



# Long Term Planner 2017-18

## Cycle One

Year 3/4

Subject	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>TOPIC</b>	<b>Natural Disasters</b>	<b>Lego City</b>	<b>Stig of the Dump</b>	<b>Toy Story</b>	<b>Stormin' Normans</b>	<b>B is for Big Ben</b>
<b>ENGLISH</b>	<p><b>Narrative:</b> Adventurous/ Mystery stories</p> <p><b>Non-Fiction:</b> Persuasive-Advertising</p>	<p><b>Narrative:</b> Playscripts</p> <p><b>Poetry:</b> Poems with different structures</p>	<p><b>Narrative:</b> Stories with historical settings.</p> <p><b>Poetry:</b> Exploring images</p>	<p><b>Narrative:</b> Stories in imaginary worlds.</p> <p><b>Non-fiction:</b> Explanations</p>	<p><b>Narrative:</b> Myths and Legends</p> <p><b>Poetry:</b> Language Play</p>	<p><b>Narrative:</b> Stories with familiar settings</p> <p><b>Non Fiction:</b> Recounts</p>
<b>MATHS</b>	<p><b>Coverage areas:</b></p> <p>Yr3 – Place value; addition and subtraction</p> <p>Yr4 – Place value; addition and subtraction; perimeter</p>	<p><b>Coverage areas:</b></p> <p>Yr3 – Number properties; multiplication and division</p> <p>Yr4 – Number properties; multiplication and division; area</p>	<p><b>Coverage areas:</b></p> <p>Yr3 – Properties of fractions and decimals; time</p> <p>Yr4 – Properties of fractions and decimals; time</p>	<p><b>Coverage areas:</b></p> <p>Yr3 – Properties of shape; angles</p> <p>Yr4 – Properties of shape; angles; co-ordinates</p>	<p><b>Coverage areas:</b></p> <p>Yr3 – Data handling; money</p> <p>Yr4 – Data handling; transformations; units of measure</p>	<p><b>Coverage areas:</b></p> <p>Yr3 – Solving problems with measures</p> <p>Yr4 – Solving problems with measures</p>
<b>SCIENCE</b>	<p><b>Topic:</b> <b>States of Matter</b> Compare and group solids, liquids or gasses. Observe that some materials change state when heated or cooled and measure or research the temperature at which this happens in °c Identify evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Topic:</b> <b>Classification</b> Recognise that things can be grouped, use classification keys. Recognise that environments can change and this can pose dangers to living things.</p>	<p><b>Topic:</b> <b>Rocks &amp; Fossils</b> Compare and group rocks based on their appearance and physical properties. Describe simply 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><b>Topic:</b> <b>Forces and magnets</b> 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.</p>	<p><b>Topic:</b> <b>Digestion</b> Describe the simple functions of the digestive system in humans. Identify the different types of teeth and their functions. Animals including humans need the right types and amount of nutrition and it comes from what they eat.</p>	<p><b>Topic:</b> <b>Plant Life Cycles</b> Identify and describe the function of different plants. Explore the requirements for plants for life and growth and how they vary from plant to plant. Explore the part that flowers play in the life cycle of flowering plants.</p>



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<p><b>TOPIC – history/ geography</b></p>	<p><b>Geography: Natural Disasters</b></p> <p>Describe and understand volcanoes, earthquakes and the water cycle.</p>	<p><b>Geography: Human Geography: Where would you build a city?</b></p> <p>Human Geography – Types of settlement and land use, distribution of natural resources including energy, food, minerals and water.</p>	<p><b>History: Cavemen</b></p> <p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p><b>History: Victorian Toys</b></p> <p>A study of an aspect in British History.</p>	<p><b>History: Norman Conquest</b></p> <p>The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	<p><b>Geography: England</b></p> <p>Name and locate counties and cities of the United Kingdom. Use maps atlases and globes to locate countries.</p>
<p><b>ART</b></p>	<p><b>Volcano Pop Art Andy Warhol</b></p> <p>To improve their mastery of art and design techniques.</p>	<p><b>David Hockney – Viewpoints using photography</b></p> <p>Taught about great artists. Photography.</p>			<p><b>Collage Tapestry</b></p> <p>Improve their mastery of art and design techniques – collage.</p>	
<p><b>DT</b></p>			<p><b>Make a weapon</b></p> <p>Design, Make, Evaluate. Technical knowledge – mechanical systems.</p>	<p><b>Make a Victorian toy</b></p> <p>Design, Make, Evaluate. Technical knowledge – mechanical systems.</p>		<p><b>Cooking &amp; Nutrition: Design and make a healthy fruit salad.</b></p> <p>Understand and apply the principles of a healthy and varied diet to prepare dishes. Understand seasonality and know where food comes from.</p>



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<p><b>PE</b></p>	<p><b>Invasion games</b> Hockey Football Play competitive games with attacking and defending.</p>	<p><b>OAA</b> Team Building/Orienteering Take part in outdoor and adventurous activity challenges both individually and within a team. <b>Gymnastics</b> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Dance</b> Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Net/Wall games</b> Tennis Badminton Play competitive games.</p>	<p><b>Athletics</b> Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Striking and Fielding</b> Cricket Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.</p>
<p><b>RE</b></p>	<p>How and why do Jews show a commitment to their faith?</p>	<p>What do Christians learn from the Creation story?</p>	<p>What do Buddhists believe and how does it affect their daily lives?</p>	<p>Why do Christians call the day Jesus died Good Friday?</p>	<p>What is the Trinity?</p>	<p>What is the Trinity?</p>
<p><b>LANGUAGES</b></p>	<p style="text-align: center;"><b>Spanish</b> Following the Fresh Start Programme Listen to spoken language and join in and respond, explore patterns and sounds through songs and rhyme, engage in conversation and speak in sentences.</p>					
<p><b>MUSIC</b></p>	<p><b>Exploring Performance</b> Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes.  <b>Exploring Composition</b> Improvise and compose music for a range of purposes.</p>	<p><b>Exploring Sounds</b> Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes. Listen with attention to detail.  <b>Exploring Structure</b> Play and perform in solo and ensemble contexts.</p>	<p><b>Exploring Pitch</b> Play and perform in solo and ensemble contexts. Improvise and compose music for a range of purposes. Appreciate and understand a wide range of live and recorded music.  <b>Exploring beat</b> Improvise and compose music for a range of purposes. Listen with attention to detail.</p>	<p><b>Ancient World - Exploring Structure</b> Improvise and compose music for a range of purposes. Listen with attention to detail. Develop an understanding of the history of music.  <b>Singing Spanish – Exploring Pitch</b> Play and perform in solo and ensemble contexts. Listen with attention to detail.</p>	<p><b>Exploring Beat</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments.  <b>Exploring Composition</b> Play and perform in solo and ensemble contexts. Improvise and compose music for a range of</p>	<p><b>Exploring Notation</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; develop an understanding of the history of music.  <b>Exploring Performance</b></p>



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		<p>Improvise and compose music for a range of purposes.</p> <p>Listen with attention to detail.</p> <p>Use and understand staff and other musical notations.</p>	<p>Use and understand staff and other musical notations.</p>		<p>purposes. Listen with attention to detail.</p>	<p>As above, with; Appreciate and understand a wide range of live and recorded music.</p>
<b>COMPUTING</b>	<p><b>We are Programmers</b> Design, write and debug programs that accomplish specific goals.</p> <p>Use sequence, selection and repetition in programs.</p> <p>Use logical reasoning to explain how simple algorithms work.</p> <p>Select, use and combine a variety of software.</p>		<p><b>We are Word Processors</b> Can 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 can accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>We are Communicators</b> Use search technologies effectively.</p> <p>Select, use and combine a variety of software.</p> <p>Use technology safely, respectfully and responsibly.</p>	<p><b>We are Opinion Pollsters</b> Understand computer networks including the internet.</p> <p>Understand computer networks including the internet.</p>	<p><b>Learn to Code Project</b></p>
<b>ENRICHMENT – VISITS</b>			<p>VISITOR: ROCKS &amp; FOSSILS</p>	<p>GRESSENHALL: VICTORIAN TOYS</p>	<p>NORWICH CASTLE: NORMANS</p>	