

# Curriculum Long Term Plan

## Years 3/4

	AUTUMN	SPRING	SUMMER
Topic Title	What Lies Beneath	Wet and Wild	Exploration
Text	Stig of the Dump	Great Kapok Tree/Shaman's Apprentice	Egyptian Cinderella/Howard Carter
Role Play Area	Sand digging	Rainforest	Tomb
Opening event	<b>Sutton Hoo</b>	<b>Foxburrow Farm</b>	Discovering tomb/mummy
Celebration event	Testing Machines	Debate (inc parents)/Fundraising event	Art Gallery/Museum
Visit 1	<b>Sutton Hoo</b>	<b>Foxburrow Farm</b>	Ipswich Museum
Visit 2	Beach	Local visit (map on phys/hum features)	River walk
Visitor	Vet/Dental nurse	Anglian Water	Sainsbury/Tesco
Cooking	<b>Healthy meal</b> - understand and apply the principles of a healthy and varied diet	<b>Growing/Cooking</b> - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>Bread-making</b> - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

English	<p><b>Narratives</b> <b>Play Scripts</b> <b>Explanation Texts</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using and punctuating direct speech</li> </ul>	<p><b>Debates/Persuasive Writing</b> <b>Performance Poetry</b> <b>Non-Chronological Reports</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- retrieve and record information from non-fiction</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- organising paragraphs around a theme</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<p><b>Letter Writing</b> <b>Diary Entries</b> <b>Newspaper Report</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- retrieve and record information from non-fiction</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- organising paragraphs around a theme</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- using fronted adverbials</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using and punctuating direct speech</li> </ul>
Topic Linked Maths		Statistics	Perimeter/Area (linked to exploring tomb)

Science	<p><b>Rocks</b></p> <p><b>Animals Inc. Humans</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> <li>- identify the different types of teeth in humans and their simple functions</li> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Plants</b></p> <p><b>Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- 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</li> <li>- investigate the way in which water is transported within plants</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>- recognise that living things can be grouped in a variety of ways</li> <li>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>Sound</b></p> <p><b>Forces/Magnets</b></p> <ul style="list-style-type: none"> <li>- compare how things move on different surfaces</li> <li>- notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>- observe how magnets attract or repel each other and attract some materials and not others</li> <li>- 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</li> <li>- describe magnets as having two poles</li> <li>- predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>- identify how sounds are made, associating some of them with something vibrating</li> <li>- recognise that vibrations from sounds travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
ICT	<p><b>E-Safety – Using Technology Safely</b></p> <ul style="list-style-type: none"> <li>- are responsible, competent, confident and creative users of information and communication technology.</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>- 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</li> </ul>	<p><b>Using Variety of Software to Present Data (Documentary)</b></p> <p><b>Use Various Search Engines</b></p> <ul style="list-style-type: none"> <li>- are responsible, competent, confident and creative users of information and communication technology.</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- 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</li> </ul>	<p><b>Debugging Algorithms</b></p> <ul style="list-style-type: none"> <li>- are responsible, competent, confident and creative users of information and communication technology.</li> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>
History	<p><b>Stone Age/Iron Age</b></p> <ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age which could include: <ul style="list-style-type: none"> <li>☑ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>☑ Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>☑ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> </li> </ul>	<p><b>Mayans (Non-European)</b></p> <ul style="list-style-type: none"> <li>- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<p><b>Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>- 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
Geography	<p><b>Locational Knowledge</b></p> <p><b>Local Study</b></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>- 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</li> </ul>	<p><b>Rainforest (Tropics, Equator)</b></p> <p><b>Human/Physical Geography</b></p> <ul style="list-style-type: none"> <li>- identify the position and significance of latitude, longitude, <b>Equator</b>, Northern Hemisphere, Southern Hemisphere, the <b>Tropics of Cancer and Capricorn</b>, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>- 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, and a region within North or South America</li> </ul>	<p><b>Rivers</b></p> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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.</li> </ul>

Art	<p><b>Fossil Art Collages</b> - produce creative work, exploring their ideas and recording their experiences</p>	<p><b>Collage/Textiles</b> - produce creative work, exploring their ideas and recording their experiences</p>	<p><b>Clay Modelling</b> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>(Linked to fieldwork in Geog)</b> - to create sketch books to record their observations and use them to review and revisit ideas</p>
Design Technology	<p><b>Machine Making (Stig of The Dump)</b> -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 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p><b>Costume-Making (Adapting To Environments – Textiles)</b> - 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</p>	<p><b>Making Shaduf's</b> <b>Make Mechanism to Move Stones When Building Pyramid (Links to Forces)</b> <b>Bread Making</b> - 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 - 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</p>