



Where does our food come from?



Class 3 Year 3/4
Miss Grant
Mrs Brayley TLA



LKS2 Half-Term Medium Term English Planning



WOW Stimulus -

- Memorable moment day - Tour of Baslow
- Local trips and experiences with the community e.g., Baslow History Group, local makers and musicians
- School's 150th Anniversary

Purpose and Audience:

- Creating work for a display
- Videoing/filming our work to share with parents and the website
- 150th Anniversary performance

Rich Text/s:

- Fiction: *George's Marvellous Medicine* by Roald Dahl
- Non-fiction: A range of local texts, the countryside code, information books etc
- Media: BBC Bitesize, local videos and pictures
- Religious texts:

Spellings

- Recap of the year's spelling patterns including suffixes, prefixes, que/que, sc and homophones

Guided/Reciprocal Reading:

- Guided reading through *George's Marvellous Medicine*
- Individual 1 to 1 reading
- A variety of opportunities to read aloud using a variety of genres

Speaking/listening/performing:

- Listening to peers and other classes reading as well as reading aloud to a variety of people
- Performing their work to other classes and adults
- Giving a tour of the church to parents
- Planning, writing, performing and videoing our playscripts

Grammar and Punctuation

- Recap of year 3 and 4 objectives including:
 - Speech marks
 - Fronted adverbials
 - Subordinate clauses
 - Word classes

English Medium-Term Plan

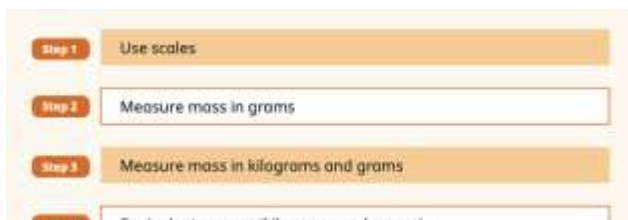
Overview Year 3/4

<u>Wk.</u>	<u>Genre and Rich Text</u>	<u>Guided Reading</u>	<u>Spelling</u>	<u>Key objectives</u>	<u>Activities</u> <u>Texts/</u> <u>Resources</u> <u>Cross-curricular links</u>
1	Letters to future students at Baslow		-sion	<ul style="list-style-type: none"> ✓ Discussing and verbally telling sentences ✓ Using full stops, capital letters and other punctuation ✓ Finding features of letters ✓ Using the skills, we've learnt already this year 	<p>Mon - Look at a letter and reminders on the features. WAGOLL of a letter to a future pupil.</p> <p>Tues - Planning and gathering ideas</p> <p>Wed - Start writing using checklist with features</p> <p>Thurs - Continue writing and editing</p> <p>Fri - Grammar sticky learning: fronted adverbials (mini-Miss Grant), conjunctions (subordinate and coordinating)</p>
2	<p>History double page spread</p> <p>Medicine side affects</p> <p>Alternative ending/recount</p>		Y3/4 spellings	<ul style="list-style-type: none"> ✓ Discussing and verbally telling sentences ✓ Using full stops, capital letters and other punctuation ✓ Writing a brochure ✓ Drafting, sharing and editing our writing 	<p>Mon - Tour of Baslow</p> <p>Tues - Write up notes from the tour of Baslow and the school</p> <p>Wed - Zones of regulation</p> <p>Thurs - SPORT'S DAY</p> <p>Fri - Grammar sticky learning: speech marks, apostrophes</p>

3	History Double Page Spread		Revision of the year	<ul style="list-style-type: none"> ✓ Discussing and verbally telling sentences ✓ Using full stops, capital letters and other punctuation ✓ Creating double page spreads to share with the whole school 	<p>Mon - Plan our double page spreads about the school's history</p> <p>Tues - Start double page spread focussing on features and neatness</p> <p>Wed - Continue writing and editing</p> <p>Thurs - Continue writing and editing</p> <p>Fri - Grammar sticky learning: word families, suffixes, prefixes</p>
4 150 th celebration	George's marvellous medicine Character description	George's Marvellous Medicine	Revision of the year	<ul style="list-style-type: none"> ✓ Discussing and verbally telling sentences ✓ Using full stops, capital letters and other punctuation ✓ Finding the features of character description ✓ Understand speech prepositions and pronouns 	<p>Mon - Start GMM, creating a reading journal and predicting the story</p> <p>Tues - Reading journal: Find 10 adjectives in your book. List reasons for and against why George thinks Grandma could be a witch</p> <p>Wed - Reading journal: Choose one character from the story. Find three things the author says about this character. What is a character description?</p> <p>Thurs - Reading journal: Draw and label a picture of a character Gather ideas for Grandma's character</p> <p>Fri - Grammar sticky learning: tenses (past, present, present perfect), standard English</p>
5 Assess week	George's marvellous medicine	George's Marvellous Medicine	Revision of the year	<ul style="list-style-type: none"> ✓ Use reading journals to understand a text ✓ Plan, draft and edit ✓ Learn and discuss new vocabulary 	<p>Mon - Grammar sticky learning: word classes</p> <p>Tues - Assessment: Write and edit grandma's character description</p> <p>Wed - Transition morning</p> <p>Thurs - Reading test</p> <p>Fri - Grammar sticky learning: word classes</p>
6 Reports	George's marvellous medicine Medicine instructions and side effects	George's Marvellous Medicine	Revision of the year	<ul style="list-style-type: none"> ✓ Plan, write and edit ✓ Use reading journals to understand a text 	<p>Mon - Reading journals: write summary of pages 18-22 Plan own set of instructions</p> <p>Tues - Reading journals: Make a list of the words and phrases used to create atmosphere Write instructions using alliteration</p> <p>Wed - Reading journals: Write some questions about events in the story and see if a friend can answer them</p> <p>Look at some wagolls for side effects, plan and create some fun side effects</p>

					Thurs - Reading journals: Draw a timeline to show the events in your story. Start writing warning paragraph to go with medicine Fri - Reading journals: Find 5 new words and draw a picture for each to remember Finish and create medicine bottle label
7 KS2 play	George's marvellous medicine Re-write with alternative ending	George's Marvellous Medicine	Revision of the year	<ul style="list-style-type: none"> ✓ Rewrite the story with an alternative ending ✓ Use features from y3/4 	<p>Mon - Recap of all SPaG features we have learnt this year. Plan key events in the story and mindmap alternative endings</p> <p>Tues - Start to rewrite the story</p> <p>Wed - Continue rewriting the story but with an alternative ending</p> <p>Thurs - Continue rewriting the story but with an alternative ending</p> <p>Fri - Continue rewriting the story but with an alternative ending</p>
8	Recipes/instructions		Revision of the year	<ul style="list-style-type: none"> ✓ Create a book review sharing opinions and use persuasive features to encourage others to read 	<p>Mon - Book review</p> <p>Tues - Leaver's service and Vegetable tart making</p> <p>Wed - LAST DAY!!</p>

Maths Medium Term Plan



'Ian Summer 2 2026

Y3

Step 9	Equivalent capacities and volumes (litres and millilitres)
Step 10	Compare capacity and volume
Step 11	Add and subtract capacity and volume

Step 1	Roman numerals to 12
Step 2	Tell the time to 5 minutes
Step 3	Tell the time to the minute
Step 4	Read time on a digital clock
Step 5	Use am and pm
Step 6	Years, months and days
Step 7	Days and hours
Step 8	Hours and minutes – use start and end times

Step 1	Turns and angles
Step 2	Right angles
Step 3	Compare angles
Step 4	Measure and draw accurately
Step 5	Horizontal and vertical
Step 6	Parallel and perpendicular
Step 7	Recognise and describe 2-D shapes
Step 8	Draw solutions
Step 9	Recognise and describe 3-D shapes
Step 10	Make 3-D shapes

Step 1	Interpret pictograms
Step 2	Draw pictograms
Step 3	Interpret bar charts
Step 4	Draw bar charts
Step 5	Collect and represent data
Step 6	Two-way tables

Y4

Step 1 Interpret charts

Step 2 Comparison, sum and difference

Step 3 Interpret line graphs

Step 4 Draw line graphs

Step 1 Understand angles as turns

Step 2 Identify angles

Step 3 Compare and order angles

Step 4 Triangles

Step 5 Quadrilaterals

Step 6 Polygons

Step 7 Lines of symmetry

Step 8 Complete a symmetric figure

Step 1 Years, months, weeks and days

Step 2 Hours, minutes and seconds

Step 3 Convert between analogue and digital times

Step 4 Convert to the 24-hour clock

Step 5 Convert from the 24-hour clock

Step 1 Describe position using coordinates

Step 2 Plot coordinates

Step 3 Draw 2-D shapes on a grid

Step 4 Translate on a grid

Step 5 Describe translation on a grid

Science Medium Term Plan
Overview Year 3+4

Environment	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>Key skills:</p> <ul style="list-style-type: none"> ✓ Collecting and evaluating results ✓ Making predictions ✓ Creating a fair test <p>Key Knowledge:</p> <ul style="list-style-type: none"> ✓ Understand how we can reduce our energy consumption ✓ Understand key vocabulary like renewable energy, carbon footprint and climate change 	<p>To understand reduce, reuse and recycle</p> <p>Look over the key vocabulary. Discuss how to sort rubbish and the materials used. Examine and investigate lunchbox waste.</p>	<p>To set up a comparative experiment for plant growth.</p> <p>Investigate sustainable plant pots.</p>	<p>To investigate our carbon footprint</p> <p>Understand how to reduce our carbon footprint. Analyse our own carbon footprint thinking about home/school, travel, food and other.</p>	<p>To understand water consumption and how to reduce</p> <p>Look at a variety of ways we use water at home. Create data/analyse data on rainfall.</p>	<p>Evaluating their enquiry.</p> <p>Evaluating our plant pot experiment and the best pots. Look at biodiversity.</p> <p>Plant raspberry seeds in the original pot</p>	<p>To evaluate this terms learning</p> <p>Use the key vocabulary to create information sheet for another year group.</p>	<p>Local Produce</p>

Art and Design Medium Term Plan
Overview Year 3/4

Local artists	1	2	3	4	5	6	7
<p>Key skills:</p> <ul style="list-style-type: none"> Use the elements of art to develop their art skills <p>Key Knowledge:</p> <ul style="list-style-type: none"> Understand the elements of photography and what they each mean Build on their knowledge of photography techniques through taking photographs. Use these techniques in their artwork to add colour, shape and line 	Father's Day cards	Artwork of the school	<p>Look at the work of John Ruskin.</p> <p>https://www.sheffieldmuseums.org.uk/whats-on/the-ruskin-collection/</p> <p>Artwork looking at the nature around us.</p>	<p>Barbara Hepworth artwork around us. Using nature to create sculpture, balance, everyday items.</p> <p>Plasticine models to plan using clay following week</p>	<p>Clay models of sculptures</p> <p>Jospeh Wright</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/zv9n92p</p> <p>How to use light and dark to create a focus in our artwork. Use torches to light up an item and try and draw using black and white (charcoal or drawing pencils)</p>	<p>Harriet Eccleston</p> <p>Look at local fashion designer and her clothes using British cotton. Look at her inspiration. Bring in a t-shirt to sew a pocket on.</p>	DT local produce tarts

RE Medium Term Plan
Overview Year 3/4

What do Christians learn from the Creation Story?	1 Knowledge, skills, practical Where does Creation belong in the 'Big Story' of the Bible?	2 Knowledge, skills, practical What kind of world do Christians believe in? What do we mean by good?	3 Knowledge, skills, practical How have Christians interpreted looking after the world?	4 Knowledge, skills, practical How do different Christians think about and look after the environment?	5 Knowledge, skills, practical What do Christians mean by 'The Fall'?	6 Knowledge, skills, practical What do many Christians learn from the stories of Creation and the Fall?	7 Knowledge, skills, practical Spirituality at Baslow St Anne's
<p>Key Vocabulary Creation Catholic Big Story Responsibility Sin Church Steward Interpret Genesis Fall Temptation</p>	<p>Show the 'Big Story' timeline to pupils, where is creation. Ask pupils to mention any other stories/events they know from the Bible. Give pupils 5 titles 'God', 'Creation', 'Incarnation', 'Gospel', 'Salvation'. Discuss the meaning of each for a Christian. In small groups, annotate around the outside with anything they can see is created by God in the story (e.g day, birds etc).</p>	<p>Use the annotated sheets from last time. Explain that this time pupils are not going to look for things God created, but for other key elements of the story. Put pupils in pairs and give them 30 seconds to confer about their answers to each of these questions: What do we mean by 'good'? Is 'good' to do with behaviour? What is a 'good' car or a 'good' phone? Birds eat worms, can birds be 'good'? Show a picture of leaves in Autumn and ask the question 'things die – does that mean the world isn't 'good'?'</p>	<p>Ask pupils: Who owns the world? What might some Christians say? What might other people say? Explain that pupils are going to function as theologians and try to interpret Biblical text Give pupils 2 different translations of Genesis 1:26-28 (e.g International Children's Bible and The Message). Ask: What do you think many Christians would say these instructions mean? What do they show many Christians about how they should treat God's creation?</p>	<p>Recap: Ask pupils to order the 5 parts of the 'Big Story' they know about so far. Explain that the leader of the Catholic Church is the Pope, and that Pope Francis wrote a letter about the environment. In it, some of his main points were: -Humans should have good relationships with God, other humans, and the earth. Page 3 of 4 © Copyright RE Today 2023 created in collaboration with Katie Freeman and Bickleigh Down Church of England Primary School Licensed for use in schools who have a current NATRE Primary School Enhanced membership. Permission for use revokes upon membership lapsing/ending -These good relationships have been broken because of sin. -Some Christians have interpreted Genesis 1:26-28 wrongly, giving humans too much bad power over the environment. So now people's relationship with the environment is not good. Watch a film to find out more about what Pope Francis says in the letter*.</p>	<p>BEFORE LESSON: Leave a covered bowl in the classroom with a sign saying, 'do not look inside.' Leave this bowl in the classroom for a day or so before the lesson. Ask if anybody had wanted to look inside the bowl...had anybody gone as far as to look? Ask pupils how it felt when they wanted to look inside but knew they must not. Explain that the feeling of wanting/having to do something you should avoid is the feeling of being tempted. Share the story of the Fall with pupils, asking them to watch out for when Adam and Eve were tempted and gave in to the feelings of temptation.</p>	<p>Display the question 'What do many Christians learn from the stories of Creation and the Fall?' Give pupils the opportunity to reflect on their learning in this unit and answer it as fully as possible. Answers could be given in writing or verbally.</p>	

Topic Medium Term Plan
Overview Year 3/4

Where does our food come from?	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical
<p>Learning Objectives Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.</p>	<p>To explain the impact of food choices on the environment. Explain that in pairs or table groups, children will use their notes from the lesson to create a simple short 'news report' or information piece explaining: Ways in which a particular food choice can negatively impact the environment What the audience could do to make a positive difference.</p>	<p>To understand the importance of trading responsibly. Give each pair a device and explain that they will make a presentation using software such as Microsoft PowerPoint or Google Slides. They need to include key information about: What trading responsibly means. How it helps people. How to find products that have gone through a responsible trading process.</p>	<p>To describe the journey of a cocoa bean. Journey of a cocoa bean. Ask them to draw pictures and write captions for Theo's journey from Côte d'Ivoire to consumers' homes.</p>	<p>To map and calculate the distance food has travelled. Look at some food packaging and find where it was made. Ask them to use the countries listed on the flip chart/whiteboard (that were found on their packaging) and: Find them in the atlas. Shade them and label them on their activity sheet. Make a note on the map of which food is produced there.</p>	<p>To design and use data collection methods to find where our food comes from. The children should have the opportunity to interview a staff member about where the food for their school dinners comes from (using the key questions decided in the Attention grabber). Pupils could use a device to video or audio record the questions and answers. The children asking the questions could be chosen randomly or each group could be assigned a question.</p>	<p>To discuss the advantages and disadvantages of buying both locally and imported food. Using the Activity: Writing plan the children should write a balanced argument discussing the advantages and disadvantages of shopping locally and buying imported food. They may wish to reflect on changes that could be made to where their school dinners are sourced, mentioning limitations that may also occur, such as cost and availability.</p>

Curriculum Map Class 3 Year 3/4 Summer 2 2026



As **Artists and Designers** we will:

- Explore artists and creators in Derbyshire
- Create pieces of artwork of the school
- Create, design and make our own vegetable tarts
- Make fathers' day cards to celebrate a loved one.

As **Scientists** we will:

- Understand our impact on the environment
- Learn key vocabulary like carbon footprint, climate change and renewable energy
- Examine and investigate lunchbox waste.

As **Mathematicians** we will:

- Use our foundational knowledge eg number bonds and continue learning times tables
- Understand fractions, unit and non-unit and finding fractions of amounts
- Recap formal methods of addition, subtraction, multiplication and division
- Tell the time to the nearest minute and apply this with word problems
- Explore mass and capacity through real life examples
- Recap the properties of 2D and 3D shapes.

R.E: What do Christians learn from the Creation Story?

PSHE: Growing up, being respectful to all, diversity

ICT: Coding

PE: Athletics, tennis, rounders

Spanish: In the classroom, conversations and key vocabulary

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 Y3/4 grammar objectives
- Maintain a good, consistent, cursive writing handwriting style
- Write letters to future pupils at our school
- Create a double page spread about the history of Baslow School
- Read, ask questions and understand our class book George's Marvellous Medicine
- Write a character description for Grandma.

As **Geographers** we will:

- Identify where our food comes from
- Explain how food imports can be helpful and harmful
- Interview our cook, Helen
- Discuss the changes people can make to help the environment
- Learn some key technical vocabulary.

As **Musicians** we will:

- Recap rhythms including semiquavers
- Identifying different layers of accompaniment within a piece of music
- Play and read music on the glockenspiels
- Perform in the KS2 play.

