



	Autumn 2017		Spring 2018		Summer 2018	
	1	2	1	2	1	2
THEME	Who first lived in Britain?		Why were the Romans so powerful & what did we learn from them?		What was it like to live in Havercroft 100 years ago?	
STIMULUS	WOW/Launch Event <i>Dragon egg discovery – whole school event</i> <i>Carousel of activities to include an ‘archaeological dig’ and work in a cave complete with cave paintings.</i>		WOW/Launch Event <i>Italian Day (Pizza, Roman numerals maths, dress up as Romans, Roman...)</i>		WOW/Launch Event Create our own Yorkshire day	
CURRICULUM ENRICHMENT	Visits/Visitors Armouries in Leeds (whole school)	Visits/visitors Visit to Nostell priory to create ancient shelters and natural art works.	Visits/Visitors <i>Visit from a Roman soldier.</i>	Visits/Visitors Italian School dinner day.	Visits/visitors Yorkshire Show ground School Yorkshire Day	Visits/visitors Yorkshire school dinner day (1 st August)
BRITISH VALUES	Democracy Rule of Law We will vote for who represents us on the school council. We will help develop policies to including those on behaviour and the aims of our school.	Mutual Respect and tolerance To talk and write about their opinions, and explain their views, on issues that affect themselves and society; (Linked to ‘Anti-Bullying’ week)	Mutual Respect To face new challenges positively by collecting information, looking for help, making responsible choices and taking action	Democracy Rule of Law To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences	Mutual Respect That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view	Mutual Respect That resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment.
EXTENDED WRITING OPPORTUNITIES	Geography What makes the earth angry? Dragon Fact File for fictitious dragon link to Komodo dragon Fact file on volcanic island of Komodo	Science-Rocks and Soil unit that will produce interesting writing in relation to how the earth was formed, use of the book, “What’s under the bed?” History Recount of shelter buildings. Cave stories using stimulus Stone Age Boy	Science - How could we cope without electricity for one day? Recount of a day without electricity (a day without devises, lighting etc alternatives used)			
REAL LIFE MATHS OPPORTUNITIES	Cross-curricular maths opportunities How to measure a dragon?	Investigation into mass of soil with and without water etc and other real life contexts, for measures and weight	Ingredients for pizza making – costings / scaling problems	<i>Roman numerals</i>	<i>Ingredients for Yorkshire puddings /parkin / curd tart weights</i>	<i>Sunflower growth measure / estimate /competition</i>
ENGLISH COMMUNICATION AND LANGUAGE – SEE LONG TERM ENGLISH PLANS						
UNDERSTANDING MATHS – SEE LONG TERM MATHS PLANS						



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SCIENTIFIC UNDERSTANDING	SCIENCE	<p style="text-align: center;">Rocks & Soils (Y3) What do rocks tell us about they way the earth was formed?</p> <ul style="list-style-type: none"> • 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 style="text-align: center;">Electricity (Y4) How could we cope without electricity for one day?</p> <ul style="list-style-type: none"> • Identify common appliances • Construct simple circuits including switches • Common conductors and insulators • Alternative sources of energy 	<p style="text-align: center;">Forces & Magnets (Y3) How can it move without touching it?</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • 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 style="text-align: center;">Living Things & Their Habitat (Y3 Plants) (Y4 Living Things) Which wild animals and plants thrive in your locality?</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 part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • 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.
HISTORICAL AND GEOGRAPHICAL	GEOGRAPHY	<p style="text-align: center;">Physical Geography What makes the Earth angry? (Natural disasters)</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p style="text-align: center;">Human Geography Where would you choose to build a city? (Linked to Romans)</p> <ul style="list-style-type: none"> • 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 style="text-align: center;">Place knowledge What makes Yorkshire brilliant?</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Understanding that we are part of a town, county, region, country, continent • Identify human & physical characteristics, key topographical features, land-use patterns, changes over time



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		HISTORY		<p>Stone Age to the Iron Age Who first lived in Britain?</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age 		<p>Romans Why were the Romans so powerful & what did we learn from them?</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudicca 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		<p>Local Study What was it like to live in Havercroft / Yorkshire 100years ago?</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Why people moved to Havercroft – Mining, Historic features, Physical change, Mining Legacy 							
		EXPRESSIVE ARTS		MUSIC		<p>Y3</p> <p>Let your spirit fly The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition 3. Perform and Share The Dragon who ate our school</p>		<p>Ho Ho Ho The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition 3. Perform and Share</p>		<p>Glockenspiel stage 2 The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition 3. Perform and Share</p>		<p>Benjamin Britten- there was a Monkey The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition 3. Perform and Share</p>		<p>Three Little Birds The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition • 3. Perform and Share</p>	
				<p>Y4</p> <p>Mamma Mia The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition 3. Perform and Share The Dragon who ate our school</p>		<p>Five gold rings The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition 3. Perform and Share</p>		<p>Glockenspiel stage 3 The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition • 3. Perform and Share</p>		<p>Benjamin Britten- Cuckoo The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition • 3. Perform and Share</p>		<p>Lean on me The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition • 3. Perform and Share</p>		<p>Reflect, Rewind Replay The Strands of Musical Learning: 1. Listen and Appraise 2. Musical Activities: a. Games b. Singing c. Playing Instruments d. Improvisation e. Composition • 3. Perform and Share</p>	
DRAMA				Using the 'Dance' unit in relation to our Science unit of how volcano erupts in PE.		Christmas / music production Assembly production		Marvellous magnets (time to move)				Plants on the move (time to move)			
ART				<p>Can we learn about ancient Britons through art? Dragons in art with outside artist</p> <ul style="list-style-type: none"> Cave painting Stonehenge silhouettes 		<p>Can we use ancient artefacts to create our own works of art? Can we create a Roman mosaic?</p>				<p>Can we create sculptures like Moore and Hepworth? Can we use our local area to create landscape paintings?</p>					



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			<ul style="list-style-type: none"> • Saint George and the Dragon Paolo Uccello (cut/paint/piece together jigsaw) • Clay pots • Clay dragons 					
TECHNOLOGY	DESIGN TECHNOLOGY		Can I design and make a moving dragon? (inspire)		Can we use circuits to create a game?		Can we create a mini garden?	
	COOKING AND NUTRITION				Can we create Italian food?		Can we create a Yorkshire pudding?	
	COMPUTING	Y3	Programming – Game On 2	Graphics - Photoshopped	Programming – The Classics	Programming - Playability	Programming – Let’s Race	Presentations – I Love It When A Plan Comes Together
		Y4	Programming – Give Me A Brief	Communicating - Advertising	Programming – Getting Medieval	Computer Science - Cyberspace	Animation – Tween It	Spreadsheets - Enterprising
	All	E-Safety will run throughout the year with a whole school week to coincide with Internet Safety Day in February						
PHYSICAL DEVELOPMENT, HEALTH AND WELL BEING	PE	Y3	Indoor Gymnastics Outdoor Playground Games	Indoor Dance Outdoor Playground Games	Indoor Gymnastics Outdoor Games	Indoor Dance Outdoor Games	Indoor Gymnastics Outdoor Athletics	
	PE	Y4	Indoor Dance Outdoor Playground Games	Indoor Gymnastics Outdoor Playground Games	Indoor Gymnastics Outdoor Games	Indoor Dance Outdoor Games	Indoor Gymnastics Outdoor Athletics	
	PSHE / SEALS / CITIZENS HIP	Y3/4	New Beginnings	Getting On and Falling Out Say No To Bullying	Going For Goals	Good to Be Me	Relationships	Changes
RELIGIOUS STUDIES	RELIGIOUS EDUCATION	Y3	Divali Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Christmas - Incarnation Has Christmas lost its true meaning?	Jesus Miracles - Incarnation Cold Jesus heal people?	Easter – Forgiveness, Salvation What is ‘good’ about Good Friday?	Hindu Beliefs Do Sikhs think it is important to share?	Prayer and worship What is the best way for a Sikh to show commitment to God?
		Y4	Beliefs and Practices How special is the relationship Jews have with God?	Christmas - Incarnation What is the most significant part of the nativity story for Christians today?	The 8-fold path Can the Buddha’s teachings make the world a better place?	Easter - Salvation Is forgiveness always possible for Christians?	The 8-fold path What is the best way for a Buddhist to lead a good life?	Prayer and worship Do people need to go to church to show they are Christians?



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LANGUAGES	FRENCH	Y3	Can we do maths in French? <ul style="list-style-type: none"> • Numbers 0-10 • Greetings • Classroom instructions 	Can we ask and answer questions in French? <ul style="list-style-type: none"> • Name • Age • Christmas songs 	Can we describe in French? <ul style="list-style-type: none"> • Colours • Fruit • Food 	What happens in France at Easter? <ul style="list-style-type: none"> • Shrove Tuesday pancakes • Easter celebrations 	What is the date? <ul style="list-style-type: none"> • days of the week • months of the year 	What do you like? <ul style="list-style-type: none"> • Expressing likes and dislikes • revision
		Y4	Can we create a monster? Through conversation and written work revise greetings and learn parts of a face in French.	Head, Shoulders Knees and Toes. Through conversation , song and role play learn body parts French Christmas	We're all going to the zoo. To learn the names of zoo animals through song, conversation and written work	Are French Easter traditions the same as ours?	My family and me. Through role play introduce the members of our families	What are your hobbies? To revise skills learnt and develop new vocabulary through our hobbies.