

Forest Hills Primary School
Long Term Planning Cycle A 2021-22
Year 3/4

	Autumn	Spring	Summer
Topics	The First People	Fragile Earth	Tombs, torches and timekeepers
Books / Texts that link	The First Drawing Cave Baby Stone Age Boy Ug The Boy with the Bronze Axe How to wash a woolly mammoth	Journey to the Centre of the Earth Amazing Earth Tree (Poem) The Ice Monster	Anthony and Cleopatra Egyptian Cinderella The Time Travelling Cat and the Egyptian Goddess
Visits/visitors	Stone Age Day	Secret Hills Discovery Centre	Birmingham Museum Escape Room Tomb
Subjects			
Science Year 3 Year 4	<p style="text-align: center;">Rocks and Soils 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> <p style="text-align: center;">Forces and Magnets compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance <i>observe how magnets attract or repel each other and attract some materials and not others</i> 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 <i>describe magnets as having two poles</i> <i>predict whether two magnets will attract or repel each other, depending on which poles are facing</i></p> <p style="text-align: center;">Light (Linked to Art / DT) recognise that they need light in order to see things and that dark is the absence of light recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>	<p style="text-align: center;">States of Matter 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 this happens in degrees Celsius (°C)</p> <p style="text-align: center;">Living Things and their Habitats 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</p> <p style="text-align: center;">Animals, inc. Humans construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p style="text-align: center;">Light and Shadows Obelisk (Sun Clock) 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 blocked by an opaque object find patterns in the way that the size of shadows change</p> <p style="text-align: center;">States of Matter <i>compare and group materials together, according to whether they are solids, liquids or gases</i> <i>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</i> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>
	<p style="text-align: center;">Working Scientifically asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labels, diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>		
History	Stone Age to Iron Age changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	From the Earth: Local History a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality	Ancient Egypt the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China
Geography	<p style="text-align: center;">Settlement <u>Locational knowledge</u> Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p style="text-align: center;"><u>Human and physical geography</u> physical geography, including: rivers, mountains 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 style="text-align: center;"><u>Geographical skills and fieldwork</u> use the four points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p style="text-align: center;">Rugeley & the Chase <u>Locational knowledge</u> name and locate counties of England, 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 style="text-align: center;"><u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region nearby (Wolverhampton).</p> <p style="text-align: center;"><u>Human and physical geography</u> physical geography, including: rivers, mountains human geography, including: land use and the distribution of natural resources including energy, food, minerals and water</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u> use the four points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p style="text-align: center;">Rivers / Deserts The Nile / Sahara & Libyan <u>Human and physical geography</u> describe and understand key aspects of: physical geography, including rivers, deserts and the water cycle</p> <p style="text-align: center;"><u>Locational knowledge</u> locate the world's countries concentrating on their environmental regions, key physical characteristics.</p>
Art	<p style="text-align: center;">Rock Painting – Rugeley Rocks to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]</p> <p style="text-align: center;">Cave Painting to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]</p>	<p style="text-align: center;">Recycled Sculptures to improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p style="text-align: center;">Knife Angel – Alfie Bradley about great artists in history</p>	<p style="text-align: center;">Hieroglyphics – Papyrus - Cartouche to improve their mastery of art and design techniques, including drawing and painting with a range of materials [pencil, charcoal, paint, clay]</p> <p style="text-align: center;">The Egyptians about great artists, architects and designers in history Link and compare to Cave Paintings</p>
	<p style="text-align: center;">Sketch books to create sketch books to record their observations and use them to review and revisit ideas</p>		

D&T	<p>Invention of the Wheel – Cart Design use research and develop design criteria to inform the design of functional products that are fit for purpose generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes Make select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, according to their functional properties Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products</p>	<p>Animal Habitats / Igloos Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes Make select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetics Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Obelisk Design use research and develop design criteria to inform the design of appealing products that are fit for purpose generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and computer-aided design Make select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures apply their understanding of computing to program, monitor and control their products</p>
Music	<p>Rock Stars play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Earth Music play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Ceremonial Music for the Gods play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
PE	<p>Dance perform dances using a range of movement patterns Competitive Games play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Swimming (Feb – July) swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations OAA take part in challenges individually and as a team</p>	<p>Athletics use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance Gymnastics develop flexibility, strength, technique, control and balance</p>
compare their performances with previous ones and demonstrate improvement to achieve their personal best			
Computing	<p>Stone Age Animation select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including presenting information Iron Age Presentation use search technologies effectively, appreciate how results are selected; be discerning of digital content select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including presenting information</p>	<p>Our Rugeley: Photography select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including presenting information Persuasion / Leaflets understand computer networks including the internet; and the opportunities they offer for communication and collaboration use search technologies effectively, be discerning in evaluating digital content select, use and combine a variety of software to design and create content that accomplish given goals, including collecting and presenting data and information</p>	<p>Pyramid Game design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Egyptian Mummy Movie select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including presenting information</p>
eSafety			
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			
RE	<p>Stone Age Worship and Offerings <u>Practices and ways of life</u> Compare and contrast the practice of religion in the home in different religious communities Identify the main features and patterns of an act of worship and talk about the importance of worship for believers Investigate some features of key religious festivals and celebrations and identify similarities and differences <u>Expressing meaning</u> Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers Compare and contrast the use of symbols, actions and gestures used in worship by different communities <u>Identity, diversity and belonging</u> Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences <u>Meaning, purpose and truth</u> Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings Investigate and reflect on a range of religious responses to suffering, hardship and death</p>	<p>Rites of Passage <u>Beliefs, teachings and sources</u> Explore the life of key religious figures and make links with teachings and practices of special significance to followers <u>Practices and ways of life</u> Investigate some features of key religious festivals and celebrations and identify similarities and differences <u>Expressing meaning</u> Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and suggest the intended meaning for believers Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions Compare and contrast the use of symbols, actions and gestures used in worship by different communities <u>Identity, diversity and belonging</u> Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences Investigate the importance for believers on ceremonies in which special moments in the life cycle are marked <u>Meaning, purpose and truth</u> Investigate and reflect on a range of religious responses to suffering, hardship and death <u>Values and Commitments</u> Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment</p>	<p>Afterlife <u>Beliefs, teachings and sources</u> Explore the origins of sacred writings and consider their importance for believers today Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings <u>Practices and ways of life</u> Investigate some features of key religious festivals and celebrations and identify similarities and differences <u>Expressing meaning</u> Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and suggest the intended meaning for believers Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice <u>Identity, diversity and belonging</u> Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences Investigate the importance for believers on ceremonies in which special moments in the life cycle are marked <u>Meaning, purpose and truth</u> Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings Investigate and reflect on a range of religious responses to suffering, hardship and death</p>
PSHE	<p>Relationships Topic 1: Families / people who care for me Topic 5: Being Safe Physical Health and Mental Wellbeing Topic 1: Mental wellbeing Topic 7: Basic First Aid Living in the Wider World (L1,2, 8)</p>	<p>Relationships Topic 1: Caring Friendships Topic 4: Online Relationships Physical Health and Mental Wellbeing Topic 2: Internet safety and harms Topic 8: Changing Adolescent Body Living in the Wider World (L7, 9-11, 15)</p>	<p>Relationships Topic 3: Respectful relationships Physical Health and Mental Wellbeing Topic 5: Drugs, alcohol and tobacco Topic 6: Health and prevention (Sunsafe) Living in the Wider World (L6, 13)</p>
Physical Health and Mental Wellbeing			
Topic 3: Physical Health and Fitness / Topic 4: Healthy Eating / Topic 6: Health and prevention			
MFL	<p><i>see Scheme of Work</i> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences*</p>		