

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

<b>Year A – Autumn Term 1<sup>st</sup> Half</b>		<b>Stone Age to Iron Age</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</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?	Food – healthy and varied diet	
<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> Drawing	<b>Artist –</b> Georgia O’Keeffe
<b>MUSIC</b>		<b>PSHE</b>	
<b>Year 3 – Environment (Composing) &amp;</b> Building (Beat)	<b>Year 4 – Poetry (Performance) &amp;</b> Environment (Composition)	Being Me in My World	
<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> SELF-BELIEF, EMPATHY, CURIOSITY	<b>Year 4 –</b> RESPECT, REFLECTION
<b>BRITISH VALUE</b>			
Individual Liberty			

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<b>Year A – Autumn Term 2<sup>nd</sup> Half</b>		<b>Stone Age to Iron Age</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</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 – Rocks-</u> Rocks, Soils and Fossils	<u>Year 4 – Living things</u>	Food – healthy and varied diet	
<b>PE</b>		<b>ART</b>	
<u>Year 3 – Invasion – Hockey</u> OAA – Problem Solving	<u>Year 4 – Invasion – Tag Rugby</u> Dance- Cats	<u>Technique -</u> Drawing	<u>Artist –</u> Georgia O’Keeffe
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 3 – Sounds (Exploring Sounds)</u> & Poetry (Performance)	<u>Year 4 – Sounds (Exploring Sounds)</u> & Recycling (Structure)	Celebrating Difference	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 3 –</u> What is it like to follow God?	<u>Year 4 –</u> What are the deeper meanings of festivals?	<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			

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

<b>Year A – Spring Term 1<sup>st</sup> Half</b>		<b>UK Based Study (Incl fieldwork)</b>	
<b>GEOGRAPHY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and <b>land-use patterns</b>; and understand how some of these aspects have changed over time</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 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	Structures – shell structures AND Electrical systems – programming and control	
<b>PE</b>		<b>ART</b>	
<u>Year 3 –</u> Invasion – Dodgeball Swimming	<u>Year 4 –</u> Invasion – Netball Invasion – Dodgeball	<u>Technique –</u> Collage	<u>Artist –</u> Paul Catherall
<b>MUSIC</b>		<b>PSHE</b>	
<u>Year 3 –</u> China (Pitch) & Time (Beat)	<u>Year 4 –</u> Building (Beat) & Around the World (Pitch)	Dream and Goals	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 3 –</u> What is the Trinity?	<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 A – Spring Term 2<sup>nd</sup> Half</b>		<b>UK Based Study (Incl fieldwork)</b>	
<b>GEOGRAPHY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and <b>land-use patterns</b>; and understand how some of these aspects have changed over time</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 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	Structures – shell structures AND Electrical systems – programming and control	
<b>PE</b>		<b>ART</b>	
<u>Year 3 –</u> Gymnastics- Symmetry and symmetry Swimming	<u>Year 4 –</u> OAA – Communication & Tactics Net/Wall – Tennis	<u>Technique –</u> Collage	<u>Artist –</u> Paul Catherall
<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)	Healthy Me	
<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 A – Summer Term 1<sup>st</sup> Half</b>		<b>The Romans</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul> Children will learn how to – <ul style="list-style-type: none"> <li>Construct and sequence the past</li> <li>Identify similarities &amp; differences and cause &amp; effect</li> <li>Find out about the past and the ways it can be represented</li> <li>Plan and carry out an enquiry and use sources as evidence</li> <li>Develop appropriate use of historical terms</li> </ul>		<b>Year 3 –</b>  <b>Unit 3.5</b> Email (including email safety) <b>(6 weeks)</b>	<b>Year 4 –</b>  <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>	
<b>Year 3 – Forces and Magnets</b>	<b>Year 4 – States of Matter - Water Cycle</b>	Textiles – 2D shape to 3D product	
<b>PE</b>		<b>ART</b>	
<b>Year 3 – Net/Wall – Tennis</b> Athletics- Quad Kids	<b>Year 4 – Athletics – Quad Kids</b> Swimming	<b>Technique –</b> printing	<b>Artist –</b> Gaudi
<b>MUSIC</b>		<b>PSHE</b>	
<b>Year 3 – Human Body (Structure) &amp; Singing French (Pitch)</b>	<b>Year 4 – Communication (Composition) &amp; Time (Beat)</b>	Relationships	
<b>RE</b>		<b>FRENCH</b>	
<b>Year 3 – What does it mean to be a Hindu in Britain today?</b>	<b>Year 4 – What does it mean to be a Hindu in Britain today? INC ELEMENTS FROM DIGGING DEEPER</b>	<b>Year 3 –</b> Vive le sport	<b>Year 4 –</b> Je suis le musicien
<b>OUR VALUES</b>			
<b>CHRISTIAN VALUE</b>		<b>MY PB</b>	
Forgiveness		<b>Year 3 –</b> <b>COURAGE, FAIRNESS, CONCENTRATION</b>	<b>Year 4 –</b> <b>SELF-DISCIPLINE, DECISION MAKING</b>
<b>BRITISH VALUE</b>			
Democracy / Rule of Law			

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<b>Year A – Summer Term 2<sup>nd</sup> Half</b>		<b>The Romans</b>	
<b>HISTORY</b>		<b>COMPUTING</b>	
Pupils should be taught about: <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul> Children will learn how to – <ul style="list-style-type: none"> <li>Construct and sequence the past</li> <li>Identify similarities &amp; differences and cause &amp; effect</li> <li>Find out about the past and the ways it can be represented</li> <li>Plan and carry out an enquiry and use sources as evidence</li> <li>Develop appropriate use of historical terms</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</u> - Power it Up	Textiles – 2D shape to 3D product	
<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> printing	<u>Artist –</u> Gaudi
<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>	Changing Me	
<b>RE</b>		<b>FRENCH</b>	
<u>Year 3 –</u> When Jesus left, what was the impact of Pentecost?	<u>Year 4 –</u> What kind of king is Jesus?	<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,</b> <b>CONCENTRATION</b>	<u>Year 4 –</u> <b>SELF-DISCIPLINE, DECISION MAKING</b>
<b>BRITISH VALUE</b>			
Democracy / Rule of Law			