Dahl Class Long-Term Plan 2024-2025

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English /Cross-curricular English	Writing focus from Babcock Teaching and Learning Sequences					
	Explanation Dare to Care: Pet Dragon Link to History LCC – Stone Age – Iron Age animal Cross-curricular - instructions linking to history/science	Descriptive Setting Leon and the Place Between Seasonal link – Christmas magical scene	Story Paddington Goes to Town Link to History LCC - change place to link with Geography - Europe	Information Text/Non-Chronological Report A Question of History Link to History LCC (Tudors)	Persuasion RSPB persuasive letter *Link to Geography/Science LCC* Environmental issues	I am not a Label Biography *Link to Science – Paralympians* Poetry Carry me away (Poems about animals)
Maths	Maths focus from White Rose Maths Hub Make links to topics where possible Ensure full range of coverage of maths topics					
	Number: Place Value Y3: Can I count from 0 in multiples of 4,8,50 and 100; find 10 or 100 more or less than a given number? Can I read and write numbers up to 1000? Can I recognise the value of each digit in a three-digit number? Y4: Can I count in multiples of 6,7,9,25 and 1000, count backwards through zero to include negative numbers? Can I find 1000 more or less than a given number? Can I recognise the value of each digit in a four-digit number?		**Number: Multiplication and Division** Y3: Can I solve problems including missing number problems involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects and connected to m objects? Y4: Can I solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit number integer scaling problems and harder correspondence problems such as n objects are connected to m objects? **Number: Fractions**		**Number: Decimals including Money** Y3: Can I add and subtract amounts of money to give change, using both £ and p in practical contexts? Y4: Can I estimate, compare and calculate using pounds and pence? Can I solve simple measure and money problems involving fractions and decimals to two decimal places? **Measurement: Time** Y3: Can I tell and write the time from an analogue clock, including using Roman	

Dahl Class Long-Term Plan 2024-2025

	Can I read Roman numerals up to 100? Can I round any number to the nearest 10, 100 or 1000? **Number: addition and subtraction** Y3: Can I estimate the answer to a calculation and use inverse operations to check answers? Can I add and subtract three-digit numbers using formal written methods? Can I solve problems including missing number problems, using number facts, place value and more complex addition and subtraction? Y4: Can I estimate t use inverse operations to check answers? Can I add and subtract four-digit numbers using formal written methods? Can I solve addition subtraction two step problems in contexts, deciding which operations and methods to use and why? **Number: Multiplication and Division** Y3: Can I recall and use multiplication and division facts for the 3,4, &8 multiplication tables? Can I write and calculate mathematical statements for multiplication and division? Y4: Can I recall multiplication and division facts for the multiplication tables up to 12 x 12? Can I use place value, known and derived facts to multiply and divide mentally, including; multiplying by 0 and 1; dividing by 1.	Y3: Can I count up and down in tenths; recognise that tenths derive from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10? Can I recognise, find and write fractions of discrete sets of objects: unit fractions and non-unit fractions with small denominators? Can I recognise and use fractions as numbers: unit fractions, non-unit fractions with small denominators? Can I recognise and show, using diagrams, equivalent fractions with small denominators? Can I compare and order unit fractions, and fractions with the same denominators? Can I add and subtract fractions with the same denominator? Can I solve problems using all of the above? Y4: Can I count up and down in hundredths; recognise that hundredths arise by dividing an object by one hundred and dividing tenths by ten? Y4: Can I recognise and show using diagrams, families of common equivalent fractions? Can I add and subtract fractions with the same denominator? Can I solve problems using increasingly harder fractions? **Measurement: Length, Perimeter and Area** Y3: Can I measure the perimeter of a simple 2D shape? Y4: Can I measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and meters; find the	numerals from I to XII, and 12 hour and 24-hour clocks? Can I estimate and read time with increasing accuracy to the nearest minute? Can I record and compare time in terms of seconds, minutes and hours? Can I use vocabulary such as O'clock, a.m./p.m., morning, afternoon, noon and midnight? Can I know the number of seconds in a minute and the number of days in each month, year and leap year and compare durations of events? Y4: Can I read, write and convert time between analogue and digital 12-24-hour clocks? Can I solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days? Statistics Y3: Can I interpret and present data using bar charts, pictograms and tables? Y4: Can I interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs? **Geometry: Properties of Shape** (Including Y4 Position and Direction) Y3: Can I draw 3-D shape? Can I make 3D shapes using modelling materials and recognise 3D shapes in different orientations? Can I recognise angles as a property of shape or a description of a turn, identify right angles and recognise that two right angles

Dahl Class Long-Term Plan 2024-2025

	Can I multiply together three numbers; recognise and use factors pairs and commutativity in mental calculations? Can I multiply two- and three-digit numbers by a one-digit number using written methods?		area of rectilinear shapes by counting squares? **Y3: Measurements: Mass and Capacity** Can I measure, compare, add and subtract lengths (m/cm/mm); mas (kg,g); Volume and capacity (l/ml)? **Y4: Number: Decimals** Can I recognise and write decimal equivalents of any number of tenths or hundredths? Can I recognise and write decimal equivalents? 2/4- $\frac{1}{2}$ etc Can I round decimals with one decimal place to the nearest whole number? Can I compare numbers with the same number of decimals places up to two decimal places? Can I find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths?		make a half-turn, three make three quarters of a turn and four, a complete turn? Can I identify whether angles are greater than or less than a right angle? Can I identify horizontal and vertical lines and pairs of perpendicular lines? Y4: Can I compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes? Can I identify lines of symmetry in 2D shapes presented in different orientations? Can I identify acute and obtuse angles and compare and order angles by size? Can I identify lines of symmetry in 2-D shapes presented in different orientations? Can I compete a simple symmetry figure with respect to a specific line of symmetry? **Position and direction:** Can I describe positions on a 2D grid as coordinates in the first quadrant? Can I describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon?	
Cross-curricular Maths	Measuring the distance of cars travelling - friction			Statistics – Places in Europe popularity graph		
Science	Forces & Magnets **Can you feel the force? Part 1** • Can they compare how things move on different surfaces? Can they observe	Sound **Why is music enjoyed by so many?** • Can they describe a range of sounds and explain how they are made?	Plants **How does a plant live its life?** • Can they identify and describe the	Light **Why can't you see in the dark?** • Can they recognise that they	Animals including Humans **How can you run like an athlete?** • Can they explain the	

Dahl Class Long-Term Plan 2024-2025

	• that magnetic forces can be transmitted without direct contact? • Can they observe how some magnets attract or repel each other? • Can they classify which materials are attracted to magnets or not? • Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance? • Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet? • Can they identify some magnetic materials? • Can they describe magnets having two poles? Can they predict whether two magnets will attract or repel each other depending on which poles are facing? •	• Can they associate some sounds with something vibrating? • Can they compare sources of sound and explain how the sounds differ? • Can they explain how to change a sound (louder/softer)? • Can they recognise how vibrations from sound travel through a medium to the ear? • Can they find patterns between the pitch of a sound and features of the object that produce it? • Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? • Can they recognise that sounds get fainter as the distance from the sound source increases? • Can they explain how you could change the pitch of a sound? • Can they investigate how different materials can affect the pitch and volume of sounds? •	functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers) • Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? • Can they explain how they vary from plant to plant? • Can they investigate the way in which water is transported within plants? • Can they explore the part that flowers play in the life cycle of flowering plants, including	need light in order to see things? • Can they recognise that dark is the absence of light? • Can they notice that light is reflected from surfaces? • Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? • Can they recognise that shadows are formed when the light from a light source is blocked by	importance of a nutritionally balanced diet? • Can they describe how nutrients, water and oxygen are transported within animals and humans? • Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? • Can they describe and explain the skeletal system of a human? • Can they describe and explain the muscular system of a human?

Dahl Class Long-Term Plan 2024-2025

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<tr><td></td><td></td><td></td><td>pollination, seed formation and seed dispersal</td><td>a solid object? Can they find patterns in the way that the size of shadows change?</td><td></td></tr>
<tr><td></td><td colspan="5">Working scientifically/investigations</td></tr>
<tr><td></td><td colspan="2">Planning
<u>Year 3</u>
• Can they use different ideas and suggest how to find something out?
• Can they make and record a prediction before testing?
• Can they plan a fair test and explain why it was fair?
• Can they set up a simple fair test to make comparisons?
• Can they explain why they need to collect information to answer a question?
<u>Year 4</u>
• Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?
• Can they suggest improvements and predictions?
• Can they decide which information needs to be collected and decide which is the best way for collecting it?</td><td colspan="2">Obtaining and presenting evidence
<u>Year 3</u>
• Can they measure using different equipment and units of measure?
• Can they record their observations in different ways?
• Can they describe what they have found using scientific language?
• Can they make accurate measurements using standard units?
<u>Year 4</u>
• Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?
• Can they explain their findings in different ways (display, presentation, writing)?</td><td>Considering evidence and evaluating
<u>Year 3</u>
• Can they explain what they have found out and use their measurements to say whether it helps to answer their question?
• Can they use a range of equipment in a simple test?
<u>Year 4</u>
• Can they find any patterns in their evidence or measurements?
• Can they make a prediction based on something they have found out?
• Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
• Can they use straightforward scientific evidence to answer questions or to support their findings?
• Can they identify differences, similarities or changes related to simple scientific ideas or processes?</td></tr>
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Dahl Class Long-Term Plan 2024-2025

	• Can they use their findings to draw a simple conclusion?		
History	Stone Age/Iron Age **Who first lived in Britain?** <u>Chronological Understanding</u> • Can they describe events from the past using dates for when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? <u>Knowledge & Interpretation</u> • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? <u>Historical Enquiry</u> • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? Can they research a specific event from the past?	British History: **Were the Tudors Terrible?** <u>Chronological Understanding</u> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? • <u>Knowledge & Interpretation</u> Can they explain how events from the past has helped shape our lives? • Can they recognise how lives in the past are different from ours? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <u>Historical Enquiry</u> • Can they research two versions of an event and say how they differ? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?	British History: **Who were the early lawmakers?** <u>Chronological Understanding</u> • Can they describe events and periods using the words: BC, AD and decade? • Can they plot recent history on a timeline using centuries? • Can they use their mathematical skills to round up time differences into centuries and decades? <u>Knowledge & Interpretation</u> • Can they explain how events from the past have helped shape our lives? • Do they recognise that the lives of the wealthy people were very different from those of poor people? • Can they recognise how their lives are different from ours? <u>Historical Enquiry</u> • Can they give more than one reason to support an historical argument? • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when

Dahl Class Long-Term Plan 2024-2025

			doing so? (Challenging)
Geography	Settlements **Where would you choose to build a city?** <u>Geographical Enquiry</u> • Can they find the same place on a globe and in an atlas? • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc?) • Can they label the same features on an aerial photograph as on a map? • Can they carry out a survey to discover features of cities and villages? <u>Physical Geography</u> • Can they use appropriate symbols to represent different physical features on a map? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? <u>Human Geography</u> • Can they explain how a locality has changed over time with reference to human features? • Can they find different views of environmental issues? What is their view?	Life in Another Country **Why do so many people choose to go to Europe?** <u>Geographical Enquiry</u> • Can they label the same features on an aerial photograph as on a map? • Can they find the same place on a globe and in an atlas? <u>Physical Geography</u> • Can they describe the main physical differences between cities and villages? <u>Human Geography</u> • Can they explain how a locality has changed over time with reference to human features? • Can they explain how a locality has changed over time with reference to physical features? (Challenging) <u>Geographical Knowledge</u> • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the countries that make up the European union? • Can they locate and name some of the main islands that surround the UK?	Local Geography: **Why is Plymouth such a cool place to live and why was it built where it is?** <u>Geographical Enquiry</u> • Can they label the same features on an aerial photograph as on a map?a survey to discover features of cities and villages? • Can they plan a journey to a place in England? • <u>Physical Geography</u>Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? • Can they describe the main features of a well-known city? <u>Human Geography</u> • Can they explain why people are attracted to live in cities? • Can they explain why people might choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they suggest ways that a locality could be changed and improved?

Dahl Class Long-Term Plan 2024-2025

	• Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? • Can they explain how people are trying to manage their environment? (Challenging) • <u>Geographical Knowledge</u> • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Can they name up to six cities in the UK and locate them on a map?				<u>Geographical Knowledge</u> • Do they know the difference between the British Isles, Great Britain and UK? • Can they name up to six cities in the UK and locate them on a map? Can they name the areas of origin of main ethnic groups in the UK and in their school?	
Art	**Painting/Different mediums – Stone Age cave paintings** <u>Year 3 & 4:</u> • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a	**3D – linked with DT and History – Stone Age – Iron Ages** <u>Year 3 & 4:</u> • Can they work with life size materials? • Can they create pop-ups? <u>Year 4:</u> • Do they experiment with and combine materials	**Collage** <u>Year 3 & 4:</u> • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic?	**Textiles – Easter decorations** <u>Year 3&4:</u> • Can they add onto their work to create texture and shape? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add	**Drawing – portaits, tone, line and texture** <u>Year 3 & 4:</u> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation	**Printing – repeating pattern** <u>Year 3 & 4:</u> • Can they make a printing block? • Can they make a 2 colour print? <u>Year 4:</u> • Can they print using at least four colours? • Can they create an accurate print design?

Dahl Class Long-Term Plan 2024-2025

	background using a wash? • Can they use a range of brushes to create different effects? <u>Year 4:</u> • Can they create all the colours they need? • Can they create mood in their paintings? Do they successfully use shading to create mood and feeling?	and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials?	• Can they use montage? <u>Year 4:</u> • Can they use ceramic mosaic? • Can they combine visual and tactile qualities? •	detail to a piece of work? • Can they add texture to a piece of work? <u>Year4:</u> • Can they experiment with and combine materials and processes to design and make 3D form? Can they use early texture and sewing skills as part of a project?	of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and textures? <u>Year 4:</u> • Can they begin to show facial expression and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they show reflections?	Can they print onto different materials?
DT	**Mechanisms Construction – create a game using magnets linked to LCC Science**	**Mouldable Materials – linked to LCC Geography/History**	**Textiles – Easter decorations** <u>Year 3</u> • Can they join textiles of different types in different ways?		**Cooking and Nutrition – Linked to LCC Science** <u>Year 3</u>	

Dahl Class Long-Term Plan 2024-2025

	Year 3 • Do they select the most appropriate tools and techniques to use for a given task? • Can they make a product which uses both electrical and mechanical components? • Can they use a range of components? Year 4 • Can they add things to the circuits? • How have they altered their product after checking it? • Are they confident about trying out new and different ideas?	**- build a stone age – iron age house** Year 3 • Do they select the most appropriate materials? • Can they use a range of techniques to shape and mould? • Do they use finishing techniques? Year 4 • Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, show an awareness of audience?	• Can they choose textiles for both their appearances and their qualities? Year 4 • Do they think what the user would want when choosing textiles? • Have they thought about how to make their product strong? • Can they devise a template? Can they explain how to join things in different ways? **Materials** Year 3 • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials? Year 4 • Can they measure carefully as to make sure they have not made mistakes? • How have they attempted to make their product strong?	• Can they choose the right ingredients for a product? • Can they use equipment safely? • Can they make sure that their product looks attractive? • Can they describe how their combined ingredients come together? • Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? Year 4 • Do they know how to be hygienic and safe? Have they thought what they can do present their product in an interesting way?

Dahl Class Long-Term Plan 2024-2025

Computing (Purple Mash)	4.2 Online Safety	4.8 Hardware Investigators	Coding	4,3 Spreadsheets	4.5 Logo	4.2 Online Safety Review	4,4 Writing for Different Audiences	4.6 Animation	4.7 Effective Search
E-Safety	Google Legends/Think U Know etc								
R.E.	L2.6 – For Christians, what was the impact of Pentecost?		L2.11 – How might people mark the significant events of life?	L2.5 – Why do Christians call the day Jesus died 'Good Friday'?	L2.3 – What is the Trinity and why is it important for Christians?		L2.7 – What do Hindus believe God is like?	L2.8 – What does it mean to be Hindu in Britain today?	
PSHE (Jigsaw Ages 8-9)	Being Me in My World		Celebrating Difference	Dreams and Goals	Healthy Me		Relationships	Changing Me	
Music (Charanga)	Whole Class Music Theory and Instrumental Tuition			Mama Mia	Lean on Me		Blackbird	Reflect, Rewind and Replay	
	Performing • Composing (including notation) • Appraising •								
Cross-curricular Music				Tudor Music	Music from around Europe				
MFL French (Language Angels Yr 3/4 Year B)	Phonics lessons 1&2 and Shapes Cross-curricular - Maths		Musical Instruments Cross-curricular - Music	Ancient Britain Cross-curricular - History	Vegetables Cross-curricular - Science & PSHE		In Class	Goldilocks Cross-curricular - English	
PE	Basketball Invasion Games		Dance Dance	Gymnastics Health and Fitness	Football OAA		Athletics Swimming	Striking and Fielding Athletics	