



	Autumn 2015		Spring 2016		Summer 2016	
	1	2	1	2	1	2
CURRICULUM DRIVERS	ENTERPRISE – PROBLEM SOLVING – COMMUNITY – CULTURAL UNDERSTANDING					
THEME	Who first lived in Britain?		What was it like to live in Havercroft 100 years ago?		Y3 Why were the Romans so powerful & what did we learn from them? Y4 How can we rediscover the wonder of Ancient Egypt?	
STIMULUS	Carousel of activities to include an ‘archaeological dig’ and work in a cave complete with cave paintings.		A visitor to come to school to talk about what Havercroft looked like a long time ago? Use of real life artefacts to make this unit more memorable and exciting.		Ancient Egypt / Roman Day where the children experience what it was like to live like an Egyptian / Roman?	
CURRICULUM ENRICHMENT	Visit to Nostell priory to create ancient shelters and natural art works.	To have Balne Lane library team visit to read /drama with topic link – yet to arrange	Sculpture park Hepworth gallery	Create our own Yorkshire day	Y4 to visit Harrogate Egypt handling museum and pump room Y3 to visit York museum	Visits/visitors
BRITISH VALUES	Democracy Rule of Law We will vote for who represents us on the school council. We will help develop policies to including those on behaviour and the aims of our school.	Mutual Respect To talk and write about their opinions, and explain their views, on issues that affect themselves and society; (Linked to ‘Anti-Bullying’ week)	Mutual Respect To face new challenges positively by collecting information, looking for help, making responsible choices and taking action	Democracy Rule of Law To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences	Mutual Respect That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view	Mutual Respect That resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment.
EXTENDED WRITING OPPORTUNITIES	Letter to thank volunteers at Nostell Priory. Recount of shelter buildings. Cave stories	Science-Rocks and Soil unit that will produce interesting writing in relation to how the earth was formed, use of the book, “What’s under the bed?”	Recount visit about the visit to Hepworth Gallery , or the use of narrative writing here, to write a story about the sculptures coming to life?	In History of Havercroft , to create their own newspaper articles.	To write a detailed report or use of ICT work about their visit to Harrogate Egypt Handling museum.	‘Water’ stories based on the Science unit of ‘Living Things and their Habitat’.
REAL LIFE MATHS OPPORTUNITIES	How to measure a mammoth?	Investigation into Maths in number patterns, coin investigation and other real life contexts, for measures and weight	Maths Investigations in relation to the skills being taught	Maths Investigations in relation to the skills being taught	Maths Investigations in relation to the skills being taught	Maths Investigations in relation to the skills being taught
ENGLISH COMMUNICATION AND LANGUAGE – SEE LONG TERM ENGLISH PLANS						
UNDERSTANDING MATHS – SEE LONG TERM MATHS PLANS						



SCIENTIFIC UNDERSTANDING	SCIENCE	Rocks & Soils (Y3) What do rocks tell us about they way the earth was formed?	Electricity (Y4) How could we cope without electricity for one day?	Forces & Magnets (Y3) How can it move without touching it?	Living Things & Their Habitat (Y3 Plants) (Y4 Living Things) Which wild animals and plants thrive in your locality?
		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify common appliances Construct simple circuits including switches Common conductors and insulators Alternative sources of energy 	<ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two 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 two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem, 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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 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 sometimes pose dangers to living things.
HISTORICAL AND GEOGRAPHICAL	GEOGRAPHY	Physical Geography What makes the Earth angry? (Natural disasters)	Place knowledge What makes Yorkshire brilliant?	Human Geography Where would you choose to build a city? (Linked to Romans)	
		<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Understanding that we are part of a town, county, region, country, continent Identify human & physical characteristics, key topographical features, land-use patterns, changes over time 	<ul style="list-style-type: none"> 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 	



Long Term Planning Year 3&4 Cycle A (2015/16)

HISTORY		Stone Age to the Iron Age Who first lived in Britain?		Local Study What was it like to live in Havercroft 100years ago?		Romans Why were the Romans so powerful & what did we learn from them?		
		<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age 		<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Why people moved to Havercroft – Mining, Historic features, Physical change, Mining Legacy 		<ul style="list-style-type: none"> the Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudicca 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		
EXPRESSIVE ARTS	MUSIC	Y3	How can we describe using music? <ul style="list-style-type: none"> Use musical elements to describe animals Use movement to describe animals Match sound and movement descriptively 	Can we play it again? <ul style="list-style-type: none"> Rhythmic patterns Notation Composing rhythmic ostinato Christmas performance. 	Why not join our orchestra? <ul style="list-style-type: none"> Musical accompaniments Explore melodic phrases Explore rhythmic patterns Expressive use of elements 	What is so special about 5 notes? <ul style="list-style-type: none"> Pentatonic scale How tunes can be based on a pentatonic scale Creating textures using a pentatonic scale 	What was that composer thinking? <ul style="list-style-type: none"> Relate sounds to visual images How mood and emotion can be illustrated in music How sounds can be used expressively 	How can we make our playground more musical? <ul style="list-style-type: none"> Sing and play a range of singing games Compose own singing games and add actions
		Y4	Can you improvise a musical pattern? <ul style="list-style-type: none"> Clap rhythms Play & sing melodic ostinato Understand & identify musical phrase & notation Rhythmic patterns & ostinato Composing own pieces 	Could you cope if someone passed you the baton? <ul style="list-style-type: none"> Match famous composers to their well-known orchestral pieces. Play tuned instruments by ear & notation Identify different accompaniments in a piece of music Play accompaniments Take turns to conduct class orchestra 	Are we off the scale? <ul style="list-style-type: none"> Play scales on tuned instruments Describe pitch change Compose & record melodic ringtone Melodic intervals & scale passage Play tuned instruments by ear & notation Show notes by using hand gestures Combine melodies in our singing 	Could we be soundtrack editors in the film industry? <ul style="list-style-type: none"> How does music make us feel Compose music for different emotions What makes a good soundtrack for a film Famous soundtrack composers Compose & record own soundtrack 	Can we be musical code breakers? <ul style="list-style-type: none"> How can one instrument 'instruct' other instruments in a piece of music Communicate with instruments using Morse code Play melodies using call & response Combine instruments & singing in call & response piece of music 	Does it really sound like a zoo in our classroom? <ul style="list-style-type: none"> Research pieces of music inspired by animals & birds Music from other cultures & traditions inspired by or associated with living things Sing songs about animals & play instruments to accompany the music Compose & present our own music to describe a particular animal or bird.



Long Term Planning Year 3&4 Cycle A (2015/16)

	DANCE AND DRAMA (Y4) <i>Dance – see PE outline</i>		Using the 'Dance' unit in relation to our Science unit of how volcano erupts in PE.	Dance and Drama- Poetry and Riddles	Dance and Drama- Writing and Performing in a Play	Dance and Drama Story Settings	Dance and Drama- Discussion	Dance and Drama- Personal responses to poetry
	ART		Can we learn about ancient Britons through art? <ul style="list-style-type: none"> Cave painting Stonehenge silhouettes 	Can we recreate a Tsunami? <ul style="list-style-type: none"> To work in the style of Hokusai to recreate some of his art work 	Can we create sculptures like Moore and Hepworth?	Can we use our local area to create landscape paintings?	Can we use ancient artefacts to create our own works of art?	Can we create a Roman mosaic?
TECHNOLOGY	DESIGN TECHNOLOGY		Can we learn about ancient Britons through DT? <ul style="list-style-type: none"> Ancient tool sculptures Design and make clay pots 	Can we use circuits to create a game?		Can we create a musical instrument?		
	COOKING AND NUTRITION			Can we create Christmas biscuits from our own recipes?		Can we create a Yorkshire pudding?		Can we create a summer bun for the school fayre?
	COMPUTING	Y3	Programming – Game On 2	Graphics - Photoshopped	Programming – The Classics	Programming - Playability	Programming – Let's Race	Presentations – I Love It When A Plan Comes Together
		Y4	Programming – Give Me A Brief	Communicating - Advertising	Programming – Getting Medieval	Computer Science - Cyberspace	Animation – Tween It	Spreadsheets - Enterprising
	All	E-Safety will run throughout the year with a whole school week to coincide with Internet Safety Day in February						
PHYSICAL DEVELOPMENT, HEALTH AND WELL BEING	PE	Y3	Indoor Gymnastics Outdoor Playground Games	Indoor Dance Outdoor Playground Games	Indoor Gymnastics Outdoor Games	Indoor Dance Outdoor Games	Indoor Gymnastics Outdoor Athletics	Indoor Dance Outdoor Athletics
	PE	Y4	Indoor Dance Outdoor Playground Games	Indoor Gymnastics Outdoor Playground Games	Indoor Gymnastics Outdoor Games	Indoor Dance Outdoor Games	Indoor Gymnastics Outdoor Athletics	Indoor Dance Outdoor Athletics
	PSHE / SEALS / CITIZENS HIP	Y3	We're all stars (Community, Rights and responsibilities, Getting to know each other, Working together)	Be Friendly, Be Wise (Making and sustaining friendships, Conflict resolution, Antbullying, Keeping safe at home and outdoors)	Living Long, Living Strong (SRE: Growing and caring for ourselves; Valuing difference and keeping safe; Puberty, Healthy	Daring to be Different (Identity and self-esteem, Difference and diversity, Peer influence and assertiveness)	Dear Diary (Comfortable and uncomfortable feelings, Problems in relationships, Antbullying, Help and support)	Joining in and Joining Up (Needs and responsibilities, Participation, Local democracy, Voluntary



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					eating and exercise, Goal setting and motivation)			groups, Fund-raising activities)
		Y4	It's Our World (The wider community and local democracy, Rights and responsibilities, Environmental awareness and sustainability issues)	Say No! (Drugs education: medicines and legal drugs, Drugs Education: illegal drugs and risk taking behaviour, Feeling safe, Anti-bullying)	Money Matters (Understanding finance and money, Shopping and budgeting, Risk and debt, Goal setting and motivation)	Who likes Chocolate? (Fair trade, Globalisation, inequalities, Hunger and poverty, Media and Stereotyping)	People Around Us (Global citizenship, Different identities around the world, Challenging prejudice, Support networks – relationships and families)	Growing Up (SRE: Differences; Growing up; Puberty and reproduction, Managing change and preparation for transition)
RELIGIOUS STUDIES	RELIGIOUS EDUCATION	Y3	What are the rules? Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	That's not fair! Or is it? Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	What is so special about places? Pupils should be taught to observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.		What do people believe about God? Pupils should be taught to discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms	
		Y4	What does worship mean? Explore and describe beliefs Describe symbols Describe actions Ways of expressing meaning Different ways of life	How is Christmas celebrated in other countries? Pupils should be taught to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	What do we mean by commitment? Pupils should be taught to understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	What is Judaism? Features of religion World views Celebration Pilgrimages Rituals	Why did Jesus tell stories? Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	
LANGUAGES	FRENCH	Y3	Can we do maths in French? <ul style="list-style-type: none"> Numbers 0-10 Greetings Classroom instructions 	Can we ask and answer questions in French? <ul style="list-style-type: none"> Name Age Christmas songs 	Can we describe in French? <ul style="list-style-type: none"> Colours Fruit Food 	What happens in France at Easter? <ul style="list-style-type: none"> Shrove Tuesday pancakes Easter celebrations 	What is the date? <ul style="list-style-type: none"> days of the week months of the year 	What do you like? <ul style="list-style-type: none"> Expressing likes and dislikes revision



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		Y4	Can we create a monster? Through conversation and written work revise greetings and learn parts of a face in French.	Head, Shoulders Knees and Toes. Through conversation , song and role play learn body parts French Christmas	We're all going to the zoo. To learn the names of zoo animals through song, conversation and written work	Are French Easter traditions the same as ours?	My family and me. Through role play introduce the members of our families	What are your hobbies? To revise skills learnt and develop new vocabulary through our hobbies.
	SIGN LANGUAGE	Y3	Can we remember? Revise alphabet, family and names through signed conversations	Can we sing and sign the words? Learn signs for Christmas traditions and songs	Can we sign maths? <ul style="list-style-type: none"> • Numbers 0-10 • Greetings Classroom instructions	Easter traditions	Our Pets	Can we sign the things we like?
		Y4	Can we remember? Revise then know the signs for face and body parts and use them in signed conversations.	Can we sing and sign the words? Learn signs for Christmas traditions and songs	Zoo Animals	Easter Traditions	Can we sign a simple story?	Can we explain our hobbies by signing them?