

Kingfisher class
Long Term Plan 2025-2026

	Autumn Term		Spring Term		Summer Term	
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	The Ancient Maya 		Ice Explorers- Shackleton 		Stone Age and Ravensden (local area study) 	
Writing	Non fiction Mayan research texts Fiction: Rain Player by David Wisniewski Myth writing Letter writing Poetry Autumn is here Descriptive poems about Autumn	Non-fiction: Rainforest texts Non chronological report Fiction: Charlie and the chocolate factory by Roald Dahl Narrative Poetry Christmas riddles	Non-fiction: Shackleton and the lost Antarctica expedition by B A Hoena Persuasive writing Fiction: Ice Trap Diary writing Poetry Acrostic poems about Antarctica	Non-fiction: Animals on the edge -penguin Antarctica Journal by M Hooper March of the penguins DVD Newspaper report Fiction: The last Bear by Hannah Gold Narrative	Non-fiction: Skara Brae by Dawn Finch Holiday brochure Fiction: The Gardener by Sally Stewart Letter writing	Fiction: Stone Age Boy Story writing Poetry Limerick and Haiku writing
Maths	Place value Addition and subtraction Multiplication and division Area		Multiplication and division Length and perimeter Fractions Mass and capacity		Time Decimals Money Shape Position and direction Statistics	

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Science	Animals including humans- movement and nutrition	Sound- sound and vibrations	Electricity- electricity and circuits	Animals including humans- digestion and food	Plants- plant reproduction	Making connections
Design and Technology	<p>Eating Seasonally</p> <p>Children will learn that fruits and vegetables grow in different countries based on their climates. They will understand that seasonal fruits and vegetables grow in a given season and that eating seasonal fruit and vegetables positively affects the environment. Children will design a tart recipe using seasonal ingredients.</p> <p>Key vocabulary- appearance, arid, climate, complementary, country, cut, design, evaluate, export, grate, import, ingredients, Mediterranean, mock-up, mountain, peel, polar, seasonal, seasons, snip, taste, temperate, texture, tropical, vegetable, weather</p>	<p>Digital world- wearable technology</p> <p>In this unit, children will explore the concept of wearable technology and its applications. To begin, children will evaluate existing products like glasses, fitbits and smart watches. They will also learn about the design process, including planning, testing, and evaluating their own wearable technology ideas.</p> <p>Key vocabulary- analogue, analyse, annotate, badge, computer-aided design (CAD), control, design criteria, develop, digital, digital revolution, digital world, display, electronic, electronic products, fastening, feature, function, initiate, layers, monitor, net, product design, program, smart, technology</p>	<p>Pneumatic toys</p> <p>This unit is designed to support children as they explore and create toys using pneumatic systems. They will learn about different types of diagrams, including exploded and cross-sectional diagrams, to help them plan and design their toys effectively. Key vocabulary- diagram, evaluate, feedback, housing, linkage, mechanical system, mechanism, pivot, pneumatic system, thumbnail sketch</p>			
Art and Design	<p>Fabric of Nature</p> <p>In this unit, children will describe objects, images and sounds with relevant subject vocabulary, create drawings that replicate a selected image and select imagery and colours to create a mood board with a defined theme and colour palette. They will explore the work of William Morris, then use their sketch books to evaluate patterns. They will follow instructions to create a repeating pattern, adding extra detail and understand different methods of creating printed fabric in creative industries.</p> <p>Key vocabulary- batik, colour palette, craft, craftsperson, design, develop, designer,</p>	<p>Painting and mixed-media incorporating Sculpture and 3D penguins- watercolours (Frances Hatch)</p> <p>This unit is designed to support children as they develop their understanding of contrast, colour mixing, and painting techniques through the exploration of still life. Children learn techniques including dabbing, stippling, pointillism, and washes, while applying knowledge of proportion, light, and shadow to add depth and realism to their work. They will use these skills to replicate the penguin artwork by Francis Hatch.</p> <p>Key vocabulary- abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid,</p>	<p>Prehistoric Art</p> <p>In this unit, children will explore prehistoric art, recreating the style of cave artists using charcoal and natural pigments. They will experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge.</p> <p>Key vocabulary- charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone</p>			

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	imagery, industry, inspiration, mood board, organic, pattern, repeat, rainforest, symmetrical, texture	landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid	
Geography	<p>Why are rainforests important to us? Children will describe a biome and give an example, state the location and some key features of the Amazon rainforest. They will learn to name and describe the four layers of tropical rainforests and understand that trees and plants adapt to living in the rainforest and give an example. We will define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Children will learn how humans are having a negative impact on the Amazon and an action that can be taken to help.</p> <p>Key vocabulary- analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining</p>	<p>Who lives in Antarctica? Children will describe what lines of latitude and longitude are then understand that the Northern and Southern Hemispheres experience seasons at different times. We will learn that Antarctica has a polar climate made up of ice sheets, snow and mountains. Children will explore equipment researchers might use and clothes they wear and list some of the research carried out in Antarctica. They will investigate then state the outcome of Shackleton's expedition.</p> <p>Key vocabulary- Climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty</p>	<p>Where does our food come from? Children will identify that different foods grow in different biomes and say why. They will explain which food has the most significant negative impact on the environment and consider a change people can make to reduce the negative impact of food production. We will learn about the intentions around trading responsibly and that food imports can be both helpful and harmful. Children will investigate the journey of a cocoa bean.</p> <p>Key vocabulary- air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend</p>
History	<p>Ancient Maya- How did the achievements of the Ancient Maya impact their society and beyond? Children will sequence the key periods of the Ancient Maya civilisation then identify periods</p>	<p>Shackleton- Into the Unknown Who was Shackleton? The children will learn all about this famous explorer, the challenges him and his team faced and the legacy they left behind. They</p>	<p>Stone Age and local area study 'What is it like in Ravensden?' Firstly, the children will learn about the history of Ravensden and how it has changed over time. They</p>

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	that were happening in Britain at the same time. They will explain how the Ancient Maya settled in the rainforest and the challenges they faced and describe Ancient Maya beliefs. We will name the features of the Ancient Maya cities and make deductions. We will explore and understand the importance of archaeologists, archivists and historians in constructing our understanding of the past. Key vocabulary- achievement, afterlife, ancient, civilisation, creation, currency, decline, gods/goddesses, ritual		will then research what humans have been to the South Pole and compare these expeditions to more recent ones completed by significant people like Polar Preet. The children will then use their knowledge to compare the expedition equipment. Key vocabulary- expedition, Shackleton, voyage, explorer, Endurance, comparison, modern, Antarctica, ice-sheet,		will study the 1911 census and compare this to a modern day one. The children will take a walk through the village focusing on the different styles of houses. Following this the children will be looking at the Stone Age and how farming has developed over time. Key vocabulary- Palaeolithic, Mesolithic, Neolithic, hunter-gatherer, settlement, flint, artefact, prehistoric, chronology, archaeologist, Skara Brae. ,	
Computing	Online safety Year 3 Programming: Scratch	Year 3 - Data handling: Comparison cards databases	Year 4 - Programming 1: Further coding with Scratch	Year 4 - Data handling: Investigating weather	Year 4 - Programming 2: Computational thinking	Year 4 - Skills showcase: HTML
Physical Education	● Football	● Gymnastics	● Dance	● Dance	● Athletics	● Tennis (net games)
	● Tag Rugby (invasion games)	● Bean bag Bocce	● Gymnastics	● Swimming	● Cricket	● Outdoor Adventurous Activities
Music	Body and tuned percussion- rainforests	Christmas Tree Festival at St Paul's- singing carols	Samba & Carnival Sounds & Instruments: South America (Kapow Yr4)	Creating Compositions in Response to an Animation: Mountains (Kapow Yr3)	Ballads (Kapow Yr3)	Bedford Music Service
RE	L2.1: Where, how and why do people worship?	L2.11 What are the deeper meanings of the festivals?	2a.4 What kind of world did Jesus want?	L2.12: How and why do people try to make the world a better place?	L2.10: For Christians, what was the impact of Pentecost?	L2.2 Why do some people think life is like a journey? How and why do people mark the significant events of their life?

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French	Class instructions What is your name? How old are you? Food including fruit Numbers to 12 Recap on all vocabulary		Zoo animals Numbers to 20 Parts of the body Recap on all vocabulary		Numbers to 30 Names of places Nouns Recap on all vocabulary from the year	
PSHE	Cycle B - Families & Relationships	Cycle B - Health & Wellbeing	Cycle B - Safety & the changing body	Cycle B - Citizenship	Cycle B - Economic Wellbeing	Cycle B - Transition
Enrichment (trips, visits,)	Kew Gardens/Whipsnade zoo		Shackleton museum Cambridge		Residential Mowsbury Hill Fort Stone Age day in school	