Year 3/4 Long Term Plan Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1& 2
Topic	**Maps and Flags Where in the World?**	**Stone Age – Iron Age**	**France Vive la France**	**Light and Sound Flash, Bang, Zap!**	**Romans The Empire Strikes Back (in time!)**
English	* For English objectives see termly medium term plans.				
English Texts	Belonging	How to Wash a Woolly Mammoth Stone Age Boy	The Ghosts of Pere La Chaise Traditional Poetry	The Iron Man	Escape to Pompeii Roman Myths and Legends Poetry
RE	How should we live and who can inspire us?		How and why do believers show their commitments during the journey of life?	What are the deeper meanings of the festivals?	What does it mean to be a Sikh?
Mathematics	Following the Year 3 Mathematics Objectives in the programme of study.				
Science	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.				
	<u>Forces and Magnets</u> Pupils should be taught to: * Compare how things move on different notice that some forces need contact between	<u>Rocks</u> Pupils should be taught to: * Compare and group together different kinds of rocks on the basis of	<u>Light, Sound and Electricity</u> *NB Sound to be taught Spring 1 as PPA cover by LT, Light to be taught Spring 2 as PPA cover by LT. Electricity to be taught by TC/NC through topic.* Pupils should be taught to: * Identify how sounds are made, associating		<u>States of Matter</u> Pupils should be taught to: * 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,

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	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 describe magnets as having two poles * Predict whether two magnets will attract or repel each other, depending on which poles are facing. * 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	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.	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. * 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. * 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		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.

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			a battery * Recognise that a switch opens and closes a circuit 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.		
Geography	**<u>Geographical Skills and Fieldwork</u>** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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.				
	<u>Using Maps</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom.		<u>Human and Physical Geography of France</u> 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		
History	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a				

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	range of sources. A local history study. *(All KS2 year groups to link periods studied to local area where appropriate).*				
		Changes in Britain from the Stone Age to the Iron Age. To include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture			The Roman Empire and its impact on Britain. To include: Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica The legacy of Roman culture on later periods in British history.
Art and Design	Pupils should 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. 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.				
	David Hockney	Cave Paintings – chalk and pastels	Monet Seurat	Van Gogh	Mosaics
Design and Technology	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.				
	<u>Design and Create Games that incorporate a Magnet</u> <u>Design:</u> use research and develop design		<u>Traditional French Foods</u> Understand and apply the principles of a healthy and varied		<u>Design and Build Roman Catapults</u> <u>Design</u>: use research and develop design criteria Generate, develop, model and communicate their ideas through

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	criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate: investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		diet 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.		discussion, annotated sketches, and exploded diagrams. Make: select from and use a wider range of tools and equipment to perform practical tasks accurately. Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products (levers and pulleys)
Computing	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.	Use sequence, selection and repetition in programs.	Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact (Link to Safer Internet Day)	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.	Understand computer networks including the internet, and why they are useful. Use search technologies effectively.

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Music	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.				
	Choral Singing - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		Rhythmic Notation Recorder and Musical Notation - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - use and understand staff and other musical notations		Composition and Graphic Scores - improvise and compose music for a range of purposes using the interrelated dimensions of music
PSHCE	SEAL – Improving behaviour, Improving Learning. New Beginnings.	SEAL – Getting On and Falling Out	SEAL – Say No to Bullying Easter - Six Emotions of Mine	SEAL – Going for Goals	SEAL – Good to be Me
PE	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own successes.				
	Dance – perform dances using a range of movement patterns. Gymnastics – develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement Invasion Games – Tag Rugby & Football – play competitive games, and apply basic principles suitable for attacking and defending.		Hockey & Netball – play competitive games, and apply basic principles suitable for attacking and defending.	Swimming – swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively; perform safe self-rescue in different water-based situations. Athletics – use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance. Striking and Fielding Games – Rounders / Cricket – play competitive games, and apply basic principles suitable for attacking and defending.	