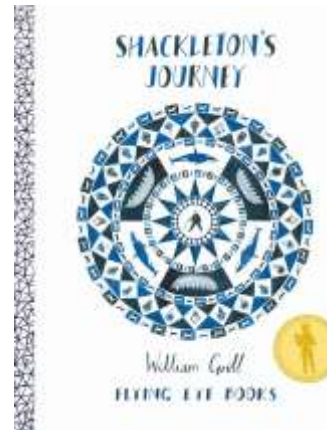
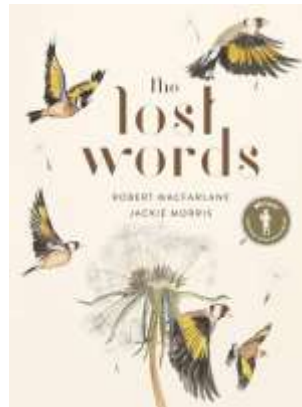




# Who Lives in Antarctica?



Class 3 Year 3/4  
Miss Grant  
Mrs Brayley TLA



# LKS2 Half-Term Medium Term English Planning



## WOW Stimulus -

- Antarctica memorable moment day
- New books about Antarctica
- Non-fiction videos

## Purpose and Audience:

- Teach other classes about the Antarctica and perform to classes/Mrs Clark
- Creating work for a display

## Rich Text/s:

- Fiction: Shackleton's Journey
- Non-fiction: Ernest Shackleton Little People book, a range of non-fiction books about Antarctica
- Poetry: Kennings
- Media: Non-fiction, BBC Planet Earth etc.
- Religious texts: The Five Pillars of Islam

## Guided/Reciprocal Reading:

- Whole class reading 3 times a week using different texts, videos, poems, stories
- Group reading
- Guided reading using current popular book extracts to encourage pleasure and comprehension
- Focus on individual 1 to 1 reading.

## Speaking/listening/performing:

- Listening to each other during show and tell.
- During guided reading, listening to each other and hearing their thoughts.
- Listening to poetry and stories, conversations during English/PSHE
- Performing pieces of writing to Mrs Clark

## English Medium Term Plan

## Overview Year 3/4

<u>Wks</u>	<u>Genre</u>	<u>Whole Class Guided Reading (10 mins)</u>	<u>Spelling</u>	<u>Key objectives</u>	<u>Activities</u> <u>Texts/</u> <u>Resources</u> <u>Cross-curricular links</u>
1	Lost Words Poetry	<u>Anne Fine</u>	Dis- Mis-	<ul style="list-style-type: none"> <li>✓ Identifying kennings</li> <li>✓ Verbs and conjunctions</li> <li>✓ Using full stops and capitals</li> </ul>	<u>Main Activity -</u> Mon - Kennings about themselves Tues - Kennings about a chosen animal Wed - Recap verbs, verbs to describe animal Thurs - Conjunctions to link sentences Fri - Conjunction recap
2	Antarctica Application Letters	<u>Children's Classics</u>	-ing, -er, -ed	<ul style="list-style-type: none"> <li>✓ Conjunctions</li> <li>✓ Adverbs</li> <li>✓ Prepositions</li> <li>✓ Learn and discuss new vocabulary</li> <li>✓ Write own letter applying for job</li> </ul>	<u>Main Activity -</u> Mon - What are features of letters? Tues - Read job description and mind map ideas Wed - Write draft letter of application for researcher in Antarctica job Thurs - Write draft/real letter of application for researcher in Antarctica job Fri - Finish off
3	David Attenborough style commentary / Speaking and listening purposeful questioning	Children's Classics Vol 2	-ing, -en, -ed	<ul style="list-style-type: none"> <li>✓ Find out about commentaries</li> <li>✓ Create a shared piece of writing</li> <li>✓ Listen and ask questions with purpose</li> <li>✓ Speak and perform confidently</li> </ul>	<u>Main Activity -</u> Mon - Memorable moment day Tues - Find out about commentaries, listen to some examples. Watch video of elephant seals Wed - Write a class commentary for a different video Thurs - Write and individual/paired commentary for elephant seals Fri - Film and read commentary

4	Shackleton's Journey	Colours	Ai or aigh	<ul style="list-style-type: none"> <li>✓ Plan, draft and edit</li> <li>✓ Using speech</li> <li>✓ Edit using a variety of tools</li> <li>✓ Learn and discuss new vocabulary</li> <li>✓ Senses writing</li> </ul>	<u>Main Activity -</u> Mon - Speech marks Tues - senses for Antarctica, plan for descriptive writing Wed - Conjunctions to explain justification Thurs - Improving vocabulary for emotions Fri - Sentence types recap
5	Shackleton's Journey	<u>Dick King Smith</u>	Ei or eigh	<ul style="list-style-type: none"> <li>✓ Learn about diaries</li> <li>✓ Speech mark and fronted adverbial recap</li> </ul>	<u>Main Activity -</u> Mon - Fronted adverbials Tues - Speech marks Wed - Write about when you first see Antarctica Thurs - Features of a diary Fri - Editing recap
6	Shackleton's Journey	Different Cultures	ey	<ul style="list-style-type: none"> <li>✓ Write, plan and edit a diary</li> <li>✓ Skim and scan reading</li> <li>✓ Summarise main events</li> <li>✓ Recap grammar skills</li> </ul>	<u>Main Activity -</u> Mon - Present perfect tense Tues - Create a diary entry to describe a typical day at base camp Wed - Diary writing Thurs - Summarise the main events of Shackleton's journey Fri - Recap present perfect tense

## Maths Medium Term Plan

Step 1	Multiples of 10
Step 2	Related calculations
Step 3	Reasoning about multiplication
Step 4	Multiply a 2-digit number by a 1-digit number - no exchange
Step 5	Multiply a 2-digit number by a 1-digit number - with exchange
Step 6	Link multiplication and division
Step 7	Divide a 2-digit number by a 1-digit number - no exchange
Step 8	Divide a 2-digit number by a 1-digit number - flexible partitioning
Step 9	Divide a 2-digit number by a 1-digit number - with remainders
Step 10	Scaling
Step 11	How many ways?

Step 1	Measure in metres and centimetres
Step 2	Measure in millimetres
Step 3	Measure in centimetres and millimetres
Step 4	Metres, centimetres and millimetres
Step 5	Equivalent lengths (metres and centimetres)
Step 6	Equivalent lengths (centimetres and millimetres)
Step 7	Compare lengths
Step 8	Add lengths
Step 9	Subtract lengths
Step 10	What is perimeter?
Step 11	Measure perimeter
Step 12	Calculate perimeter

Step 1	Factor pairs
Step 2	Use factor pairs
Step 3	Multiply by 10
Step 4	Multiply by 100
Step 5	Divide by 10
Step 6	Divide by 100
Step 7	Related facts – multiplication and division
Step 8	Informal written methods for multiplication
Step 9	Multiply a 2-digit number by a 1-digit number
Step 10	Multiply a 3-digit number by a 1-digit number
Step 11	Divide a 2-digit number by a 1-digit number (1)
Step 12	Divide a 2-digit number by a 1-digit number (2)
Step 13	Divide a 3-digit number by a 1-digit number
Step 14	Correspondence problems
Step 15	Efficient multiplication

Step 1	Measure in kilometres and metres
Step 2	Equivalent lengths (kilometres and metres)
Step 3	Perimeter on a grid
Step 4	Perimeter of a rectangle
Step 5	Perimeter of rectilinear shapes
Step 6	Find missing lengths in rectilinear shapes
Step 7	Calculate perimeter of rectilinear shapes
Step 8	Perimeter of regular polygons
Step 9	Perimeter of polygons

Science Medium Term Plan  
Overview Year 3/4

<b>Rocks</b>	Practical hands on experiments: Rock experiments Starburst experiment		<b>Values/PSHE/SMSC:</b> Courage, dreams and goals			
	1 Knowledge, skills, practical  <b>To observe and describe rocks</b>	2 Knowledge, skills, practical  To find out the properties of rocks	3 Knowledge, skills, practical  <b>To explore the hardness and water and acid reaction of rocks</b>	4 Knowledge, skills, practical  <b>To describe the process of fossil formation.</b>	5 Knowledge, skills, practical  <b>To learn about the rock cycle and how different types of rocks are formed</b>	6 Knowledge, skills, practical  <b>To compare soils and how they were formed.</b>
Key skills: ✓ Collecting and evaluating results ✓ Making predictions ✓ Learning how to create a fair experiment  Key Knowledge: ✓ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ✓ describe in simple terms how fossils are formed when things that have lived are trapped within rock ✓	Working in groups, find out about 6 different types of rock – chalk, slate, sandstone, granite, limestone and marble.	Investigating and using the words 'permeability', 'hardness' and 'buoyancy' to find the properties of different types of rock	Test the rock's hardness using sandpaper, lolly sticks, cardboard etc. See how the rocks react to acid (vinegar) as well as water. Complete in 3 different groups, teacher with the acid group.	Use equipment and a camera to film in groups how fossils are formed.	Using starburst, create sedimentary, metamorphic and igneous rocks and create a diagram to show how they are created.	Investigate different types of soil 'Does the type of soil affect the drainage rate (how quickly water passes through)?'

Art and Design Medium Term Plan  
Overview Year 3/4

Elements of Art	1	2	3	4	5	6
<p>Key skills:</p> <ul style="list-style-type: none"> <li>✓ Use the elements of art to develop their art skills</li> </ul> <p>Key Knowledge:</p> <ul style="list-style-type: none"> <li>✓ Understand the elements of art and what they each mean</li> <li>✓ Build on their knowledge of art techniques</li> <li>✓ Use these techniques in their artwork to</li> </ul>	<p style="text-align: center;">Observe and sketch insect, animal, or bird features in my sketchbook</p> <p><a href="https://www.thenational.academy/teachers/programmes/art-primary-ks2/units/creature-construction-sculpture/lessons/sketchbook-research-insect-animal-and-bird-studies-and-designs#slide-deck">https://www.thenational.academy/teachers/programmes/art-primary-ks2/units/creature-construction-sculpture/lessons/sketchbook-research-insect-animal-and-bird-studies-and-designs#slide-deck</a></p> <p>Choose an animal from poem written this week and sketch using skills learnt from last term. Sketch ideas in sketchbook</p> <p>Resolution artwork</p> <p><a href="https://content.twinkl.co.uk/resource/61/2c/t-tc-1639067093-new-years-resolutions-craft-craft-ideas_ver_1.pdf?_token=&amp;exp=1767811226~acl=%2Fresource%2F61%2F2c%2Ft-tc-1639067093-new-years-resolutions-craft-craft-ideas_ver_1.pdf%2A~hmac=417c44097761af8b62109740028e45a6ddb498f7e28871e7bab71bf42516c62">https://content.twinkl.co.uk/resource/61/2c/t-tc-1639067093-new-years-resolutions-craft-craft-ideas_ver_1.pdf?_token=&amp;exp=1767811226~acl=%2Fresource%2F61%2F2c%2Ft-tc-1639067093-new-years-resolutions-craft-craft-ideas_ver_1.pdf%2A~hmac=417c44097761af8b62109740028e45a6ddb498f7e28871e7bab71bf42516c62</a></p>	<p>Final sketch with background</p> <p>Pencil drawings and watercolour background of animals from poems.</p> <p>Colour of background to show emotion of the poem.</p>	<p>Memorable moment day</p>	<p>Artist focus. Explore shape and colour using Sonia as inspiration</p> <p>Have a look at the artist Sonia Delaunay . She was from Ukraine and moved to Russia – look on map where these countries are. Look at her work, what do they have in common. Her inspiration was from colourful ukrainian outfits and cubism.</p>	<p>Explore shape and colour using Sonia as inspiration</p> <p>Create a Sonia inspired piece of artwork about Antarctic a thinking about shape, colour and movement</p>	<p>Valentines art</p> <p>Using Sonia’s piece of artwork called The King of Hearts <a href="https://www.artsy.net/artwork/sonia-delaunay-the-king-of-hearts-1">https://www.artsy.net/artwork/sonia-delaunay-the-king-of-hearts-1</a></p> <p>Create a card for mum or dad or someone special named king or queen of my heart</p>

add colour, shape and line				Create some circle artwork and the colour pallette is bright. Try putting secondary colours next to primary.		
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Music Medium Term Plan  
Overview Year 3/4

Composing and notation <a href="https://www.thenational.academy/teachers/programmes/music-primary-ks2/units/compose-and-create-notating-and-performing-using-rhythm-grids/lessons">https://www.thenational.academy/teachers/programmes/music-primary-ks2/units/compose-and-create-notating-and-performing-using-rhythm-grids/lessons</a>	1 Knowledge, skills, practical  <a href="#"><u>Rhythm grids as a form of notation</u></a>	2 Knowledge, skills, practical  <a href="#"><u>Rhythm and beat on rhythm grids</u></a>	3 Knowledge, skills, practical  <a href="#"><u>Rhythm grids and the subdivision of the beat</u></a>	4 Knowledge, skills, practical  <a href="#"><u>Decoding more complex rhythm grids</u></a>	5 Knowledge, skills, practical  <a href="#"><u>Reading stick notation on rhythm grids</u></a>	6 Knowledge, skills, practical  <a href="#"><u>Composing and notating on rhythm grids</u></a>
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<p>Key skills:</p> <ul style="list-style-type: none"> <li>✓ Understanding pulse and rhythm</li> <li>✓ Using the other key musical elements to describe music</li> <li>✓ Composing a rhythm to a steady beat</li> <li>✓</li> </ul> <p>Key Knowledge:</p> <p>✓</p>	<p>Understand how rhythm grids can help us to read and perform music.</p> <p>Create own rhythm grid by folding a piece of paper into 16 and mark on dynamics.</p>	<p>Decode symbols on a rhythm grid and create your own. Use Ta and Titi</p>	<p>Subdivide rhythms further to understand semiquavers tika tika or takadimi</p>	<p>Understand how to build texture using rhythm grids. Compose using a range of symbols to show what action to do and the length of the notes.</p>	<p>Using body percussion on a rhythm grid and then using stick notation on the grid.</p>	<p>Composing own rhythms using stick notation.</p>
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Geography Medium Term Plan  
Overview Year 3/4

Who lives in Antarctica?	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
<p><u>Learning Objectives</u></p> <p>✓ locate the world's countries, using maps concentrating on their</p>	<p>Cold task – Who lives in Antarctica?</p> <p>Learn about Antarctica's position on the map,</p>	<p>Find out about the physical features of Antarctica</p>	<p>Memorable moment day</p>	<p>Learn about who lives there and what you would see if you visited. Write a postcard.</p>	<p>Learn about Shackleton.</p>	<p>Drawing a plan of the school (bird's eye)</p>	<p>Plan a simple route round school using map and compass</p>

<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <p>✓ 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)</p>	<p>longitude/latitude lines</p>						
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**As Artists and Designers we will:**

- Understand drawing skills, using shade, tones and how to make something 3D
- Find out about the artist Sonia Delauney and use her choice of colour and shape as inspiration.

**Curriculum Map Class 3 Year 3/4  
Spring 1 2026**

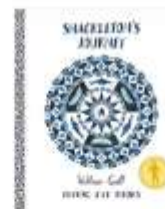


**As Readers and Writers we will:**

- Listen to, read and understand a range of non-fiction and fiction books
- Become word wizards, understanding and using challenging vocabulary
- Recap sentence types and basic grammar
- Maintain a good, consistent, cursive writing handwriting style
- Write our own poems using The Lost Words as inspiration
- Write about a day in the life of a researcher in Antarctica using knowledge found during the Q&A
- Create a diary entry like Shackleton.

**As Scientists we will:**

- Compare different rocks and be able to describe their properties
- Learn how different rocks are formed
- Find out about fossil formation
- Investigate rocks different reactions to a range of fluids



R.E: How do festivals and worship show what

**As Mathematicians we will:**

- Continue to practise using our basic

