



	Autumn 2016		Spring 2017		Summer 2017	
	I (7 weeks)	2 (7 weeks)	I (6 weeks)	2 (7 weeks)	I (5 weeks)	2 (7 weeks)
<b>CURRICULUM DRIVERS</b>	ENTERPRISE – PROBLEM SOLVING – COMMUNITY – CULTURAL UNDERSTANDING					
<b>THEME</b>	<b>The Discovery</b> How can we rediscover the wonder of Ancient Egypt?		Let me entertain you! <b>NEED TO LOOK TO SEE BOOKS/TEXTS TO RELATE APPROPRIATELY</b>		<b>Children of World War II</b> How could Hitler have convinced a nation like Germany to follow him?	
<b>STIMULUS</b>	<b>WOW/Launch Event</b> <b>R Dahl – whole school event writing and art for display?</b> <b>Inspire art /reading (and following instructions)</b>		<b>WOW/Launch Event</b> <b>Circus entertainer / music entertainer or similar in school</b>		<b>WOW/Launch Event</b> <b>Evacuees to create an Anderson Shelter in small quad around frame</b> <b>Class Assembly</b>	
<b>CURRICULUM ENRICHMENT</b>	<b>Visits/visitors</b> Pump room / Mercier Art Gallery Harrogate <b>SIGN LANGUAGE LESSONS- LM</b>		<b>Visits/visitors</b> <b>School Nurse – Nutrition (science)</b> <b>HACCA PE??</b> <b>SIGN LANGUAGE LESSONS LM</b>		<b>Visits/visitors</b> Nostell Priory world war II day <b>SIGN LANGUAGE LESSONS LM</b>	
	<i>Roald Dahl x 2 weeks</i> <i>13<sup>th</sup> September</i> <i>Fancy Dress</i> <i>Harvest Festival</i>	<i>Remembrance</i> <b>CHRISTMAS Fayre?</b> <i>Carol concert (+ church)</i> <i>Parties</i>		<b>EASTER</b> design a ...competition		
<b>BRITISH VALUES</b>	<b>Democracy</b> <b>Rule of Law</b>	<b>Mutual Respect</b>	<b>Mutual Respect</b>	<b>Democracy</b> <b>Rule of Law</b>	<b>Mutual Respect</b>	<b>Mutual Respect</b>
<b>EXTENDED WRITING OPPORTUNITIES</b>	<b>Cross-curricular writing opportunities</b> <b>Danny Champion of the World( R Dahl)</b> <b>The Discovery Story (my own)</b> <b>Oliver and the Seawigs POR</b> <b>Polar Express</b>		<b>Cross-curricular writing opportunities</b> <b>The Angel Of Nitshill School – A Fine Hot Like Fire (poetry) POR</b> <b>KrindleKrax</b>		<b>Cross-curricular writing opportunities</b> <b>Where the poppies now grow</b> <b>Goodnight Mr Tom (extracts)</b>	
<b>REAL LIFE MATHS OPPORTUNITIES</b>	<b>Cross-curricular maths opportunities</b> <b>Pyramid Challenge – nets, shapes, perimeter, area</b> <b>Egyptian maths and measures (cubit etc)</b> <b>Time as in - AD/ BC differences centuries</b>		<b>Cross-curricular maths opportunities</b> <b>Data handling linked to science</b>		<b>Cross-curricular maths opportunities</b> <b>Comparing measures and money</b> <b>Time – as in years, decades</b>	
<b>ENGLISH COMMUNICATION AND LANGUAGE – SEE LONG TERM ENGLISH PLANS</b>						



<b>SCIENTIFIC UNDERSTANDING</b>	<b>SCIENCE</b>	<p>States of Matter (Y4) <b>How would we survive without water?</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul> <p style="background-color: yellow; display: inline-block;">NEED RESOURCES TO DO THIS WELL</p>	<p>Human Body (Y3) <b>How can Usain Bolt move so quickly?</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>(Y4) <b>What happens to the food we eat?</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple function</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>Sound (Y4) <b>What is the sound that one direction makes enjoyed by so many?</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between volume of a sound &amp; strength of vibrations that produced it</li> <li>recognise sounds get fainter as distance from sound source increases.</li> </ul>	<p>Light (Y3) <b>How far can you throw your shadow?</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>
	<b>HISTORICAL AND GEOGRAPHICAL</b>	<b>GEOGRAPHY</b>	<p>Physical Geography <b>Will you ever see the water you drink again?</b> (Linked to Ancient Egypt)</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<b>Geographical skills &amp; fieldwork</b>		<b>Place knowledge Where were the soldiers fighting? (Linked to WWII)</b>
<b>HISTORY</b>		<p>Ancient Egypt <b>How can we rediscover the wonder of Ancient Egypt?</b></p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations</li> </ul>	<b>History Through the 20<sup>th</sup> Century Let me entertain you!</b>		<b>World War II How could Hitler have convinced a nation like Germany to follow him?</b>	
		<ul style="list-style-type: none"> <li>changes in an aspect of social history, such as; entertainment in the 20th Century</li> <li>computers, internet (Tim Berners Lee), cinema, theater,</li> </ul>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>		<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion</li> </ul>	



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		appeared and a depth study of Ancient Egypt	ballet, opera, concerts, circus, games, sport, music	of Europe and its impact on Britain			
<b>EXPRESSIVE ARTS</b>	<b>MUSIC Y4</b>	<p><b>Can you improvise a musical pattern?</b></p> <ul style="list-style-type: none"> <li>• Clap rhythms</li> <li>• Play &amp; sing melodic ostinato</li> <li>• Understand &amp; identify musical phrase &amp; notation</li> <li>• Rhythmic patterns &amp; ostinato</li> <li>• Composing own pieces</li> </ul>	<p><b>Could you cope if someone passed you the baton?</b></p> <ul style="list-style-type: none"> <li>• Match famous composers to their well-known orchestral pieces.</li> <li>• Play tuned instruments by ear &amp; notation</li> <li>• Identify different accompaniments in a piece of music</li> <li>• Play accompaniments</li> <li>• Take turns to conduct class orchestra</li> </ul>	<p><b>Moved to have French links</b></p> <p><b>Does it really sound like a zoo in our classroom?</b></p> <ul style="list-style-type: none"> <li>• Research pieces of music inspired by animals &amp; birds</li> <li>• Music from other cultures &amp; traditions inspired by or associated with living things</li> <li>• Sing songs about animals &amp; play instruments to accompany the music</li> </ul> <p>Compose &amp; present our own music to describe a particular animal or bird.</p>	<p><b>Link to let me entertain you</b></p> <p><b>Could we be soundtrack editors in the film industry?</b></p> <ul style="list-style-type: none"> <li>• How does music make us feel</li> <li>• Compose music for different emotions</li> <li>• What makes a good soundtrack for a film</li> <li>• Famous soundtrack composers</li> <li>• Compose &amp; record own soundtrack</li> </ul>	<p><b>Link to codes in war time Britain may move round</b></p> <p><b>Can we be musical code breakers?</b></p> <ul style="list-style-type: none"> <li>• How can one instrument 'instruct' other instruments in a piece of music</li> <li>• Communicate with instruments using Morse code</li> <li>• Play melodies using call &amp; response</li> <li>• Combine instruments &amp; singing in call &amp; response piece of music</li> </ul>	<p><b>Link to war time Britain may move round</b></p> <p><b>We'll meet again</b></p> <p>War time songs</p> <p>Why were they important to the soldiers? Families at home?</p> <p>What did they sing? Famous war time music and the musicians that made them famous</p>
	<b>ART</b>	<p>Shades of blue – paint (sky)</p> <p>Shades of green (grass)</p> <p>Collage Danny/Caravan/ Dad pheasants to create Story links</p> <p>Treasures of Tutankhamun in paint</p>	<p>Inspire art activities</p> <p>Christmas art</p>	<p>??? Pop Art</p> <p>Leichtenstein</p> <p>Warhol</p> <p>Praying hands – linked to RE</p>		<p>Evacuees Collage of chn leaving at train station</p>	
<b>TECHNOLOGY</b>	<b>DESIGN TECHNOLOGY</b>		<p>Design using hieroglyphs – clay cartouche</p>	<p>Design a T shirt linked to pop art and money matters PSHCE</p>		<p>Can I build an Anderson shelter and design a War time garden to put it in?</p>	<p>Can I design a shadow puppet and use it in a performance? (WWII links)</p>
	<b>COOKING AND NUTRITION</b>		<p>Christmas Cakes or similar?</p>		<p>Healthy eating recipes</p>		<p>War time recipes?</p>
	<b>COMP UTING</b>	<b>Y4</b>	<p><b>Roald Dahl themed basic skills lessons.</b></p> <p>Using search engines, internet safety, creating presentations and using word.</p>	<p><b>Egypt themed lessons</b></p> <p>To be able to create a multimedia presentation. To be able to use the</p>	<p>Programming – Getting Medieval</p>	<p>Computer Science - Cyberspace</p>	<p>Animation – Tween It</p>



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			internet to find information about ancient Egypt. To be able to use computing to create a database.				
	<b>All</b>	E-Safety will run throughout the year with a whole school week to coincide with Internet Safety Day in February					
<b>PHYSICAL DEVELOPMENT, HEALTH AND WELL BEING</b>	<b>PE</b> Discrete Follow RCS schemes	<b>Circuit Training</b> Develop a range of activities which will improve their fitness. Be aware of which activities can improve agility, coordination, speed and stamina.  <b>Egyptian Dance</b> Be able to choreograph and perform an Egyptian dance.		<b>Dance</b> <b>Links with Music &amp; French</b> <b>Primary Dance – Val Sabin</b> Units 1 & 2 To respond to a range of stimuli. To use simple movement patterns to structure dance phrases. To work in small groups to develop movement and compose dance pieces and peer assess the work of others.		<b>Tag Rugby/ Rounders</b>	
	<b>PSHE / SEALS / CITIZENSHIP Y4</b>	<b>Harvest Festival links?</b> <b>It's Our World</b> (The wider community and local democracy, Rights and responsibilities, Environmental awareness and sustainability issues)	<b>Say No! Could PC Blunt deliver a Wow here?</b> (Drugs education: medicines and legal drugs, Drugs Education: illegal drugs and risk taking behaviour, Feeling safe, Anti-bullying)	<b>Money Matters</b> (Understanding finance and money, Shopping and budgeting, Risk and debt, Goal setting and motivation)	<b>Link to Science</b> <b>Who likes Chocolate?</b> (Fair trade, Globalisation, inequalities, Hunger and poverty, Media and Stereotyping)	<b>People Around Us</b> (Global citizenship, Different identities around the world, Challenging prejudice, Support networks – relationships and families)	<b>Growing Up</b> (SRE: Differences; Growing up; Puberty and reproduction, Managing change and preparation for transition)
<b>RELIGIOUS STUDIES</b>	<b>RELIGIOUS EDUCATION Y4</b>	<b>Added made to fit the topic?Ancient Egypt links</b> <b>What can we learn from bible stories?</b> To be taught about the story of Moses What is meant by the Passover? How does this link to modern Jewish festivals?	<b>How is Christmas celebrated in other countries?</b> Pupils should be taught to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	<b>Moved from Ia+ removed one aspect</b> <b>What does worship mean?</b> Explore and describe beliefs Describe symbols Describe actions Ways of expressing meaning Different ways of life	<b>What is Judaism?</b> Features of religion World views Celebration Pilgrimages Rituals	<b>Why did Jesus tell stories?</b> Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	



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<b>LANGUAGES</b>	<b>FRENCH</b>	<p><b>Can we create a monster?</b></p> <p>Through conversation and written work revise greetings and learn parts of a face in French.</p> <p><b>Head, Shoulders Knees and Toes.</b></p> <p>Through conversation , song and role play learn body parts</p>	<p><b>Verb être</b></p> <p>Through conversation and written work learn to talk about your size and personality.</p> <p>Discuss a French Christmas</p>	<p><b>We're all going to the zoo.</b></p> <p>To learn the names of zoo animals through song, conversation and written work</p> <p>Learn to give a range of opinions.</p>	<p><b>My family and me.</b></p> <p>Through role play introduce the members of our families</p> <p><b>Are French Easter traditions the same as ours?</b></p>	<p><b>What are your hobbies?</b></p> <p>To revise skills learnt and develop new vocabulary through our hobbies.</p>	<p><b>Are you going on holiday?</b></p> <p>Through conversation and written introduce simple weather phrases and the possibility of travel abroad. Pack an imaginary suitcase.</p>

<b>Year 4 visits and visitors to arrange</b>		
Term 1	Emailed 1/7/16/	Egypt visit Harrogate pump room / Mercier Gallery PHONE US ON 01423 556188 OR EMAIL US AT <a href="mailto:museums@harrogate.gov.uk">museums@harrogate.gov.uk</a> To inspire recount writing / topic knowledge / art artefacts
		INSPIRE DAY TERM 1B WEEK 3?
		PC Blunt – drugs Education ??
Term 2		To contact visitor to Inspire start of project
		School Nurse ?? Health talk
		HACCA a one off PE/ Maths fitness linked afternoon – need to maybe work with Claire Southam to deliver this



Term 3		VISIT TO NOSTELL PRIORY WWII WEEK 3 OF TERM 3A THEN EVACUEE SHELTER BUILDING AND REENACT IN TERM 3B to inspire writing in role
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LIBRARY SERVICES	
Term 1	Egypt BOX I HAVE KEPT READING BOX I HAVE KEPT RIVERS BOX  NEED REPLACEMENT READING BOX – NOVEMBER HOW CHRISTMAS IS CELEBRATED IN OTHER COUNTRIES
Term 2	Reading box for January HUMAN BODY /SCIENCE BOX – nutrition and body function LET ME ENTERTAIN YOU – FILM / POPART/ 20 <sup>TH</sup> CENTURY SOCIAL HISTORY
Term 3	Reading box replacement WORLD WAR II BOX



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	GOODNIGHT MR TOM – VIDEO SCIENCE – SOUND /LIGHT
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