

**Michael Syddall CofE Primary School – Long term Planning Year 3 and 4**

<b>Year B – Autumn Term 1<sup>st</sup> Half</b>		<b>Anglo-Saxons and Vikings</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Comparisons between Anglo-Saxons and Vikings</li> </ul> Children will learn how to – <ul style="list-style-type: none"> <li>• Construct and sequence the past</li> <li>• Understand the concepts of change &amp; development and cause &amp; effect</li> <li>• Understand how the past is constructed from a range of sources</li> <li>• Plan and carry out an enquiry and use sources as evidence</li> </ul>		<b>Year 3</b>  <b>Unit 3.1</b> Coding (6 weeks)  <b>Unit 3.2</b> Online safety (2 weeks)	<b>Year 4</b>  <b>Unit 4.1</b> Coding (6 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<b>Year 3 – Light-</b> Light and Shadows	<b>Year 4 – Sound -</b> What’s That Sound?	Mechanisms – levers and linkages	
<b>PE</b>		<b>ART</b>	
<b>Year 3 – Invasion –</b> Football Dance – Wild Animals	<b>Year 4 – Invasion –</b> Football Gymnastics- Bridges	<b>Technique -</b> painting	<b>Artist –</b> Lindisfarne Gospels
<b>MUSIC</b>		<b>PSHE</b>	
<b>Year 3 – Environment (Composing) &amp;</b> Building (Beat)	<b>Year 4 – Poetry (Performance) &amp;</b> Environment (Composition)	Me and My Relationships	
<b>RE</b>		<b>FRENCH</b>	
<b>Year 3 –</b> What do Christians learn from the Creation Story?	<b>Year 4 –</b> What kind of world did Jesus want?	<b>Year 3 –</b> Moi	<b>Year 4 –</b> Les monstres
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Hope		<b>Year 3 –</b> <b>SELF-BELIEF, EMPATHY, CURIOSITY</b>	<b>Year 4 –</b> <b>RESPECT, REFLECTION</b>
<b>BRITISH VALUE</b>			
Individual Liberty			

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<b>Year B – Autumn Term 2<sup>nd</sup> Half</b>		<b>Anglo-Saxons and Vikings</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Comparisons between Anglo-Saxons and Vikings</li> </ul> Children will learn how to – <ul style="list-style-type: none"> <li>• Construct and sequence the past</li> <li>• Understand the concepts of change &amp; development and cause &amp; effect</li> <li>• Understand how the past is constructed from a range of sources</li> <li>• Plan and carry out an enquiry and use sources as evidence</li> </ul>		<u>Year 3 –</u>  <b>Unit 3.3 Spreadsheets</b> (3 weeks)  <b>Unit 3.8 Graphing</b> (3 weeks)	<u>Year 4 –</u>  <b>Unit 4.2 Online Safety</b> (2 weeks)  <b>Unit 4.4 Writing for different audiences</b> (5 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<u>Year 3 –</u> <b>Rocks-</b> Rocks, Soils and Fossils	<u>Year 4 –</u> <b>Living things</b>	Mechanisms – levers and linkages	
<b>PE</b>		<b>ART</b>	
<u>Year 3 –</u> Invasion – Hockey OAA – Problem Solving	<u>Year 4 –</u> Invasion – Hockey Dance- Cats	<u>Technique</u> - printing	<u>Artist</u> – Grayson Perry
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 3 –</u> Sounds (Exploring Sounds) & Poetry (Performance)	<u>Year 4 –</u> Sounds (Exploring Sounds) & Recycling (Structure)	Keeping Myself Safe	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 3 –</u> What does it mean to be a Hindu in Britain today?	<u>Year 4 –</u> What does it mean to be a Hindu in Britain today? <b>INC ELEMENTS OF DIGGING DEEPER</b>	<u>Year 3 –</u> Les Vêtements	<u>Year 4 –</u> Le calendrier des fetes
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Hope		<u>Year 3 –</u> <b>SELF-BELIEF, EMPATHY, CURIOSITY</b>	<u>Year 4 –</u> <b>RESPECT, REFLECTION</b>
<b>BRITISH VALUE</b>			
Individual Liberty			

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<b>Year B – Spring Term 1<sup>st</sup> Half</b>		<b>Rivers, mountains, volcanoes, earthquakes and the water cycle</b>	
<b>GEOGRAPHY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <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> Children will learn about – <ul style="list-style-type: none"> <li>The UK &amp; local area and the World &amp; continents</li> <li>Physical (key elements) and human themes</li> <li>Understanding places and connections</li> <li>Map/atlas work and fieldwork/investigations</li> </ul>		<u>Year 3 –</u>  <b>Unit 3.4</b> Touch Typing (4 weeks)	<u>Year 4 –</u>  <b>Unit 4.3</b> Spreadsheets (6 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<u>Year 3 –</u> <b>Animals including Humans-</b> Food and our Bodies	<u>Year 4 –</u> <b>States of Matter -</b> Looking at states	Mechanisms - pneumatics	
<b>PE</b>		<b>ART</b>	
<u>Year 3 –</u> Invasion – Netball Swimming	<u>Year 4 –</u> Invasion – Netball OAA- Communication and Tactics	<u>Technique –</u> drawing	<u>Artist –</u> John Duffin
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 3 –</u> China (Pitch) & Time (Beat)	<u>Year 4 –</u> Building (Beat) & Around the World (Pitch)	My Healthy Lifestyle	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 3 –</u> What is it like to follow God?	<u>Year 4 –</u> How and why do believers show their commitments during the journey of life?	<u>Year 3 –</u> La jungle	<u>Year 4 –</u> Les animaux
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Community / Perseverance		<u>Year 3 –</u> <b>HONESTY, GRATITUDE,</b> <b>IMAGINATION</b>	<u>Year 4 –</u> <b>ENCOURAGEMENT</b>
<b>BRITISH VALUE</b>			
Mutual Respect			

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<b>Year B – Spring Term 2<sup>nd</sup> Half</b>		<b>Rivers, mountains, volcanoes, earthquakes and the water cycle</b>	
<b>GEOGRAPHY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <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> Children will learn about – <ul style="list-style-type: none"> <li>The UK &amp; local area and the World &amp; continents</li> <li>Physical (key elements) and human themes</li> <li>Understanding places and connections</li> <li>Map/atlas work and fieldwork/investigations</li> </ul>		<u>Year 3 –</u>  <b>Unit 3.6</b> Branching Databases (4 weeks)	<u>Year 4 –</u>  <b>Unit 4.5</b> Logo (4 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<u>Year 3 –</u> <b>Plants</b> - How does your garden grow?	<u>Year 4 –</u> <b>Animals including Humans</b> - Teeth and Eating	Mechanisms - pneumatics	
<b>PE</b>		<b>ART</b>	
<u>Year 3 –</u> Gymnastics- Symmetry and symmetry Swimming	<u>Year 4 –</u> Invasion – Tag Rugby Net/Wall – Tennis	<u>Technique</u> - collage	<u>Artist</u> – Nick Rowland
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 3 –</u> In the past (Pitch) & Communication (Composition)	<u>Year 4 –</u> Ancient Worlds (Structure) & Singing Spanish (Pitch)	My Healthy Lifestyle	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 3 –</u> Why do Christians call the day Jesus dies ‘Good Friday’?	<u>Year 4 –</u> Why do Christians call the day Jesus dies ‘Good Friday’? <b>DIGGING DEEPER</b>	<u>Year 3 –</u> Tutti Frutti	<u>Year 4 –</u> Au marche
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Community / Perseverance		<u>Year 3 –</u> <b>HONESTY, GRATITUDE,</b> <b>IMAGINATION</b>	<u>Year 4 –</u> <b>ENCOURAGEMENT</b>
<b>BRITISH VALUE</b>			
Mutual Respect			

**Michael Syddall CofE Primary School – Long term Planning Year 3 and 4**

<b>Year B – Summer Term 1<sup>st</sup> Half</b>		<b>Rivers, mountains, volcanoes, earthquakes and the water cycle</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <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> Children will learn about – <ul style="list-style-type: none"> <li>The UK &amp; local area and the World &amp; continents</li> <li>Physical (key elements) and human themes</li> <li>Understanding places and connections</li> <li>Map/atlas work and fieldwork/investigations</li> </ul>		<u>Year 3 –</u>  <b>Unit 3.5</b> Email (including email safety) <b>(6 weeks)</b>	<u>Year 4 –</u>  <b>Unit 4.6</b> Animation <b>(3 weeks)</b>  <b>Unit 4.8</b> Hardware Investigators <b>(2 weeks)</b>
<b>SCIENCE</b>		<b>DT</b>	
<u>Year 3 – Forces and Magnets</u>	<u>Year 4 – States of Matter - Water Cycle</u>	Food – healthy and varied diet	
<b>PE</b>		<b>ART</b>	
<u>Year 3 – Net/Wall – Tennis</u> Athletics- Quad Kids	<u>Year 4 – Athletics – Quad Kids</u> Swimming	<u>Technique – N/A</u>	<u>Artist – N/A</u>
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 3 – Human Body (Structure) &amp; Singing French (Pitch)</u>	<u>Year 4 – Communication (Composition) &amp; Time (Beat)</u>	Me and My Future	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 3 – What is the Trinity?</u>	<u>Year 4 – When Jesus left, what was the impact of Pentecost?</u>	<u>Year 3 – Vive le sport</u>	<u>Year 4 – Je suis le musicien</u>
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Forgiveness		<u>Year 3 –</u> <b>COURAGE, FAIRNESS,</b> <b>CONCENTRATION</b>	<u>Year 4 –</u> <b>SELF-DISCIPLINE, DECISION MAKING</b>
<b>BRITISH VALUE</b>			
Democracy / Rule of Law			

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<b>Year B – Summer Term 2<sup>nd</sup> Half</b>		<b>Rivers, mountains, volcanoes, earthquakes and the water cycle</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <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> Children will learn about – <ul style="list-style-type: none"> <li>The UK &amp; local area and the World &amp; continents</li> <li>Physical (key elements) and human themes</li> <li>Understanding places and connections</li> <li>Map/atlas work and fieldwork/investigations</li> </ul>		<u>Year 3 –</u>  <b>Unit 3.7</b> Simulations (3 weeks)	<u>Year 4 –</u>  <b>Unit 4.7</b> Effective Search (3 weeks)
<b>SCIENCE</b>		<b>DT</b>	
<u>Year 3 – Forces and Magnets</u>	<u>Year 4 – Electricity - Power it Up</u>	Food – healthy and varied diet	
<b>PE</b>		<b>ART</b>	
<u>Year 3 – Striking/ Fielding – Cricket</u> Athletics- Running	<u>Year 4 – Striking / Fielding – Cricket</u> Swimming	<u>Technique –</u> painting	<u>Artist –</u> Monet
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 3 – Ancient (Structure) &amp; Food and Drink (Performance)</u>	<u>Year 4 – In the past (Notation) &amp; Food and Drink (Performance)</u>	Me and My Future	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 3 –</u> What does it mean to be a Hindu in Britain today?	<u>Year 4 –</u> What does it mean to be a Hindu in Britain today? <b>INC ELEMENTS OF DIGGING DEEPER</b>	<u>Year 3 –</u> Le Meteo	<u>Year 4 –</u> Le transport
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Forgiveness		<u>Year 3 –</u> <b>COURAGE, FAIRNESS, CONCENTRATION</b>	<u>Year 4 –</u> <b>SELF-DISCIPLINE, DECISION MAKING</b>
<b>BRITISH VALUE</b>			
Democracy / Rule of Law			