

Year 3/4 - Long Term Plan 2017 - 18

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC TITLE	Gladiators, Guts and Glory	Gladiators, Guts and Glory Mini-topic: Raymond Briggs	Inner Space	Spring Watch Y4 Production	Vicious Vikings	Creative Children's Choice
SCIENCE Y3	<p>Y3 - Light</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by a solid object - find patterns in the way that the size of shadows change. 	<p>Y3 - Rocks</p> <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter. 	<p>Y3 - Animals including Humans</p> <ul style="list-style-type: none"> -identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Y3 - Plants</p> <ul style="list-style-type: none"> - investigate how water is transported in plants: -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants 	<p>Y3 - Animals including Humans</p> <ul style="list-style-type: none"> -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat 	<p>Y3 -Forces and Magnets</p> <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a

Year 3/4 - Long Term Plan 2017 - 18

				<p>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		<p>variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none">- describe magnets as having two poles- predict whether two magnets will attract or repel each other, depending on which poles are facing.
--	--	--	--	--	--	---

Year 3/4 - Long Term Plan 2017 - 18

<p>SCIENCE Y4</p>	<p>Y4 - States of Matter</p> <ul style="list-style-type: none"> - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Y4 - Sound</p> <ul style="list-style-type: none"> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. 	<p>Y4 - Animals including Humans</p> <ul style="list-style-type: none"> - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions 	<p>Y4 - Living Things and their habitats - grouping, classifying, naming:</p> <ul style="list-style-type: none"> - recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Y4 - Animals including Humans</p> <p>Producers, predators and prey.</p> <ul style="list-style-type: none"> - construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Y4 - Electricity:</p> <ul style="list-style-type: none"> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this
-------------------	---	---	--	--	--	--

Year 3/4 - Long Term Plan 2017 - 18

						with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors.
DT/ART	Roman Artefacts & Mosaics 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. When designing and making, Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate	Art - Exploring Portraits Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and	Cooking and Nutrition As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life: - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly			Creative Art - pupil choice Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of

Year 3/4 - Long Term Plan 2017 - 18

	<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks, accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>design.</p> <p>Pupils will:</p> <p>create sketch books to record their observations and use them to review and revisit ideas</p> <p>- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history.</p>	<p>savoury dishes using a range of cooking techniques</p> <p>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>art, craft and design.</p>
--	---	--	---	-------------------------------

Year 3/4 - Long Term Plan 2017 - 18

	understand and use mechanical systems in their products					
FRENCH	<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 					
Y3	Numbers and colours Numbers to 20, names for colours	Animals Names of animals, singular and plural,	Weather Name types of weather, answer questions	Where do I live? Words for town, village, local places e.g. library	Look at me, happy birthday, party invite	Names of body parts, singular and plural

Year 3/4 - Long Term Plan 2017 - 18

		masculine and feminine Domestic pets				
Y4	The Four Friends (animals)	Animals, habitats Wild (zoo) animals	Ways to school, weather, dates		Sporting lives, healthy eating	Food <i>Names of foods, sentences about food preferences, adjectives in sentences, ask and answer questions</i>
GEOGRAPHY	Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these	Human and physical geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources		Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)	Human and physical geography Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and

Year 3/4 - Long Term Plan 2017 - 18

	<p>aspects have changed over time</p> <p>Geographical skills and fieldwork</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>including energy, food, minerals and water.</p>				<p>water.</p>
<p>HISTORY</p>	<p>The Roman Empire and its impact on</p>					<p>The Viking and</p>

Year 3/4 - Long Term Plan 2017 - 18

	<p>Britain</p> <p>Roman Empire by AD 42 and the power of its army</p> <p>British resistance: Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs.</p>				<p>Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p>
<p>COMPUTING</p>	<p>Y3 Word Processing Y4 Online communication/ Word Processing/ E- Safety</p> <p>Research and present a powerpoints about Roman life.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</p>	<p>Y3 and Y4</p> <p>Coding</p> <p>Introduce basic coding using 2Code (Chimp level). Aim to produce a set of algorithms that move characters and tell a story.</p>	<p>Y3 and Y4</p> <p>Game Design</p> <p>Using Purple Mash, design a 3d game based on 'inner space'.</p> <p>Design, write and debug programs that accomplish specific goals, including</p>	<p>Y3 and Y4</p> <p>Research & Data Handling</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems</p>	<p>Y3 Paint</p> <p>Y4 Graphics and Photos</p> <p>Use Logo to make repeating patterns.</p> <p>Use search technologies effectively,</p>

Year 3/4 - Long Term Plan 2017 - 18

	<p>communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>			<p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
PSHCE	Good to be me	Say No to Bullying week/ Children in Need/ Remembrance Day	Getting on and Falling out	Going for Goals	Relationships	Changes

Year 3/4 - Long Term Plan 2017 - 18

RE	Year 3	What do different people believe about God?	Why is the Bible important for Christians today?	Why do people pray?	Why are festivals important to religious communities?	What does it mean to be a Christian in Britain today?
	Year 4	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	Why do some people think that life is a journey? What significant experiences mark this?	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?
MUSIC targets	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 					

Year 3/4 - Long Term Plan 2017 - 18

	<ul style="list-style-type: none"> develop an understanding of the history of music. 					
MUSIC topics	<p style="text-align: center;">Y3 Feel the Rhythm Christmas Songs</p> <p style="text-align: center;">Y4 African Drumming Notation & singing Improvising with Stick notation/+ Christmas songs</p>		<p style="text-align: center;">Y3 Responding creatively to recorded music</p> <p style="text-align: center;">Y4 Responding creatively to recorded music</p>	<p style="text-align: center;">Y3 Singing: Focus on pitch and diction</p> <p style="text-align: center;">Y3 Singing: Focus on pitch and diction</p>	<p style="text-align: center;">Y3 Exploring tempo with voice and untuned percussion/ + using grid notation</p> <p style="text-align: center;">Y4 Exploring timbre with tuned and untuned percussion</p>	<p style="text-align: center;">Yr3 Creating accompaniment for a poem</p> <p style="text-align: center;">Y4 Topic composition with tuned and untuned percussion: focus on texture</p>
Values	Caring and Cooperation	Peace and Humility	Patience and Trust	Simplicity and Honesty	Unity and Freedom	Understanding
P.E	<p>Outdoor P.E: Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Y3 and Y4 Gymnastics: develop flexibility, strength, technique,</p>		<p>Outdoor P.E: Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Y3 and Y4 Dance: perform dances using a range of movement patterns</p>		<p>Outdoor P.E: Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Y3 and Y4 Gymnastics: develop flexibility, strength, technique,</p>	

Year 3/4 - Long Term Plan 2017 - 18

	<p>control and balance</p> <p>Y3 Swimming and water safety</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. 	<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Y3 Swimming and water safety</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. 	<p>control and balance</p> <p>Y4: Residential</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Y3 Swimming and water safety</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations.
--	---	---	---