

Forest Hills Primary School
Long Term Planning Cycle B 2022-23
Year 3/4

| | Autumn | Spring | Summer |
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| Topics | Building an Empire | Farm to Fork | Invading and Treasure Hunting |
| Linked Reading | Boudicca Julius Caesar Myths Romulus & Remus/Trojan Horse The Roman Record A Child / Street Through Time | Farm Boy The Sheep Pig The Life Cycle of a Flower (Poem) | Beowulf Anglo Saxon Boy How to Train Your Dragon The Dragon's Hoard A Child / Street Through Time |
| Visits/visitors | Wroxeter Reenactment | Farm Factory | Staffordshire Hoard @ Birmingham Museum St Augustine's Ruin |
| Subjects | | | |
| Science Year 3 Year 4 | <p style="text-align: center;">Animals, inc. Humans <i>Revise Year 2</i> identify, name, draw and label the basic parts of the human body identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p style="text-align: center;">Working Scientifically – Materials <i>Roman Armour</i> 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 recording findings using simple scientific language, drawings, labelled diagrams reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using straightforward scientific evidence to answer questions or to support their findings.</p> <p style="text-align: center;">Sound 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 find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases</p> | <p style="text-align: center;">Animals, inc. 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 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> <p style="text-align: center;">Plants (The Life Cycle of the Flower Poem) 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 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</p> | <p style="text-align: center;">Magnets <i>Link to Staffordshire Hoard</i> notice that 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</p> <p style="text-align: center;">Electricity 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 is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors</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, labelled 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 | <p style="text-align: center;">Romans 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 <i>Wroxeter</i> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> | <p style="text-align: center;">Feasts <i>Link to Pompeii - Q How do we know what the Romans ate?</i> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> | <p style="text-align: center;">Anglo Saxons and Vikings Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p style="text-align: center;">Local History a depth study linked to one of the British areas of study listed above (Anglo Saxons) a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> |
| Geography | <p style="text-align: center;">Italy <u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns <i>Link to Roman place names</i> <u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. <u>Human and physical geography</u> physical geography, including: rivers, mountains, volcanoes 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 <u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p style="text-align: center;">Food Miles <u>Locational knowledge</u> locate the world's countries, concentrating on their environmental regions, key physical and human characteristics name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics and land-use patterns <u>Human and physical geography</u> human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p style="text-align: center;">Counties and Kingdoms <u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe (particularly Scandinavia) name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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 <i>Link to Anglo Saxon Kingdoms and Place Names</i> <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 <u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries</p> |

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| Art | Mosaic to improve their mastery of art and design techniques, including sculpture with a range of materials about great architects and designers in history | Pop Art to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, paint] Andy Warhol – Campbell’s Soup about great artists, architects and designers in history | Anglo-Saxon Brooch Designer to improve their mastery of art and design techniques, including sculpture with a range of materials Vikings Knots and Norse Art to improve their mastery of art and design techniques, including sculpture with a range of materials (Printing) |
| | Sketch books to create sketch books to record their observations and use them to review and revisit ideas | | |
| D&T | Roman Drawstring Purse Design use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop and communicate their ideas through discussion, annotated sketches and pattern pieces 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 textiles, according to their functional properties and aesthetic qualities 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 or Design a Helmet (see above) | Seasonal Vegetables Design use research and develop design criteria to inform the design of appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop and communicate their ideas through discussion and annotated sketches. 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 ingredients Evaluate ideas and products against their own design criteria and consider the views of others to improve their work | Circuit Game Viking Helmet or Longboat 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 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 and aesthetic qualities Evaluate 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 structures understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |
| | compare their performances with previous ones and demonstrate improvement to achieve their personal best | | |
| Music Charanga | Glockenspiel | Lean on Me | Reflect, Rewind and Replay |
| PE | Gymnastics develop flexibility, strength, technique, control and balance Dance perform dances using a range of movement patterns Team Games play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | OAA take part in outdoor and adventurous activity challenges both individually and within a team 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 Team Games play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | Athletics use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance Team Games use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |
| | compare their performances with previous ones and demonstrate improvement to achieve their personal best | | |
| Computing Purple Mash | Coding (6) Online Safety (4) | Spreadsheets (6) Writing for Different Audiences (5) | Logo (4) Animation (3) Effective Search (3) |
| | Computing – cross curricular | The Roman Empire Presentation Warhol Photography | |
| RE | The Romans and Christ Census – Bethlehem: the City of David <u>Beliefs, teachings and sources</u> Explore the origins of sacred writings and consider their importance for believers today Explore the life of key religious figures and make links with teachings and practices of special significance to followers <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 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>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 | Special or Forbidden Foods <u>Beliefs, teachings and sources</u> Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings Make links with teachings and practices of special significance to followers <u>Practices and ways of life</u> Compare and contrast the practice of religion in the home in different religious communities Investigate some features of key religious festivals and celebrations and identify similarities and differences <u>Identity, diversity and belonging</u> Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences Find out about the activities of a local religious community and make links with key religious teaching <u>Meaning, purpose and truth</u> Make links between belief and action and reflect on how this might have local, national and international impact <u>Values and Commitments</u> Explore rules for living found in sacred writings and teaching and ask questions about their impact on the lives of believers | One God or many? Anglo-Saxon Conversion <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> Identify the main features and patterns of an act of worship and talk about the importance of worship for believers <u>Expressing meaning</u> Compare and contrast the use of symbols, actions and gestures used in worship by different communities 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 Research key events in the development of religious tradition and explain the impact on believers today |
| | PSHE | SCARF Unit 1 Me and My Relationships SCARF Unit 2 Valuing Difference | SCARF Unit 3 Keeping Myself Safe SCARF Unit 4 Rights and Responsibilities |
| Other issues and sessions will also be led in response to the emerging needs of the class. | | | |
| MFL Lightbulb Languages | All around town On the move | Family & Friends Food glorious food | What’s the time? Holidays & Hobbies |
| | 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* | | |