

**LEYS FARM JUNIOR SCHOOL**  
**Year 3 and 4 – Autumn Term 2024 Medium Term Plan**  
**Topic: Under the Canopy & The Maya**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>• Safe adult list</li> <li>• Sign Home-School Planners</li> <li>• Class Charter (including 4 school rules/rights)</li> <li>• School Council</li> <li>• Subject Ambassadors</li> <li>• Curriculum Overview for parents.</li> </ul>	<ul style="list-style-type: none"> <li>• 16<sup>th</sup> September – National Coding Week</li> <li>• 21<sup>st</sup> September – International Day of Peace</li> <li>• 22<sup>nd</sup> September – Autumn Equinox</li> <li>• 26<sup>th</sup> September – European Day of Languages</li> <li>• 1<sup>st</sup> October – Harvest Festival</li> <li>• 1<sup>st</sup> October – Black History Month</li> <li>• 1<sup>st</sup> October – International School Library Month</li> <li>• 1<sup>st</sup> October – National Poetry Day</li> <li>• 4<sup>th</sup> October – World Space Week</li> <li>• 14<sup>th</sup> October – Recycling Week</li> <li>• 5<sup>th</sup> November – Bonfire Night</li> <li>• 11<sup>th</sup> November – Remembrance/Anti Bullying Week</li> <li>• 1<sup>st</sup> December – Advent &amp; Christingle.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Text –The Firework Makers’ Daughter</li> <li>• A selection of picture books</li> <li>• Homework – given on a Friday</li> <li>• Active Brain Breaks- Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> <li>• Science – Explorify</li> <li>• TT Rockstars battles</li> <li>• Dyslexia Gold.</li> </ul>
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b>  The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><b>Text Focus: The Great Chocoplot</b></p> <ul style="list-style-type: none"> <li>• Can I apply my knowledge of root words, prefixes, and suffixes to read unfamiliar words?</li> <li>• Can I read further exception words?</li> </ul>	<p><b>Focus:</b>  The following writing objectives are taken from the National Curriculum and will be taught throughout writing lessons and applied across the curriculum:</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Can I use diagonal and horizontal strokes needed to join letters?</li> <li>• Can I understand which letters are best left unjoined?</li> </ul>	<p><b>Focus:</b>  The following grammar objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>Little Wandle Rapid Catch-up  Little Wandle Bridge to Spellings</p> <p><u>Spelling List coverage: (Spelling Shed:)</u></p>

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- Can I read a range of books structured in different ways?
- Can I use dictionaries to check the meaning of words that they have read?
- Can I identify themes and conventions in a wide range of books?
- Can I discuss words and phrases that capture the reader’s interest and imagination?
- Can I ask questions to improve my understanding of a text?
- Can I draw inferences?
- Can I predict what might happen from details stated and implied?
- Can I identify main ideas, drawn from more than 1 paragraph and summarise these?
- Can I retrieve and record information?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- Can I listen and respond appropriately to adults and their peers?
- Can I ask relevant questions to extend my understanding?
- Can I use relevant strategies to build my vocabulary?
- Can I speak audibly and fluently with an increasing command of Standard English?
- Can I participate in discussions, presentations, performances, role play/improvisations and debates?

- Can I increase the legibility, consistency, and quality of my handwriting?
- Writing**
- Can I identify subjects and verbs and create a clause?
  - Can I create sentences using pronouns?
  - Can I create sentences using subjects, verbs, and phrases?
  - Can I explain what a fairytale is?
  - Can I engage with Hansel and Gretel?
  - Can I engage with a character from Hansel and Gretel?
  - Can I write a character description? (expanded noun phrases and mannerisms)
  - Can I write an Inside Outside sentence?
  - Can I characterise speech?
  - Can I write question sentences?
  - Can I recognise a simile, a metaphor and personification?
  - Can I generate strong words and phrases for a fairytale setting?
  - Can I use strong vocabulary to describe a setting?
  - Can I describe a setting?
  - Can I write my own version of Hansel and Gretel? \*
  - Can I use an if, if, then sentence?
  - Can I recognise features of a playscript?
  - Can I turn Hansel and Gretel into a playscript?
  - Can I create and recognise features of a non-chronological report?
  - Can I create a non-chronological report on The Maya Civilisation?

Year 3  
 /ow/ sound spelt ‘ou’  
 /u/ sound spelt ‘ou’  
 /I/ sound spelt ‘y’  
 /ze/ as in measure – spelt -sure  
 /ch/ sound spelt ‘-ture’  
 Challenge Words  
 Re- prefix  
 Dis- prefix  
 Mis- prefix  
 Suffixes -ing and –ed  
 Suffixes -ing, -en and –ed.

Year 4:

- Words that are homophones
- Words with the prefix ‘in-’ meaning ‘not’
- Words with the prefixes ‘il-,’ ‘im-’ and ‘ir-’
- Words with the prefix ‘sub-’ meaning ‘below’ or further divided
- Words with the prefix ‘inter-’ meaning ‘between or among’
- Challenge Words
- Words ending in ‘-ation’
- Words ending in ‘-ation’
- Words ending ‘-ly’
- Words ending ‘-lly’
- Words where ‘ch’ makes a /sh/ sound
- Challenge Words
- Words ending in ‘-sion’

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***\*Children to rewrite part of the story changing the setting into modern day.***

**Poetry – Revolting Rhymes.**

Can I read and discuss a narrative poem? (explore a range of poems from Revolting Rhymes) - Reading Lessons.

Can I explore the features of a narrative poem? Colour coding lesson

Can I use figurative language (similes)?

Can I use figurative language (metaphors)?

Can I plan my own revolting rhyme? (shared write)

Can I write my own revolting rhyme? (Shared write)

Can I edit and uplevel my writing?

Can I plan my own revolting rhyme? (Independent)

Can I write my own revolting rhyme? (Shared Write)

Can I edit and uplevel my writing? (

Can I perform my revolting rhyme? (performance poetry)

- Words ending in '-ous'

**Maths (Y4)**

**Focus:**

- Ruler Lines
- Setting out/Presentation

**Place Value**

**Cold Task** – Place Value (Version A)

Can I represent numbers to 1000?

Can I partition numbers to 1000?

Can I add two 4-digit numbers with one exchange?

Can I add two 4-digit numbers with more than one exchange?

Can I subtract two 4-digit numbers with no exchange?

Can I subtract two 4-digit numbers with one exchange?

Can I subtract two 4-digit numbers with more than one exchange?

Can I explore efficient subtraction?

Can I explore the 9 times table and division facts?

Can I explore the 3-, 6- and 9-times tables?

Can I multiply and divide by 7?

Can I explore the 7 times tables and division facts?

Can I explore the 11 times tables and division facts?

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<p>Can I explore number lines to 1000?          Can I explore thousands?          Can I represent numbers to 10,000?          Can I partition numbers to 10,000?          Can I flexibly partition numbers to 10,000?          Can I find 1, 10, 100 and 1000 more or less?          Can I explore number lines to 10,000?          Can I estimate on a number line to 10,000?          Can I compare numbers to 10,000?          Can I order numbers to 10,000?          Can I investigate Roman numerals?          Can I round to the nearest 10?          Can I round to the nearest 1000?          Can I round to the nearest 10, 100 or 1000?  <b>Hot Task – Place Value (Version A)</b></p> <p><u>Addition &amp; Subtraction</u>  <b>Cold Task – Addition &amp; Subtraction (Version A)</b>          Can I add and subtract 1s, 10s, 100s and 1000s?          Can I add up to two 4-digit numbers with no exchange?</p>	<p>Can I estimate the answers?          Can I use strategies to check my answers?  <b>Hot Task – Addition &amp; Subtraction (Version A)</b></p> <p><u>Area</u>  <b>Cold Task – Area</b>          Can I explore what area is?          Can I count squares?          Can I make shapes?          Can I compare areas?  <b>Hot Task – Area</b></p> <p><u>Multiplication &amp; Division</u>  <b>Cold Task – Multiplication &amp; Division (Version A)</b>          Can I find multiple of 3?          Can I multiply and divide by 6?          Can I explore the 6 times table and division facts?          Can I multiply and divide by 9?</p>	<p>Can I explore the 12 times tables and division facts?          Can I multiply by 1 and 0?          Can I divide a number by 1 and itself?          Can I multiply 3 numbers?  <b>Hot Task - Multiplication &amp; Division (Version A)</b></p> <p><i>Consolidation – Revisit key areas needed.</i></p> <p><u>Additional Maths Teaching</u>          Daily:          ≠ Counting stick          ≠ Fluent – Fluent in Five          ≠ Assessment for Learning          ≠ Problem-Solving and Reasoning</p> <p>Weekly:          • Times tables practice          • Arithmetic practice          • Times Tables grids/written questions test          • Rapid recall boards/fact family.</p>
<p><b><u>Art</u></b></p>	<p><b><u>Design and Technology, Cooking and Nutrition, including STEM (Science Technology, Engineering and Maths)</u></b></p>	<p><b><u>Science including STEM</u></b></p>

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**Prior Learning/Knowledge:**

In KS1 (Key Stage 1) children use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; look at the work of a range of artists, craft makers and designers.

To create sketch books to record their observations and use them to review and revisit ideas and improve their mastery of art and design techniques.

**Vocabulary:**

*Primary and secondary colours, postimpressionism, light and shadow, texture, pattern, realism, surrealism, oversized*

**Henri Rosseau**

- Can I create a fact file about Henri Rosseau?
- Can I annotate artwork by Henri Rosseau?
- Can I use the Outdoor area to sketch images (leaves and trees) in the style of the artist?
- Can I identify and mix the colours used by Rosseau?
- Can I use the swatches to create my own Rosseau style composition?
- Can I complete a piece of art based on Henri Rousseau designs?

**Prior Learning/Knowledge:**

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry, and the wider environment].

**Vocabulary:**

*Pneumatic, design, plan, develop, analyse, evaluate, graphic, font, moving, mechanism, lever, linkage*

**Storybooks**

- Can I investigate and evaluate products with lever and linkage systems?
- Can I experiment with a range of techniques to create moving mechanisms?
- Can I explore and experiment with a range of different fonts and graphic techniques?
- Can I plan and design a storybook?
- Can I make a storybook with moving mechanisms using a design?

**Prior Learning/Knowledge:**

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 -Plants)

Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 -Plants)

Distinguish between an object and the material from which it is made. (Y1 -Everyday materials)

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 -Everyday materials)

Describe the simple physical properties of a variety of everyday materials. (Y1 -Everyday materials)

Compare and group a variety of everyday materials based on their simple physical properties. (Y1 -Everyday materials)

**Focus:**

Rocks and Soils

Can I compare various kinds of rocks?

Can I make systematic and careful observations to group rocks based on their properties?

Can I explain how fossils are formed?

Can I explain Mary Anning's contribution to paleontology?

Can I explain how soil is formed?

Investigation – Soil profiles.

**Vocabulary:**

Obsidian, chalk, marble, granite, sandstone, quartzite, basalt, limestone, brick, tile, slate,

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smooth, rough, coarse, soft, hard, coadd stone, texture permeable, impermeable, natural rocks, human-made rocks, man-made rocks, igneous rock, sedimentary rock, metamorphic rock, magma, lava, sediment, weathering, density, fossilisation, paleontology, erosion, acid, erodes, minerals, air, water, organic matter, decay, remains, compost, decomposed, waste, trimmings, manure, fallen leaves, kitchen waste, peat, soil, sediments, topsoil, subsoil, base rock, peat, boulder, fossil, grain, crystals, mould, cast, micro-organisms, properties, mould, cast, pressed, cools, volcanic ash, skeleton, pressure, deposited, grains, crystals.

**Plants**

- Can I identify and describe the functions of various parts of flowering plants?
- Can I explore the requirements of plants for life and growth?
- Can I report findings from enquiries?
- Can I investigate the way in which water is transported within plants?
- Can I name the various parts of a flower and explain their role in pollination and fertilisation?
- Can I understand and order the stages of the life cycle of a flowering plant?

**Vocabulary:**

attract, stamen, nectar, stigma, carpel, sepal, receptacle, reproduction, reproduce, fertilizer,

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conditions for growth, air, light, soil, room for growth, life cycle, transpiration, transportation vessels, xylem, capillary action, cacti, lily, succulent, sunflower, orchid, spider plant, snake plant, palm tree, bamboo, seed dispersal, seed formation, pollination, bees, humans, seeds, planting, vegetables, beans, wheat, animals, sandbur, wind, functions, Plants, structure, flowering plants, roots, steady, support, upright, stem, carries water, nutrients, transport, trunk, leaves, photosynthesis, sun, carbon dioxide, oxygen, flowers, petal, pollen, travel, sunlight, food, nutrition, attractive.

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<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>
<p><b><u>Prior Learning/Knowledge:</u></b>  Children will use their basic pronunciation and French alphabet and number knowledge to support their learning.</p> <p><b><u>Focus:</u></b>  <b><u>Phonetics Lesson 1&amp;2</u></b></p> <p><b><u>I am learning</u></b></p> <ul style="list-style-type: none"> <li>• I will learn more about the Francophone world.</li> <li>• I will learn how to use basic greetings in French.</li> <li>• I will learn how to ask and answer the question ‘Comment tu t’appelles ?’ in French.</li> <li>• I will learn the numbers 1-10 in French.</li> <li>• I will learn 10 colours and how to say which is my favourite colour in French.</li> </ul> <p><b><u>Seasons</u></b></p> <ul style="list-style-type: none"> <li>• Can I say the 4 seasons in French with their determiner?</li> <li>• Can I say a short phrase about winter weather in French?</li> <li>• Can I say a short phrase about spring weather in French?</li> <li>• Can I say a short phrase about summer weather in French?</li> <li>• Can I say a short phrase about autumn weather in French?</li> <li>• Can I express which is my favourite season in French?</li> </ul> <p><b><u>Vocabulary:</u></b></p>	<p><b><u>Prior Learning/Knowledge:</u></b>  Year 2:  Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop.  Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.</p> <p><b><u>Focus: The Amazon</u></b></p> <p><b><u>Vocabulary:</u></b>  Rainforest, emergent layout, canopy, under-storey, forest floor, groundwater, floodplains, tributary, confluence, meander, ox-bow lake, delta</p> <p><b><u>Key Enquiry Questions</u></b>  Where is the world are rainforests?  What are the layers of the rainforests like?  Who lives in the rainforests?</p>	<p><b><u>Prior Learning/Knowledge:</u></b>  Prehistoric Creatures  Why we have a monarchy</p> <p><b><u>Focus:</u></b> The Maya Civilisation and Pre-history</p> <p><b><u>Vocabulary:</u></b>  Drought, irrigate, porous, limestone, jadeite, port, abandoned, trade</p> <p><b><u>Key Enquiry Questions:</u></b>  How do we know about pre-history?  When was the Maya Civilisation?  Do The Maya still exist?  How were The Maya ruled?  How did The Maya live successfully?  What reasons have been given for why The Maya abandoned their cities?</p>



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<p>I am learning; bonjour, salut, ca va, ca va bien, ca va mal, comme ci comme ca, comment tu ta'appelles, je m'appelle, a plus tard, au revoir.</p> <p>Seasons ; l'hiver, le printemps, l'ete, l'automne, il neige, il fait froid, les fleurs poussent, les oiseaux chantent, il y a du soleil, il fait chaud, les arbres perdent leurs feuilles.</p>	<p>How does the Amazon Rainforest compare with Sherwood Forest?</p> <p>What is the journey of the River Amazon?</p>	
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b>  Recognise and use accurate musical vocabulary, appraise, and evaluate musical pieces from a variety of genres, name basic notes and rests, understand differences between tempo and beat, record a simple composition using musical notes.</p> <p><b><u>Focus:</u></b>  In each unit, children are asked a question, intended as an entry point for exploring one of six broad Social Themes. These six themes overlap. The exploration of each theme accompanies them on their musical journey throughout this Scheme, and hopefully beyond! As the learners grow, the questions and entry points for the Social Themes evolve. All the while, they are encouraged to be responsible and kind citizens of the world and constructive but critical thinkers. The unit question can be discussed throughout each unit up to and including the final unit performance.</p> <p><b><u>Prior Learning/Knowledge:</u></b></p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b></p> <p><b><u>Ball Skills</u></b>  Can I develop tracking &amp; collecting skills?  Can I develop confidence and accuracy when tracking a ball?  Can I develop dribbling skills with my hands and feet?  Can I develop catching skills using one and two hands?  Can I explore and develop a variety of throwing techniques?  Can I use tracking and sending skills with feet?</p> <p><b><u>Swimming (Y4)</u></b>  Can I swim competently, confidently and proficiently over a distance of at least 25 metres?  Can I perform safe self-rescue in different water-based situations?  Can I use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p><b><u>Prior Learning/Knowledge:</u></b>  <i>Jigsaw Year 1, 2 and 3 Curriculum</i></p> <p><b><u>Focus:</u></b></p> <p><b><u>Jigsaw Piece: Being Me in my World</u></b>  a) PSHE  b) <i>Social and Emotional Development Learning</i></p> <ol style="list-style-type: none"> <li>1. <i>Becoming a Class 'Team'</i> <ol style="list-style-type: none"> <li>a. <i>I know my attitudes and actions make a difference to the class team.</i></li> <li>b. <i>I know how it feels to be included and excluded and how to make people feel welcome and valued</i></li> </ol> </li> <li>2. <i>Being a School Citizen</i> <ol style="list-style-type: none"> <li>a. <i>I understand who is in my school community, the roles they play and how I fit in.</i></li> <li>b. <i>I can take on a role in a group and contribute to the overall outcome.</i></li> </ol> </li> <li>3. <i>Rights, Responsibilities and Democracy</i></li> </ol>

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**Focus:**

**Charanga**

- Can I sing a song?
- Can I sing a song and play instrumental parts within the song?
- Can I sing a song and improvise using voices and/or instruments within the song?
- Can I sing a song and perform compositions within the song?
- Can I prepare a piece for the performance?
- Can I perform a composition to an audience?

**Vocabulary:**

Introduction, chorus, verse, bass, drums, electric guitar, keyboard, organ, male, backing vocals, dance, clap, sway, march, notes.

**Fundamentals (Y3)**

- Can I develop balance and apply it to other fundamental movement skills?
- Can I understand how the body moves differently at different speeds?
- Can I develop technique when changing speed?
- Can I develop agility using a change of speed and direction?
- Can I develop technique and control when jumping, hopping & landing?
- Can I apply fundamental skills to a variety of games?

**Gymnastics**

- Can I develop individual and partner balances on and off apparatus?
- Can I develop control in performing and landing rotation jumps on and off apparatus?
- Can I develop and assess the straight, barrel, forward and straddle roll?
- Can I link actions that flow using the rolls I have learnt?
- Can I link actions that flow in a partner sequence using the rolls I have learnt?
- Can I develop strength in inverted movements?
- Can I create a great partner sequence to include the skills I have learnt and apparatus?

**Fitness**

- Can I recognise different areas of fitness and explore what your body can do?
- Can I develop speed and strength?
- Can I develop co-ordination?

- a. *I understand how democracy works through the school council.*
  - b. *I can recognise my contribution to making a Learning Charter for the whole school.*
4. *Rewards and Consequences.*
- a. *I understand that my actions affect myself and others.*
  - b. *I understand how rewards and consequences motivate people's behaviour.*
5. *Our learning charter.*
- a. *I understand how groups come together to make decisions.*
  - b. *I can take on a role in a group and contribute to the overall outcome.*
6. *Owning our learning charter.*
- a. *I understand how democracy and having a voice benefits the school community.*
  - b. *I understand why our school community benefits from a Learning Charter and can help others to follow it.*

**Vocabulary:**

Role, voting, included, democracy, excluded, authority, community, contribution, observer, democratic, voting, decisions, rewards, consequences.

**Jigsaw Piece: Celebrating Difference**

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Can I develop agility?  
 Can I develop balance?  
 Can I develop stamina?

**Vocabulary**

**Ball Skills:** track, throw, catch, dribble, kick, agility, balance, co-ordination, speed, tracking

**Fundamentals:** jump, turn, direction, hopping, jumping, balance, fundamental, speed

**Gymnastics:** individual, partner, balance, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand

**Fitness:** fitness, speed, strength, co-ordination, agility, balance, stamina, perseverance, determination, honesty.

- a) PSHE  
 b) Social and Emotional Development Learning
1. Judging by appearances
    - a. I understand that sometimes we make assumptions based on what people look like.
    - b. I try to accept people for who they are.
  2. Understanding influences
    - a. I understand what influences me to make assumptions based on how people look.
    - b. I can question why I think what I do about other people.
  3. Understanding Bullying
    - a. I know that sometimes bullying is hard to spot and I know what to do if it is going on, but I am not sure.
    - b. I know how it might feel to be a witness to and a target of bullying.
  4. Problem-Solving
    - a. I can tell you why witnesses sometimes join in with bullying and sometimes do not tell.
    - b. I can problem-solve a bullying situation with others.
  5. Special Me
    - a. I can identify what is special about me and value the ways in which I am unique.

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- b. *I like and respect the unique features of my physical appearance.*
6. *Celebrating Difference: how we look.*
- a. *I can tell you a time when my first impression of someone changed when I got to know them.*
- b. *I can explain why it is good to accept people for who they are.*

**Vocabulary:**

Assumption, accept, influence, bullying, witness, target, problem solve, special, unique, physical, appearance, impression.

**Religious Education**

**Computing**

**Meta-Cognition Session**

**Prior Learning/Knowledge:**

Children should develop their knowledge and understanding of principal religions and worldviews. They learn to use subject-specific vocabulary, ask questions, and begin to express their own views in response to what they are taught. They should use their knowledge of Hinduism from Spring to build upon.

**Lincolnshire Syllabus –**

Christianity Believing  
 Can I explore themes in the bible?  
 Can I recall the story of Ruth and Naomi?  
 Can I discuss the story of Daniel and link it to religious

**Prior Learning/Knowledge:**

Coding:  
 Year 1: Block coding, objects and actions, events, executing a program, design view: Planning.  
 Year 2: Algorithms, collision detection, timers, object types, buttons, debugging.  
 Year 3: flowcharts, timers, repeat, code, test, debug process.

Online Safety:

Year 1: safe logins, concept of privacy, concept of ownership, the need to logout.

**WINK-What I Now Know about...**

Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.

**Process-**plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

**Use knowledge and understanding:**

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map

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persecution today?  
 Can I discuss the parables of Jesus?  
 Can I describe Christian baptism through the story of John the Baptist?  
 Can I explain the early church?

Meaning of Christmas and Christmas Around the World

Through discussion and brainstorming, children to consider what the word Christmas means for them.

What makes it different from other times of the year?

Do people all over the world celebrate Christmas?

How is it celebrated?

Explore the story of the nativity.

Year 2: share to display board, approval process, sharing online, email simulations, emotional impact of communications, digital footprint.

Year 3: good passwords and password privacy, communication methods, shared blog, reliability of information and spoof websites, appropriate ratings, emotional effects, cyberbullying, reporting problems.

Spreadsheets:

Year 1: 2Calculate, spreadsheet navigation, adding images.

Year 2: copying and pasting, totaling tools, addition, table layout, block graph.

Year 3: pie charts and bar graphs, Boolean comparison tools (<=>) spin tool, advanced mode, cell references.

Focus:

- Can I stay safe online? (recap start of the term).

**4.1 Coding**

- Can I create a simple computer programme?
- Can I understand how an IF statement works?
- Can I understand how to use co-ordinates in computer programming?
- Can I understand the 'IF/ELSE' and 'Repeat until' command?
- Can I understand what a variable is and use a number variable?
- Can I create a playable game using learnt concepts?

- Write a song
- Design a poster
- PowerPoint presentation

**Double Page Spread (A3) is also to be completed.**

**LEYS FARM JUNIOR SCHOOL**  
**Year 3 and 4 – Autumn Term 2024 Medium Term Plan**  
**Topic: Under the Canopy & The Maya**

**4.2 Online Safety**

- Can I understand how information put on the internet leaves a digital footprint and how to protect myself from identity theft?
- Can I identify the risks and benefits of installing software including apps?
- Can I understand that copying work is called 'plagiarism' and identify appropriate behaviour when working collaboratively online?
- Can I identify the positive and negative influences of technology on health and the environment?

**4.3 Spreadsheets**

- Can I explore how to enter numbers and formulae into a cell?
- Can I explore the use of a timer, random number, and spin button tools?
- Can I use the line graphing tool with appropriate data?
- Can I use the currency formatting tool?
- Can I use the functions of allocation value to images?