Long Term Plan - Year B

Years 3 and Long Term Plan - Year B

Years 3 and 4

	Robots	Italy	Settlers	'Mini' topics
English	The Iron Man – Ted Hughes Mystery and suspense stories Explanation Other text inspired by reading Y3 Shape poems Y4 Haiku and cinquain	The Roman Beanfeast – Gillian Cross Non chronological reports Persuasion Other text inspired by reading Instructions Poems that convey an image	How to train your dragon – Cressida Cowell Mythical / legendary story Journalistic writing Other text inspired by reading Learn by heart and perform a significant poem	
Maths	See long term plan	See long term plan	See long term plan	
Science	To work scientifically • Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes	To work scientifically • Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.	To work scientifically • Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.	To understand the Earth's movement in space • Describe the movement of the Earth relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. To understand light and seeing • Notice that light is reflected from surfaces. • Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.

	related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. <u>To understand electrical circuits</u> • Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators and associate metals with being good conductors.	• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. <u>To investigate materials</u> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this	• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.	

		happens in degrees Celsius (℃), building on their teaching in mathematics. • Compare and group materials together, according to whether they are solids, liquids or gases.		
Computing	Move it and sort it **Learning objectives:** • I can put programming commands into a sequence to achieve a specific outcome • I can plan and sequence instructions on a robot to make it achieve a specific outcome • I can detect a problem in an algorithm which could result in unsuccessful programming • I keep testing my program and can recognise when I need to debug it • I can describe the algorithm I will need for a simple task • I can break an open-ended problem up into smaller parts	Games and information **Learning objectives:** • I know that I need to keep testing my program while I am putting it together • I can use a variety of tools to create a program • I can recognise an error in a program and debug it • I can use a sensor to detect a change which can select an action within my program • I can use a procedure to simplify a program • I can recognise that an algorithm will help me sequence more complex programs	Become a games designer **Learning objectives:** • I can use a variety of tools to create a program • I know that I need to keep testing my program while I am putting it together • I can recognise that an algorithm will help me sequence more complex programs • I can recognise an error in a program and debug it • I recognise that using algorithms will also help solve problems in other learning such as Maths	

Geography		<u>To investigate places</u> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics. <u>To investigate patterns</u> • Describe geographical similarities and differences between countries. <u>To communicate geographically</u> • Describe key aspects of: **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the	<u>To investigate places</u> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics. <u>To communicate geographically</u> • Describe key aspects of **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United	

		water cycle.	Kingdom and the wider world	
History		<u>To investigate and interpret the past</u> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate	<u>To investigate and interpret the past</u> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate	

		understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <u>To build an overview of world history</u> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>To understand chronology</u> • Place events, artefacts and historical figures on	understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <u>To build an overview of world history</u> • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>To understand chronology</u> • Place events, artefacts and historical figures on a time line using dates.	

		a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <u>To communicate historically</u> • Use appropriate historical vocabulary to communicate, including: ○ dates ○ time period ○ era ○ change ○ chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	• Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <u>To communicate historically</u> • Use appropriate historical vocabulary to communicate, including: ○ dates ○ time period ○ era ○ change ○ chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	
D+T	<u>To master practical skills</u> <u>(Materials)</u> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest	<u>To master practical skills (Food)</u> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe.	<u>To master practical skills</u> <u>(Materials)</u> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to	

	millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <u>(Electricals and electronics)</u> • Create series and parallel circuits. <u>(Computing)</u> • Control and monitor models using software designed for this purpose. <u>(Construction)</u> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <u>(Mechanics)</u> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <u>To design, make, evaluate and improve</u> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <u>To take inspiration from design throughout history</u> • Disassemble products to see how they work.	• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.	
Art	<u>To develop ideas</u> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources.	<u>To develop ideas</u> • Develop ideas from starting points	<u>To master technique (Digital Media)</u> • Create images, video and sound recordings	

	• Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <u>To master technique (Digital Media)</u> • Create images, video and sound recordings and explain why they were created.	throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <u>To master technique (Painting)</u> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <u>(Drawing)</u> • Use different hardnesses	and explain why they were created.	

		of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <u>(Digital Media)</u> • Create images, video and sound recordings and explain why they were created. <u>To take inspiration from the greats (classic and modern)</u> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.		