

Curriculum Long Term Plan - Year B
Years 3 and 4

Subject	Autumn <i>Rainforests</i>	Spring <i>Prehistoric World</i>	Summer <i>We Came, We Saw, We Conquered</i>
<p>English <i>See medium term planning for NC coverage</i></p>	<p>Whole class texts:</p> <ul style="list-style-type: none"> * 'Journey to the River sea' by Eva Ibbotson * 'The Great Kapok Tree' by Lynne Cherry <p>Narrative</p> <ul style="list-style-type: none"> * Narrative based on 'Hunt' by Joan Lennon (children innovate to a rainforest animal/setting) * Narrative based on 'Journey to the River Sea' or 'The Great Kapok Tree' <p>Non-fiction</p> <ul style="list-style-type: none"> * Persuasive letter about deforestation (use 'The Great Kapok Tree' as a stimulus) deforestation * Explanation – The Water Cycle <p>Poetry</p> <ul style="list-style-type: none"> * Riddles (animal themes) * Nonsense poem - 'The Quangle Wangle's Hat' by Edward Lear 	<p>Whole class texts:</p> <ul style="list-style-type: none"> * 'Stig of the Dump' by Clive King * 'Stone Age Boy' by Satoshi Kitamura <p>Narrative</p> <ul style="list-style-type: none"> * Portal story based on 'Stone Age Boy' * Narrative based on 'Stig of the Dump' <p>Non-fiction</p> <ul style="list-style-type: none"> * Instructions – Base on 'How to Wash a Woolly Mammoth' by Michelle Robinson * Non-chronological report – page for a non-fiction book about the Stone Age/Iron Age <p>Poetry</p> <ul style="list-style-type: none"> * Free verse – 'The Quarry' and other poems with Stone Age theme 	<p>Whole class texts:</p> <ul style="list-style-type: none"> * 'I was There – Boudica's Army' by Hilary McKay * 'Escape From Pompeii' by Christina Ballet <p>Narrative</p> <ul style="list-style-type: none"> * Myth/Legend – 'Romulus and Remus' * Narrative based on 'I Was There – Boudica's Army' or 'Escape From Pompeii' by Christina Ballet <p>Non-fiction</p> <ul style="list-style-type: none"> * Explanation – Question and Answers explaining about the Romans * Recount – diary entry based on 'I Was There – Boudica's Army' or 'Escape from Pompeii' <p>Poetry</p> <ul style="list-style-type: none"> * Rhyming poetry – 'The Romans in Britain' by Judith Nicholls
<p>Mathematics <i>See White Rose Maths medium term planning</i></p>	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> • Place value • Addition and Subtraction <p><u>2nd half term:</u></p> <ul style="list-style-type: none"> • Addition and Subtraction (cont.) • Multiplication and Division 	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions and Decimals <p><u>2nd half term:</u></p> <ul style="list-style-type: none"> • Fractions and Decimals (cont.) 	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> • Length and Perimeter • Time • Shape <p><u>2nd half term:</u></p> <ul style="list-style-type: none"> • Shape (cont.) • Y3: Volume and Capacity/Y4: Co-ordinates • Statistics
<p>Science <i>(All science to be taught to both year groups)</i></p>	<p>(Y4) Living things and their habitats: 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> <p>(Y3) Animals: identify that some animals have skeletons and muscles for support, protection and movement</p> <p>(Y4) Animals, including humans: construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>(Y3) 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 the soil, 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 the flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>(Y4) States of Matter: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>(Y3) Rocks: 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>	<p>(Y3) 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 source is blocked by a solid object; find patterns in the way that the size of shadows change (link to Roman sundials)</p> <p>(Y4) Sound: 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 increases (link to Roman musical instruments – see British Museum website)</p>
<p>Working scientifically: ask relevant questions and use different types of scientific enquiries to answer them; set up simple practical enquiries, comparatives and fair tests; make systematic and careful observations, and take accurate measurements using standard units and a range of equipment (including data loggers and thermometers; gather, record, classify and present data in a variety of ways to help answer questions; record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables; report on findings from enquiries (including oral and written explanations, displays, presentations of results/conclusions; use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; identify differences, similarities or changes related to simple scientific ideas and processes; use straightforward scientific evidence to answer questions to support findings</p>			

Computing (See overview for more detail – link to learning in other areas)	Y3 use a range of programs on a computer to be creative and to share ideas and information e.g. MS Office software; Y4 use and combine a range of programs on a computer e.g. presentations that include audio/video files that they have created	Y3 design and write a program (e.g. using a block-based language such as Scratch), without user interaction e.g. creating short animations; Y4 design and write a program using a block-based language to a given brief, including simple interaction e.g. creating simple quizzes	Y3 understand and use information technology to learn more about the world; Y4 begin to be more efficient in developing search terms e.g. searching for .jpg or .mp3 files
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Ongoing: Y3 use digital technology safely and show respect for others when working online; Y4 demonstrate that they can act responsibly and make sensible choices when using computers. (Linked to Contact, Conduct, Content and Commerce)

DT	Design and make South American foods (see 'Filled Flatbread' recipe	Design and make a Stone Age Necklace http://timetravellerkids.co.uk/uncategorized/make-a-stone-age-necklace/	Design and make a Sundial (link to science)
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Teaching Design Technology will include opportunities to:

Design:

- * **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:** *describe the purpose of their products; indicate the design features of their products that will appeal to intended users; explain how particular parts of their products work; gather information about the needs and wants of particular individuals and groups; develop their own design criteria and use these to inform their ideas*
- * **Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design:** *generate realistic ideas, focusing on the needs of the user; make design decisions that take account of the availability of resources*

Make:

- * **Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately:** *explain their choice of tools and equipment in relation to the skills and techniques they will be using;*
- * **Select from and use a wider range of materials and components, including construction materials, textiles, ingredients, mechanical components and electrical components, according to their functional properties and aesthetic qualities**
- * *Follow procedures for safety and hygiene*
- * *Order the main stages of making*

Evaluate:

- * **Investigate and analyse a range of existing products:** *how well products have been designed; how well products have been made; why materials have been chosen; what methods of construction have been used; how well products work; how well products achieve their purposes; how well products meet user needs and wants; know who designed and made the products; where products were designed and made; when products were designed and made; whether products can be recycled or reused*
- * **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work:** *identify the strengths and areas for development in their ideas and products; refer to their design criteria as they design and make; use their design criteria to evaluate their completed products*
- * **Understand how key events and individuals in design and technology have helped shape the world:** *know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products*

Technical Knowledge:

- * **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures:** *know that materials can be combined and mixed to create more useful characteristics*
- * *Know that materials have both functional properties and aesthetic qualities*
- * **Understand and use mathematical systems in their products (e.g. gears, pulleys, cams, levers and linkages)**
- * **Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors)**
- * **Apply their understanding of computing to program, monitor and control their products**

Cooking and Nutrition:

- * **Understand and apply the principles of a healthy and varied diet:** *know that food ingredients can be fresh, pre-cooked and processed*
- * **Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques** *(including, where appropriate, the use of a heat source); know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking; know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The 'eat well plate'; know that to be active and healthy, food and drink are needed to provide energy for the body*
- * **Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed:** *know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world*

Geography	South America – Amazon Rainforest: <i>locate the world's countries, using maps</i>	UK - Places/Settlements (linked to Stone Age/Iron	UK - Places/Settlements (linked to Roman settlements):
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	<p>to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities; identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle; describe/understand key aspects of the physical geography of South America including: climate zones, vegetation belts, rivers and 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; understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (the local area) and South America</p> <p>The Water Cycle</p>	<p>Age settlements): Name/locate geographical regions and their identifying human and physical characteristics, key topographical features including mountains, hills, rivers and land use patterns - understand how some of these aspects have changed over time; use maps, atlases, globes and digital/computer mapping to locate settlements studied; use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>Name/locate counties/cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including hills, rivers and land-use patterns; and understand how some of these aspects have changed over time; describe/understand key aspects of the physical geography of the UK (including climate zones and vegetation belts) and 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; use maps, atlases, globes and digital/computer mapping to locate settlements studied; use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Locate the world's countries, using maps to focus on The Roman Empire</p>
History	<p>Remembrance Day</p> <p>Bonfire Night – Guy Fawkes</p>	<p>Changes in Britain from the Stone Age to the Iron Age e.g. late Neolithic hunter-gatherers and early farmers (Skara Brae); Bronze Age religion, technology and travel e.g. Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>The Roman Empire and its impact on Britain: e.g. Julius Caesar's attempted invasion in 55-54BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance e.g. Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>
<p>History teaching will include opportunities to develop:</p> <ul style="list-style-type: none"> * Chronological understanding: Develop a chronologically secure knowledge and understanding of British, local and World history; Develop the appropriate use of historical terms: recognise that the past can be split into different periods of time; order, place, and locate the historical periods, events, people and changes that are studied on a timeline ; begin to date historical periods and events ; begin to use the correct terms for periods in history; use an increasing range of common words and phrases relating to the passing of time e.g. 'previous', 'recent', 'modern', 'ancient', period, century * Knowledge and Understanding: Continue to develop a secure knowledge and understanding of British, local and world history; Note connections, contrasts and trends over time; Establish clear narratives within and across the periods they study; Develop the appropriate use of historical terms: show knowledge and understanding of historical periods, events and people being studied; begin to identify significant features of the historical periods being studied; give causes/effects for some important historical events/changes; recognise some of the similarities and differences between different periods in history; make connections between historical periods and today; understand and use historical vocabulary related to the historical periods, events and people being studied * Enquiry: Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance; Understand how our knowledge of the past is constructed from a range of sources: ask and answer a range of questions about the historical periods being studied; make suggestions as to which sources of evidence to use in order to answers; questions about the past; use sources of information in ways that go beyond simple observations to answer questions about the past. (infer/deduce from sources); begin to make connections between information provided in more than one source; know that the type of information available about the past depends on the period of time studied; understand that what we know about the past is dependent on what has survived * Interpretation: Discern how and why contrasting arguments and interpretations of the past have been constructed: know that there are different opinions and interpretations about people and events from the past; identify a range of ways in which the past is represented; recognise that recounts are someone's interpretation of past events: differentiate between historical fact and opinion * Organisation and Communication: Construct informed responses that involve thoughtful selection and organisation of relevant historical information; Develop the appropriate use of historical terms: select and recall specific details and episodes about the historical periods, people and events that are studied; communicate historical knowledge and understanding in a variety of ways (orally and in writing) using dates and some specialist historical vocabulary; begin to select and organise historical information about the periods, events and people being studied; begin to summarise what has been learned about the past 			
Art and Design Art and Design (Ensure use of a sketchbook)	<p>Painting</p> <ul style="list-style-type: none"> * Use: variety of paint (water-colour, poster paint, acrylics); variety of brushes/sponges * Develop techniques of: colour mixing – warm and cool colours/ primary colours and black/white to create hues; creating paint effects (e.g. mixing with water, glue, sand) * Learn about the work of: Henri Rousseau 'Tiger in a Tropical Storm' and compare/make links to their own work 	<p>Drawing - Cave Art (linked to Stone Age)</p> <ul style="list-style-type: none"> * Use: variety of drawing tools: pencil, charcoal, coloured media * Develop techniques of: shading, line, tone, shape * Learn about surviving cave art and compare with modern graffiti artists (e.g. Banksy) and compare/make links to their own work 	<p>Collage – Roman Mosaics</p> <ul style="list-style-type: none"> * Use: carefully selected mixed media, variety of papers and adhesives * Develop techniques of: cutting, use of adhesives; colour contrasts * Learn about Roman mosaics and compare/make links to their own work
Music	<ul style="list-style-type: none"> • Mamma Mia 	<ul style="list-style-type: none"> • Glockenspiel Stage 3 	<ul style="list-style-type: none"> • Lean On Me

<p>See Charanga for medium term planning (14509 MPSchool) and differentiate units accordingly as these units are intended for Y4</p>	<ul style="list-style-type: none"> • Five Gold Rings <p>Teaching of music will enable children to:</p> <ul style="list-style-type: none"> * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Benjamin Britten - Cuckoo 	<ul style="list-style-type: none"> • Reflect, Rewind, Replay
<p>PE See 'Colchester United' medium term planning</p>	<ul style="list-style-type: none"> • Football • Dance 	<ul style="list-style-type: none"> • Rugby • Gymnastics 	<ul style="list-style-type: none"> • Athletics • Fielding games • Swimming
<p>RE See 'Understanding Christianity' for medium term planning</p>	<ul style="list-style-type: none"> • The Creation • Incarnation • Christmas 	<ul style="list-style-type: none"> • Sikhism • Salvation 	<ul style="list-style-type: none"> • Pentecost • God • Judaism
<p>PSHE TBC</p>			
<p>French (differentiate units accordingly as these units are intended for either Y3 or Y4)Y</p>	<p>'At The Zoo' (Hazel Pearson unit of work – Y4)</p>	<p>'The Enormous Turnip' (Hazel Pearson unit of work – Y3)</p>	<p>'First Meetings' (Hazel Pearson unit of work – Y3)</p>
<p>Children will be taught to:</p> <ul style="list-style-type: none"> * Listen attentively to spoken language, join in and respond: <i>understand and respond to a range of words, phrases and sentences e.g. following instructions or joining in with a story</i> * Explore patterns/sounds of French through songs and rhymes and link the spelling, sound and meaning of words: <i>listen to rhymes and songs and identify/repeat particular sounds</i> * Engage in conversations; ask/answer questions; express opinions and respond to those of others; seek clarification and help: <i>communicate in the language at a simple level and ask/answer questions</i> * Speak in sentences, using familiar vocabulary, phrases and basic language structures: <i>repeat and adapt sentences heard based on familiar vocabulary</i> * Develop accurate pronunciation and intonation: <i>imitate accurate pronunciation and read aloud familiar words, phrases and sentences using accurate pronunciation</i> * Present ideas/information orally to a range of audiences: <i>perform a short presentation based on a model/learnt, speaking clearly</i> * Read carefully and show understanding of words, phrases and simple writing: <i>recognise and read some familiar words, phrases and simple sentences in written form</i> * Appreciate stories, songs, poems and rhymes in the language: <i>listen to stories, poems and songs</i> * Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary: <i>work out the meaning of, learn and remember new words encountered in reading</i> * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly: <i>write words and short phrases from memory</i> * Describe people, places, things and actions orally and in writing: <i>use some simple adjectives to describe things orally/ write descriptive sentences</i> * Understand basic grammar appropriate to the language being studied: <i>recognise some word classes; know that nouns may have different genders; understand basic word order in sentences and compare to English; use articles and possessive pronouns appropriately; recognise questions and negative sentences</i> 			
<p>Trips/ Topic days</p>	<ul style="list-style-type: none"> • Black History Month • Pantomime 	<ul style="list-style-type: none"> • Chinese New Year • World Book Day • British Museum 	<ul style="list-style-type: none"> • Eid • Essex and Suffolk water treatment plant • KS2 production