

Curriculum Long Term Plan

Years 3/4

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

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

Science	<p>Rocks</p> <p>Animals Inc. 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 - construct and interpret a variety of food chains, identifying producers, predators and prey. - 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>Plants</p> <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> - 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. - 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>Sound</p> <p>Forces/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 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. - 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.
Working Scientifically	<p>Year 3/4</p> <ul style="list-style-type: none"> - I know how to ask relevant scientific questions. - I know how to use observations and knowledge to answer scientific questions. - I know how to set up a simple enquiry to explore a scientific question. - I know how to set up a test to compare two things. - I know how to set up a fair test and explain why it is fair. - I know how to make careful and accurate observations, including the use of standard units. - I know how to use equipment, including thermometers and data loggers to make measurements. - I know how to gather, record, and classify and present data in different ways to answer scientific questions. - I know how to use diagrams, keys, bar charts and tables; using scientific language. - I know how to use findings to report in different ways, including oral and written explanations, presentation. - I know how to draw conclusions and suggest improvements. - I know how to make a prediction with a reason. - I know how to identify differences, similarities, and changes related to an enquiry. 		
Computing Knowledge and Understanding	<p>E-Safety – Using Technology Safely</p> <ul style="list-style-type: none"> - are responsible, competent, confident and creative users of information and communication technology. - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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>Year 3</p> <ul style="list-style-type: none"> - I use technology respectfully and responsibly. - I know different ways I can get help if I am concerned. - I understand what computer networks do and how they provide multiple services. - I discern where it is best to use technology and where it adds little or no value. <p>Year 4</p> <ul style="list-style-type: none"> - I follow the school’s safer Internet rules. - I can use different search engines. 	<p>Using Variety of Software to Present Data (Documentary)</p> <p>Use Various Search Engines</p> <ul style="list-style-type: none"> - are responsible, competent, confident and creative users of information and communication technology. - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - 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>Year 3/4</p> <ul style="list-style-type: none"> - I use a range of software for similar purposes. - I collect information. - I design and create content. - I present information. - I search for information on the web in different ways. 	<p>Debugging Algorithms</p> <ul style="list-style-type: none"> - are responsible, competent, confident and creative users of information and communication technology. - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>Year 3/4</p> <ul style="list-style-type: none"> - I design a sequence of instructions, including directional instructions. - I write programs that accomplish specific goals. - I work with various forms of input. - I work with various forms of output.

History Knowledge	<p>Stone Age/Iron Age</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age which could include: <ul style="list-style-type: none"> ▣ 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 <p>Year 3/4</p> <ul style="list-style-type: none"> - I know how historic items and artefacts have been used to help build a picture of life in the past. - I know about the impact that one of these periods of history have had on the world. 	<p>Mayans (Non-European)</p> <ul style="list-style-type: none"> - 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. <p>Year 3/4</p> <ul style="list-style-type: none"> - I research to find answers to specific historical questions about our locality. - I will search what is like for children at a given period of history and present my findings to an audience. 	<p>Ancient Egyptians</p> <ul style="list-style-type: none"> - 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 - 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. <p>Year 3/4</p> <ul style="list-style-type: none"> - I summarise how Britain may have learnt from other countries and civilisations (historically and more recently). - I know how our locality today has been shaped by what's happened in the past. - I know about the impact that one of these periods of history have had on the world.
Geography	<p>Locational Knowledge</p> <p>Local Study</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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 <p>Year 3/4</p> <ul style="list-style-type: none"> - I know the capital city of at least six European countries. - I know why people may be attracted to live in cities. - I know why people may choose to live in one place rather than another. - I research to discover features of villages towns and cities and appreciate the differences 	<p>Rainforest (Tropics, Equator)</p> <p>Human/Physical Geography</p> <ul style="list-style-type: none"> - 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) - 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 <p>Year 3/4</p> <ul style="list-style-type: none"> - I locate the Tropic of Cancer and the Tropic of Capricorn in the Greenwich Meridian on a map. - I know whether a country is located in the Southern or Northern Hemisphere - I know the name of a number of countries in the Northern Hemisphere. 	<p>Rivers</p> <p>Fieldwork</p> <ul style="list-style-type: none"> - 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 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 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the 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. <p>Year 3/4</p> <ul style="list-style-type: none"> - I know about, locate and name some of the world's most famous volcanoes. - I know about and describe the key aspects of volcanoes. - I know how to find out the six cities in the UK on a map. - I know about, name and locate some of the main islands that surround the United Kingdom.
Art	<p>Painting</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences <p>Year 3/4</p> <ul style="list-style-type: none"> - I recognise when art is from different cultures. - I recognise when art is from different historical periods. - I know how to create a background using a wash. - I know how to use a range of brushes to create different effects in painting. - I know how to print onto different materials using at least four colours. - I explain some of the features of art from historical periods. 	<p>Oil Pastels/Painting</p> <ul style="list-style-type: none"> - 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>Year 3/4</p> <ul style="list-style-type: none"> - I know how to use sketches to produce a final piece of art. - I know how to use different grades of pencil to shade and to show different tones and textures. - I know how to use marks and lines to show texture in my art. - I know how to use line, tone, shape and colour to represent figures and forms in movement. 	<p>Clay Modelling</p> <ul style="list-style-type: none"> . Linked to fieldwork in Geog) - to create sketch books to record their observations and use them to review and revisit ideas - produce creative work, exploring their ideas and recording their experiences <p>Year 3/4</p> <ul style="list-style-type: none"> - I know how to use digital images and combine with other media in my art. - I know how to use IT to create art which includes my own work and that of others. - I know how to scope clay and other mouldable materials

<p style="text-align: center;">Design Technology</p>	<p>Machine Making (Stig of The Dump) -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>Year 3</p> <ul style="list-style-type: none"> - I prove that my design meets some set criteria. - I select the most appropriate tools and techniques for a given task. - I make a product which uses both electrical and mechanical components. <p>Year 4</p> <ul style="list-style-type: none"> - I know how to be both hygienic and safe when using food. - I measure accurately. - I evaluate and suggest improvements for my designs. - I evaluate products for both their purpose and appearance. - I explain how I have improved my original design. 	<p>Making Mini-Greenhouses - 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</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>Year 3</p> <ul style="list-style-type: none"> - I design a product and make sure that it looks attractive. - I choose a material for both its suitability and its appearance. - I work accurately to measure, make cuts and make holes. <p>Year 4</p> <ul style="list-style-type: none"> - I present a product in an interesting way. - I persevere and adapt my work when my original ideas do not work. - I evaluate products for both their purpose and appearance. 	<p>Making Shaduf's Make Mechanism to Move Stones When Building Pyramid (Links to Forces) Bread Making - 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</p> <p>- 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> <p>Year 3</p> <ul style="list-style-type: none"> - I describe how food ingredients come together. - I follow a step-by-step plan, choosing the right equipment and materials. <p>Year 4</p> <ul style="list-style-type: none"> - I produce a plan and explain it - I know how to be both hygienic and safe when using food. - I measure accurately - I explain how I have improved my original design.
<p style="text-align: center;">PE</p>	<p>Netball</p> <p>Year 3</p> <ul style="list-style-type: none"> - I throw and catch with control. - I am aware of space and use it to support team-mates and to cause problems for the opposition. - I know and use rules fairly. <p>Year 4</p> <ul style="list-style-type: none"> - I throw and catch accurately - I hit a ball accurately with control - I keep possession of the ball. - I vary tactics and adapt skills depending on what is happening in a game. <p>Athletics/Multisports</p> <p>Year 3</p> <ul style="list-style-type: none"> - I run at fast, medium and slow speeds; changing speed and direction. - I take part in a relay, remembering when to run and what to do. <p>Year 4</p> <ul style="list-style-type: none"> -I run over a long distance - I sprint over a short distance - I throw in different ways - I hit a target - I jump in different ways - I follow a map in a more demanding familiar context - I follow a route within a time limit <p>Gymnastics</p> <p>Year 3</p> <ul style="list-style-type: none"> - I adapt sequences to suit different types of apparatus and criteria. - I explain how strength and suppleness affect performance. - I compare and contrast gymnastic sequences. <p>Year 4</p> <ul style="list-style-type: none"> - I work in a controlled way - I include change of speed and direction - I include a range of shapes - I work with a partner to create repeat and improve the sequence with at least three phases. 	<p>Gymnastics</p> <p>Dance</p> <p>Year 3</p> <ul style="list-style-type: none"> - I improvise and freely and translate ideas from a stimulus into movement. - I share and create phrases with a partner and small group. - I repeat, remember and perform phrases. <p>Year 4</p> <ul style="list-style-type: none"> - I take the lead when working with a partner or group - I use dance to communicate an idea <p>Hockey</p> <p>Year 3</p> <ul style="list-style-type: none"> - I run at fast, medium and slow speeds; changing speed and direction. - <p>Year 4</p> <ul style="list-style-type: none"> - I work in a controlled way - I include change of speed and direction 	<p>OAA Football Short Tennis Cricket</p> <p>Year 3/4</p> <ul style="list-style-type: none"> - I throw and catch accurately - I hit a ball accurately with control - I keep possession of the ball. - I vary tactics and adapt skills depending on what is happening in a game.

<p style="text-align: center;">Music</p>	<p>Year 3</p> <ul style="list-style-type: none"> - I know how to sing a tune with expression. - I know how to play clear notes on instruments. - I know how to use different elements in my composition. - I know how to create repeated patterns with different instruments. - I know how to compose melodies and songs. - I know how to create accompaniments for tunes. - I know how to combine different sounds to a specific mood or feeling. - I know how to use musical words to describe a piece of music and compositions. - I know how to use musical words to describe what I like and do not like about a piece of music. - I know how to recognise the work of at least one famous composer. - I know how to improve my work; explaining how it has been improved. <p>Year 4</p> <ul style="list-style-type: none"> - I know how to perform a simple part rhythmically - I know how to sing songs from memory with accurate pitch - I know how to improvise using repeated patterns. - I know how to use rotation to record and interpret sequences of pictures. - I know how to use notation to record compositions in a small group or on my own. - I know how to explain why silences are needed in music and explain what effect it has. - I know how to identify the character in a piece of music. - I know how to identify and describe the different purposes of music. - I know how to begin to identify the style of work of Beethoven Mozart and Elgar. 		
<p style="text-align: center;">PHSE (Yr 1) 2 Yr programme</p>	<p>What are the rules that keep us safe?</p> <p>What can we do about bullying?</p>	<p>What are we responsible for?</p> <p>How can we describe our feelings?</p>	<p>How can we eat well?</p> <p>What jobs would we like?</p>
<p style="text-align: center;">PHSE (Yr 2)</p>	<p>What is diversity?</p> <p>How can we be a good friend?</p>	<p>How do we grow and change?</p>	<p>How can we keep safe in our local area?</p>
<p style="text-align: center;">RE -Year 3</p>	<p>Christianity: How do Christians show that reconciliation with God and others is important?</p> <p>Islam: How does a Muslim show their submission and obedience to Allah?</p>	<p>Hinduism: Why do Hindus want to collect good karma ?</p> <p>Christianity: Why is the cross more than a symbol of sacrifice</p>	<p>Christianity: What do Christians mean when they talk about the Kingdom of God?</p> <p>Judaism : What symbols and stories help Jewish people remember their covenant with God?</p>
<p style="text-align: center;">RE – Year 4</p>	<p>Christianity: How does believing Jesus is their saviour inspire Christians to save and serve others?</p> <p>Islam: Why do Muslims call Muhammad the ‘seal of the prophets’ ?</p>	<p>Hinduism: How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> <p>Sikhism: How does the teaching of the gurus move Sikhs from dark to light</p>	<p>Christianity: Why do Christians believe they are people on a mission?</p> <p>Sikhism: How do Sikhs put their beliefs about equality into practice?</p>