

# Holy Cross Catholic Primary School

## Year 3 and Year 4 Long Term Plan



Cycle One 2021-2022									
Topic	Autumn		Spring			Summer			
		Who is Richard III?	Light and dark	Anglo-Saxons Forces/Magnets	Vikings Forces/Magnets	The Sights and Sounds of the Rainforests of Brazil	30 days Wild		
<b>Wow moment</b>	Trip: Richard III exhibition and tomb at Leicester Cathedral	A fire party in the woods (See Bethan/GT) Trip: Melton Road Fieldwork (Diwali - Thursday, 4 November)	Anglo Saxon Visitor	Easter Musical	Brazilian day Samba drumming Non-uniform day Food	End of Year Trip- National trust Belton House			
<b>English</b>	See Separate Long Term Plans								
<b>Maths</b>	See Separate Long Term Plans								
<b>Yr 3 RE</b>	Homes	Promises	Visitors	Journeys	Listening and Sharing	Giving all	Energy	Choices	Special Places
<b>Yr 4 RE</b>	People	Called	Gift	Community	Giving and Receiving	Self-Discipline	New Life	Building Bridges	God's People
<b>Yr 3 and Yr 4 Science</b>	<b>Animals, including humans</b>  -identify that humans and some other animals have skeletons and muscles for support, protection and movement	<b>Light</b>  -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is	<b>Forces and magnets</b>  -compare how things move on different surfaces -notice that some forces need contact between 2 objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -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 -describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	<b>Sound</b>  -identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it	<b>Living things</b>  -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can				

		<p>blocked by an opaque object</p> <p>-find patterns in the way that the size of shadows change</p>			<p>-find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>-recognise that sounds get fainter as the distance from the sound source increases</p>	<p>sometimes pose dangers to living things</p>
<p><b>Yr 3 and Yr 4 Geography</b></p>	<p><b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Region - East Midlands and Yorkshire)</p> <p><b>Geographical skills and fieldwork:</b> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Human Geography:</b> city, landuse, economic activity</p>	<p><b>Geographical skills and fieldwork:</b> -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketchmaps, plans and graphs, and digital technologies</p> <p>(Melton Road – link to Diwali)</p>	<p><b>Geographical skills and fieldwork:</b> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Human and Physical geography:</b> Human geography including trade links</p>		<p><b>Locational Knowledge:</b> Locate the world’s countries using, maps to focus on Europe and North/<b>South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Focus: Brazil and UK</p> <p><b>-Locational Knowledge:</b> -name and locate geographical regions and their identifying human and physical characteristics, key topographical features (<b>mountains - Andes</b>) - identify the position of the Equator</p> <p><b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region within North or <b>South America</b>.</p> <p><b>Human and Physical geography:</b> -Physical geography including rivers</p>	
<p><b>Yr 3 and Yr 4 History</b></p>	<p>A local history study. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <i>(Richard III: his story and his bones in Leicester)</i></p>	n/a	<p>Britain’s Settlement by Anglo Saxons and Scots: Invasions, place-names, settlements</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Viking raids and invasion)</p>	n/a	
<p><b>Yr 3 and Yr 4 Art / DT</b></p>	<p><b>DT Mechanisms</b></p>	<p><b>Art Drawing – Pencil</b></p>	<p><b>DT Textiles Weaving</b></p>	<p><b>DT Cooking and Nutrition Easter/Vikings</b></p>	<p><b>Art Sculpture – Wire</b></p>	<p><b>Art Painting – Powder Paint</b></p>

<p><b>Artists / Designers</b></p>	<p><b>Focus:</b> Levers and linkages Make a moving book</p> <p>Designer: Link to history: Archimedes (Egyptians), Stone Age etc</p>	<p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending</p> <p>Christmas cards Rob Biddulph-Illustrator</p>	<p>Children will sew using a range of different stitches and may begin to weave and knit.</p> <p>Children will begin to understand that materials have both functional properties and aesthetic qualities.</p>	<p>Children will start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</p> <p>understand how to prepare and cook savoury dishes safely and hygienically;</p> <p>use a heat source, with support, to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</p> <p>use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</p> <p>begin to explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;</p> <p>understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</p> <p>prepare ingredients using appropriate cooking utensils;</p> <p>measure and weigh ingredients to the nearest gram and millilitre;</p> <p>start to independently follow a recipe;</p>	<p>Children will shape and form from direct observation;</p> <p>use equipment and media with increasing confidence;</p> <p>replicate patterns and textures in a 3-D form;</p>	<p><i>Spirit of the Rainforest.- Eden Project. John Dyer/ Nixiwakayawna</i></p> <p>Children will mix colour, shades and tones with increasing confidence;</p> <p>begin to understand the colour wheel and colour spectrums;</p> <p>begin to explore complimentary colour;</p> <p>use suitable tools and brushes to achieve a desired purpose such as thick/thin lines, dots and demonstrate increasing control the types of marks made;</p> <p>experiment with different effects and textures, including washes, blocking in colour and thickened paint;</p> <p>start to develop a painting from a drawing.</p>
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				begin to understand seasonality.			
<b>Yr 3 PE</b>	Athletics		Gymnastics	Games-Badminton	Games- Basketball	Games-Cricket	Athletics
	OAA	Fitness	Dance –Val Sabin Unit 1/2	Dance-Val Sabin Unit 3/4	Gymnastics	Games- Tag Rugby	Games-Rounders
<b>Yr 4 PE</b>	Dance – Val Sabin Year 4		Gymnastics	Games- Badminton	Games-Basketball	Games – Cricket	Athletics
	Swimming			Swimming	Swimming		
<b>Yr 3</b> <b>Computing</b> <b>Music</b> <b>French</b> <b>RSE</b>	<b>French 9 weeks</b>  Unit: Colours and Numbers Core Vocabulary: Numbers to 10  Unit: Animals Core Vocabulary: Les Salutations + Days of the Week		<b>Computing 9 weeks</b>  Unit 3.2 Online Safety (3 weeks) Unit 3.1 Coding (4 weeks) <b>Crash course</b> Unit 3.7 Simulations (2 weeks)	<b>Music 9 weeks</b>  Unit: Three Little Birds by Bob Marely Genre: Reggae (4 weeks)  Unit: Bringing us Together by Joanna Mangona and Pete Readman Genre: disco song about friendship, peace, hope and unity.(5 weeks)  <b>Easter Production 2 weeks</b>		<b>RSE 10 weeks</b>	
<b>Yr 4</b> <b>Computing</b> <b>Music</b> <b>French</b> <b>RSE</b>	<b>Computing 9 weeks</b>  Unit 4.2 Online safety (4 weeks) Unit 4.6 Animation (2 weeks) Unit 4.7 Effective Search (3 weeks)		<b>Music 9 weeks</b>  Unit: Stop! Genre: Song/Rap about anti-bullying, Grime, Classical, Bhangra, Tango, Latin Fusion (5 weeks)  Unit: Blackbird by The Beatles Genre: Classic pop song about Civil Rights (4 weeks)	<b>French 9 weeks</b>  Unit: I can (Je Peux) Core Vocabulary: How I am feeling (I'm learning French Unit)  Unit: Les fruits et Les Legumes Core Vocabulary: Numbers to 20  <b>Easter Production 2 weeks</b>		<b>RSE 10 weeks</b>	
<b>Yr 3</b>	Circle Time						
<b>Yr 4</b>	Circle Time						

# Holy Cross Catholic Primary School

## Year 3 and Year 4 Long Term Plan



Cycle Two 2020-2021									
Topic	Autumn		Spring		Summer				
		Romans		Electricity	Rivers	Plants	Stone Age (Swap with Rivers topic after 2021)		
Wow moment	Visitor	Roman feast day	Topic afternoon- Torches	Easter production  Trip: Knighton Park	Botanical gardens	End of Year trip			
English	See Separate Long Term Plans								
Maths	See Separate Long Term Plans								
Yr 3 RE	Homes	Promises	Visitors	Journeys	Listening and Sharing	Giving all	Energy Places	Choices	Special
Yr 3 RE	People	Called	Gift	Community Discipline	Giving and Receiving	Self-	New Life People	Building Bridges	God's
Yr 3 and Yr 4 Science	<b>Animals/ humans:</b>  -Human teeth identify the different types of teeth in humans and their simple functions	<b>Animals/ humans:</b>  -describe the simple functions of the basic parts of the digestive system in humans -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	<b>Electricity</b>  -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp	<b>Solids, liquids and gases</b>  -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which	<b>Plants</b>  -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -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	<b>Rocks</b>  -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter			

			<p>is part of a complete loop with a battery</p> <ul style="list-style-type: none"> <li>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>-recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	<p>this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> <li>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p>investigate the way in which water is transported within plants</p> <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>	
<p><b>Yr 3 and Yr 4 Geography</b></p>	<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> </ul> <p><b>-Locational Knowledge:</b> -Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns: and understand how some of these aspects have changed over time.</p>	<p><b>Human and Physical geography</b></p> <p><b>Environmental Science</b></p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><i>(Renewable/non-renewable energy focus)</i></p>	<p><b>Locational Knowledge:</b> - Name and locate counties and cities of the UK, key topographical features (focus on <b>rivers</b>) and land use patterns: and understand how some of these aspects have changed over time.</p> <p><b>Human and Physical geography:</b></p> <p>Physical geography including rivers and the water cycle</p> <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</li> </ul>	<p><b>Locational Knowledge</b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of <b>Russia</b>) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Human and Physical Geography</b></p> <p><b>physical geography,</b> including: climate zones, <b>biomes</b> and vegetation belts,</p> <p><b>human geography,</b> including: types of</p>	n/a	

				features studied  <b>- Geographical skills and fieldwork:</b> -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketchmaps, plans and graphs, and digital technologies <i>(Rivers– Knighton Park)</i>	settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		
<b>Yr 3 and Yr 4 History</b>	The Roman Empire and its impact on Britain		n/a	n/a	n/a	Changes in Britain from the Stone Age to the Iron Age	
<b>Yr 3 and Yr 4 Art</b>	<b>Art Collage</b>	<b>DT Cooking and Nutrition</b>	<b>DT Electrical</b>  <i>Design and create a torch</i>	<b>DT Structure and joining</b>  Design, build and evaluate bridges <i>Brunnel</i>	<b>Art Printing</b>  William Morris	<b>Art Drawing – pastels</b>  <i>Cave art</i>	
<b>Artists / Designers</b>							
<b>Yr 3 PSHE/RSE</b>	Circle Time						
<b>Yr 4 PSHE/RSE</b>	Circle Time						
<b>Yr 3 PE</b>	Athletics		Gymnastics	Games-Badminton	Games- Basketball	Games-Cricket	Athletics
	OAA	Fitness	Dance –Val Sabin  Unit 1/2	Dance-Val Sabin  Unit 3/4	Gymnastics	Games- Tag Rugby	OAA
<b>Yr 4 PE</b>	Dance – Val Sabin		Gymnastics	Games- Badminton	Games-Basketball	Games – Cricket	Athletics
	Year 4						
	Swimming		Swimming		Swimming		

<b>Yr 3</b>  <b>Computing</b> <b>Music</b> <b>French</b> <b>RSE</b>	<b>French 9 weeks</b>  Unit: Colours and Numbers Core Vocabulary: Numbers to 10  Unit: Animals Core Vocabulary: Les Salutations + Days of the Week	<b>Computing 9 weeks</b>  Unit 3.2 Online Safety (3 weeks) Unit 3.1 Coding (4 weeks) <b>Crash course</b> Unit 3.7 Simulations (2 weeks)	<b>Music 9 weeks</b>  Unit: Three Little Birds by Bob Marely Genre: Reggae (4 weeks)  Unit: Bringing us Together by Joanna Mangona and Pete Readman Genre: disco song about friendship, peace, hope and unity.(5 weeks)  <b>Easter Production</b> <b>2 weeks</b>	<b>RSE 10 weeks</b>
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<b>Yr 3</b>	Circle Time			
<b>Yr 4</b>	Circle Time			