

LONG TERM PLAN – Year 3 and 4 Curriculum Links taken from the Chris Quigley Essentials are in green.

This is a rough guide of what we will be covering this year. Topics may change or swap over as the year progresses.

	Autumn Term Half term 1: 7 weeks Hols: 20th-28th Oct Half term 2: 8 weeks Hols: 22nd Dec – 7th Jan	Spring Term Half term 1: 6 weeks Hols: 16th – 24th Feb Half term 2: 5 weeks Hols: 30th Mar = 14th Apr	Summer Term Half term 1: 6 weeks Hols: 26th May – 2nd June Half term 2: 7 weeks Hols: 20th July			
Topics	<p>History based: Ancient Egyptians</p> <p>The achievements of early civilisations and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty</p>	<p>Science based: Space</p> <p>To understand the Earth's movements in space.</p>	<p>Geography/History based: Jump into Lindale (History and Geography of our local area)</p> <p>A local history study.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>			
Literacy	<p><u>On-going Power of Reading, RWI and topic linked, including SPaG through the No Nonsense scheme</u></p> <p>Topic linked: Instruction writing linked to mummification, non-chronological reports linked to Ancient Egypt, diary entries, stories etc.</p> <p>Class books:</p>	<p><u>On-going Power of Reading, RWI and topic linked, including SPaG through the No Nonsense scheme</u></p> <p>Topic linked: Non-chronological reports linked to space, space poems, discussion: animals in space.</p> <p>Class book: TBC</p>	<p><u>On-going Power of Reading, RWI and topic linked, including SPaG through the No Nonsense scheme</u></p> <p>Topic linked: Non-chronological reports about John Wilkinson. Biographies of John Wilkinson. Persuasive writing making leaflets advertising Lindale.</p> <p>Class book: TBC</p>			
Maths	On-going following new curriculum for 3 and 4 using Broadbent Maths objectives.	On-going following new curriculum for 3 and 4 using Broadbent Maths objectives.	On-going following new curriculum for 3 and 4 using Broadbent Maths objectives.			
Science Curriculum objectives will be adapted to suit the year group. Any topics revisited in further years will be done so at a deeper level.	<p>Plants</p> <p>All topics will cover "To work scientifically objectives".</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Rocks and Fossils (History Link)</p> <p>All topics will cover "To work scientifically objectives".</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter. 	<p>Earth and Space</p> <p>All topics will cover "To work scientifically objectives".</p> <ul style="list-style-type: none"> Describe the movement of the Earth relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Forces (Star wars)</p> <p>All topics will cover "To work scientifically objectives".</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. 	<p>Magnets (linked to Forces) Link to making Space magnetic scenes.</p> <p>All topics will cover "To work scientifically objectives".</p> <ul style="list-style-type: none"> 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>Light</p> <p>All topics will cover "To work scientifically objectives".</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 a solid object. Find patterns in the way that the size of shadows change.

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					<ul style="list-style-type: none"> • Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
History	<p>Vast study of Ancient Egypt linking findings to other civilisations we have studied (e.g. Ancient Greece)</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. <ul style="list-style-type: none"> • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>History of space travel – link to animals in space, first man on the moon, Tim Peak etc.</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p>John Wilkinson and Local history</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 		
Geography	<p>Geography of Egypt</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<p>Link to discoveries of water on Mars and water on Earth – why is water important?</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. 	<p>Local Geography</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects</p>		

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	<ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. 		have changed over time.
PE	<p style="text-align: center;">Swimming</p> <p>Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water.</p> <p style="text-align: center;">Games – Mini Lacrosse</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <ul style="list-style-type: none"> • Follow the rules of the game and play fairly. <ul style="list-style-type: none"> • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). <ul style="list-style-type: none"> • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p style="text-align: center;">Gymnastics</p> <p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> • Move in a clear, fluent and expressive manner. <ul style="list-style-type: none"> • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). 	<p style="text-align: center;">Dance – Space</p> <p>Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p style="text-align: center;">Games - Hockey</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <ul style="list-style-type: none"> • Follow the rules of the game and play fairly. <ul style="list-style-type: none"> • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). <ul style="list-style-type: none"> • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p style="text-align: center;">Orienteering</p> <p>Show an ability to both lead and form part of a team.</p> <ul style="list-style-type: none"> • Support others and seek support if required when the situation dictates. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<p style="text-align: center;">Games-Mini Tennis</p> <ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. <ul style="list-style-type: none"> • Follow the rules of the game and play fairly. <p style="text-align: center;">Athletics – running, relays</p> <p>Sprint over a short distance up to 60 metres.</p> <ul style="list-style-type: none"> • Run over a longer distance, conserving energy in order to sustain performance. • Compete with others and aim to improve personal best performances
Art	<p style="text-align: center;">Sketching skills linked to Ancient Egypt</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). <ul style="list-style-type: none"> • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<p style="text-align: center;">Galaxy Artwork (water colour to create a background) and mix with acrylic for stars etc.</p> <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p style="text-align: center;">Printing planets in several layers (on top of background)</p> <ul style="list-style-type: none"> • Use layers of two or more colours. <ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). <ul style="list-style-type: none"> • Make precise repeating patterns. 	<p style="text-align: center;">Poster Artwork (visit Lindale)</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.

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DT	<p>Making sarcophaguses for our mummified carrots</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. <p>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <ul style="list-style-type: none"> • Select appropriate joining techniques. <p>• Choose suitable techniques to construct products or to repair items.</p> <ul style="list-style-type: none"> • Strengthen materials using suitable techniques. <p>Egyptian Style Food</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. <p>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>		<p>Papermache planets</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <p>Space patchwork sewing?</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. <p>• Select the most appropriate techniques to decorate textiles.</p>		<p>Design and create their own landmark for Lindale</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). <p>• Refine work and techniques as work progresses, continually evaluating the product design.</p> <ul style="list-style-type: none"> • Use software to design and represent product designs. <p>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <ul style="list-style-type: none"> • Improve upon existing designs, giving reasons for choices. 	
Computing	Following the icompute scheme for computing.		Following the icompute scheme for computing.		Following the icompute scheme for computing.	
Music	<p>Pitch Perfect (perform) Young Voices and Christmas Play</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. <p>• Play notes on an instrument with care so that they are clear.</p> <ul style="list-style-type: none"> • Perform with control and awareness of others. 		<p>Continue with Young Voices Evaluating Music (describe) Look at famous composers in history</p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 		<p>Music Makers (compose)</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. <p>• Choose, order, combine and control sounds to create an effect.</p> <ul style="list-style-type: none"> • Use digital technologies to compose pieces of music. <p>To transcribe</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. <p>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>We will also perform and describe music.</p>	
RE	Autumn 1: What do Christian writings teach about forgiveness? (Y3 topic so may need extending for Y4) - also do some work on harvest or link this to harvest..	Autumn 2: Why is light a key feature in the Christmas story? (Y4 topic so may need differentiating)	Spring 1: Why and how do different faiths use prayer? (Y3)	Spring 2: How do Christians prepare for Easter? (focus on Lent) (Y4)	Summer 1: What do Old Testament stories teach Christians about God? (Y3)	Summer 2: How do Christians love their neighbours? (Y4)
<p>• Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. • Identify religious symbolism in literature and the arts. • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas • Present the key teachings and beliefs of a religion. • Refer to</p>						

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PSHE	<p>PSHE will focus on social, spiritual, moral and cultural aspects of development which will be covered mainly in a cross-curricular way through other lessons. Our school values and mindfulness will also be a focus across all subjects. Some focused lessons will be taught as needed focusing on areas such as anti-bullying, e-safety, caring for the community etc.</p>		
WOW Factors	Mummifying carrots	Space chimps movie linked to animals in space	
Languages - French	<p>With Madame Cook: To read fluently To write imaginatively To speak confidently To understand the culture of the countries in which the language is spoken</p>		