

Year 3/4 - Long Term Plan 2018-2019

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC TITLE	<p>Full Steam Ahead - The Victorians in Swindon</p> <p>Texts: Y4 Street Child Y3 The Baker St Boys Y3&4 A Christmas Carol</p>	<p>Full Steam Ahead - The Victorians in Swindon</p> <p>Mini topic: Victorian Christmas</p>	<p>Active Planet <i>Earthquakes, Tsunamis and Volcanoes!</i></p> <p>Text: Escape from Pompeii</p>	<p>Active Planet cont. (5 weeks) <i>Year 4 Production</i></p>	<p>Angles and Saxons</p> <p>Text: Beowulf</p>	<p>Children's Creative Choice</p>
SCIENCE Y3	<p>Y3 - Animals including Humans</p> <p>-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>	<p>Y3 - Animals including Humans</p> <p>-identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Y3 - Rocks</p> <p>- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>- recognise that soils are made from rocks and</p>	<p>Y3 - Light</p> <p>- recognise that they need light in order to see things and that dark is the absence of light</p> <p>- notice that light is reflected from surfaces</p> <p>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>- recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>- find patterns in the</p>	<p>Y3 - Plants</p> <p>- investigate how water is transported in plants:</p> <p>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they</p>	<p>Y3 - Forces and Magnets</p> <p>- compare how things move on different surfaces</p> <p>- notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>- observe how magnets attract or repel each other and attract some materials</p>

Year 3/4 - Long Term Plan 2018-2019

			organic matter.	way that the size of shadows change.	<p>vary from plant to plant</p> <ul style="list-style-type: none"> - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>and not others</p> <ul style="list-style-type: none"> - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - 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 2018-2019

<p>SCIENCE Y4</p>	<p>Y4 - Animals including Humans - 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>	<p>Y4 - Animals including Humans Producers, predators and prey. - construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Y4 - States of Matter - 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</p>	<p>Y4 - Sound - 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>	<p>Y4 - Living Things and their habitats - grouping, classifying, naming: - 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>	<p>Y4 - Electricity - 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</p>
-------------------	---	---	--	--	---	---

Year 3/4 - Long Term Plan 2018-2019

			associate the rate of evaporation with temperature.			and associate this 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	Bridges - Brunel		Cooking and Nutrition	Anglo Saxon Villages	Creative Art - pupil choice	
	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		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	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.	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 2018-2019

	<p>generate, develop, model and communicate 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</p>	<ul style="list-style-type: none"> - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		<p>art, craft and design.</p>
--	---	--	--	-------------------------------

Year 3/4 - Long Term Plan 2018-2019

	<p>complex structures understand and use mechanical systems in their products</p> <p>Victorian Art eg William Morris or impressionism</p> <p>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 design.</p> <p>Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to 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>			
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* 			

Year 3/4 - Long Term Plan 2018-2019

	<ul style="list-style-type: none"> ▪ 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, masculine and feminine Domestic pets	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
Y4	The Four Friends (animals)	Animals, habitats	Ways to school, weather, dates		Sporting lives, healthy eating	Food Names of foods, sentences about food preferences,

Year 3/4 - Long Term Plan 2018-2019

		Wild (zoo) animals				adjectives in sentences, ask and answer questions
GEOGRAPHY	<p>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 aspects have changed over time</p> <p>Geographical skills and fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key</p>	<p>Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography</p>	<p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</p>	<p>Human and physical geography Describe and understand key aspects of volcanoes and earthquakes.</p>	<p>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 water.</p>	

Year 3/4 - Long Term Plan 2018-2019

	<p>(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>of their school and its grounds and the key human and physical features of its surrounding environment.</p>				
HISTORY	<p>Victorians and their impact on Swindon: Local study - how national history is reflected in this locality post 1066/ an aspect of history that is significant.</p>	<p>Victorians and their impact on Swindon: Local study - how national history is reflected in this locality post 1066/ an aspect of</p>			<p>Anglo-Saxon invasions, settlements and kingdoms; place names and village life. Anglo-Saxon art and culture.</p>	

Year 3/4 - Long Term Plan 2018-2019

		history that is significant.				
COMPUTING	<p style="text-align: center;">Y3 Word Processing Y4 Online communication/ Word Processing/ E- Safety</p> <p>Research and present a powerpoint about one of: Victorian Working Children/ Brunel/Dr Barnardo</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 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 style="text-align: center;">Y3 and Y4</p> <p style="text-align: center;">Game Design</p> <p>Using Espresso, design a 3d game based on volcanoes.</p> <p>Design, write and debug programs that accomplish specific goals, including 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</p>	<p style="text-align: center;">Y3 and Y4</p> <p style="text-align: center;">Coding</p> <p>Introduce basic coding using Espresso computing package. Aim to produce a set of algorithms that move characters and tell a story.</p>	<p style="text-align: center;">Y3 and Y4</p> <p style="text-align: center;">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 and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p style="text-align: center;">Y3 Paint</p> <p style="text-align: center;">Y4 Graphics and Photos</p> <p>Use Logo to make repeating patterns.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>

Year 3/4 - Long Term Plan 2018-2019

			detect and correct errors in algorithms and programs				
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	
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	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and expression 			<ul style="list-style-type: none"> playing musical instruments with increasing accuracy, fluency, control 			

Year 3/4 - Long Term Plan 2018-2019

	<ul style="list-style-type: none"> 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 develop an understanding of the history of music. 					
Music	Y3 Feel the Rhythm Christmas Songs Y4 African Drumming Notation & singing Improvising with Stick notation/+ Christmas songs		Y3 Responding creatively to recorded music Y4 Responding creatively to recorded music	Y3 Singing: Focus on pitch and diction Y3 Singing: Focus on pitch and diction	Y3 Exploring tempo with voice and untuned percussion/ + using grid notation Y4 Exploring timbre with tuned and untuned percussion	Yr3 Creating accompaniment for a poem Y4 Topic composition with tuned and untuned percussion: focus on texture
Values	Thoughtfulness and Respect	Cooperation and Tolerance	Love and Happiness	Hope and Courage	Responsibility and Quality	Friendship and Appreciation
P.E	Outdoor P.E: Use running, jumping, throwing and catching in isolation and in combination		Outdoor P.E: Use running, jumping, throwing and catching in isolation and in combination		Outdoor P.E: Use running, jumping, throwing and catching in isolation and in combination	

Year 3/4 - Long Term Plan 2018-2019

	<p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Y3 and Y4 Gymnastics:</p> <p>Develop flexibility, strength, technique, 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>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Yr3 and Y4 Dance:</p> <p>Perform dances using a range of movement patterns</p> <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>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Y3 and Y4 Gymnastics:</p> <p>Develop flexibility, strength, technique, 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.
--	---	--	--