Cycle A

SHAWLANDS PRIMARY SCHOOL

Long Term Year Plan
Year 3 and 4
Cycle A
Even-Odd years

Year 3 and 4

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
THEME/VALUE												
Topic	Celts/Romans		Italy		Dinosaurs		Volcanoes		Ancient Egypt		Rivers	
Core	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths
Reading focus	Boudicca Wizards of Once				Dinosaur Poetry-King Of all the dinosaurs- Michael Rosen Dinosaurium		Stone girl bone girl Street beneath my feet Pebble in my pocket		Howard Carter diaries		River Stories	
Geography	•		locate the world's countries, using maps to focus on Europe (including the location of Russia) 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				describe and understand key aspects of: physical geography, • volcanoes, earthquakes				describe and understand key aspects of: physical geography, • rivers	
History	• the Roman Empire and its impact on Britain •								the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following- Ancient Egypt.			
DT	▪ 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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ 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 ▪ 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 Sewing		*Cooking and Nutrition* • understand and apply the principles of a healthy and varied 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. Pizza		*Cooking and Nutrition* • understand and apply the principles of a healthy and varied 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. Healthy snacks/sandwiches			▪ 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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ 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 ▪ 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 Nets – pyramids/sarcophagus	

Art	• 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, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Mosaic Pottery				• 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, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Scarab Beetles portraits	• 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, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Suret – Watercolours/pointilism
Science	Magnets 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 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.	Forces compare how things move on different surfaces	Skeleton/Muscles 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Rocks/Fossils Pupils should be taught to: 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.	Light 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 an opaque object find patterns in the way that the size of shadows change.	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 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Science Investigation	Strength of Magnets	Friction- different surfaces	Does person with longest legs jump the furthest	Testing Rocks	Size of shadows	Conditions for growth
Computing	Animation Presentations, Web design and ebook creation	Word processing/typing Video creation	Computational Thinking, Coding and Programming Photography and Digital Art Sound	Animation	Computer Networks Video Creation	Data Handling Augmented and Virtual Reality
RE	Christianity and Judaism Why are these words special?	Christianity and Judaism Why are some places special?	Christianity and Judaism How can faith contribute to community cohesion?	Christianity and Judaism Why are some times special?	Christianity and Judaism What can be learned from the lives of significant people?	Christianity and Judaism How do I and others feel about the universe around us?
Music (Charanga)	Let your Spirit fly	Glockenspiel stage 1	3 Little Birds	The Dragon Song	Bring Us Together	Reflect, Rewind and Replay
French						
PSHE						
PE						
Trip/Visit/Living museum						

Cycle B

SHAWLANDS PRIMARY SCHOOL

Long Term Year Plan
Year 3 and 4
Cycle B
Odd-Even years

Year 3 and 4

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
THEME/VALUE												
Topic	Stone Age-Iron Age		Chocolate		Blue Planet		The Greatest Showman		Yorkshire (Geography)		Lights Camera Action!	
Core	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths	English	Maths
Reading focus	How to wash a woolly mammoth Stone Boy Step into the Stone Age		Charlie and the Chocolate Factory		What a Waste Plastic Sucks Be the change- poems							
Geography					identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) describe and understand key aspects of: physical geography • water cycle				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			
History	changes in Britain from the Stone Age to the Iron Age								a local history study 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 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			
DT			▪ 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 their ideas through discussion, annotated sketches,								▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	

		cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ 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 ▪ 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				▪ apply their understanding of computing to program, monitor and control their products.
Art	• 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, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] **Clay jewellery** **Stone Age silhouette** **Stone Age Art**		• 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, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Printing Watercolour painting		• 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, sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Barbara Hepworth – Sculpture Ashley Jackson – Watercolour landscape Charcoal	
Science	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 Construct and interpret a variety of food chains, identifying producers, predators and prey.	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. 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.	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.	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 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.	
Science Investigation	Testing drinks on teeth.	.Changing materials by heating- record different temperatures/times for whit/milk/dark chocolate	Evaporation- different temperatures Record living things in environment- Record changes through year	Sound travelling through different materials	Testing circuits- materials for switch	

Computing						
RE	Christianity and Hinduism Why are these words special?	Christianity and Hinduism Why are some places special?	Christianity and Hinduism How can faith contribute to community cohesion?	Christianity and Hinduism Why are some times special	Christianity and Hinduism What can be learned from the lives of significant people?	Christianity and Hinduism How do I and others feel about the universe around us?
Music	Mamma Mia	Glockenspiel stage 2	Stop!	Lean On Me perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Blackbird	Reflect, Rewind and Replay
French						
PSHE	Chores at home Jealousy	Healthy Living	Appropriate Touch Coming home on time	Online Bullying	Breaking down barriers	Cycle Safety
PE						
Trip/Visit/Living museum						