



Long Term Planner 2018-19

Cycle Two

Year 3/4

Subject	Autumn 1 (5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Guided Reading	The Firework Maker's Daughter	The Iron Man	The Butterfly Lion	The Lion, The Witch & The Wardrobe	Who Let the Gods Out?	Fantastic Mr Fox
ENGLISH	Year 3: Hodgeheg Year 4: James & the Giant Peach	Year 3: Upper: The Miraculous Journey of Edward Tulane Lower: The Ice Palace Year 4: James & the Giant Peach	Year 3: Upper: Oliver and the Seawigs Lower: The Pebble in my Pocket Year 4: Upper: Pugs of the Frozen North Lower: Gorilla	Year 3: Upper: The Pebble in my Pocket Lower: The Ice Bear Year 4: Upper: Arthur & the Golden Rope Lower: Gregory Cool	Year 3: Upper: The Great Kapok Tree Lower: Tales of Wisdom and Wonder Year 4: Upper: Gorilla Lower: Pugs of the Frozen North	Year 3: Upper: Tales of Wisdom and Wonder Lower: The Great Kapok Tree Year 4: Upper: Gregory Cool Lower: Arthur & the Golden Rope
MATHS	Coverage areas: Yr3 – Place value; addition and subtraction Yr4 – Place value; addition and subtraction; perimeter	Coverage areas: Yr3 – Number properties; multiplication and division Yr4 – Number properties; multiplication and division; area	Coverage areas: Yr3 – Properties of fractions and decimals; time Yr4 – Properties of fractions and decimals; time	Coverage areas: Yr3 – Properties of shape; angles Yr4 – Properties of shape; angles; co-ordinates	Coverage areas: Yr3 – Data handling; money Yr4 – Data handling; transformations; units of measure	Coverage areas: Yr3 – Solving problems with measures Yr4 – Solving problems with measures



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SCIENCE	Topic: Digestion	Topic: Humans & Animals	Topic: Light	Topic: Electricity	Topic: Sound	Topic: Biodiversity & The Environment
	Describe the simple functions of the basic parts of the digestive system in humans	Construct and interpret a variety of food chains, energy chains and food webs, identifying producers, predators and prey	Recognise that we need light in order to see things and that dark is the absence of light	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 how sounds are made, associating some of them with something vibrating	Gather, record, classify and present data in a variety of ways to help in answering questions
	Identify the different types of teeth in humans and their simple functions	Study how animals have adaptations to enable them to thrive in their habitat	Notice that light is reflected from surfaces	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 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	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
	Set up simple practical enquiries, comparative and fair tests	Identify differences, similarities or changes related to simple scientific ideas and processes	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	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	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		Recognise that shadows are formed when the light from a light source is blocked by an opaque object	Recognise some common conductors and insulators, and associate metals with being good conductors	Ask relevant questions and using different types of scientific enquiries to answer them	
			Find patterns in the way that the size of shadows change	Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment	Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment	
		Use straightforward scientific evidence to answer questions or to support their findings.	Use straightforward scientific evidence to answer questions or to support their findings	Use straightforward scientific evidence to answer questions or to support their findings		



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<p>TOPIC – history/ geography</p>	<p>Geography: Investigating the UK</p> <p>To be able to identify and describe the main physical and human features of the UK including international influences through fieldwork</p> <p>Celebrations (Inquiry)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>Name and locate counties and cities of the United Kingdom,</p> <p>Study Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Geography: Investigating The Polar Regions</p> <p>To identify the location of the polar regions and biomes. To use a range of geographical resources to find information. To recognise and make connections between different places in the world</p> <p>Celebrations (Inquiry)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>Name and locate counties and cities of the United Kingdom,</p> <p>Study Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Romans (Inquiry)</p> <p>History:</p> <p>The Roman Empire and its impact on Britain</p> <p>Geography:</p> <p>Identify key physical and human characteristics, countries, and major cities</p> <p>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</p> <p>Study 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</p> <p>use the eight points of a compass</p>	<p>Ancient Greeks (Inquiry)</p> <p>History:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Geography:</p> <p>Study different geographical regions and their identifying human and physical characteristics</p> <p>Investigate 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> <p>Identifying the Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Use four and six-figure grid references, symbols</p> <p>To build knowledge of the wider world</p>
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<p>ART</p>	<p>Art</p> <p>Portraits</p> <p>To improve their mastery of art and design techniques</p>		<p>Art</p> <p>Sketching skills</p> <p>Designing and creating Roman shields</p>		<p>Art</p> <p>Pottery inspired by Greeks</p>	
<p>DT</p>		<p>DT</p> <p>Autumn crafts/seasonal pop-up books</p>		<p>DT</p> <p>Roman Catapults Roman mosaics</p>		<p>DT Cooking & Nutrition</p> <p>Cereal bars with raisins</p>
<p>PE</p>	<p>Invasion games Hockey Football Tag rugby Play competitive games with attacking and defending</p>	<p>OAA Team Building/Orienteering Take part in outdoor and adventurous activity challenges both individually and within a team. Gymnastics Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Dance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Net/Wall games Tennis Badminton Play competitive games</p>	<p>Athletics 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>Striking and Fielding Cricket Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games</p>
<p>RE</p>	<p>What do Muslims believe and how does it affect their daily lives?</p>	<p>How do Christians bring hope to others?</p>	<p>How do Muslims talk about God?</p>	<p>What is it like to follow God?</p>	<p>When Jesus left, what was the impact of Pentecost?</p>	<p>What does it mean to be a pilgrim?</p>
<p>LANGUAGES</p>	<p style="text-align: center;">German Following the Early Start Programme</p> <p style="text-align: center;">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>					



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<p>MUSIC</p>	<p>Year 3 - Let your spirit fly Year 4 - Mamma Mia</p>	<p>Songs in preparation for Christmas Production</p>	<p>Year 3 - BBC Ten Pieces 'Mambo' Year 4 - BBC Ten Pieces 'Storm' from Peter Grimes</p>	<p>Year 3 group 1 - BBC Ten Pieces 'Mambo' Year 3 group 2 - recorder Year 4 - BBC Ten Pieces 'Connect it'</p>	<p>Year 3 group 1 - recorder Year 3 group 2 - Year 4 - BBC Ten Pieces 'Enigma Variations'</p>	<p>Year 3 group 1 - Year 3 group 2 - recorder Year 4 - BBC Ten Pieces 'No Place Like'</p>
<p>COMPUTING</p>	<p>We are software developers To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems to solve problems by decomposing them into smaller parts. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		<p>We are musicians To select, use and combine a variety of software, including internet services, on a range of digital devices to design and create music</p>	<p>We are HTML editors To 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. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>We are animators To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	
<p>ENRICHMENT – VISITS</p>	<p>The Hobbit Performance</p>	<p>Visitors: Dog's Trust - Dogs at War Archaeologist visit Church visit</p>	<p>Romans trip to Norwich Castle</p>		<p>Greek Day</p>	