

St. Andrew's CE VC Primary School 2025 - 2026

Class: Year 3 & 4 Falcons
Curriculum Learning plan: Term 6
CYCLE B

Learning Sequence	1	2	3	4	5	6	7
Key question/theme							
<p>English Krindlekrax By Philip Ridley</p>	<p>To explore our class text.</p> <p>To understand key context of our story and main character.</p> <p>To begin to understand the main character of our story.</p>	<p>To understand what makes our author's character descriptions successful.</p> <p>To explore examples of figurative language.</p> <p>To use examples of figurative language in the context of our story.</p> <p>To practise my own examples of figurative language.</p> <p>To show what I know about figurative language in a short piece of writing.</p>	<p>To plan my independent story writing.</p> <p>To practise using my plan.</p> <p>To write independently.</p> <p>To make corrections and improvements to my work.</p>	<p>To explore the features of a non-chronological report.</p> <p>To change the structure of a written report to understand its features.</p> <p>To know what makes a non-chronological report successful.</p> <p>To collect information and make notes about a character from our story.</p>	<p>To explore the use of possessive apostrophes.</p> <p>To practise using possessive apostrophes with accuracy.</p> <p>To apply what I know about possessive apostrophes in a short piece of writing.</p> <p>To practise using my revision and editing skills to improve my work.</p>	<p>To plan my independent non-fiction writing.</p> <p>To practise using my plan.</p> <p>To write independently.</p> <p>To make corrections and improvements to my work.</p>	<p>To explore the key features of a poem.</p> <p>To understand how syllables are used to keep the rhythm of a poem.</p> <p>To plan my poem.</p> <p>To review and edit a piece of writing.</p> <p>To publish my poem with corrections.</p>
<p>Maths Multiplication and division. Four rules linked to statistics Time Addition and subtraction Mass, volume and capacity</p>	<p>Year 3 Count from 0 in multiples of 4, 8 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Year 4 Check all times tables facts and division facts by recall.</p>	<p>Year 3 Solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Interpret and present data using bar charts, pictograms, and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p>Year 4 Problem solving with 1 x 2 digit and 1 x 3 digit, checking answers by division</p>	<p>Year 3 Interpret and present data using bar charts, pictograms, and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p>Year 4 Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables, and other graphs.</p>	<p>Year 3 Tell and write the time from an analogue clock, 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p>Year 4 Read, write, and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>Year 3 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Year 4 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Year 3 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>Year 4 Recall multiplication and division facts for multiplication tables up to 12 x 12 Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit</p>	<p>Year 3 Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity</p> <p>Year 4 Convert between different units of measure [for example, kilometre to metre; hour to minute] Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>

						numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	
Science States of matter	Assessment – To finish our work on movement and health diets and assess what we know and remember.	To identify and classify materials as solids, liquids or gases. Observing closely and identifying similarities and differences.	To understand that solids, liquids and gases have different properties because they behave differently. Using models to answer questions.	Describe melting and freezing as changes of state. Making predictions and observing changes over time.	Understand that materials change state at different temperatures. Understand that materials change state at different temperatures.	Explain evaporation and condensation and where they occur in everyday life. Setting up simple comparative tests and gathering evidence.	Describe the stages of the water cycle and the role of the Sun. Recording, presenting and communicating findings.
Geography What are rivers and how are they used?	Assessment – To finish our work on The Mayan Civilisation and assess what we know and remember.	What is the water cycle? To describe how the water cycle works.	How is a river formed? To recognise the features and course of a river.	Where can we find rivers? To name and locate some of the world's longest rivers.	How are rivers used? To describe how rivers are used.	What can we find out about our local river? To identify and locate human and physical features on a map.	What features does our local river have? To collect data on the features of a local river.
DT Textiles	Evaluating fastenings To explain the advantages and disadvantages of different types of fastening type.	Designing my book sleeve To design a product to meet design criteria.	Paper mock-up and preparing fabric To make and test a paper template.	Assembling my book sleeve To assemble a book jacket.			
RE Pentecost	To make links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth.	To offer suggestions about what the events of Pentecost in Acts 2 might mean.	To give examples of what Pentecost means to some Christians now.	To make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.	To describe how Christians show their beliefs about the Holy Spirit in worship.	To make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving reasons for your ideas	
PE Athletics Ultimate frisbee	Develop basic running technique and understand how to run efficiently. Throw and catch a frisbee safely.	Improve sprinting speed and reaction times. Catch successfully while moving.	Develop jumping for distance. Maintain possession under pressure.	Throw objects using correct technique. Move into space to support teammates.	Work effectively as part of a relay team. Apply skills in game situations.	Apply skills developed throughout the unit. Use frisbee skills effectively in competitive games.	
PSHE/RSHE Economic Wellbeing Transition	Spending choices To begin to recognise how ethics can influence our spending decisions. (Y3) To begin to understand what makes something good value for money. (Y4)	Budgeting To understand how to put together a budget. (Y3) To begin to understand the importance of keeping track of money. (Y4)	Money and emotions To recognise that money has an impact on how we feel. (Y3) To understand ways money can be lost and how this makes people feel (Y4).	Jobs and careers To understand that there are a range of jobs available and to think about what job they might want to do. (Y3) To consider positive and negative factors that can influence people's career choices. (Y4)	Jobs for me To understand that many people will have more than one job or career.		
Music Changes in pitch and tempo	The singing river To sing in two parts using expression and dynamics.	The listening river To recognise key elements of music.	The repeating river To perform a vocal ostinato.	The percussive river To create and perform an ostinato.	The performing river To improve and perform a piece of music based around ostinatos.		

<p>Computing</p> <p>Skills showcase: HTML</p>	<p>What is an HTML?</p>	<p>Remixing HTML.</p>	<p>HTML unplugged</p>	<p>Website hacking</p>	<p>Replacing images</p>		
<p>French (LKS2)</p> <p>Fabulous French Food</p>	<p>Ordering food and drink in a French café To use questions to make requests.</p> <p>Managing money in French To use numbers to calculate amounts of money in French.</p>	<p>French shops To create descriptive sentences.</p> <p>French food To give opinions using singular nouns.</p>	<p>French food – le menu To use familiar spoken and written language for practical communication.</p> <p>Favourite French foods To ask and respond to a question about food.</p>	<p>Regional French food To use a range of opinion verbs and adjectives.</p> <p>Monsieur Mangetout’s French food week To perform a short story about food using words and actions</p>	<p>Shopping in France – how much? To describe the quantity of food nouns.</p> <p>French detectives in the kitchen To explore and understand an authentic French text.</p>		