Kirkby Avenue Yearly Planning Sheet Key Stage 2 Y3/4 Cycle A | 2025 - 2026

SUBJECT	AUTUMN FOCUS: Stone Age (History focus) TRIP: Sheffield Manor Lodge (Autumn 2) **Class Book**: Stone Age Boy (Y3) The Wild Way Home (Y4)	SPRING FOCUS: Ancient Greeks (History/Geography focus) **Class Book**: Beasts of Olympus (Y3) Who Let the Gods Out (Year 4)	SUMMER FOCUS: Sustainability (Geography focus) **Class Book**: Greta and the Giants (Y3) The Last Bear (Y4)
ENTERPRISE / PARENT INVOLVEMENT			
Literacy	<u>First Week – Writing linked to 'The Magical Yet'</u> <u>Setting Description – based on class book 'The Wild Way Home'</u> **Purpose**: To give a detailed description to immerse the reader **Audience**: Our teachers <u>Letter – Topical theme based on Lioness Win for the Euros</u> **Purpose**: To congratulate the women's football team **Audience**: Leah Williamson as Captain of the team	<u>Persuasive Letter – based on Greece</u> **Purpose**: To persuade a friend to go to Greece **Audience**: A friend <u>Non-</u>Chronological Report **Purpose**: To inform people on Ancient Greece **Audience**: Other classes <u>Spring Poetry</u> **Purpose**: To describe the Easter Story **Audience**: Whole School <u>Narrative – based on the book 'Who Let the Gods Out?'</u>	<u>Balanced Argument – linked to sustainability</u> **Purpose**: To discuss the pros and cons of ways to protect the environment **Audience**: The local MP <u>Persuasive Advert – linked to sustainability</u> **Purpose**: To persuade people to be eco-friendly **Audience**: Our local community <u>Explanation Text – linked to sustainability</u> **Purpose**: To inform people on how to be sustainable **Audience**: School council

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	Autumnal Poetry **Purpose:** To describe the seasons **Audience:** Whole School (assembly) Instructional writing – based on Stone Age Tools **Purpose:** To inform people on how to make Stone Age tools **Audience:** Year ¾ classes Instructional writing – based on Stone Age Tools **Purpose:** To inform people on how to make Stone Age tools **Audience:** Year ¾ classes A Spirit Song – Linked to the class book 'The Wild Way Home' **Purpose:** To provide courage **Audience:** The characters in the story Diary Entry – to Jingle Bob Bells Billy **Purpose:** To tell Santa why we deserve a jolly Christmas **Audience:** Father Christmas	**Purpose:** To entertain the reader **Audience:** Mrs Clifford **Narrative - Maths through stories link (tbc)** Persuasive Speech **Purpose:** To create a job application as a powerful immortal **Audience:** Zeus	Play Script – based on a Shakespeare play **Purpose:** To entertain **Audience:** The rest of our class Character Descriptions – based on a Shakespeare play **Purpose:** To describe and build a picture in the reader's head **Audience:** Miss T Poetry **Purpose:** To discuss feelings of moving on **Audience:** New class teachers
Reading	Linked to the class book and a variety of texts using the different skills.	Linked to the class book and a variety of texts using the different skills.	Linked to the class book and a variety of texts using the different skills.

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Maths	**Autumn 1:** Place Value (identifying digits, reading and writing numbers, ordering, comparing, rounding, adding and subtracting 10, 100 and 1000, estimating, problem solving, justification and two-part problems). Negative Numbers (order, comparing, estimating, plotting, problem solving, justification and two-part problems. Decimals (rounding to the nearest whole number, ordering and comparing, understanding the value of a digit before and after the decimal point). Addition and Subtraction (number lines and chunking, partitioning, expanded method, compact method, finding the difference, estimating, problem solving, justification and two-part problems). Maths Targets/ Meetings (Recaps and address any gaps) Extra Times Tables Practice Maths Through Stories Counting **Autumn 2:**	**Spring 1:** Fractions (count forwards and backwards, identify the numerator and denominator, find fractions of amounts, find equivalent fractions, write fractions in their simplest form, add and subtract fraction with the same denominator, convert mixed numbers and improper fractions, problem solving, justification and two-part problems). Measures (use, read and write metric units, find equivalents, order and compare units of measure, suggest suitable units of measure, convert units of measure, record and estimate units of measure, calculate the area and perimeter of rectilinear shapes, problem solving, justification and two-part problems). Maths Targets/ Meetings (Recaps and address any gaps) Extra Times Tables Practice Maths Through Stories Counting **Spring 2:** Data (read, interpret and present data in a	**Summer** Money (Estimate, calculate and identify different amounts of money, make different amounts of money, solve problems and answer a range of questions with a wide variety of methods) Ratio, Geometry (Position and Movement) (N, E, S, W) and Proportion, Measures Catch Up Recap 4 rules and any gaps. Maths Targets/ Meetings (Recaps and address any gaps) Extra Times Tables Practice Maths Through Stories Counting

	Multiplication and Division (repeated addition and subtraction, expanded grid method, compact grid method, doubling and halving, finding remainders, understanding factor pairs, estimating, problem solving, justification and two-part problems). Time (reading time in 5 minute intervals, to the nearest minute, to and past, understanding analogue and digital clocks, AM and PM, understanding time across days/ weeks/ months/ years, estimating time, comparing time intervals, converting time using the 24-hour digital clock, problem solving, justification and two-part problems). Maths Targets/ Meetings Extra Times Tables Practice Maths Through Stories Counting		variety of ways, interpret different charts, find the mode and median, problem solving, justification and two-part problems). Percentages (be able to find 1%, 25%, 50%, 75% and 100% of given, divisible numbers, problem solving, justification and problem solving). Shape (describe and visualise 2D and 3D shapes, recognise the three types of triangles, understand the types of angles and identify them in shapes, classify shapes based on lines/ angles etc., understand simple nets, estimate angles, order and compare angles, problem solving, justification and problem solving). Maths Targets/ Meetings (Recaps and address any gaps) Extra Times Tables Practice Maths Through Stories Counting			
Science	Animals including Humans Y3 identify that	Animals including Humans Y4 describe the simple	Forces and Magnets Y3 compare how	Science experiments linked to Science Week (Change and adapt)	Plants Y3 identify and describe the functions of	Sound Y4 identify how sounds are made,

	animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement	functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey	things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other,		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 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	associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases

			depending on which poles are facing			
Computing	Year 3 – Programming – MicroBit Led Animation E-Safety	Year 3 – Network explorer – Network Explorer E-Safety	Project of our choice * E-Safety	Excel – formatting cells, merging cells, splitting cells, E-Safety	Video creation- year 3- voiceover film E-Safety	Catch up E-Safety
CHRONOLOGY THREADS	Throughout the year, in maths meetings etc. revisit time and interlink with chronological events, e.g. when we were born, when QEII came to the throne, anecdotal years from discussions. Enter on the timeline for your year group. **Look at chronology throughout the year.**					
History	Looking at ancient artefacts and evidence from archaeologists. Research what it was like for a child. Look at how past events have shaped our lives. Look at cooking, travelling, clothing, homes, weapons. **Taken from the National Curriculum (2014):** Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.		How Ancient Greece is different to life now? Similarities/differences and the impact it has had. **Taken from the National Curriculum (2014):** Ancient Greece – a study of Greek life and achievements and their influence on the western world.			

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Geography			Locate Greece on a map and globe. Identify surrounding countries and seas (e.g., Albania, Turkey, Aegean Sea, Mediterranean Sea). Explore key cities such as Athens and Thessaloniki. Compare regions (e.g., mainland vs islands). **Taken from the National curriculum (2014):** Finding places on a globe and in an atlas: Greece, United Kingdom, plotted routes on the map depending on how to travel. Planning a trip from the UK to Greece. Landmarks – physical and natural. Temperature and locality.		What is Sustainability? Our Planet's Resources Waste and Recycling Plastic Pollution Sustainable Food and Water Energy and the Environment Local Fieldwork: Is Our School Sustainable? Taking Action: Sustainability Champions **Taken from the National curriculum (2014):** Understand key aspects of human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping. Use fieldwork to observe, measure and record the human and physical features in the local area.	
PE	Gymnastics Unit 2 Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns	Dance Unit 1 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and	Netball Develop competence to excel in a broad range of physical activities Are physically active for sustained periods of time	Hockey Develop competence to excel in a broad range of physical activities Are physically	Athletics Develop competence to excel in a broad range of physical activities Are physically active for sustained periods	Cricket Develop competence to excel in a broad range of physical activities Are physically active for sustained periods

	Compare their performances with previous ones and demonstrate improvement	to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare their performances with previous ones and	Engage in competitive sports and activities Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Use running, jumping, throwing and	active for sustained periods of time Engage in competitive sports and activities Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate	of time Engage in competitive sports and activities Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success Use running, jumping,	of time Engage in competitive sports and activities Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Use running, jumping,

		demonstrate improvement	catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	and recognise their own success. Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best	throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
Arts DT	Art: Chalks/pastels/annotate cave paintings and create your own (Kapow unit). Autumn 2: Christmas cards and calendars (link to skills in Autumn 1).		Design Technology: Make a pair of Greek sandals. Art: Greek pots (clay).		Art: Growing artists – drawing botanical plants, abstract flowers (Kapow unit). DT: Structures/Pavilions (Kapow unit).	
Music	Rock and roll – Y4 (Kapow unit) * **Guitars**		Easter production (Hercules)		Rivers – Changes in Pitch, Tempo, Dynamics (Kapow unit) * **Guitars**	

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Religious Education	Pathway 5 – What faiths and beliefs can be found in our country and community?	Pathway 6 – How do ancient stories influence modern celebrations?	Pathway 3 – How do the five pillars helps Muslims to lead a good life?	Pathway 6 – How do creation stories help people understand the world?
	Pathway 3 and 5 – Why do people follow inspirational leaders?	Pathway 2 – How do different people express their spirituality?	Pathway 4 – Why do the lives of the Gurus inspire the lives of Sikh believers?	Pathway 1 – How do Jews remember God's covenant?
PSHCE:	Jigsaw: Being me in my world (Autumn 1) Celebrating difference (Autumn 2)	Jigsaw: Dreams and Goals (Spring 1) Healthy me (Spring 2)	Jigsaw: Relationships (Summer 1) Changing Me (Summer 2)	
French	Greetings, colours, numbers.	Animals, days of the week, months of the year.	Recap	