



**Kiwi Primary School**

**Long Term Plan LKS2**

**Cycle A: 2025-26 Cycle B: 2026-27**



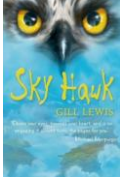
| Year 3/4<br>Cycle A                      | Theme 1   | Theme 2   | Theme 3   | Theme 4  | Theme 5   | Theme 6   |
|--|---|---|---|--|---|---|
| Theme                                    | From Earth to Ages  | Poles apart   | Powering an empire  | From bean to bloom   | Pharaohs and Physiology   | Way to flow!  |
| English<br>Fiction unit Non-fiction unit |    |    |   |   |  <p><b>Pyramids of Egypt</b></p>   |    |
|  | <ul style="list-style-type: none"> <li>-Use inverted commas for dialogue with additional punctuation</li> <li>-Use expanded noun phrases with adverbs using commas to list</li> <li>-Use compound sentences <b>but/and/so</b></li> <li>-Use <b>although, even though</b> for subordination</li> <li>-Use adverbs of time, manner and place</li> </ul> | <ul style="list-style-type: none"> <li>- Use inverted commas for dialogue with additional punctuation</li> <li>- Use fronted adverbials for <b>manner</b> with commas</li> <li>- Use progressive verb form</li> <li>- Use <b>when/if</b> for subordination</li> <li>- Use fronted adverbials for <b>time with commas</b></li> </ul> | <ul style="list-style-type: none"> <li>- Use fronted adverbials for <b>place</b> with commas (prepositional phrases)</li> <li>- Use inverted commas for dialogue with additional punctuation</li> <li>- Use noun phrases expanded with prepositions</li> <li>- Use <b>although/even though</b> in a subordinate clause at the start of the sentence with a comma (complex sentence). Clauses must have a subject and a verb.</li> <li>- Use noun phrases expanded with modifying adverbs</li> </ul> | <ul style="list-style-type: none"> <li>- Use apostrophes for singular possession</li> <li>- Use inverted commas for dialogue with additional punctuation</li> <li>- Use variety of pronouns as a cohesive device within a paragraph</li> <li>- Use <b>whilst/while</b> in a subordinate clause at the start of the sentence with a comma (complex sentence). Clauses must have a subject and a verb</li> <li>- Use apostrophes for contractions</li> </ul> | <ul style="list-style-type: none"> <li>- Use a subordinate clause at the start (using a comma) or the end of a sentence. Clauses must have a subject and a verb.</li> <li>- Use present perfect tense (in dialogue) e.g “I have been to look but ...”</li> <li>“there has been no sight of ...”</li> <li>- Use a subordinating conjunction to write a complex sentence Use <b>whilst/while</b> as a subordinating conjunction</li> <li>- Use perfect tense</li> </ul> | <ul style="list-style-type: none"> <li>- Use conjunctions, prepositions or adverbs to add detail to a sentence. Clauses must have a subject and a verb.</li> <li>- Use a subordinate clause at the start (using a comma) or the end of a sentence. Clauses must have a subject and a verb.</li> <li>- Use dialogue to build character (with correct punctuation)</li> <li>- Use fronted adverbials (<b>manner</b>)</li> <li>- Use perfect tense</li> <li>- Use perfect tense</li> </ul> |



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|-----------------------|---|--|---|---|---|---|
| <b>Theme</b>          | <b>From Earth to Ages</b>   | <b>Poles apart</b>   | <b>Powering an empire</b>   | <b>From bean to bloom</b>   | <b>Pharaohs and Physiology</b>  | <b>Way to flow!</b>   |
|                       |   |  |   |   | - Use variety of pronouns as a cohesive device within a paragraph   |   |
| <b>Spelling</b>       | -Revise suffixes: ‘-er’ ‘-ed’ ‘-ing’ ‘-s’ ‘-es’<br>-Prefixes: ‘dis-’ ‘un-’<br>-Rarer GPCs: /ei/ sound spelt ‘ei’ ‘eigh’ ‘aigh’ ‘ey’<br>-Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun<br>-Statutory word list | -Prefixes: ‘mis-’ ‘re-’<br>-/l/ sound spelt y<br>-Proofreading<br>-/g/ sound spelt ‘-gue’ and /k/ sound spelt ‘-que’<br>-Statutory word list | -Revise ‘-ness’ and ‘-ful’ following a consonant<br>-Prefixes: ‘sub-’, ‘tele-’<br>-/Sh/ spelt ‘ch’, ‘s’ and ‘ss’<br>-Suffixes: ‘-ness’ ‘-ful’ ‘-less’ ‘-ly’<br>-Statutory word list | -Prefixes ‘super-’ ‘auto-’<br>-Homophones previously taught<br>-Proofreading<br>-/k/ sound spelt ‘ch’<br>-Statutory word list | -Previously taught suffixes<br>-Suffix ‘-ly’ with root words ending ‘le’ and ‘ic’<br>-Rare GPCs /l/ sound<br>-Statutory word list<br>-Revise vowel digraphs from year 1/2 | -Revise previous spellings<br>-/ʌ/ sound spelt ‘ou’<br>-Homophones: heel/heal/he’ll, plain/plane, groan/grown, rain/reign/rein<br>-Proofreading<br>-Statutory word list<br>-Consolidation |
| <b>Guided reading</b> |   |  |    |   |   |   |



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| <b>Theme</b>        | <b>From Earth to Ages</b>   | <b>Poles apart</b>  | <b>Powering an empire</b>   | <b>From bean to bloom</b>   | <b>Pharaohs and Physiology</b>   | <b>Way to flow!</b> |
| <b>Science</b>      | <p><b>Rocks and soils.</b></p> <p>Children classify rocks, explore fossil formation, test rock and soil properties, and investigate how these materials are used.</p>   | <p><b>Forces and magnets.</b></p> <p>Children investigate forces and friction, test surfaces, explore magnet properties, and develop skills in scientific methods and data recording.</p> | <p><b>Electricity and circuits.</b></p> <p>Children explore electricity and circuits and consider human impact through real-world science and conservation.</p>                                 | <p><b>Plant reproduction.</b></p> <p>Children explore plant functions, investigate growth factors, study seed dispersal, and discover how seed design inspires modern technology.</p> | <p><b>Movement and nutrition.</b></p> <p>Children study skeletons, muscles, and nutrition, exploring movement, prosthetics, and how science supports healthy living and technological innovation.</p>  |                     |
| <b>History</b>      | <p><b>Would you rather live in Stone/Bronze or Iron age?</b></p> <p>Explore life from the Neolithic to Iron Age, using artefacts, timelines, and evidence to understand communities, trade, and archaeology</p> |   | <p><b>Why did the Romans invade and settle in Britain?</b></p> <p>Learn why Romans invaded Britain, how life changed, and how archaeology helps us understand their lasting influence today</p> |   | <p><b>What did the Ancient Egyptians believe?</b></p> <p>Explore Ancient Egypt through mummies, pyramids, religion, and creation stories, learning how historians uncover the past using evidence.</p> |                     |



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| <b>Geography</b>    |                           | <p><b>Antarctica.</b></p> <p>Locate Antarctica, describe its features, use grid references and compass points, and understand latitude and longitude positioning.</p> |                           | <p><b>Are all settlements the same?</b></p> <p>Explore local counties, cities, and land use by identifying features, comparing settlements, and describing changes in the local area.</p> |                                | <p><b>Why do people live near volcanoes?</b></p> <p>Explore Earth's layers, tectonic activity, and settlements by locating mountains, explaining volcanoes, and evaluating life near plate boundaries.</p> |



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| <b>Art</b>          | <p><b>Painting and mixed media: prehistoric painting.</b></p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> |                    |                           | <p><b>Drawing growing artists.</b></p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p> | <p><b>Ancient Egyptian scrolls.</b></p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p> |                     |



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| DT                  |                    | <p><b>Mechanical systems: pneumatic toys.</b></p> <p>Design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupil are introduced to thumbnail sketches and exploded diagrams.</p> | <p><b>Digital world: wearable technology.</b></p> <p>Design, code and promote a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.</p> |                    |                         | <p><b>Cooking and nutrition: eating seasonally.</b></p> <p>Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK. They respond to a design brief to design a seasonal food tart using ingredients harvested in the UK in May and June.</p> |



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| <b>Computing</b>    | <p><b>Connecting computers.</b></p> <p>Explore how digital devices and networks function through classifying components, comparing tools, and demonstrating data flow and connectivity.</p> | <p><b>Stop frame animation.</b></p> <p>Plan and create smooth animations using digital tools, refining work through feedback, storyboarding, and thoughtful media enhancements.</p> | <p><b>Programming A: sequencing sounds.</b></p> <p>Create and explain Scratch programs by sequencing blocks, controlling sprites, and designing purposeful projects with accurate commands and outcomes.</p> | <p><b>Branching databases.</b></p> <p>Design and refine branching databases using yes/no questions and attributes to accurately classify objects in digital or physical formats.</p>          | <p><b>Desktop publishing.</b></p> <p>Create clear digital publications by formatting text and images, arranging layouts, and evaluating design choices for audience and purpose.</p> | <p><b>Programming B: events and actions in programs.</b></p> <p>Design interactive programs using events and sequences, enhancing features through testing, debugging, and evaluating maze-based challenges.</p> |
| <b>French</b>       |   | <p><b>Colours and numbers.</b></p> <p>Learn numbers 1–10 and ten common colours in French, building vocabulary to describe and count objects confidently.</p>                       |  | <p><b>I am learning French.</b></p> <p>Introduce yourself and express feelings in French, while developing cultural awareness of French-speaking countries and their global significance.</p> |  | <p><b>Vegetables</b></p> <p>. Learn ten vegetables in plural form with articles, using transactional language to role-play buying quantities at a market stall.</p>  |



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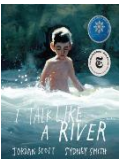
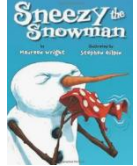
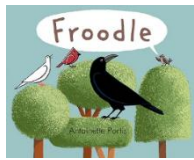


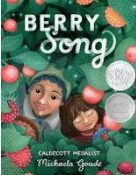
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| Theme               | From Earth to Ages  | Poles apart | Powering an empire  | From bean to bloom | Pharaohs and Physiology   | Way to flow! |
| Music               | <b>Playing with rhythm.</b><br>Perform rhythmically together, follow musical instructions, explore conducting, and combine rhythmic patterns using developing knowledge of rhythmic notation. |             | <b>Musical contrasts.</b><br>Learn staccato and legato, forte and piano, major and minor, exploring songs, timbres, and grouping instruments by sound.              |                    | <b>Melody builders.</b><br>Sing and internalise pitch, explore pentatonic melodies through games and songs, and compose using graphic and letter notation.                  |              |
| RE                  | <b>Are all religions equal?</b><br>Explore Sikh, Hindu, and Baha'i beliefs, discovering shared values of unity and equality through creative projects and historical connections.             |             | <b>Just how important are our beliefs?</b><br>Explore how Sikhs, Muslims, Christians, Jews, and Hindus show commitment to their beliefs and why it matters to them. |                    | <b>Why is the Bible the best-selling book of all time?</b><br>Explore the history of the Christian Bible and its continued relevance and meaning for many Christians today. |              |



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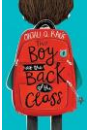
| Year 3/4<br>Cycle B  | Theme 1   | Theme 2  | Theme 3  | Theme 4   | Theme 5  | Theme 6   |
|--|---|--|--|---|--|---|
| <b>Theme</b>   | <b>Being us</b>   | <b>Shape shifters</b>  | <b>Echoes of change</b>  | <b>Wild world</b>   | <b>Light and dark</b>  | <b>From field to form</b>   |
|  |    |   |   |    |   |    |
| <b>English</b><br><b>Fiction unit</b><br><b>Non-fiction unit</b> | <ul style="list-style-type: none"> <li>-Use inverted commas for dialogue with additional punctuation</li> <li>-Use expanded noun phrases with adverbs using commas to list</li> <li>-Use compound sentences but/and/so</li> <li>-Use although, even though for subordination</li> <li>-Use adverbs of time, manner and place</li> </ul> | <ul style="list-style-type: none"> <li>-Use fronted adverbials for time with commas (Y3: adverbials)</li> <li>-Use inverted commas for dialogue with additional punctuation</li> <li>-Organise writing into paragraphs</li> <li>-Use present perfect tense</li> <li>-Use expanded noun phrases with adverbs</li> </ul> | <ul style="list-style-type: none"> <li>-Use fronted adverbials for manner with commas (Y3 adverbials)</li> <li>-Use inverted commas for dialogue with additional punctuation</li> <li>-Organise writing into paragraphs</li> <li>-Organise writing into paragraphs</li> <li>-Commas to list (precise nouns)</li> </ul> | <ul style="list-style-type: none"> <li>-Link ideas within paragraphs (commas, pronoun chains)</li> <li>-Use inverted commas for dialogue with additional punctuation</li> <li>-Use whilst/while as a subordinating conjunction</li> <li>-Use whilst/while as a subordinating conjunction</li> <li>-Use perfect tense</li> </ul> | <ul style="list-style-type: none"> <li>-Use fronted adverbials for place with commas</li> <li>-Use expanded noun phrases with prepositions and/or adverbs</li> <li>-Apply a variety of complex sentences</li> <li>-Use perfect tense</li> <li>-Commas to list precise nouns</li> </ul> | <ul style="list-style-type: none"> <li>-Link ideas within paragraphs (adverbials, commas, pronoun chains)</li> <li>-Apply subordination to sentences</li> <li>Maintain the correct tense between dialogue and narration</li> <li>-Use fronted adverbials (manner)</li> <li>-Power of three</li> </ul> |
| <b>Spelling</b>  | <ul style="list-style-type: none"> <li>-Words ending 'sure' (treasure)</li> <li>-Homophones: peace/piece, main/mane, fair/fare</li> <li>-Statutory word list</li> </ul>   | <ul style="list-style-type: none"> <li>-Proofreading</li> <li>-Prefixes: 'in-' 'il-' 'im-' and 'ir-'</li> <li>-/ei/ sound spelt 'ei' 'eigh' or 'ey', 'ch' as in brochure and 'ou' as in country</li> </ul>   | <ul style="list-style-type: none"> <li>-/g/ sound spelt 'gu'</li> <li>-Words with ending '-ture'</li> <li>-Homophones: scene/seen, mail/male, bawl/ball</li> <li>-Statutory word list</li> </ul>   | <ul style="list-style-type: none"> <li>-Proofreading</li> <li>-Prefixes 'anti-' 'inter-' '-cian' '-sion' '-tion' and '-ssion'</li> <li>-Statutory word list</li> </ul>  | <ul style="list-style-type: none"> <li>-/s/ sound spelt sc</li> <li>-Words ending 'sion'</li> <li>-Homophones previously taught</li> <li>-Statutory word list</li> </ul>   | <ul style="list-style-type: none"> <li>-Suffix '-ous'</li> <li>-Proofreading</li> <li>-Prefixes: 'un-' 'dis-' 'in-' 're-' 'sub-' 'inter-' 'super-' 'anti-' 'auto-'</li> <li>-Suffix '-ly' added to root words ending 'y' 'le' 'ic'</li> </ul>   |



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|-----------------------|---|---|---|---|--|--|
| <b>Theme</b>          | <b>Being us</b>   | <b>Shape shifters</b>                                       | <b>Echoes of change</b>   | <b>Wild world</b>                           | <b>Light and dark</b>  | <b>From field to form</b>              |
|                       |   | -Suffixes: '-ing' '-er' '-en' '-ed'<br>-Statutory word list |   |   |  | -Statutory word list<br>-Consolidation |
| <b>Guided reading</b> |  |   |  |   |   |  |
| <b>Science</b>        | <b>Digestion and food</b>   | <b>States of matter</b>                                     | <b>Sound and vibration</b>  | <b>Classification and changing habitats</b> | <b>Light and shadows</b>   |  |
| <b>History</b>        | <b>How have children's lives changed?</b>   |   | <b>How hard was it to invade and settle in Britain?</b>                             |   | <b>How did the achievements of the Ancient Maya impact their society and beyond?</b> |  |
| <b>Geography</b>      |   | <b>What are rivers and how are they used?</b>               |   | <b>Why are rainforests important to us?</b> |  | <b>Where does our food come from?</b>  |
| <b>Art</b>            | <b>Drawing: power in prints</b>   | <b>Sculpture and 3D Mega materials</b>                      |   |   | <b>Painting and mixed media: light and dark</b>                                      |  |
| <b>DT</b>             |   |   | <b>Cooking and nutrition: adapting a recipe</b>                                     | <b>Textiles: fastening</b>                  |  | <b>Structures: pavillions</b>          |



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|---------------------|---|----------------|-----------------------------------|------------------------|------------------------|--------------------|
| <b>Theme</b>        | Being us                                      | Shape shifters | Echoes of change                  | Wild world             | Light and dark         | From field to form |
| <b>Computing</b>    |   |                |                                   |                        |                        |                    |
| <b>French</b>       |   | Animals        |                                   | Little Red Riding Hood |                        | I am able...       |
| <b>Music</b>        | Hear it! Play it! Exploring rhythmic patterns |                | Painting pictures with sound      |                        | Sing, play, notate     |                    |
| <b>RE</b>           | What makes us human?                          |                | Is scripture central to religion? |                        | Why is water symbolic? |                    |