

## Curriculum Long Term Plan Years 3/4

	AUTUMN	SPRING	SUMMER
Topic Title	What Lies Beneath	Wet and Wild	Ancient but Astonishing
Text	Stig of the Dump	Journey to the River Sea Great Kapok Tree/Shaman's Apprentice	Egyptian Cinderella/Howard Carter
Role Play Area	Stig's Dump	Rainforest Sanctuary	Tomb/Pyramid
Now Press Play	History- Stone Age Science- Rocks	Geography – Rainforests Geography- Water Cycle Science- Plants PSHE – Recycling Geography- Climate Change	History- Ancient Egypt Science- Forces
Opening event	Archaeological dig in allotment	A Visit to the Amazon Rainforest	Discovering tomb/mummy
Celebration event	Exhibition- Fashion show (stone age products) Child-led archaeological dig Stig of the Dump den building	Fundraising Event	Gallery/Museum
Visit 1	<b>Hands on Heritage- Tunstall Forest (stone age- Iron age)</b>	<b>Foxburrow Farm</b>	<b>Ipswich Museum</b>
Visit 2	<b>Dunwich Heath-</b> What is in the soil? What can we find?	Local visit (map on phys/hum features)	River walk
Visit 3	<b>Local River walk-</b> Collect materials for art.		
Visitor	Archaeologist- What is an artefact? What do real Archaeologists do?	Anglian Water	Dental nurse
Cooking	<b>Core skills- Using staple ingredients</b>  - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	<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.

English	<p><b>Recount</b>  <b>Information Text (Non Chronological Report)</b>  <b>Narrative</b>  <b>Letter Writing</b>  <b>Explanation</b>  <b>Persuasive Writing</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>Discussion/Debate</b></p> <p><b>Performance Poetry</b>  <b>Information Text (Non-Chronological Reports)</b>  <b>Diary Entries</b>  <b>Narrative</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>Explanation Texts</b>  <b>Newspaper Report</b>  <b>Biography</b>  <b>Narrative</b>  <b>Instructional</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	<p>Volume of rocks  Weight of rocks (calculate density =division)  Geometry- Giants causeway  Calculating timeline events</p>	<p>Statistics  Weather measurement and data  Metric units and water  Measuring evaporation</p>	<p>Perimeter/Area (linked to exploring tomb)  Triangles  3D shape- pyramids and patterns  Number system (Egyptian/Mayan)</p>

Science	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <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>
Working Scientifically	<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		
Computing	<p><b>Computer Science</b></p> <p><b>ARCHEOLOGICAL SURVEY BOT (KODU) (LEGO WEDO)</b></p> <p>Plan, Design, debug code for a simple game.</p> <p><b>Information Technology</b></p> <p>Use researching technology effectively and safely</p> <p><b>E-Safety (Link to PSHE)</b></p> <p><b>Yr3</b></p> <p>Identify and classify personal information e.g. using examples from media to find out personal information.</p> <p>Explain the possible consequences of sharing personal information online.</p> <p><b>Yr4</b></p> <p>Identify the similarities and differences between written and verbal communication and understand that sometimes these can be misinterpreted.</p> <p>Describe and share ways our online interactions can ensure that we create a positive online persona.</p>	<p><b>Computer Science</b></p> <p><b>PROGRAMMING WITH SCRATCH</b></p> <p>A bug in the water cycle (Barefoot)</p> <p>Identify bugs in code and improve programming</p> <p><b>Information Technology</b></p> <p>Use researching technology effectively and safely</p> <p>Develop ICT presentations to support communication.</p> <p><b>E-Safety</b></p> <p><b>Yr3</b></p> <p>Discuss examples of bullying and how to respond to it in the real world. Identify some acceptable and unacceptable ways to communicate / interact with others in the real world.</p> <p>Understand the term online bullying and be able to explain what to do if they or a friend is bullied online.</p> <p><b>Yr 4</b></p> <p>Explain the possible consequences of submitting personal information online.</p> <p>Know how to ensure information submitted online is only accessed by the people they trust.</p> <p>Identify the similarities and differences between written and verbal communication and understand that sometimes these can be misinterpreted.</p>	<p><b>Information Technology</b></p> <p><b>ANCIENT EGYPT DOCUMENTARY FILM</b></p> <p>Plan, storyboard, pitch, film, edit, import images and sound to create a video.</p> <p><b>E-Safety</b></p> <p><b>Yr3</b></p> <p>Understand what a hyperlink is and identify the risks of clicking on them, attachments and pop ups when using technology.</p> <p>Review of learning</p> <p><b>Yr4</b></p> <p>Understand what constitutes a strong password and discuss strategies for creating strong personal passwords that are easy to remember.</p> <p>Review of learning</p>

History Knowledge	<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:</li> <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>		<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> <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>
Geography	<p><b>Locational Knowledge</b> <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> <ul style="list-style-type: none"> <li>Stone Henge</li> <li>Grid reference</li> <li>Cardinal directions</li> </ul>	<p><b>Rainforest (Tropics, Equator)</b> <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> <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> <p>Sketch maps Compare features of Egypt to Melton</p>
Art	<p><b>Painting and Drawing</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>Cave painting</li> <li>Make charcoal</li> <li>Painting with found objects- berries and mud</li> </ul> <p><b>Artists:</b> Jean Clotte/Henri Breuil/Banksy</p>	<p><b>Oil Pastels/Painting</b></p> <ul style="list-style-type: none"> <li>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]</li> <li>Wax resist</li> </ul> <p><b>Artists:</b> Henri Rousseau</p>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>Ancient Egyptian Mask</li> <li>Jewellery</li> </ul>

Design Technology	<p><b>Machine Making (Stig of The Dump)- Lego Wedo</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>Mechanisms:</b> 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> <p><b>Textiles:</b> Measure, pin and cut material with some accuracy Develop sewing techniques to ensure that stitches are secure and the end product is fit for purpose Understand that a simple fabric shape can be used to make a 3D textiles project</p> <ul style="list-style-type: none"> <li>Use recycled materials to make a satchel</li> </ul> <p><b>Cooking and Nutrition</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <ul style="list-style-type: none"> <li>Children to use flint and steel to create a fire. Use their fire to cook a simple bread on sticks.</li> <li>Follow simple recipes to prepare basic dishes using a range of household appliances.</li> </ul>	<p><b>Woodwork- Rainforest themed picture frame</b></p> <p><b>Aesthetics focus</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>Cooking and Nutrition</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <ul style="list-style-type: none"> <li>Tasting and preparing food using a range of plant-based ingredients</li> </ul>	<p><b>Making Shaduf's</b> <b>Make Mechanism to Move Stones When Building Pyramid (Links to Forces)-</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> <p><b>Cooking and Nutrition</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <ul style="list-style-type: none"> <li>Tasting, comparing and preparing foods from Central America and North Africa</li> </ul>
PE	<p><b>Tag Rugby/ Football</b></p> <p><b>Circuit Training/ Dance</b></p>	<p><b>Netball/ Gymnastics</b> <b>OAA/ Handball</b></p>	<p><b>Rounders / Tennis</b> <b>Athletics/ Tchouk Ball</b></p>
Music	<ul style="list-style-type: none"> <li><b>Homemade Percussion</b></li> </ul> <p><b>Year 3</b> <b>CHARANGA- SINGING – Let Your Spirit Fly</b> <b>CHARANGA- GLOCKENSPIEL stage 1</b></p> <p><b>Year 4</b> <b>CHARANGA- SINGING- Mamma Mia</b> <b>CHARANGA- GLOCKENSPIEL stage 2</b></p>	<p><b>Year 3</b> <b>CHARANGA - Three Little Birds</b> <b>CHARANGA - The Dragon Song</b></p> <p><b>Year 4</b> <b>CHARANGA – Stop!</b> <b>CHARANGA- Lean On Me</b></p>	<p><b>Year 3</b> <b>CHARANGA - Bringing Us Together</b></p> <p><b>Year 4</b> <b>CHARANGA – Blackbird</b></p>
PHSE Yr 3	<p><b>How can we be a good friend?</b></p> <p><b>What keeps us safe?</b></p>	<p><b>What are families like?</b> <b>What makes a community?</b></p>	<p><b>Why should we eat well and look after our teeth?</b> <b>Why should we keep active and sleep well?</b></p>
PHSE Yr 4	<p><b>What strengths, skills and interests do we have?</b> <b>How do we treat each other with respect?</b></p>	<p><b>How can we manage our feelings?</b> <b>How will we grow and change?</b></p>	<p><b>How can our choices make a difference to others and the environment?</b> <b>How can we manage risk in different places?</b></p>
RE -Year 3	<p>Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism</p> <p>-----</p> <p>Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity</p>	<p>Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity</p> <p>-----</p> <p>Theme: Easter – Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity</p>	<p>*Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism</p> <p>-----</p> <p>*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism</p>

<p style="text-align: center;">RE – Year 4</p>	<p>Theme: Buddha’s teachings  Key Question: Is it possible for everyone to be happy?  Religion: Buddhism  -----  Theme: Christmas  Concept: Incarnation  Key Question: What is the most significant part of the nativity story for Christians today?  Religion: Christianity</p>	<p>Theme: Passover  Key Question: How important is it for Jewish people to do what God asks them to do?  Religion: Judaism  ---  Theme: Easter  Concept: Salvation  Key Question: Is forgiveness always possible for Christians?  Religion: Christianity</p>	<p>Theme: The 8-fold path  Key Question: What is the best way for a Buddhist to lead a good life?  Religion: Buddhism  -----  Theme: Prayer and Worship  Key Question: Do people need to go to church to show they are Christians?  Religion: Christianity</p>
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