**BEARNES LONG TERM PLAN: YEAR 3 AND YEAR 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR A** | **AUTUMN** | **SPRING** | **SUMMER** |
| Theme | **What did the Romans ever do for me?** | **Chocolate!** | **Walk like an Egyptian** |
| ENGLISH TEXTS | Romans on the RampageHow to be a pirate (Roman) Legends and MythsBoudicca Rebellion | Paddington BearCharlie & the Chocolate Factory | The Tear Thief |
| SCIENCE | **Light (Y3)** (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.)**Electricity (Y4)** (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.)**Sound (Y4)** (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.) | **Living Things and Their Habitats (Y4)** (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.)**Animals including humans (Y4)** (construct and interpret a variety of food chains, identifying producers, predators and prey.)**Plants (Y3)** (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.) |  |
| TOPICS | **History**The Roman Empire and its impact on Britain **Geography**Using maps to focus on the Roman invasion of Europe & the equivalent modern day countries**Art & Design / Design & Technology**Design and create a Roman shield based on archaeological evidence.**Music**Rhythm, Pitch & Pulse; understanding musical notation. **PE**Basketball; Tag rugby; Gymnastics; Health and Fitness**Computing**Introduction to Scratch AnimationInternet Safety (active bytes)  | **History**Study of a non-European society – Mayan civilizations **Geography**Location of rainforests biomes (equators & tropics); Comparative study of UK vs North/South American rainforests; The Water Cycle **Art & Design / Design & Technology**A study of the art of Henri Rousseau & his cultural impact**Music**Jungle Drums – evaluate different musical styles & explore dynamics, tempo, rhythm and structure of music; compose music and improvise.**PE**Multi-skills; dance; handball**Computing**e-books (Paddington)Kodu – making my Kodu move | **History**Achievement of the early civilisations – Ancient Egypt**Music**Ten pieces study – listen to and evaluate different genres of music; recall sounds with aural memory; develop an understanding of the history of music. **Art & Design**Research, design and create Egyptian masks**PE**Ultimate Frisbee; Rounders; Athletics; Tennis**Computing**My safe searchingShowing my device time |

**BEARNES LONG TERM PLAN: YEAR 3 AND YEAR 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR B** | **AUTUMN** | **SPRING** | **SUMMER** |
| Theme | **Dartmoor Rocks** | **Eruptions and Explosions!** | **Fun at the Fair** |
| ENGLISH TEXTS | Stone Age BoyHow to Wash a Woolly Mammoth | Flood | Leon and the Place Between |
| SCIENCE | **Rocks (Y3)** (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.) | **States of Matter (Y4)** (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); identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.) | **Forces & Magnets (Y3)** (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.)**Stand alone – healthy living****Animals including humans (Y3)** (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; identify that humans and some other animals have skeletons and muscles for support, protection and movement.)**Animals including humans (Y4)** (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.) |
| TOPICS | **History**Changes in Britain from the Stone Age to the Iron Age **Art**Research and design cave paintings**Computing**Stone Age animationsMy mystery (iMovie)**Geography**Using eight points of the compass, grid references, ordinance survey maps and symbols. | **Geography**Physical geography study of mountains, volcanoes and earthquakesFocus on North and South America, including the pacific ring of fire**Art**Artist study of Hokusai’s Great Wave; interpreting and creating children’s own version**Design & Technology**Plan & build a class volcano**Computing**Check my factsScratch – maths patterns | **Design & Technology**Research & design a funfair model ride that is fit for purposeGenerate and develop sketches and prototypes.Make a model using a range of tools, equipment and carefully selected materials; strengthen and stabilise structure and solve problems. Evaluate their project and suggest improvements. **Computing**FlowolComic Books |