

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 3/4

Curriculum Area	Autumn (T1 & T2)	Spring (T3 & T4)	Summer (T5 & T6)
Theme			
Cultural Days			
English Texts	<p><b><i>Marcy and The Riddle of the Sphinx</i></b> By Joe Todd Stanton</p> <p><b><i>Coming to England</i></b> By Floella Benjamin (Novel)</p>	<p><b><i>Little Red</i></b> By David Roberts</p> <p><b><i>The Lost Happy Endings</i></b> By Carol Ann Duffy</p>	<p><b><i>The Iron Man</i></b> By Carol Ann Duffy</p> <p><b><i>Leon and the Place Between</i></b> By Angela McAllister</p>
Art & Design	<p>Creating Landscapes inspired by Etel Adnan (T2)</p> <ul style="list-style-type: none"> <li>Use varied brush techniques to create shapes, textures, patterns and lines</li> <li>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</li> <li>Create different textures and effects with paint.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background,</li> </ul>	<p>3D- Form Paper Sculptures (T4) Indigenous Canadian Totem Poles</p> <ul style="list-style-type: none"> <li>Use a 3D modelling material (papier mâché) to design and make a product</li> <li>Design, plan and create a product</li> <li>Explore how papier mâché can be shaped to create an object</li> <li>Choose suitable materials (e.g. paints) to complete my product</li> <li>Evaluate</li> </ul>	<p>Artist Focus – Banksy (T5)</p> <ul style="list-style-type: none"> <li>Learn about a specific artist and incorporate their style into their own work.</li> <li>Use a range of mediums to improve art and design techniques, including pencil, charcoal and paint.</li> <li>Make free artistic choices by choosing a suitable material to create art in the style of Banksy.</li> </ul>

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 3/4

	<p>abstract, emotion, warm, blend, mix, line, tone, fresco</p>		
<p><b>Design Technology</b> <b>Lesson sequence:</b> <b>1. Background research</b> <b>2. Design criteria</b> <b>3. Planning</b> <b>4. Making</b> <b>5. Making</b> <b>6. Evaluation</b></p>	<p>Cooking: (T1) Egyptian Bread</p> <ul style="list-style-type: none"> <li>• Learn about food types that contribute to a healthy and balanced diet</li> <li>• Research where food comes from, how it is made and where it grows</li> <li>• Explain seasonality and harvest</li> <li>• Learn how to use kitchen equipment safely</li> <li>• Design and plan baked bread</li> <li>• Utilise baking as a cookery tool to create the product</li> <li>• Evaluate the work of ourselves and others</li> </ul>	<p>Anglo-Saxon Brooch (T3)</p> <ul style="list-style-type: none"> <li>• Use a 3D modelling material (clay) to design and make a product</li> <li>• Explore how clay can be rolled, flattened and shaped</li> <li>• Explore how clay can cut to size and be joined adequately</li> <li>• Explore how everyday objects can be used to create marks and patterns in clay</li> <li>• Create a brooch out of clay that is of suitable shape and design for purpose</li> <li>• Evaluate the work of ourselves and others</li> </ul>	<p>Levers, Cams, Pulleys and electric motors: A Moving Fairground Ride (linked to Leon and the Place Between) (T6)</p> <ul style="list-style-type: none"> <li>• Design, create and evaluate our creation</li> <li>• Choose suitable materials based on their properties</li> <li>• Articulate the purpose of the creation, including the creating process</li> <li>• Create clear steps/instructions</li> <li>• Devise annotated diagrams and plans</li> <li>• Explore how to strengthen and reinforce the product</li> <li>• Learn how a simple circuit can operate a motor and apply this to model</li> <li>• Choose and apply suitable joining techniques</li> </ul>

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 3/4

<b>History</b>	<p>The Ancient Egyptians (T1)</p> <ul style="list-style-type: none"> <li>• Position the Ancient Egyptian Civilisation on a timeline to show its chronology in relation to historically significant dates</li> <li>• Locate Egypt on a world map</li> <li>• Describe the three seasons of Ancient Egypt and know the role they played in the harvest of food</li> <li>• Explain the significance of the Nile to Ancient Egypt</li> <li>• Understand the hierarchical ruling system of Ancient Egypt (pharaohs)</li> <li>• Describe the importance of the pyramids; what they stood for, how they were constructed and know the key features (e.g. tomb)</li> <li>• Ask questions about and make inferences about artefacts</li> </ul>	<p>Britain's Settlement by Anglo-Saxons. (T3)</p> <ul style="list-style-type: none"> <li>• Place the Anglo-Saxon invasion of England on a timeline showing significant world historical events</li> <li>• Locate where Anglo-Saxon invaders originated from (Denmark, Germany, Netherlands) on a map and write about why they invaded England</li> <li>• Locate early Anglo-Saxon settlements in the UK – the 7 Kingdoms</li> <li>• Annotate a diagram of an Anglo-Saxon home in an early settlement and look at a map/image of an Anglo-Saxon village</li> <li>• Explain Anglo-Saxon religion and what it means to believe in many gods (paganism)</li> <li>• Discover how the conversion to Christianity happened and that this was a pivotal point in Britain's history</li> </ul>	<p>Local History Study: Reading (T5) –</p> <ul style="list-style-type: none"> <li>• Place Reading's settlement creation on a timelines showing significant world events (compared to the previous two units).</li> <li>• Describe the beginning events, the meaning of the name and its significance.</li> <li>• Locate significant locations of the Danes invasion of Reading.</li> <li>• Discuss the Battle of Reading between the Danes and King Ethelred.</li> <li>• The history of the Reading Abbey (creation, use and destruction).</li> <li>• Impact of the world wars on Reading and its people.</li> </ul>

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 3/4

	<ul style="list-style-type: none"> <li>• Explain the importance of the afterlife to Egyptians</li> <li>• Describe the process of embalming and ‘making a mummy’</li> <li>• Explain the importance of the Gods to Ancient Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the Anglo-Saxons defended themselves against armies: armour and hillforts</li> </ul>	
<b>Geography</b>	<p>Geographical skills Rivers, Coasts, Mountains and the Water Cycle (T2)</p> <ul style="list-style-type: none"> <li>• Identify where the world’s and Britain’s longest river are located using maps and atlases</li> <li>• Describe physical geographical features of rivers (e.g. source, mouth, estuary, meander)</li> <li>• Locate the world’s and Britain’s tallest mountains using maps and atlases</li> <li>• Explain the processes of the water cycle</li> <li>• Describe how different weather is formed (e.g. tornado)</li> </ul>	<p>Comparative study. The UK and Canada (T4) –</p> <ul style="list-style-type: none"> <li>• Use maps and atlases</li> <li>• Locate Canada and the UK on a map and discuss key features.</li> <li>• Compare and contrast the country capital (London and Ottawa), and Canada’s largest city of Toronto.</li> <li>• Identify coasts, oceans and mountains using information from earlier unit.</li> <li>• Discuss climate zones in Canada and compare to the UK.</li> <li>• Discuss types of settlements and land use including trade links and how they were accessed.</li> </ul>	<p>Renewable Energy (T6) Wind Turbines, Solar Panels and Tidal Energy (links to motors, pulleys and cams)</p> <ul style="list-style-type: none"> <li>• Identify what we mean by renewable and non-renewable energy</li> <li>• Identify renewable energy sources with links to prior learning: hydroelectric power, wind turbines, solar panels, wave power</li> <li>• Locate forms of renewable energy that are being used in UK using OS map and symbols</li> <li>• Investigate how a renewable and non-renewable energy source</li> </ul>

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 3/4

			<p>can impact the environment</p> <ul style="list-style-type: none"> <li>• Identify what we mean by sustainable energy</li> <li>• Discuss the pros and cons of a renewable and non-renewable energy source with what is sustainable</li> </ul>
<p><b>Science</b></p>	<p>Rocks and Soils (T1)</p> <ul style="list-style-type: none"> <li>• Group and classify rocks based on their appearance</li> <li>• Explain how rocks can change over time, drawing diagrams to show erosion through water/wind</li> <li>• Describe how fossils are formed</li> <li>• Look at the layers of rock around fossils</li> <li>• Plan an investigation to find out whether all rocks allow water to pass through them (permeable), making predictions, recording our observations in a table and findings and making a conclusion</li> </ul>	<p>Animals (including humans) (T3)</p> <ul style="list-style-type: none"> <li>• Describe the names and functions of parts of the digestive system (mouth, oesophagus, stomach, kidneys, intestines)</li> <li>• Identify the different teeth type, locating them in a diagram of the mouth</li> <li>• Explain the functions of different teeth type and compare human teeth type to that of other animals including omnivores, herbivores and carnivores</li> <li>• Explain how we should care for our teeth: the importance of brushing, a healthy diet and calcium as well as what damages them</li> <li>• Interpret and create a variety of food chains using the language of producers, predators and prey</li> </ul>	<p>Light (T5)</p> <ul style="list-style-type: none"> <li>• Recognise that they need light 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> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> </ul>

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 3/4

	<ul style="list-style-type: none"> <li>• Explain the contents of soil and know how soil is used to support plant growth and farming</li> <li>• Describe how some animals use soil (e.g. worms)</li> </ul> <p>Animals (including humans) (T2)</p> <ul style="list-style-type: none"> <li>• Explain the different types of food groups and how they help the human body</li> <li>• Describe a balanced and nutritious diet, designing a suitable meal</li> <li>• Explain the role of the human skeleton</li> <li>• Label key bones within the body (e.g, femur)</li> <li>• Explore that bones grow at different rates by investigating the height of pupils in our class and recording this data in a bar graph</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate food chains that exist in the local eco-system and record appropriately</li> </ul> <p>Forces (magnets) (T4)</p> <ul style="list-style-type: none"> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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.</li> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<ul style="list-style-type: none"> <li>• find patterns in the way that the size of shadows change</li> </ul> <p>Plants (T6)</p> <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> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed</li> </ul>
--	--	--	--

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 3/4

	<ul style="list-style-type: none"> <li>• Explain the organs and important parts of the body that the skeleton protects and the purpose of these organs (e.g. heart, brain, kidneys, stomach)</li> <li>• Explain different muscle groups</li> <li>• Describe the benefits of stretching muscles and warming up before exercise on muscle movement and the body</li> <li>• Classify animals into groups that have skeletons and those that do not</li> <li>• Understand how animals that do not have skeletons move and look at those that have external skeletons like spiders</li> <li>• Compare and contrast the diets of animals according to whether they are omnivores, herbivores or carnivores.</li> </ul>		<p>formation and seed dispersal</p>
--	--	--	-------------------------------------

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 3/4

<p><b>Computing</b></p>	<p><b>Online Safety: (T1)</b></p> <p>Self-image and Identity</p> <p>Online Relationships (T1)</p> <p>Online Reputation (T2)</p> <p>Programming and computational thinking</p> <p>Information Technology</p> <p>Digital Literacy (Communication and collaboration)</p>	<p><b>Online Safety: (T3)</b></p> <p>Online Bullying</p> <p>Managing Online Information: (T4)</p> <p>Programming and computational thinking</p> <p>Information Technology</p> <p>Digital Literacy (Communication and collaboration)</p>	<p><b>Online Safety: (T5)</b></p> <p>Health, Well-being and Lifestyle</p> <p>Privacy and Security (T6)</p> <p>Copyright and Ownership (T6)</p> <p>Programming and computational thinking</p> <p>Information Technology</p> <p>Digital Literacy (Communication and collaboration)</p>
<p><b>Religious Education</b></p>	<p>Christianity – Gospel (T1) What kind of world did Jesus want?</p> <p>Islam – Explain how believers express their core values and beliefs. (T2)</p>	<p>Christianity – Salvation (T3) Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>Christianity – Kingdom of God (T4) When Jesus left, what was the impact of Pentecost?</p>	<p>Islam – Explain the significance of religious leaders (T5)</p> <p>Islam – To what extent do religious beliefs influence and encourage good behaviour?</p>
<p><b>PSHE</b></p>	<p>Being Me in My World (T1)</p> <p>Celebrating Difference (T2)</p>	<p>Healthy Me (T3)</p> <p>Dreams and Goals (T4)</p>	<p>Relationships (T5)</p> <p>Changing Me (T6)</p>

Long Term Planning Overview – Curriculum B: 2021/2022  
Year 3/4

<b>Jigsaw – Yr.4 Objectives – Please refer to Jigsaw resources.</b>			
<b>Music</b>	<ul style="list-style-type: none"> <li>• 2 x 5 weeks with Music Specialist – Rhythm and Pitch Percussion Project (Recorder and Cup Percussion Cycle A; Glockenspiel and Drum Pads Cycle B)</li> <li>• 5-week unit with class teacher on Singing and Performing – musical play for performance to parents (record kept of which is used)</li> <li>• Regular singing led by Specialist</li> <li>• Weekly Listen and Appraise sessions led by class teacher</li> </ul>		
<b>PE</b>	Football (T1)  Gymnastics (T2)	Dance (T3)  Cricket (T4)	Tennis (T5)  Athletics (T6)