

**Lower Key Stage 2 ~ St John the Baptist Primary School**

**Long Term Planning Year A**

**Year 3 and 4**

**Teacher: Mrs Brackett**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Geography</b>	<b>Around the world In 80 days</b>	<b>History</b>	<b>Romans</b>	<b>Science</b>	<b>Gardeners World</b>
<b>Literacy</b> <i>Italics indicates possible texts.</i>	<i>Around the world In 80 days book</i> <i>Homeward Bound DVD</i>	<ul style="list-style-type: none"> <li>• Christmas Performance</li> <li>• Roald Dahl stories</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation texts</li> <li>• Historical based stories</li> </ul>	<ul style="list-style-type: none"> <li>• Script Writing: Write a script to the story of Boudicca</li> </ul>	Secret Garden <ul style="list-style-type: none"> <li>• Formal and Informal Letter Writing</li> <li>• Story writing</li> </ul>	<ul style="list-style-type: none"> <li>• Non chronological reports</li> <li>• Using dictionaries, reference books, text books etc</li> <li>• Argument / courtroom drama (history link)</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Number, measures, shape</li> </ul>	<ul style="list-style-type: none"> <li>• Number, measures, shape</li> </ul>	<ul style="list-style-type: none"> <li>• Number, measures, shape</li> </ul>	<ul style="list-style-type: none"> <li>• Number, measures, shape</li> </ul>	<ul style="list-style-type: none"> <li>• Number, measures, shape</li> </ul>	<ul style="list-style-type: none"> <li>• Number, measures, shape</li> </ul>
<b>Science</b>	<b>Materials - states of matter</b>  compare and group materials together, according to whether they are solids, liquids or gases <ul style="list-style-type: none"> <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>		<b>Light</b> Pupils should be taught to: <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> </ul>	<ul style="list-style-type: none"> <li>▪ recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>▪ find patterns in the way that the size of shadows change.</li> </ul>	<b>Plants and animals</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>▪ 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</li> <li>▪ investigate the way in which water is transported within plants</li> </ul>	<b>Animals including Humans</b> Pupils should be taught to: <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>

					<ul style="list-style-type: none"> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
<b>History</b>			<p><b>Romans</b></p> <p>the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>Examples (non-statutory)</b> This could include:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> </ul>		
<b>Geography</b>	<ul style="list-style-type: none"> <li>Big UK</li> <li>Europe</li> <li>South America</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li><b>Place knowledge</b></li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</li> </ul>	<p><i>Partner study on a country within Europe</i></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>key physical and human characteristics, countries,</p>	<p><b>Region of the UK</b></p> <p>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 land-use patterns; and understand how some of these aspects have changed over time</p>		

	European country, and a region within South America	<p>and major cities</p> <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 land-use patterns; and understand how some of these aspects have changed over time</li> </ul>				
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>Cooking</li> <li>Making hot air balloons</li> </ul> <p><i>(Science link)</i></p>	<ul style="list-style-type: none"> <li>Textiles</li> <li>Christmas gifts</li> </ul>	Make roman jewellery	Mosaics	<ul style="list-style-type: none"> <li>Make sculptures from natural materials</li> </ul>	Printing of leaves and flowers Make 3d plants
<b>Art</b>	Aboriginal Art <ul style="list-style-type: none"> <li>Brush techniques</li> <li>Colour skills</li> <li>Whole school art project</li> </ul>	<ul style="list-style-type: none"> <li>Landscapes</li> <li>Famous landscapes</li> <li>Christmas based crafts</li> </ul>	Make roman jewellery	Mosaics	Andy Goldsworthy	Georgia O'Keefe
<b>Music</b>	<ul style="list-style-type: none"> <li>Composing a journey piece</li> <li>Performing raps, maths link</li> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li>Christmas Performance: Singing</li> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li>Adding sound to a play</li> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li>In an English country garden</li> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li><i>Compose songs about flowers</i></li> <li>Recorder</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>Research skills</li> <li>Presentation of work</li> </ul>	<ul style="list-style-type: none"> <li>Power-points</li> </ul>	<i>Science programs</i>	<i>art programs</i>	Research skills Paint programs	Powerpoints on Andy Goldsworthy

R.E	<ul style="list-style-type: none"> <li>A Time for take responsibility</li> <li>Harvest Festival</li> </ul> <p><b>Tolerance</b></p>	<ul style="list-style-type: none"> <li>Worshipping and celebrating in the home: Hanukkah and Diwali: Hinduism</li> <li>Christmas is Coming</li> </ul> <p><b>Tolerance</b></p>	<ul style="list-style-type: none"> <li>The Lord's Prayer</li> </ul> <p><b>Tolerance</b></p>	<ul style="list-style-type: none"> <li>Celebrations</li> </ul> <p><b>Tolerance</b></p>	<ul style="list-style-type: none"> <li>Jesus the Healer</li> <li>Fruits of the Spirit <i>(may carry out to next half term if necessary)</i></li> </ul> <p><b>Tolerance</b></p>	<ul style="list-style-type: none"> <li>Changing Roles - The Servant King</li> </ul> <p><b>Tolerance</b></p>
PE	<ul style="list-style-type: none"> <li>Swimming</li> <li>Outdoor</li> </ul>	<ul style="list-style-type: none"> <li>Swimming</li> <li>Multi skills</li> </ul>	<ul style="list-style-type: none"> <li>Multi skills</li> </ul>	football	<ul style="list-style-type: none"> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Ball Skills - Bench Ball</li> </ul>
PSHE	<p>Democracy - school council elections</p> <p>Rule of law - Class rules</p>	<p><b>Respect</b></p> <p>- Anti-bullying week</p>	<p>Looking after yourself</p> <p><b>Individual liberty</b></p>	<p>Friendships and relationships</p> <p><b>Individual liberty</b></p> <p><b>Respect</b></p>	<p>Careers</p> <p>Keeping ourselves safe</p> <p><b>Individual liberty</b></p>	<p>Changes</p> <p><b>Individual liberty</b></p> <p><b>Respect</b></p>
Opportunities for Visits		PANTOMIME	Colchester Castle		Nursery (plants and flowers)	Forest school