

Curriculum Long Term Plan
Years 3 & 4

	AUTUMN	SPRING	SUMMER
Topic Title	Invaders	Natural Hazards	Human Body
Text	How to train your dragon	Running Wild	Bubble Boy
Role Play Area	Roman Colosseum	Volcano/ Wave	Hospital room
Opening event	Discovery of artefacts	Tsunami	Senses Exhibition
Celebration event	Roman banquet	Environmental conference	Picnic
Visit 1	Sutton Hoo	Foxborrow Farm	New Wolsey Theatre
Visit 2	Walk along the Deben	Dunwich museum	Hollow Tree Farm
Visitor	Electrician	Anglian Water	Personal Trainer
Cooking	Bread making	Growing food/rationing	Healthy cooking/variety of diets

English	<p>Dragon fact file Set of instructions Character profiles Narrative – Story writing (character description) Playscripts Newspaper report</p>	<p>Non-chronological reports Debates Narrative – story writing (setting description) Recount (Foxborrow Farm) Poetry</p>	<p>Narrative – story writing Letter writing Diary Entries Persuasive writing Factfile about a significant medical figure Narrative – story writing (plot)</p>
Maths	<p>Roman numerals Time (sun-dials) Timeline (linked to negative numbers for Y4) Measure (linked to roman catapult)</p>	<p>Measure/ statistics – rainfall, temperature Shapes Direction (link to tectonic plates)</p>	<p>Measure - scales Fractions</p>
Science	<p>Light</p> <ul style="list-style-type: none"> 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. 	<p>Electricity</p> <ul style="list-style-type: none"> 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. <p>States of matter</p> <ul style="list-style-type: none"> 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. 	<p>Animals (nutrition, skeleton, muscles)</p> <ul style="list-style-type: none"> Identifying 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 Identifying that humans and some other animals have skeletons and muscles for support, protection and movement.

Computing	<p>Using a variety of software to present data</p> <ul style="list-style-type: none"> • 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>Internet Safety</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Bug in the water cycle (Barefoot)</p> <ul style="list-style-type: none"> • 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>Internet Safety</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Digital art – link to Julian Opie</p> <ul style="list-style-type: none"> • 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>Internet Safety</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History	<p>Romans</p> <ul style="list-style-type: none"> • 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 • ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. <p>Anglo-Saxons/Vikings</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. • Scots invasions from Ireland to north Britain (now Scotland). • Anglo-Saxon invasions, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture 	<p>Greatest natural disasters in history – what can we learn from them?</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. 	<p>Famous medical figures in history (linked to factfiles)</p> <p>Florence Nightingale Louis Pasteur</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • A study of an aspect or theme in British history that extends beyond pupils’ chronological knowledge beyond 1066.
Geography	<p>Map skills (linked to OAA)</p> <ul style="list-style-type: none"> • 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 Geography. • 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>Mountains, Volcanoes, Earthquakes, Biomes and vegetation belts</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. • 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, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Land use – Farming</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

Art	<p>Clay modelling – making Anglo Saxon Jewellery</p> <ul style="list-style-type: none"> • Shape and form sculptures from observation and imagination. • Build on pinching techniques to use kneading, rolling and coiling techniques to construct and add surface patterns to finish. • Join parts using slip, score and blending techniques. <p>Mosaics</p> <ul style="list-style-type: none"> • Develop the use of colour in their printing to include the use of multiple colours combine prints to produce a finished piece. <p>Draw a picture of an Anglo-Saxon boat (link to Alfred Wallis)</p> <ul style="list-style-type: none"> • Recognise cultural / historical context of artists and artwork. • Use a simple colour wash to create a background, subsequently adding detail to this using techniques previously learnt • Add materials to paint in order to produce different effects select brushes according to the effect they wish to achieve. • Begin to convey movement in their paintings through the use of tone and colour. 	<p>John Constable – landscape painting</p> <ul style="list-style-type: none"> • Recognise cultural / historical context of artists and artwork. • Use a simple colour wash to create a background, subsequently adding detail to this using techniques previously learnt • Add materials to paint in order to produce different effects select brushes according to the effect they wish to achieve. • Begin to convey movement in their paintings through the use of tone and colour. 	<p>Albertp Giacometti – Sculpture</p> <ul style="list-style-type: none"> • Shape and form sculptures from observation and imagination. • Build on pinching techniques to use kneading, rolling and coiling techniques to construct and add surface patterns to finish. • Join parts using slip, score and blending techniques.
Design Technology	<p>Make a roman catapult</p> <ul style="list-style-type: none"> • Understand that mechanical systems have an input, process and output. • Use levers and linkages to create movement. • Use pneumatics and hydraulics to create movement. <p>Bread making</p> <ul style="list-style-type: none"> • Be able to give some examples of foods that are grown, reared and caught. • Demonstrate understanding of a healthy diet when planning dishes. • Measure accurately using cups or electronic scales. • Demonstrate understanding of safety when cooking ingredients. 	<p>Design an Earthquake proof building</p> <ul style="list-style-type: none"> • 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>Create a healthy meal</p> <ul style="list-style-type: none"> • Demonstrate proficiency in a wide range of food preparation techniques, including the safe use of toasters and microwaves . • Follow a recipe to produce an attractive end product, including measuring accurately using cups or scales. • Explain the varying origins of food, giving examples, and demonstrate an understanding of seasonality and a healthy diet when planning dishes.
Music	<p>Charanga Y3 – Let Your Spirit Fly Glockenspiel Stage 1 Y4 – Mamma Mia Glockenspiel Stage 2</p>	<p>Charanga Y3 – Three Little Birds The Dragon Song Y4 – Stop! Lean On Me</p>	<p>Charanga Y3 – Bringing us together Reflect, rewind and replay Y4 – Blackbird Reflect, rewind and replay</p>

PE	<p>Netball (inter-house competition)</p> <ul style="list-style-type: none"> • Throw and catch with control. • To become aware of space and use it to support team-mates and to cause problems for the opposition. • To know and use rules fairly. <p>OAA</p> <ul style="list-style-type: none"> • To follow a map in a familiar context. • To use clues to follow a routine. • To follow a route safely. • To follow a map within a time limit. <p>Gymnastics</p> <ul style="list-style-type: none"> • To adapt sequences to suit different types of apparatus and criteria. • To explain how strength and suppleness affect performance. • To compare and contrast gymnastic sequences. • To work in a controlled way. • To include change of speed and direction. <p>Dance</p> <ul style="list-style-type: none"> • To improvise freely and translate ideas from a stimulus into movement. • To share and create phrases with a partner and small group. • To repeat, remember and perform phrases. • To use dance to communicate an idea. 	<p>Hockey (inter-house competition)</p> <ul style="list-style-type: none"> • To become aware of space and use it to support team-mates and to cause problems for the opposition. • To know and use rules fairly. <p>Football</p> <ul style="list-style-type: none"> • To become aware of space and use it to support team-mates and to cause problems for the opposition. • To know and use rules fairly. 	<p>Circuit training</p> <ul style="list-style-type: none"> • To run at fast, medium and slow speeds; changing speed and direction. • To take part in a relay, remembering when to run and what to do. • To run over a long distance. • To sprint over a short distance. <p>Athletics</p> <ul style="list-style-type: none"> • To run at fast, medium and slow speeds; changing speed and direction. • To take part in a relay, remembering when to run and what to do. • To run over a long distance. • To sprint over a short distance. • To throw in different ways. • To hit a target. • To jump in different ways. <p>Rounders (inter-house competition)</p> <ul style="list-style-type: none"> • To run at fast, medium and slow speeds; changing speed and direction. • To run over a long distance. • To sprint over a short distance. • To throw in different ways. • To throw and catch with control.
RE	<p>Y3 Christianity - How do Christians show that reconciliation with God and others is important? Islam - How does a Muslim show their submission and obedience to Allah?</p> <p>Y4 Christianity - How does believing Jesus is their saviour inspire Christians to save and serve others? Islam - Why do Muslims call Muhammad the 'seal of the prophets'?</p>	<p>Y3 Hinduism - Why do Hindus want to collect good karma? Christianity - Why is the cross more than a symbol of sacrifice?</p> <p>Y4 Hinduism - How does the story of Rama and Sita inspire Hindus to follow their dharma? Sikhism - How does the teaching of the gurus move Sikhs from dark to light?</p>	<p>Y3 Christianity - What do Christians mean when they talk about the Kingdom of God? Judaism - What symbols and stories help Jewish people remember their covenant with God?</p> <p>Y4 Christianity - Why do Christians believe they are people on a mission? Sikhism - How do Sikhs put their beliefs about equality into practice?</p>
PSHE	<p>What is diversity? How can we be a good friend?</p> <p>Following PSHE Association</p>	<p>How do we grow and change?</p> <p>Following PSHE Association</p>	<p>How can we keep safe in our local area?</p> <p>Following PSHE Association</p>
MFL	Mandarin		