


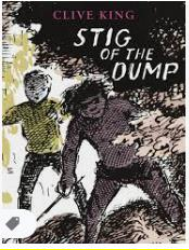
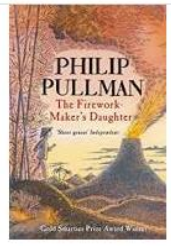
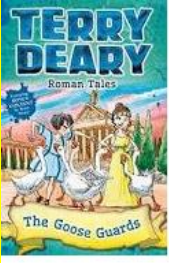




Pankhurst Class Long Term Plan 2022 - 23

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b>Through the Ages</b> 		<b>Rocks, relics and Rumbles</b> 		<b>Emperors and Empires</b> 	
<b>English</b>	<b>Stig of the Dump</b> 		<b>The Firework-Makers Daughter</b> 		<b>Roman Tales: The Goose Guard</b> 	
<b>Spellings Year 3</b>	<ul style="list-style-type: none"> <li>• “v” sound at the end of words</li> <li>• Adding “-ing” to the end of a word</li> <li>• Adding “-ed” to the end of a word</li> <li>• Words that end in “y”</li> <li>• Introduce the prefix “-un”</li> <li>• Introduce the prefix “-dis”</li> </ul>	<ul style="list-style-type: none"> <li>• The “a” sound before “l” and “ll” for example walk, ball etc</li> <li>• Adding “-er” to a word</li> <li>• Adding “-est” to a word</li> <li>• New consonant spellings “wh” and “ph” words</li> <li>• Introduce the prefix “re”</li> <li>• Introduce the prefix “dis”</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the suffix “-ment”</li> <li>• Introduce the suffix “-ness”</li> <li>• Introduce the suffix “-ful”</li> <li>• Introduce the suffix “-less”</li> <li>• Introduce the suffix “-ly”</li> </ul>	<ul style="list-style-type: none"> <li>• Diagraph and trigraph focus</li> <li>• Focus on words beginning with “w”</li> <li>• Introduce words with: “-le”, “-el”, “-al” and “-il” at the end</li> <li>• Adding “-es” to verbs and nouns ending in “y”</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit diagraphs and trigraphs</li> <li>• Revisit compound words</li> <li>• Words ending in “-tion”</li> <li>• Introduce the prefix “auto”</li> <li>• Introduce the prefix “sub”</li> <li>• Introduce the prefix “super”</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce “k” for the “k” sound</li> <li>• Revisit “ph” and “wh” words</li> <li>• Words with the “k” sound spelt “ch”</li> </ul>



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<p><b>Spellings Year 4</b></p>	<ul style="list-style-type: none"> <li>• the /s/ sound spelt c before e, i and y</li> <li>• the /l/ or /əl/ sound spelt -le at the end of words; the /l/ or /əl/ sound spelt -el at the end of words; the /l/ or /əl/ sound spelt -al at the end of words; words ending in -il</li> <li>• the /i/ sound spelt y other than at the end of words</li> <li>• words with endings sounding like /ure/ or /ture/ (spelt -sure and -ture)</li> <li>• words ending with -gue and -que</li> <li>• homophones and other words that are often confused</li> </ul>	<ul style="list-style-type: none"> <li>• words with the 'ei' sound spelt ei, eigh or ey</li> <li>• adding suffixes beginning with vowel letters to words of more than one syllable: -ing, -er, -en, -ed</li> <li>• the /u/ sound spelt ou</li> <li>• prefixes: the prefixes in-, il-, im- and ir-</li> <li>• words with the /sh/ sound spelt ch</li> <li>• words with the /ay/ sound spelt ei, eigh, or ey</li> </ul>	<ul style="list-style-type: none"> <li>• words with endings sounding like /ure/ or /er/ (spelt -sure and -ture)</li> <li>• the g sound spelt gu-</li> <li>• homophones and other words that are often confused</li> <li>• possessive apostrophe with plurals</li> </ul>	<ul style="list-style-type: none"> <li>• the /o/ sound spelt a after w and qu; the /o/ sound spelt or after w; the /o/ sound spelt ar after w</li> <li>• words ending in -tion</li> <li>• prefixes anti- and inter-</li> <li>• The suffix -ation</li> <li>• endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</li> </ul>	<ul style="list-style-type: none"> <li>• the suffix -ly</li> <li>• the suffix -ly with root words ending 'le' or 'ic'</li> <li>• the apostrophe for contractions</li> <li>• adding suffixes beginning with vowel letters to words of more than one syllable: -er, -ar</li> <li>• endings which sound like /shun/ spelt 'sion'</li> <li>• words with the /k/ sound spelt ch</li> <li>• words with /s/ sounds spelt with sc</li> <li>• homophones and other words that are often confused</li> <li>• possessive apostrophe; revise both singular and plural possession</li> </ul>	<ul style="list-style-type: none"> <li>• The suffix -ly:</li> <li>• the suffix -ous</li> </ul>
<p><b>Punctuation Year 3</b></p>	<ul style="list-style-type: none"> <li>• Identify and highlight direct speech in written texts</li> <li>• Model use of inverted commas to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Revise use of comma to separate items in a list</li> <li>• Revise question marks and exclamation marks and use reliably</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use the apostrophe for regular plural nouns</li> <li>• To edit deliberate punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to use the comma before closing inverted commas, in direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• To demarcate sentences with increasing security, including capital letters, full stops, exclamation</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use apostrophes in a range of contexts</li> <li>• To begin to use a comma to separate main clause from</li> </ul>



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					marks and question marks <ul style="list-style-type: none"> <li>To use an apostrophe for omission and possession</li> </ul>	subordinate clause
<b>Punctuation Year 4</b>	<ul style="list-style-type: none"> <li>revise use of inverted commas (and commas) to indicate direct speech; identify direct and indirect speech.</li> </ul>	<ul style="list-style-type: none"> <li>revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i></li> </ul>	<ul style="list-style-type: none"> <li>revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences</li> </ul>	model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; use punctuation fans during class game, to make best choice	<ul style="list-style-type: none"> <li>demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation</li> </ul>	<ul style="list-style-type: none"> <li>during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense</li> </ul>
<b>Grammar Year 3</b>	<ul style="list-style-type: none"> <li>Nouns</li> <li>To revise the function of statement, question, command and exclamation</li> <li>Sentence structures</li> <li>Past tense</li> <li>To understand Standard English</li> <li>Express time, place and cause using a range of conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Introduce noun phrases</li> <li>To revise the function of statement, question, command and exclamation</li> <li>Irregular past tense</li> <li>Identifying the main clause in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating and subordinating conjunctions</li> <li>Revisit commas in a list</li> <li>Introduce prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Adverbials</li> <li>Prepositions</li> <li>To use a variety of conjunctions</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Focus on exclamation marks</li> <li>Revisit adverbials</li> <li>Consistent tenses</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To revisit standard English</li> <li>Commas to separate clauses</li> <li>Consolidate conjunctions</li> </ul>



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<p><b>Grammar Year 4</b></p>	<ul style="list-style-type: none"> <li>• review common and proper nouns; revise vowels and consonants</li> <li>• Determiners.</li> <li>• Identify and compose a range of sentence types, punctuating appropriately.</li> <li>• revise the present perfect / past tense.</li> <li>• collect nouns made from verbs using the suffixes .</li> </ul>	<ul style="list-style-type: none"> <li>• compose a range of sentence types, punctuating appropriately.</li> <li>• collect nouns made from verbs using the suffixes -ation and -sion</li> </ul>	<ul style="list-style-type: none"> <li>• ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. <i>some, every</i>; identify prepositions in sentences; vary sentence openers, changing the pronoun e.g. <i>They / The villagers</i>.</li> <li>• cohesive devices</li> <li>• Use and convert tenses</li> <li>• define meaning of a range of homophones; revise and expand understanding of further words with a prefix e.g. <i>improper, illegal</i>; discuss adverbials; conjunctions</li> <li>• Using a double negative</li> </ul>	<ul style="list-style-type: none"> <li>• Using adverbials</li> <li>• cohesive devices</li> <li>• past tense verb forms</li> <li>• homophones</li> <li>• adverbials</li> <li>• conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• prepositions and determiners; identify possessive determiners.</li> <li>• Conjunctions</li> <li>• maintain consistency of tense</li> <li>• refine understanding of the meaning of less familiar words (use a dictionary and thesaurus to build these skills)</li> <li>• in spoken and written contexts, apply known rules of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• identify word classes in contexts which are challenging</li> <li>• increasingly control a variety of verb forms in spoken and written contexts</li> <li>• refine understanding of the meaning of less familiar words (use a dictionary and thesaurus to build these skills)</li> <li>• in spoken and written contexts, apply known rules of Standard English</li> </ul>
<p><b>Mathematics Year 3</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Multiplication and division</li> </ul> <p><b>Statistics</b></p>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Properties of shape</li> <li>• Position and direction</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Length and perimeter</li> <li>• Money</li> <li>• Time</li> </ul> <p>Four operations consolidation</p>		<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Mass, capacity and measurement</li> </ul> <p>Four operations consolidation</p>		









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<p><b>Mathematics</b> <b>Year 4</b></p>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• Order numbers</li> <li>• Round to the nearest 1000</li> <li>• Count in 25's</li> <li>• Negative numbers</li> <li>• Roman numerals to 100</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction (Two- and three-digit numbers, moving to four-digit numbers)</li> <li>• Multiplication and division (X3, 6, 7, 9, 10)</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Length and perimeter</li> </ul>		<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Multiplication and division (X11 &amp; 12, multiply two and three digits by one)</li> <li>• Fractions (tenths, equivalent fractions, adding fractions and counting in fractions)</li> <li>• Decimals</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Area</li> </ul>		<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Decimals</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Money</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Charts</li> <li>• Line graphs</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Properties of shape</li> <li>• Position and direction</li> </ul>		
<p><b>Science</b></p>		<p><b>Animal Nutrition and the Skeletal System</b></p>		<p><b>Forces and Magnets</b></p>		<p><b>Plant Nutrition and reproduction</b></p>	
<p><b>Computing</b></p>		<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Code, test, debug</li> <li>• Design and make an interactive scene</li> </ul> <p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>• Passwords</li> <li>• Fact or fiction (online)</li> <li>• Appropriate content and ratings</li> </ul>	<p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Pie and bar charts</li> <li>• Using &lt; &gt; = tools</li> <li>• Using the spin button</li> </ul> <p><b>Touch typing</b></p> <ul style="list-style-type: none"> <li>• Keys</li> <li>• Hand positions</li> </ul>	<p><b>Email</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Composing emails</li> <li>• Email safety</li> <li>• Attachments</li> <li>• Emails solutions</li> </ul> <p><b>Branching data bases</b></p> <ul style="list-style-type: none"> <li>• Yes / no questions</li> <li>• Class data base</li> </ul>	<p><b>Simulations</b></p> <ul style="list-style-type: none"> <li>• What is a simulation</li> <li>• Explore simulations</li> <li>• Analyse simulations</li> </ul>	<p><b>Graphing</b></p> <ul style="list-style-type: none"> <li>• Enter data to make a graph</li> <li>• Use a graph to solve a problem</li> <li>• Analyse data</li> </ul>	<p><b>Presenting with Power point.</b></p> <ul style="list-style-type: none"> <li>• Make a presentation from blank</li> <li>• Use text, images and animation</li> <li>• Use timings and present using power point.</li> </ul>
<p><b>PE</b></p>		<p><b>Invasion games</b></p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Rugby</li> </ul> <p><b>Health Related Fitness (HRF)</b></p> <ul style="list-style-type: none"> <li>• Cross country/ HIIT workouts</li> </ul>	<p><b>Sports hall athletics</b></p> <p><b>Invasion games</b></p> <ul style="list-style-type: none"> <li>• Hockey</li> </ul>	<p><b>Gymnastics</b></p> <p><b>Multi skills</b></p>	<p><b>Net and wall games</b></p> <ul style="list-style-type: none"> <li>• Tennis</li> </ul> <p><b>Invasion games</b></p> <ul style="list-style-type: none"> <li>• Netball</li> </ul>	<p><b>Athletics</b></p> <p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>• Rounders</li> <li>• Cricket</li> </ul>	



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<b>RE</b>	<b>Vesak</b> 	<b>Guru Nanak Gurburab</b> 	<b>Hajj</b> 	<b>Lent</b> 	<b>Shavuot</b> 	<b>Ganesh Chaturthi</b> 
<b>PSHE</b>	Being me in my world	Celebrating difference	Dreams and goals	Health me	Relationships	Changing me
<b>Art and DT</b>	<b>Prehistoric Pots</b> <ul style="list-style-type: none"> <li>Bells Pottery</li> </ul> <b>Cook well, Eat well</b> <ul style="list-style-type: none"> <li>Exploring different methods of cooking</li> </ul>		<b>Ammonites</b> <ul style="list-style-type: none"> <li>Sketching</li> <li>Printmaking</li> <li>sculpture</li> </ul> <b>Making it Move</b> <ul style="list-style-type: none"> <li>Cam mechanisms</li> </ul>		<b>Mosaic Masters</b> <ul style="list-style-type: none"> <li>Making mosaic patterns</li> </ul> <b>Beautiful Botanicals</b> <ul style="list-style-type: none"> <li>Weaving</li> </ul> <b>Greenhouses</b> <ul style="list-style-type: none"> <li>Strengthening and building structures</li> </ul>	
<b>Music</b>	• Developing notation skills	• Enjoying Improvisation	• Composing using your imagination	• Sharing musical experiences	• Learning more about musical styles	• Recognising different sounds
<b>French</b>	<b>All about me</b> <ul style="list-style-type: none"> <li>Greetings</li> <li>Talking about myself</li> </ul>	<b>Family</b> <ul style="list-style-type: none"> <li>Family members</li> <li>Body parts on myself and family members</li> </ul>	<b>Colours</b> <ul style="list-style-type: none"> <li>Numbers</li> <li>Days of the week</li> <li>Months of the year</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>Different food</li> <li>Food related objects (cutlery etc)</li> </ul>	<b>Seasons</b> <ul style="list-style-type: none"> <li>Weather</li> <li>Recap months of the year</li> </ul>	<b>Exploring a town</b>