bristol Mandir Trip Art Exhibition	End of year performance
Special People	David Hockney Nina Simone Terry Pratchett	Beatrix Potter	Aethaelflaed William Shakespeare	Barbara Hepworth Elsie Wright and Frances Griffiths (Cottingley)	Lubaina Himid Benjamin Zephaniah	Walter Pitman Mary Anning
High quality engaging texts	Focus text: Iron Man Supporting Texts: War of the Worlds (extracts) Only you can save mankind	Focus text: The Tailor of Gloucester Supporting texts: Twas the Night before Christmas I Was a Rat	Focus text: Beowulf Supporting Texts: Arthur and the Golden Rope Shakespeare: Henry V (Speech) Winston Churchill (Speech)	Focus text: Thumbelina Supporting Texts: The Borrowers Cottingley Fairies Newspaper articles	Focus text: Ananse Stories Supporting Texts: Paddington Windrush Child (Extracts)	Focus text: Firework Maker's Daughter Supporting Texts: King of Quizzical Island Digs Through the Earth Earth Shattering Events
Writing genres in English	Instructions (How to catch the Iron Man) Science Fiction: defeat the monster tale (alien invasion stories)	Fairy Tales: Dilemma Story Discussion (Should Father Christmas be stopped?)	Oral/written speeches (persuasive) Myths and legends	Newspaper Reports Journey adventure tale	Poetry Recounts (Diary) (On board the Windrush) Fables and folktales	Explanation Quest journey tale
Maths	Place Value Addition and Subtraction	Multiplication and Division Area	Multiplication and Division cont. Length and Perimeter	Fractions Mass and Capacity	Time Decimals Money	Shape Position and direction Statistics

Hands, feet and hearts that make a difference



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<p>Science:</p>	<p>Animals including humans</p> <p>Sticky Knowledge *Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</p> <p>*Food contains a range of different nutrients - carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water - and fibre that are needed by the body to stay healthy.</p> <p>*A piece of food will often provide a range of nutrients.</p> <p>*Different animals are adapted to eat different foods.</p> <p>*Many animals have skeletons to support their bodies and protect vital organs.</p> <p>*Muscles are connected to bones and move them when they contract.</p> <p>*Movable joints connect bones.</p>	<p>Forces and Magnets Sticky Knowledge *A force is a push or a pull.</p> <p>*When an object moves on a surface, the texture of the surface and the object affect how it moves.</p> <p>*A magnet attracts magnetic material. -Iron and nickel and other materials containing these, e.g. stainless steel, are magnetic.</p> <p>*The strongest parts of a magnet are the poles. -Magnets have two poles - a north pole and a south pole. If two like poles, e.g. two north poles, are brought together they will push away from each other - repel. -If two unlike poles, e.g. a north and south, are brought together they will pull together - attract.</p> <p>*Magnets exert attractive and repulsive forces on each other.</p> <p>*Magnets exert non-contact forces, which work through some materials.</p> <p>*Magnets exert attractive forces on some materials.</p> <p>*Magnet forces are affected by magnet strength, object mass, distance from object and object material.</p> <p>Working scientifically *Asking simple questions and recognising that they can be</p>	<p>Light Sticky Knowledge *We see objects because our eyes can sense light.</p> <p>*There must be light for us to see.</p> <p>*Without light it is dark. Dark is the absence of light.</p> <p>*We need light to see things even shiny things.</p> <p>*Transparent materials let light travel through them, and opaque materials don't let light through.</p> <p>* Beams of light bounce off some materials (reflection).</p> <p>*Shiny materials reflect light beams better than non-shiny materials.</p> <p>*Light comes from a source. For example, the sun, light bulbs and candles.</p> <p>*The light from the sun can damage our</p>	<p>Plants Sticky Knowledge</p> <p>*Many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom.</p> <p>-The roots absorb water and nutrients from the soil and anchor the plant in place.</p> <p>-The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal.</p> <p>-The leaves absorb sunlight and carbon dioxide.</p> <p>-*Plants are producers; they make their own food.</p> <p>*Flowering plants have specific adaptations which help it to carry out pollination, fertilisation and seed production.</p> <p>*Seed dispersal improves a plants chances of successful reproduction.</p> <p>*Seeds contain enough food for the plant's initial growth.</p> <p>*Some plants produce flowers which enable the plant to reproduce.</p> <p>*Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination). This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways.</p> <p>*Different plants require different conditions for germination and growth.</p>	<p>Rocks, soil and fossils Sticky Knowledge *Rock is a naturally occurring material. There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties. Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water. Rocks can be different shapes and sizes (stones, pebbles, boulders). Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.</p> <p>*Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the</p>
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	<p>Working scientifically *Gather, record, classify and present data in a variety of ways to help answer questions.</p> <p>*Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p>	<p>answered in different ways including use of Scientific language.</p> <p>*Use simple equipment to observe closely.</p> <p>*Performing simple comparative tests.</p> <p>*Identifying, grouping and classifying</p> <p>*Gather and record data to help answer questions.</p> <p>*Use observations to suggest answers to questions, noticing similarities, differences and patterns.</p> <p>*Communicate ideas, what they have done and what they have found out in a variety of ways.</p>	<p>eyes and therefore we should not look directly at the sun and can protect our eyes by wearing sunglasses or sunhats in bright light.</p> <p>*Shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light.</p> <p>*The size of the shadow depends on the position of the source, object and surface.</p> <p>Working scientifically *Asking simple questions and recognising that they can be answered in different ways including use of Scientific language.</p> <p>*Use simple equipment to observe closely.</p> <p>*Performing simple comparative tests.</p> <p>*Identifying, grouping and classifying</p>	<p>Working scientifically *Gather, record, classify and present data in a variety of ways to help answer question.</p> <p>* Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>*Reporting on finding from enquires, including oral and written, displays or presentations of results and conclusions.</p> <p>*Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>dissolving animal and plant matter is replaced by minerals from the water.</p> <p>Working Scientifically *Asking simple questions and recognising that they can be answered in different ways including use of Scientific language.</p> <p>*Use simple equipment to observe closely.</p> <p>*Performing simple comparative tests.</p> <p>*Identifying, grouping and classifying.</p> <p>*Gather and record data to help answer questions.</p> <p>*Use observations to suggest answers to questions, noticing similarities, differences and patterns.</p> <p>*Communicate ideas, what they have done and what they have found out in a variety of ways.</p>
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			<p>*Gather and record data to help answer questions.</p> <p>*Use observations to suggest answers to questions, noticing similarities, differences and patterns.</p> <p>*Communicate ideas, what they have done and what they have found out in a variety of ways.</p>			*Research a famous Scientist (Mary Anning)
RE:	L2.7 What do Hindus believe that God is like? [Brahman/atman]	L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnations]	L2.8 What does it mean to be a Hindu in Britain today? [Dharma]	Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	Unit L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	Unit L2.11 How and why do people mark the significant events of life?
History:	<p>Britain's settlement by Anglo-Saxons and Scots (Migration Focus)</p> <p>What is the story behind Sutton Hoo?</p> <p>Key skills: Understanding chronology Understand the concept of change over time, representing this, along with evidence, on a time line. Investigate and interpret the past Use more than one source of evidence for historical enquiry in order to gain a more</p>		<p>The Viking and Anglo-Saxon struggle to the time of Edward the Confessor -</p> <p>Aethelflaed's battles with the Vikings (in context of King Alfred and Aethelstan)</p> <p>Key skills: Understanding chronology Place events, artefacts and historical figures on a time line using dates. Investigate and interpret the past</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Migration and the Windrush generation</p> <p>Key skills: Understanding chronology Use dates and terms to describe events Investigate and interpret the past Describe different accounts of a historical event, explaining some of the</p>	



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	<p>accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Build an overview of world history Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Communicate historically Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology <p><u>Sticky knowledge</u> The mound of earth at Sutton Hoo contained a ship burial for a very important Anglo-Saxon, possibly a king. The Anglo-Saxons were made up of the groups Angles, Saxons and Jutes who sailed to Britain from Europe (Germany, Denmark and the Netherlands). They came after the Romans left in 410CE,</p>		<p>Use evidence to ask questions and find answers to questions about the past. Suggest causes and consequences of some of the main events and changes in history. Build an overview of world history Describe the characteristic features of the past, including ideas, beliefs, attitudes and features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Communicate historically Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <u>Sticky knowledge</u> Viking raiding of churches (Lindisfarne) Innovation of burghs (reinforced networks of settlements) Know where the Vikings originated from and show this on a map</p>		<p>reasons why the accounts may differ Build an overview of world history Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Communicate historically <u>Sticky knowledge</u> Know why people migrated to Britain from the Caribbean. Know how life was different for migrants in Britain. Know why the Windrush generation are important. Know how they challenged prejudice and discrimination. Know how Britain has had a major influence on the world.</p>	
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	<p>probably to find farmland. During the Anglo-Saxon period, Britain was divided into many kingdoms. The way the kingdoms were divided led to the creation of some of our county boundaries today. When the Anglo-Saxons first came to Britain, they were Pagan. In CE 597, a Roman monk called Augustine was sent to tell the Anglo-Saxons about Christianity. Over the next 100 years, all the kingdoms converted to Christianity.</p>		<p>Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons Know how to place features of historical events and people from the past societies and periods in a chronological framework Know about how the Anglo-Saxons attempted to bring about law and order into the country</p>		
Geography:		<p>Gloucester Key skills: Investigate places Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use a range of resources to identify the key physical and human features of a location. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Investigate patterns Describe how the locality of the school has changed over time.</p>		<p>UK Key skills: Investigate places Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Mountains, volcanoes and earthquakes Key skills: Investigate places Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Investigate patterns Describe geographical similarities and differences between countries. Communicate geographically</p>



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		<p>Communicate geographically Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Sticky knowledge: Know the key features of a city. Use maps and symbols. Know that Gloucester is a city and why. Know the human and physical features of Gloucester. Know how the features of Randwick are similar or different to a city. Know why Gloucester is an important city.</p>		<p>Investigate patterns Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p> <p>Communicate geographically Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Sticky knowledge: Know the names of, and locate, at least eight counties and at least six cities in England. Know at least five differences between living in the UK and a Mediterranean country. Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map. Know why are industrial areas and ports are important.</p>		<ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes <p>Sticky knowledge: Know the names of a number of the world's highest mountains Label the structure of the Earth. Know that mountains, volcanoes and earthquakes are caused by tectonic activity. Label the different parts of a volcano Know what causes an earthquake</p>
Art:	<p><i>Can you paint with a computer?</i></p> <p>Sci-fi landscapes</p> <p>Artist: David Hockney</p> <p>Medium: Digital</p>			<p><i>What would it be like to be tiny?</i></p> <p>Clay abstract forms</p> <p>Artist: Barbara Hepworth</p> <p>Medium: Clay Sculpture</p>	<p><i>What is the story of the Windrush Generation?</i></p> <p>Class story tapestry</p> <p>Artist: Lubaina Himid</p> <p>Medium: Textiles</p>	

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	<p>Style: Modernist and Pop Art</p> <p>Topic and cross-curricular links: Art this term will help to inspire children’s sci-fi writing in English. They will explore how to create a digital landscape from an alien planet.</p> <p>Technical Skills (Digital)</p> <ul style="list-style-type: none"> • Use a range of tools to combine shapes and drawn lines. • Change the thickness of lines and brushstrokes. • Change outline colours, fill backgrounds and shapes. • Create custom colours. <p>Evaluating</p> <ul style="list-style-type: none"> • Draw comparisons between our own work and that of other artists. • Comment on the choices of material and techniques and the effect they create. 			<p>Style: Modernist</p> <p>Topic and cross-curricular links: Art this term will help to inspire children’s fairytale writing about living in a tiny world. They will look closely at natural objects and create scaled-up, abstracted sculptures.</p> <p>Technical Skills (Sculpture)</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. • Use scoring, blending and slip • Explore ways of finishing work (paint, varnish) <p>Evaluating</p> <ul style="list-style-type: none"> • Draw comparisons between our own work and that of other artists. • Comment on the choices of material and techniques and the effect they create. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> • Develop ideas from starting points 	<p>Style: Modernist</p> <p>Topic and cross-curricular links: Art this term will be a vehicle for children to tell the story of the Windrush generation through visual imagery and symbolism.</p> <p>Technical Skills (Textiles)</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. <p>Evaluating</p> <ul style="list-style-type: none"> • Draw comparisons between our own work and that of other artists. • Comment on the choices of material and techniques and the effect they create. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> • Develop ideas from starting points 	
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	<p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. <p>Artist Vocabulary: David Hockney, British, Pop Art and Modernist, computer drawings (2000s),</p> <p>Skills Vocabulary: fill, background, custom colours, pre-set, outline, layers,</p>			<p>throughout the curriculum.</p> <ul style="list-style-type: none"> Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. <p>Artist Vocabulary: Barbara Hepworth, British, St Ives, Modernist, sculpture, cast, carve, Oval Sculpture (No. 2) 1943, wood, bronze</p> <p>Skills Vocabulary: form, hollow, carve, score, slip, blend, varnish, texture, surface, pierce</p>	<p>throughout the curriculum.</p> <ul style="list-style-type: none"> Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. <p>Artist Vocabulary: Lubaina Himid, British, Zanzibar, painter, Black Arts Movement, Five 1954, oil on canvas, mixed media</p> <p>Skills Vocabulary: Cross stitch, back stitch, weave, quilt, pad, gather, embellish</p>	
D&T:		2D to 3D - Designing and sewing stockings	Pneumatics: Moving monsters			Healthy and varied diet Explorer bars
Computing:	<p>AR & VR KS2 Creating a 360 Image</p> <p>Presentations, Web Design and eBook Creation</p> <ul style="list-style-type: none"> I know how to create a presentation demonstrating my 	<p>Video Creation</p> <ul style="list-style-type: none"> I know how to sequence clips of mixed media in a timeline and record a voiceover I know how to evaluate and improve the best video tools to best explain my understanding. <p>Key Vocabulary</p>	<p>Presentation KS2 Interactive Quiz eBook</p> <p>Presentation</p> <p>I can create an interactive quiz eBook introducing hyperlinks.</p>	<p>Programming Animation All Devices Scratch 3.0 (Free) Computational Thinking</p> <ul style="list-style-type: none"> I know how to create algorithms for my programming projects I know how to decompose projects (such as an animation) into steps to create an algorithm 	<p>Presentation KS2 Adobe Spark Post Poster</p> <p>Word Processing/Typing</p> <ul style="list-style-type: none"> I know how to combine digital images from different sources, objects, and text to 	<p>Networks KS2 Understanding the Internet and Green Screen Video</p> <p>Computer Networks</p> <ul style="list-style-type: none"> Understand the Internet is a worldwide network



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	<p>understanding with a range of media.</p> <p>Augmented Reality and Virtual Reality</p> <ul style="list-style-type: none"> • I know how to create my own digital 360 image and explore it in VR <p>Key Vocabulary Project, slide size, panoramic, shapes, instant alpha, media, clip art, layout, 360, virtual reality</p>	<p>Slide, video, trim, volume, icon, search, record, order, soundtrack, layout, split screen.</p>		<ul style="list-style-type: none"> • I understand abstraction is focusing on important information • I know how to identify patterns in an algorithm <p>Coding/Programming</p> <ul style="list-style-type: none"> • I know how to design a program • I know how to create a program using a design • I know how to create a sequence of code • I know how to evaluate my program <p>Key Vocabulary Abstraction, information, relevant, pattern, same, different, complex, sequence, code, design, programming language, Scratch</p>	<p>make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets.</p> <p>Presentations, Web Design and eBook Creation</p> <ul style="list-style-type: none"> • I know how to import images to a project from the web and camera roll <p>Key Vocabulary Import, resize, font, effects, adjust, layout, opacity, transparent, align, style, spacing</p>	<ul style="list-style-type: none"> • Understand how web pages are viewed across the Internet • Understand the difference between the Internet and the world wide web Video Creation • I know how to use confidently use green screen adding animated backgrounds. <p>Key Vocabulary Internet, router, data, web page, submarine cable</p>
PE:	<p><u>Y4 Functional Movement</u></p> <ul style="list-style-type: none"> • More complex and intense leg exercises • Running circuit incorporating obstacles • Using leg muscles/movements in playground/sports specic games (Tag) • Understand how the body takes in dierent elements that it requires (Science) RUGBY skills - • Technique of rugby pass • Introduce tag-belts - tagging <p>INVASION GAMES WITH RUGBY</p>	<p><u>Y4 Hand-eye coordination (Hockey)</u></p> <ul style="list-style-type: none"> • Indian Dribble • Basic tackle developed from 'trap' • Introduce wooden sticks - and recap dribbling, passing etc. INVASION GAMES WITH HOCKEY • 4 (attackers) v 2 (defenders) Add movement and Directional play (scoring) <p><u>Y3 Dance</u></p> <ul style="list-style-type: none"> • 'Earth Song' - Michael Jackson (Geography) 	<p><u>Y4 Foot-eye coordination (Football)</u></p> <ul style="list-style-type: none"> • First time passing • Tackling technique <p>INVASION GAMES WITH FOOTBALL</p> <ul style="list-style-type: none"> • 4 (attackers) v 2 (defenders) Add movement and Directional play (scoring) <p><u>Y4 Gymnastics</u></p> <ul style="list-style-type: none"> • Further shapes using abdominal strength - v-sit, shoulder stand etc. • Partner balances/shapes 	<p><u>Y3 Outdoor Education</u></p> <ul style="list-style-type: none"> • Orienteering - using maps (Geography) linked to Literacy, Numeracy <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Treading water • Breaststroke technique • Swim 25 metres using breaststroke • Front crawl technique 	<p><u>Y4 Hand -eye coordination (Tennis)</u></p> <ul style="list-style-type: none"> • Volley rally • Basic backhand technique <p><u>Y4 Outdoor Education</u></p> <p>Orienteering - use compasses to navigate and locate numbers and letters (Geography)</p>	<p><u>Y4 Hand-eye coordination (Cricket)</u></p> <ul style="list-style-type: none"> • Introduce plastic bats - batting technique • Fielding technique - long barrier etc • Small cooperative game situations <p><u>Year 4 Athletics</u></p> <p><u>RUNNING</u></p> <ul style="list-style-type: none"> • Sprinting - introduce 3-point start, loose shoulders, open-palms etc - eradicating tension in muscles • Sprinting further • Endurance - loose shoulders, open-palms etc. • Running for longer

Hands, feet and hearts that make a difference



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	<ul style="list-style-type: none"> • 4 (attackers) v 2 (defenders) Add movement and Directional play (scoring) <p><u>Y4 Hand-eye coordination (Netball)</u> NETBALL skills -</p> <ul style="list-style-type: none"> • Chest and bounce pass technique - add movement <p>INVASION GAMES WITH BASKETBALL/NETBALL</p> <ul style="list-style-type: none"> • 4 (attackers) v 2 (defenders) Add movement and Directional play (scoring) <p><u>Yr 3 Gymnastics</u></p> <ul style="list-style-type: none"> • Basic Rolls - pencil, egg, circle • Abdominal muscles - their importance and exercises to work them 					<p>THROWING</p> <ul style="list-style-type: none"> • More substantial run-up • Throwing foam javelins <p>*Standard challenges for all to measure progress</p> <p>JUMPING</p> <ul style="list-style-type: none"> • Hurdling - 3-point starting position and higher hurdles (high) • Loose shoulders, open palms in sprint phase • Long jump - accuracy of take-off and landing
PSHE:	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Music:	Mamma Mia	Glockenspiel stage 2	Stop!	Lean on me	Blackbird	Reflect rewind and replay
MFL:	This is me Key Skills Using greetings and exchanging introductions, asking and	School days Key Skills Learning how to use definite and indefinite articles and school-related	Birthday Celebrations Key Skills Using numbers and dates to exchange	Colourful Creatures - animals, colour and size Key Skills Learning the vocabulary for adjectives of size and colour; using noun	Fabulous French food Key Skills Learning how to eat out in France; ordering and paying the bill at a	Gourmet tour of France Key Skills Listen and respond to single words, short

Hands, feet and hearts that make a difference



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	<p>answering questions and discovering some famous French Landmarks.</p> <p>Key Knowledge How the key phonemes u, on, and ou sound. How the acute accent é and the cedilla ç change the sound of the letter they are placed on in a word. Vocabulary for different greetings, introductions and feelings. That in French there are formal and informal greetings.</p>	<p>vocabulary to build descriptive spoken and written sentences; comparing similarities and differences between a school day in England and France, listening and reading to analyse key information.</p> <p>Key Knowledge Accurately repeating words containing the phonemes eu, oi, in, on, ou and writing these correctly. Some words are cognates: they have the same spelling and meaning in French and English. Some letters carry accents and these change the sound of those letters. Every French noun is either masculine or feminine. The gender of a French noun determines its definite article. The gender of a noun affects the form of the indefinite article un or une. Il y a is used to say 'there is/are'. When we turn the statement il y a (there is/are) into a negative il n'y a pas de/d' (there is not) then we change the article from un/une to de/d' (d' if the noun begins with a vowel). Basic sentence structure English and French have the same pattern: subject + verb + object.</p>	<p>information; comparing similarities and differences between birthday celebrations in France and in England; writing a birthday wish list using indefinite articles and nouns.</p> <p>Key Knowledge To become familiar with the key phonemes oi, in, eu, eau and those that are represented by the letters z/s, x and i. To know months, seasons, and days of the week in French are not capitalised unless used at the beginning of a sentence. To know c'est means 'it is'. To know bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. To know in French un, and une are the equivalents of 'a/an'. To know the gender of a noun affects the form of the indefinite article un or une. To know in French the verb 'to have' is used for talking about age</p>	<p>gender agreement and considering how it impacts the article and adjectives; creating animal portraits.</p> <p>Key Knowledge To know that all nouns in French have a gender and that they are either masculine or feminine. To know that not all nouns that end in 'e' are feminine. To know that word order can differ in French compared to English. To know that adjectives of size go before the noun and adjectives of colour go after the noun in French. To know that some adjectives are irregular and do not follow a pattern. To know that adjectives must agree with the gender and number of the noun they are describing. To know how to find the gender of a noun by looking it up in the dictionary.</p>	<p>restaurant; asking and answering questions and making requests.</p> <p>Key Knowledge To become familiar with the key phonemes ch, ou, an, in, j/g before e or i. How intonation and gesture are used to differentiate between statements and questions. Basic sentence structure in English and French has the same pattern: subject + verb + object. Conjunctions such as et can be used to link phrases. Some words are cognates: they have the same spelling and meaning in French and English: la pizza, le hot-dog. Accents in French can change the sound of a letter. Placing ne...pas around the verb makes it negative: ne + verb + pas. To know the currency used in France is euros and to recognise some of the notes and coins. In French there is a formal and informal version of the word for 'you' and when to use which one.</p>	<p>phrases and full sentences. Follow a short text or rhyme, listening and reading at the same time. Use visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. Discuss similarities and differences between customs and traditions in France and the UK. Order typical French food and/or drink.</p> <p>Key Knowledge Some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. The word order is sometimes different in French compared to English. You can make a statement into a question simply by changing the intonation of your voice in French.</p>
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