



The Cathedral School of St Mary

Summer 1 - Medium Term Plan

Year 3 and 4

	Week 1 WC: 15.04.2024	Week 2 WC: 22.04.2024	Week 3 WC: 29.04.2024	Week 4 WC: 06.05.2024	Week 5 WC:13.05.2024	Week 6 WC: 20.05.2024
Key dates/Info	15.04 - Term Begins Year 3 Swimming 19.04 - Holy Communion	Year 3 Swimming 23.04 - JTT Orienteering 26.04 - Holy Communion 28.04 - Half Marathon	Year 3 Swimming	06.05.2024 - Bank Holiday Bikeability Week 10.05 - Holy Communion	17.05 - Holy Communion 18.05 - First Holy Communion Mass	24.05 - Term Ends
Educational Visits/Experiences					The Box & Art Gallery (Ancient Egyptian Focus)	
RE	<b>Branch 5</b> To the Ends of the Earth  I can explain how the story of the Road to Emmaus links to Mass.  I can interpret different artistic approaches of the Road to Emmaus.	<b>Branch 5</b> To the Ends of the Earth  I can describe Matthew's account of the Ascension.  I can reflect on the meaning of the Ascension.	<b>Branch 5</b> To the Ends of the Earth  I can begin to explain what Christians mean by Trinity.  I can explain how Christians use prayers and hymns to remind them of the belief in Trinity	<b>Branch 5</b> To the Ends of the Earth  I can explain what happened after the Ascension  I can explain why Mary is important in the Ascension story.	<b>Branch 5</b> To the Ends of the Earth  I can explore how members of the early church tried to live in the way Jesus would have wanted.  I can give examples of how Christians have celebrated the Eucharist.	<b>Branch 5</b> To the Ends of the Earth  I can explain why there are different types of writing in the Bible.
English	<b>Myths and Legends</b>  Myth Atlas by Thiago de Moraes  Elicitation Task  I can identify the features of a myth.  I can learn and retell a myth.  I can share my opinions regarding a myth,  I can recognise subordinate clauses.	<b>Myths and Legends</b>  Myth Atlas by Thiago de Moraes  I can use subordinate clauses.  I can recognise the structure of a myth.  I can create effective descriptions.  Modelled Write  I can create a shared myth.	<b>Myths and Legends</b>  Myth Atlas by Thiago de Moraes  I can plan a mythical story.  I can write a mythical story in first draft.  I can edit and improve my story.  I can write a mythical story.  I can evaluate a mythical story.	<b>Instructions</b>  Dare to Care: Pet Dragon by M.P. Robertson and Sally Symes  Elicitation task  I can make predictions about a text.  I can share my opinions about the text.  I can gather more information (oracy).  I can identify where vocabulary has been used effectively.	<b>Instructions</b>  Dare to Care: Pet Dragon by M.P. Robertson and Sally Symes  I can recognise headings and subheadings to help presentation.  I can use conjunctions in multi-clause sentences.  I can express time, place and cause with conjunctions, adverbs and prepositions.  I can use fronted adverbials for a range of purposes.  Shared Write.	<b>Instructions</b>  Dare to Care: Pet Dragon by M.P. Robertson and Sally Symes  I can plan a set of instructions.  I can write a set of instructions in first draft.  I can edit and improve my set of instructions.  I can write a set of instructions.  I can evaluate a set of instructions.
Reading	The Girl who Lost a Leopard - Nizrana Farook  Chapters 1 - 7	The Girl who Lost a Leopard - Nizrana Farook  Chapters 8 - 18	The Girl who Lost a Leopard - Nizrana Farook  Chapters 19 - 24	The Girl who Lost a Leopard - Nizrana Farook  Chapters 25-32	The Girl who Lost a Leopard - Nizrana Farook  Chapters 32- 39	The Girl who Lost a Leopard - Nizrana Farook  Chapters 40 - 43
Spellings Y3	Words ending in -ary	Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'	Word families based on common words.	Word families based on common words.	Word families based on common words.
Spellings Y4	Adding the prefix inter-	Adding the prefix anti-	Adding the prefix auto-	Adding the prefix ex-	Adding the prefix non-	Words ending in -ar/-er



Maths Y3	<p>Fractions (1)</p> <p>Manipulatives Hook</p> <p>Understand the denominator</p> <p>Compare and Order fractions</p> <p>Understand the numerator.</p> <p>Understand the whole</p>	<p>Fractions (1)</p> <p>Compare and order non-unit fractions</p> <p>Divisions on a number line</p> <p>Count fractions on a number line</p> <p>Equivalent fractions as bar models</p> <p>Equivalent fractions on a number line.</p>	<p>Fractions (1)</p> <p>Equivalent Fractions</p> <p>End of Unit Check</p> <p>Fractions (2)</p> <p>Add fractions</p> <p>Subtract fractions</p> <p>Partition the whole</p>	<p>Fractions (2)</p> <p>Problem solving - add and subtract fractions</p> <p>Unit fractions of a set of objects</p> <p>Non-unit fractions of a set of objects</p> <p>Reason with fractions of an amount</p> <p>Problem solving - fractions of measures</p> <p>End of Unit check</p>	<p>Angles and properties of shapes</p> <p>Turns and angles</p> <p>Right angles in shapes</p> <p>Compare angles</p> <p>Measure and draw accurately</p> <p>Horizontal and vertical</p>	<p>Angles and properties of shapes</p> <p>Parallel and perpendicular</p> <p>Recognise, draw and describe 2D shapes</p> <p>Recognise and describe 3D shapes</p> <p>Make 3D shapes</p> <p>End of Unit Check</p>
Maths Y4	<p>Fractions (2)</p> <p>Manipulatives Hook</p> <p>Add and subtract two or more fractions</p> <p>Add fractions and mixed numbers</p> <p>Subtract from mixed numbers</p>	<p>Fractions (2)</p> <p>Subtract from whole amounts</p> <p>Problem solving - add and subtract fractions (1)</p> <p>Problem solving - add and subtract fractions (2)</p> <p>Fractions of an amount</p> <p>Problem solving - fraction of an amount</p>	<p>Fractions (2)</p> <p>End of unit check</p> <p>Decimals (2)</p> <p>Make a whole</p> <p>Partition decimals</p> <p>Flexibly partition decimals</p> <p>Compare decimals</p>	<p>Decimals (2)</p> <p>Order decimals</p> <p>Round to the nearest whole</p> <p>Halves and quarters as decimals</p> <p>End of unit Check</p>	<p>Geometry - angles and 2D shapes</p> <p>Identify angles</p> <p>Compare and order angles</p> <p>Triangles</p> <p>Quadrilaterals</p> <p>Polygons</p>	<p>Geometry - angles and 2D shapes</p> <p>Reason about polygons</p> <p>Lines of symmetry</p> <p>Complete a symmetric figure</p> <p>End of Unit check</p>
History	<p>Achievements of Early Civilisations</p> <p>Ancient Egypt</p> <p>Can I gather information about the Ancient Egyptians?</p>	<p>Achievements of Early Civilisations</p> <p>Ancient Egypt</p> <p>Can I explain the meaning of 'civilisation'?</p>	<p>Achievements of Early Civilisations</p> <p>Ancient Egypt</p> <p>Can I explain how the Egyptians used their land?</p>	<p>Achievements of Early Civilisations</p> <p>Ancient Egypt</p> <p>Can I explain the importance of trade in Ancient Egypt?</p>	<p>Achievements of Early Civilisations</p> <p>Ancient Egypt</p> <p>Can I gather information about the pyramids, tombs and temples?</p>	<p>Achievements of Early Civilisations</p> <p>Ancient Egypt</p> <p>Can I identify the use of murals and hieroglyphs?</p>
Geography						
Science	<p>Classification and changing habitats</p> <p>Grouping living things: Vertebrates and invertebrates</p>	<p>Classification and changing habitats</p> <p>Grouping living things: Plants</p>	<p>Classification and changing habitats</p> <p>Classification Keys</p>	<p>Classification and changing habitats</p> <p>Habitats and seasonal change</p>	<p>Classification and changing habitats</p> <p>Human impacts on habitats</p>	<p>Classification and changing habitats</p> <p>Natural changes to habitats</p>
Design & Technology						
Art and Design (PPA)	Exploring Ancient Egyptian Art	Designing Scrolls	Making Paper	Scroll Making		Making zines
MFL						



Music	<b>Bringing Us Together</b> I can sing a song	<b>Bringing Us Together</b> I can sing a song and play an instrumental part.	<b>Bringing Us Together</b> I can sing a song and improvise appropriately.	<b>Bringing Us Together</b> I can sing a song and perform compositions within it.	<b>Bringing Us Together</b> I can prepare for a performance,	<b>Bringing Us Together</b> I can perform a song.
Computing	<b>Programming: Scratch</b> I can explore a programming application.	<b>Programming: Scratch</b> I can use repetition in a program..	<b>Programming: Scratch</b> I can program an animation.	<b>Programming: Scratch</b> I can program to meet a brief.	<b>Programming: Scratch</b> I can program a game.	<b>Programming: Scratch</b> I can evaluate and improve my game.
PSHE	<b>Created and Loved by God</b> Unit 2: Me, My Body, My Health  What is Puberty?	<b>Created and Loved by God</b> Unit 2: Me, My Body, My Health  Changing Bodies	<b>Created and Loved by God</b> Unit 3: Emotional Well-being  What am I feeling?	<b>Created and Loved by God</b> Unit 3: Emotional Well-being  What am I looking at?	<b>Created and Loved by God</b> Unit 3: Emotional Well-being  I am thankful.	<b>Created and Loved by God</b> Unit 3: Emotional Well-being  Assessments
PE (With Teacher)	<b>Tennis</b> I can assume the ready position.  I can play a game of hand tennis trying to move my opponent around the court.	<b>Tennis</b> I can hit consistent forehand returns.  I can recover into a good return position.	<b>Tennis</b> I can get into a good position to hit a backhand shot.  I can strike the ball on the backhand with some consistency.	<b>Tennis</b> I can volley the ball on the forehand.	<b>Tennis</b> I can serve from the baseline.  I can move into the correct position to play a variety of shots.	<b>Tennis</b> I can use tactics against an opponent.
PE (With TGS)	<b>Badminton</b> I can assume the 'ready' position.	<b>Badminton</b> I can serve backhand over a net.  I can serve accurately.	<b>Badminton</b> I can move quickly to be in a position to return the shuttle.  I can hit shots overhead and on the forehand and backhand in rallies.	<b>Badminton</b> I can play a variety of powerful and deft shots.  I can move around the court using different footwork patterns,	<b>Badminton</b> I can play a variety of different shots well.  I can make the right decision usually about which shot to play.	<b>Badminton</b> I can demonstrate the school games values.  I can umpire and keep score.