











Year Yr3/4 Long Term Plan 2021-2022

(year 3 cycle)

	Week 1 to 3	Autumn 1 & 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Who am I? IDENTITY	Stone Age – Iron Age Who was here first?	‘From seed to stomach’ How would I live without a supermarket?		Walk like an Egyptian How do we know so much when it happened 5000 years ago?	
Please include hook, visits, enrichment activities	Oracy focus	Reading / Stone Age Parent event: Light workshop & Wonderlab @ BMedia Museum Library visit Cliffe Castle- Stone Age	Food Growing farm project Green Lane Café parent event		Leeds City Museum- Egyptians workshop and visit Egyptian Performance (Parent Event) Gorge Scrambling	
English (Include any books/texts to be used) (Diary focus over year, personal/topic)		Writing to entertain: Adventure texts Winter Narrative Writing to inform: Explanation Holiday Brochure Writing to entertain: Poetry	Writing to entertain: Setting description Travel narrative Poetry: Dr Suess Writing to persuade: Persuasive writing Speech- Greta Thunberg Writing to inform Recount		Writing to entertain... Potential Style: Myths and Legends Alternate fairy tales Writing to entertain Suspense Writing to inform: Biography Creative writing project (mixed style)	
Reading		Fiction: ‘Stone Age Boy’ Satoshi Kitamura ‘Ug: Boy Genius of the Stone Age’ Raymond Briggs ‘The First Drawing’ Mordicai Gerstein Non-fiction: ‘The Stone Age: Hunters Gatherers and Woolly Mammoths’ Marcia Williams ‘Secrets of Stonehenge’ Mick Manning & Brita Granstrom ‘The History Detective Investigates: Stone Age to Iron Age’ Clare Hibbert ‘Stone, Bronze and Iron Ages’ Sonya Newland Texts to read aloud: ‘Stig of the Dump’ Clive King ‘Boy with a Bronze Axe’ Kathleen Fidler	Fiction: ‘Weslandia’- Paul Fleischman ‘The Lost Words’ Robert MacFarlane & Jackie Morris ‘Dear Greenpeace’ Simon James ‘The Lorax’ Dr Seuss ‘The drop in my drink: The story of water on our planet’ Meredith Hooper & Chris Coady Nonfiction: ‘The ‘Where on Earth’ Book of: Rivers’ Susie Brooks ‘Water’ Melissa Stuart ‘A seed is sleepy’ Dianna Aston & Sylvia Long ‘Botanicum’ Kathy Willis & Katie Scott Texts to read aloud: ‘The Boy who Grew Dragons’ Andy Shepherd & Sara Ogilvie ‘James and the Giant Peach’ Roald Dahl ‘Fastest Boy in the World’ Elizabeth Laird		Fiction: ‘Egyptian Cinderella’ Shirley Climo ‘Ancient Egypt: Tales of Gods and Pharaohs’ Marcia Williams ‘The Scarab’s Secret’ Nick Would and Christina Balit Non-fiction: ‘The Egyptian Adventure (Histrionauts)’ Frances Durkin & Grace Cooke ‘The Story of Tutankhamun’ Patricia Cleveland-Peck and Isabel Greenberg ‘If I were a kid in Ancient Egypt’ Cobblestone ‘Pharaoh’s fate’ Camille Gautier & Stepanie Vernet	
Maths * Planning will be dependent upon need of class and individual. It is expected that a substantial amount of review/reinforcement will be required.	Place Value Consolidation of arithmetic skills from Y1 & Y2 Composition of number Whole & Parts Additive structures Bridging 10 2-digit & 1-digit numbers	PV Rounding Addition and Subtraction 2-digit & 2-digit numbers Multiples of 10 Bridging 10 Column Method Consolidation of Y2 & yr3 PV and 4 operations	Consolidation of Y2/3 PV and 4 operations Follow NCETM curriculum Spine 2: Multiplication & Division Review/reinforce counting, unitising, commutivity, patterns, quotive & partive division	Fractions and decimals Consolidation of Y2 PV and 3 operations Follow NCETM curriculum Spine 2: Multiplication & Division	Consolidation of Y3 PV and 4 operations Follow NCETM curriculum Spine 3: Fractions Review/reinforce part-whole relationship, unit & non-unit fractions and adding within a whole	Consolidation of Y3 PV and 4 operations

	<p>Subtraction as difference Follow NCETM curriculum Spine 1: Number, Addition & subtraction</p> <p>Review/reinforce counting, comparing, identifying, representing and estimating numbers</p>	<p>Follow NCETM curriculum tools Spine 1: Number, Addition & subtraction</p>				
Science	<p>Light and Shadows</p> <p>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 a solid object. Find patterns in the way that the size of shadows change.</p>	<p>Rocks and Soils</p> <p>Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter.</p>	<p>Skeletons and muscles</p> <p>Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Plants</p> <p>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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Friction and Magnetism</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Scientific Skills Focus</p> <p>Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings.</p>
History	<p>Topic linked to the children to fit into Who am I?</p> <p>Chn to research their family</p>	<p>STONE AGE</p> <p>Concepts: Some civilisations are at different stages of development than others but follow similar trends</p> <p>That civilisations follow a journey of</p>			<p>EGYPTIANS</p> <p>Concepts: Some civilisations are at different stages of development than others but follow similar trends</p> <p>That civilisations follow a journey of acceleration and decline</p>	

	<p>Why did they come? Where did they come from? Understand that Bradford has become more culturally diverse since WW2</p> <p>What happened to them/Manningham/Bradford during lockdown. How has lift changed over the past year?</p> <p>Begin to understand how to set up an historical enquiry</p> <p>Introduce 1st and 2nd hand evidence</p>	<p>acceleration and decline</p> <p>Knowledge: know about characteristics of 2 different civilisations and to know the difference in lifestyle</p> <p>Skills: evaluate conditions between past, present, and express reason for a preference critically.</p>		<p>Knowledge: know about characteristics of 2 different civilisations and to know the difference in lifestyle</p> <p>Know that location can affect the historical development of a civilisation.</p> <p>Skills: Analyse 2 civilisations in order to make links between causes of similarities and differences.</p> <p>Evaluate conditions between past, present, and express reason for a preference critically.</p> <p>Compare and contrast similarities and differences between the Egypt and Stone Age.</p> <p>Concepts: Some civilisations are at different stages of development than others but follow similar trends</p> <p>Knowledge: know about characteristics of 2 different civilisations and to know the difference in lifestyle</p> <p>Know that location can affect the historical development of a civilisation</p>
Geography	<p>Understand why families chose to emigrate and Britain's economy</p> <p>Use different maps, understand that there are different types of maps</p>		<p>Locational knowledge: to know counties, cities, geographical regions of the U.K. (Links to regional farming and produce.) Concept: Understand the importance of rivers on human activity now (local rivers and farming)</p> <p>Concept: Understand the importance of rivers on human activity now (local rivers and farming)</p> <p>Identify the effect of rivers on human activity. Identify key physical features on a map & be able to describe them using appropriate locational & geographical language Identify key physical features on a map & be able to describe them using appropriate locational & geographical language</p>	<p>Skills: locate Egypt on a map & describe the location in terms of the equator.</p> <p>Identify the effect of rivers on human activity.</p> <p>Concept: Understand the importance of rivers on human activity now and in the past (River Nile & Gorge Scrambling)</p>
Art	<p>Cave Paintings</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>		<p>Life and Plant Drawings</p> <p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p>	<p>Artist focus</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p> <p>Egyptian Death Mask</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p>

<p>DT</p>	<p>Re-create Stone Age Artefacts: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 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, textiles and ingredients, according to their functional properties and aesthetic qualities</p>		<p>Green Lane Café: Understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p>			
<p>RE</p>	<p>Key question: What do different people believe about God?</p> <p>Talk or write about key teachings with increased depth. Identify the key details of some stories. Explain why stories and symbols are significant to believers. Respond to others' identity and experiences.</p>	<p>Assessment Opportunities:</p> <p>AT 1: Retell different religious stories and the morals that they tell. AT 2: How might having a belief in god change the way people act and behave?</p>	<p>Key question: How do faith communities demonstrate what is sacred?</p> <p>Talk or write about places of worship with increased depth. Identify key details of some stories. Talk or write about religious symbols and their significance to believers. Explain why are significant to believers. Talk or write about religious worship with increased depth.</p>	<p>Assessment opportunities</p> <p>AT1 - Compare different religious traditions based on their places of worship. AT2 - How do religious people demonstrate their faith in their place of worship, at home and in public?</p>	<p>Key question: How do believers use symbolism to show their beliefs?</p> <p>Respond to others' identity and purpose. Respond to questions about meaning and purpose. Recognise that values, attitudes, and commitments are often rooted in religious teachings and authority. Understand that symbols have meaning</p>	<p>Assessment opportunities:</p> <p>AT1 - What is the purpose of symbols in a religion? AT2 - How do you use symbols to express your identity and values?</p>
<p>PSHE</p>	<p>Identity To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. (Linking Project)</p> <p>Relationships To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity. (See 'protected characteristics in the Equality Act 2010') (Linking Project)</p> <p>Introduce Zones of Regulation</p>		<p>Citizenship To think about the lives of people living in other places, and people with different values & customs.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Develop zones of regulation</p>	<p>Risk To differentiate between the terms 'risk,' 'danger' and 'hazard.' To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environments) and how to use this as an opportunity to build resilience.</p>	<p>Health To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health & safety. (Life Caravan)</p>	<p>Economic To learn about the role money plays in their own and others' lives, including how to manage their money.</p> <p>To learn about enterprise and the skills that make someone 'enterprising.'</p>
<p>Role models</p>	<p>Malala Yousafzai</p>  <p>Stephen Hawking</p> 		<p>Greta Thunberg</p>  <p>Will Smith</p> 	<p>Ada Lovelace</p>  <p>Dr Barnardo</p> 	<p>Amelia Earhart</p>  <p>Nelson Mandela</p> 	<p>Yourself</p>