

**Beaufront First School Class 2 (Year 3 & 4) Medium Term Planning
Summer Term 1 2025: 4 Weeks**

| English | | Mathematics | |
|--|---|--|--|
| <p>Focus Text: The Miraculous Journey of Edward Tulane</p> <p>Hooks:</p> <p>Spoken language:</p> <ul style="list-style-type: none"> ask relevant questions to improve their understanding of a text speak audibly and fluently with an increasing command of Standard English articulate and justify answers, arguments and opinions use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas consider and evaluate different viewpoints, attending to and building on the contributions of others give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Reading:</p> <ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context retrieve and record information identify main ideas drawn from more than one paragraph and summarise these summarise main ideas read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the one and volume so that the meaning is clear consider and evaluate different characters' viewpoints <p>Grammar, punctuation and spelling:</p> <ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although use expanded noun phrases for description and specification use conjunctions, adverbs and prepositions to express time and cause spell contractions correctly for informality use an apostrophe to mark singular possession use and punctuate direct speech use commas after fronted adverbials <p>Writing:</p> <ul style="list-style-type: none"> discussing and recording ideas, draft and write by organising paragraphs around a theme, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. creating settings, characters and plot (in narratives) proofreading for spelling and punctuation errors | | <p>Year 3 White Rose Maths</p> <p>Fraction B</p> <ul style="list-style-type: none"> Add fractions Subtract fractions Partition the whole Unit fractions of a set of objects Non-unit fractions of a set of objects Reasoning with fractions of an amount <p>Money</p> <ul style="list-style-type: none"> Pounds and pence Convert pounds and pence Add money Subtract money Find change <p>Time</p> <ul style="list-style-type: none"> Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock Use am and pm Years, months and days Days and hours Hours and minutes – use start and end times Hours and minutes - use durations Minutes and seconds Units of time Solve problems with time <p>(continue over next half term,)</p> | |
| | | <p>Year 4</p> <p>Decimals B</p> <ul style="list-style-type: none"> Make a whole with tenths Make a whole with hundredths Partition decimals Flexibly partition decimals Compare decimals Order decimals Round to the nearest whole number Halves and quarters as decimals <p>Money</p> <ul style="list-style-type: none"> Write money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money <p>Time</p> <ul style="list-style-type: none"> Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital times Convert to the 24-hour clock Convert from the 24-hour clock | |
| Science | PSHE/ RSE | PE | |
| <p><u>Making connections: How does the flow of liquids compare? :</u></p> <ul style="list-style-type: none"> plan a comparative test. revise the unit Electricity and circuits. gather and record data. revise the units States of matter and Sound and vibrations. conclude and evaluate the investigation. revise the unit Digestion and food. observe carefully and apply these observations to problem solve. revise the unit States of matter. report findings. | <p><u>Economic wellbeing</u></p> <p>Year 3 only</p> <ul style="list-style-type: none"> Understand that a range of things might influence our spending decisions Understand how to create a simple budget. Understand how situations involving money can affect our feelings. Understand that a wide range of jobs are available and that skills and interests lead people to certain jobs. <p>Year 4 only</p> <ul style="list-style-type: none"> Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions. Understand how to keep track of money and why this is important. Understand ways in which we can lose money and the range of feelings associated with losing money. | <ul style="list-style-type: none"> Athletic Skills Run consistently and smoothly at different speeds. Demonstrate different combinations of jumps, showing control, coordination and consistency. Throw a range of resources into a target area with consistency and accuracy. Recognise that there are different techniques of running, jumping and throwing and that they need to choose the best one for a particular challenge and type of equipment. Pace their effort well in different types of events so that they can maintain the quality of their performances. Watch and describe specific aspects of running, jumping and throwing. Suggest, with guidance a target for making improvements. | |

| | <ul style="list-style-type: none"> Understand that there are a range of influences on job choices and that these can be positive or negative. <p>Year 3 and 4</p> <ul style="list-style-type: none"> Understand that stereotypes sometimes exist about the jobs people do but these should not limit anyone. | <ul style="list-style-type: none"> Recognise that the body works differently in various types of challenge and event. Carry out warm up and cool down activities effectively. |
|---|---|---|
| Geography | | Art and Design |
| <p><u>What are rivers and how are they used? The River Tyne</u></p> <ul style="list-style-type: none"> Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved. | <p><u>What kind of world did Jesus want? (Gospel)</u></p> <p><u>'Where do our morals come from?'</u></p> <ul style="list-style-type: none"> Explain what morals, rules and guidance are. Identify some of the ways people decide what is right and wrong. Evaluate how Golden Rules might help people make moral decisions today. Explain how some people remember important guidance using physical items. Identify similarities and differences between different religious guidance. Identify common themes across religious and non-religious guidance. Present own ideas for a moral code and explain their ideas clearly. | <p><u>Fabric of nature</u></p> <ul style="list-style-type: none"> Describe objects, images and sounds with relevant subject vocabulary. Create drawings that replicate a selected image. Select imagery and colours to create a mood board with a defined theme and colour palette. Complete four drawings, created with confident use of materials and tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work and style. Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs. |
| Music | Computing | French |
| <p><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u></p> <ul style="list-style-type: none"> Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos. | <p>Year 3 -Online Safety</p> <ul style="list-style-type: none"> Differentiate between fact, opinion and belief online. Explain how to deal with upsetting online content. Recognise that digital devices communicate with each other to share personal information. Explain what social media platforms are used for. Recognise why social media platforms are age-restricted. <p>Year 4 -Online Safety</p> <ul style="list-style-type: none"> Describe how to search over multiple platforms and be aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology. | <p><u>French Food - Bon appétit</u></p> <ul style="list-style-type: none"> Recognise which nouns are cognates or near cognates. Explain ways to work out the meaning of unfamiliar words. Identify the correct definite article for the names of fruit according to gender. Correctly identify and pronounce plural nouns. Accurately express an opinion with j'aime and je n'aime pas. Say the numbers to 31 in French. Read and calculate maths sums correctly in French. Say and write all the days of the week. Identify the days for yesterday and today. Accurately perform a role play with good pronunciation and understanding |