

Long Term Plan - Year A

Years 3 and 4

	Rainforest Rangers	Cavemen and Crafters	The Mighty Potters	'Mini' topics
English	<p>Journey to the River Sea – Eva Ibbotson Adventure stories Explanation texts Persuasive texts Y4 Learn by heart and perform a significant poem Y3 Shape poems</p>	<p>Stig of the Dump – Clive King Stories of mystery and suspense Letters Other text inspired by reading Y3 Learn by heart and perform a significant poem Y4 Cinquain and Haiku</p>	<p>Tom's midnight garden – Philippa Pearce Plays Recount Other text inspired by reading Poems that convey an image</p>	
Maths	See long term plan	See long term plan	See long term plan	
Science	<p><u>To work scientifically</u> <u>To understand plants</u> • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p>	<p><u>To work scientifically</u> <u>To investigate materials</u> • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</p>	<p><u>To work scientifically</u> <u>To investigate materials</u> • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on</p>	<p><u>Forces and Magnets</u> <u>To understand movement, forces and magnets</u> • Notice that some forces need contact between two objects and some forces act at a distance. • Observe how magnets attract or repel each</p>

	<ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p><u>To investigate living things</u></p> <ul style="list-style-type: none"> • Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. • Give reasons for classifying plants and animals based on specific characteristics. • Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats. <p><u>To investigate sound and</u></p>	<p><u>To understand animals and humans</u></p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Describe the ways in which nutrients and water are transported within animals, including humans. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. 	<p>their teaching in mathematics.</p> <p><u>To understand evolution and inheritance</u></p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	<p>other and attract some materials and not others.</p> <ul style="list-style-type: none"> • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.
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	<p><u>hearing</u></p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that sounds get fainter as the distance from the sound's source increases. <p><u>To investigate materials</u></p> <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>To understand evolution and inheritance</u></p> <ul style="list-style-type: none"> • Identify how plants and animals, including humans, resemble their parents in many features. • Identify how animals and plants are suited to and adapt to their environment in different ways. 			
Computing	<p>Bringing it to life</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • I can put programming 	<p>Games in a new world</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • I can put programming 	<p>Comics</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • I can use a variety of tools 	

	<p>commands into a sequence to achieve a specific outcome</p> <ul style="list-style-type: none"> • I can solve an open-ended problem <i>e.g. adding sound to a model or object</i> • I can describe the algorithm I will need for a simple task • I can use repeat commands • I keep testing my program and recognise when I need to debug it 	<p>commands into a sequence to achieve a specific outcome</p> <ul style="list-style-type: none"> • I can break an open-ended problem up into smaller parts • I can describe the algorithm I will need for a simple task • 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 	<p>to create a program</p> <ul style="list-style-type: none"> • I can use an efficient procedure to simplify a program • I can recognise an error in a program and debug it • I know that I need to keep testing my program while I am putting it together • I recognise that an algorithm will me to sequence more complex problems • I can recognise that using algorithms will also help solve problems in other learning such as Maths 	
Geography	<p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Use maps, atlases, globes and 	<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Describe how the locality of the school has changed over time. 	

	<p>digital/computer mapping to locate countries and describe features.</p> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> Describe key aspects of human geography, including: settlements and land use 			
History		<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> 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. <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> Place events, artefacts 	<p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. <p>To understand chronology</p> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy 	

		<p>and historical figures on a time line using dates.</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<p>and computing skills to a good standard in order to communicate information about the past.</p>	
D+T	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. 	<p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 	<p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 	
Art	<p><u>To master techniques</u> <u>Collage</u></p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<p><u>To master techniques</u> <u>Print</u></p> <ul style="list-style-type: none"> • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<p><u>To master techniques</u> <u>Sculpture</u></p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. 	

	<p><u>To master techniques</u> <u>Print</u></p> <ul style="list-style-type: none">• Use layers of two or more colours.• Replicate patterns observed in natural or built environments		<ul style="list-style-type: none">• Use clay and other mouldable materials.• Add materials to provide interesting detail.	
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