

	Year A	Year B
<b>AUTUMN</b>		
<b>Art</b> <i>Access Art</i>	<p><b>How can we use gestural drawing with charcoal to make drawings full of energy and drama?</b></p> <p><i>To explore the concept that we can use gestural marks when drawing. We can use the expressive marks we make to create a sense of drama. We can use light to make our subject matter more dramatic.</i></p> <p><b>Outcome:</b> Gestural Drawing with Charcoal (Cave Wall Art).  <b>Key Artists:</b> Edgar Degas, Laura McKendry &amp; Heather Hansen</p>	<p><b>Storytelling Through Drawing: How can we create visual narratives inspired by poetry or prose?</b></p> <p><i>To explore the concept that we can tell stories through drawing. We can use text within our drawings to add meaning. We can sequence drawings to help viewers respond to our story. We can use line, shape, colour and composition to develop evocative and characterful imagery.</i></p> <p><b>Outcome:</b> Create accordion books or comic strips to retell poetry or prose through drawing. <b>Key Artists:</b> Laura Carlin &amp; Shaun Tan</p>
<b>His/ Geog</b>	<p><b>GEOG: Where in the world is South America and what is the environment like?</b></p> <p><i>Looking at countries, rivers and the rainforest.</i></p>	<p><b>What did the Romans do for us?</b></p> <p><i>**History study blue print: Timeline study (CHRONOLOGY), map plotting, key events, study 3 influential people, daily life, main achievements &amp; impact of religion</i>  <i>How and why do different accounts of historical events differ depending on the source (bias)?</i>  <i>Comparison &amp; contrast with other parts of world/ Ancient Civilisations</i>  <i>Independent research project.</i></p>
<b>Sci</b>	<p><b>Animals &amp; Including Humans</b></p> <p><i>(Yr3) What is the purpose of the skeleton &amp; muscles? What are the right types and amounts of nutrition? What do food labels tell us?</i>  <i>(Yr4) What are the functions of the basic parts of the digestive system? Why do animals, including humans, have different types of teeth?</i></p>	<p><b>Why is sound amazing? (Yr 4)</b></p> <p>How is sound made? How are the volume of a sound and the strength of vibrations linked? How does it travel? How do you change pitch/ volume?</p>
<b>Music</b> <i>Yumu</i>	<p><b>Can you demonstrate a good singing posture and sing with clear diction? Can you play a simple melodic instrumental part by ear or notation?</b></p> <p><b>Instruments</b> - B/WD - Ukuleles  <b>Listening</b> - Rock n Roll and Pop  <b>Artists:</b> Elvis Presley and The Beatles</p> <p><b>Compose</b> on paper <b>Improvise</b> on instruments  <i>Play and perform - solo and ensemble contexts. Use voices and play instruments with increasing accuracy and fluency, control and expression. Recall sounds with increasing aural memory. Use musical notation.</i>  <b>Outcome:</b> Christmas Performances</p>	<p><b>Can you sing with attention to breathing and phrasing? Can you play a simple melodic instrumental part by ear or notation using different notes and more rhythms including rests?</b></p> <p><b>Instruments:</b> B/WD - Drums/percussion  <b>Listening</b> - Bhangra and Calypso  <b>Artists:</b> Bhujhangy Group and Trinidad Steel Band</p> <p><b>Compose</b> using ICT <b>Improvise</b> using voice  <i>Play and perform - solo and ensemble contexts. Use voices and play instruments with increasing accuracy and fluency, control and expression. Recall sounds with increasing aural memory. Use musical notation.</i>  <b>Outcome:</b> Christmas Performances</p>
<b>RE</b>	<p><b>- What is the 'Trinity' and why is it important for Christians? What do Hindus believe God is like?</b></p>	<p><b>What do Christians learn from the Creation story? What is it like for someone to follow God?</b></p>
<b>Comp / DT</b> <i>Kapow</i>	<p><b>How can I be safe and a positive influence online?</b>  <b>Digital Literacy: Online Safety (Be internet Legends 7-9)</b>  <b>Outcomes:</b> Be Sharp (Think Before you Share)                  Be Alert (Check it's for Real) Be Secure (Protect Your Stuff)                  Be Kind (Respect Each Other) Be Brave (When in Doubt, Discuss)</p>	<p><b>How are micro controllers used to control physical outputs? Computers and Hardware/ Computational Thinking: Crumbles</b>  <b>Outcome:</b> Program and debug a micro controller to drive a motor and LEDs.</p>
<b>Life &amp; PD</b>	<p><b>Happy Families and Caring Relationships:</b> Why are families important for children growing up? What are the characteristics of healthy family life? Why are caring friendships important and what impact does it have on our own self-happiness?</p> <p><i>How can we raise money for the RBL? - sew felt poppies and sew a button. Learn how to organise and run a second hand uniform sale.</i>  <i>How could we contribute to a Christmas craft fair? - make Christmas crafts. Learn about seasonal food - plan and design a seasonal dish.</i></p>	<p><b>Caring Friendships:</b> How important friendships are in making us feel happy. Conventions of courtesy and manners - respecting other cultures. How can you use bargaining to support a friendship having ups and downs?</p> <p><i>How can we raise money for the RBL? - sew felt poppies and sew a button. Learn how to organise and run a second hand uniform sale.</i>  <i>How could we contribute to a Christmas craft fair? - make Christmas crafts. Learn about seasonal food - plan and design a seasonal dish.</i></p>
<b>PE</b> <i>Get Set 4 PE</i>	<p><b>Fundamentals Fitness</b></p> <p>What part of my body and muscles am I using? How will this help me in other sports? What has an impact on my fitness?                  Continuous Science link: What are the body parts and muscles we are using? How do you know? What change do you notice in your body?</p>	

Long Term Planning Year 3/4

**SPRING**

<p><b>Art</b> <i>Access Art</i></p>	<p><b>How can we create evocative land and seascapes using fabric, paint and thread?</b> <i>How can artists combine art and craft together to make art? How can we draw upon our mark making skills when working with thread?</i> <b>Outcome:</b> use acrylic and thread to make a painted and stitched piece. <b>Key Artists:</b> Hannah Rae &amp; Alice Kettle</p>	<p><b>Exploring Pattern</b> <b>How can we create patterns without drawing?</b> <i>Patterns around the world. Explore how we can use colour, line and shape to create patterns, including repeating patterns. Use folding, cutting and collage to create patterns.</i> <b>Outcome:</b> create a repeat pattern tile using collage. <b>Key Artists:</b> Andy Gilmore &amp; Shaheen Ahmed</p>
<p><b>His/ Geog</b></p>	<p><b>What was it like to live in Ancient Egypt?</b> (Ancient Civilisations) <i>Following blueprint of themes</i></p>	<p><b>GEOG Spr 1 - What is the geography of the UK?</b> <i>Looking at cities, counties, physical and human characteristics.</i> <b>Outcome:</b> Create a UK factfile and be able to compare a UK city with one from another European country. <b>GEOG Spr 2 - Where in the world is...?</b> <i>Looking at continents, countries and major cities of the world.</i> <b>Outcome:</b> Use a variety of maps, atlases, globes and digital/computer mapping.</p>
<p><b>Sci</b></p>	<p><b>Electricity (Yr 4)</b> How do you make an electrical circuit? Can you make an incomplete circuit complete? What does the switch do in a circuit? What materials make good conductors? <b>Rocks Rock(Yr 3)</b> Can you identify different types of rock? How do rocks differ? How are fossils formed? How is soil formed?</p>	<p><b>Forces and magnets</b> <b>How do magnetic forces work? (Yr3)</b> What makes things move? How do magnets work? Which materials are attracted to magnets? How do magnets behave in relation to each other?</p>
<p><b>Music</b> <i>Yumu</i></p>	<p><b>Can you create a simple melody using crotchet, minims and paired quavers? Can you name instruments in different pieces of music?</b> <b>Instruments</b> - B/WD - Glockenspiels <b>Listening</b> - Baroque and Classical Artists: Handel and Mozart <b>Compose</b> using ICT <b>Improvise</b> on instruments <i>Improvise and compose music for a range of purposes. Appreciate and understand a wide range of live and recorded music drawn from different traditions.</i></p>	<p><b>Can you use music technology to capture, change and combine sounds? Can you identify paired, quavers, crotchets, minims, semibreves and clap the rhythms?</b> <b>Instruments</b> B/WD Djembe/colourful drums/Bamboo tamboos <b>Listening</b> - Samba ad Gamelan <b>Compose</b> on paper <b>Improvise</b> on instruments <i>Improvise and compose music for a range of purposes. Appreciate and understand a wide range of live and recorded music drawn from different traditions.</i></p>
<p><b>RE</b></p>	<p><b>What does it mean to be Hindu in Britain today?</b> <b>Why do Christians call the day that Jesus died 'Good Friday'?</b></p>	<p><b>How do festivals and worship show what matters to a Muslim?</b> <b>How do festivals and family life show what matters to Jewish people?</b></p>
<p><b>Comp / DT</b> <i>Kapow</i></p>	<p><b>How can I use the power stored in a rubber band to power a vehicle and how can I make it go as far as possible?</b> <b>Mechanisms: Slingshot Cars</b> <b>Outcome:</b> Design, build and compete a rubber band powered vehicle.</p>	<p><b>How can I use pneumatics to control movement in a mechanism?</b> <b>Mechanisms: Pneumatic Toys</b> <b>Outcome:</b> Build a mechanism that is powered by pneumatics.</p>
<p><b>PE</b> <i>Get Set 4 PE</i></p>	<p><b>Yoga Dance Ball skills</b> Can I move in time with the rhythm? Can I move in time with my breathing? What position should I be in to be prepared to throw or catch? <i>Continuous Science link: What are the body parts and muscles we are using? How do you know? What change do you notice in your body?</i></p>	
<p><b>Life &amp; PD</b></p>	<p><b>Respectful Relationships:</b> How do we show respect to others including our school and wider community? What are the different types of bullying and what impact it may have on individuals? What is a stereo-type and how can they be unfair, negative or destructive? <b>Outcome:</b> Children understand the role of trust, truth, respect and inclusivity in a friendship. Children can recognise when conflict becomes destructive in a friendship - including bullying. Children can recognise a stereotype and begin to understand how stereotypes can influence decisions and behaviours.  <i>What is money? - learn about the importance of money and make a money box.</i> <i>Who are this year's nominees for the Blue Peter Book Awards? - look at the authors and a summary of their books.</i> <i>Prepare the garden for planting - prepare the vegetable beds ready for the summer term.</i> <i>How many birds are using the school garden - take part in this year's RSPB Big School Birdwatch .</i></p>	<p><b>Being Safe and Internet Safety:</b> How do you keep safe online? How do you keep your body parts safe? What sorts of boundaries are appropriate in friendships with peers and others? Why are some social media, computer games and online games restricted? <b>Outcomes:</b> Children know who to turn to and seek support. Children understand why some games/social media are age restricted.  What is First Aid? - learn some basic first aid skills that could help our friends and family. Who are this year's nominees for the Blue Peter Book Awards? - look at the authors and a summary of their books. Find out the winner Prepare the garden for planting - prepare the vegetable beds ready for the summer term.</p>

**Long Term Planning Year 3/4**

**SUMMER**

<p><b>Art</b> <i>Access Art</i></p>	<p><b>How can we create 3 dimensional characters inspired by characters in film and fiction?</b> <i>Explore character, narrative and context to create sculptures. To convey these qualities through their form, texture, material, construction and colour.</i> <b>Outcome:</b> make a 3D sculptural character. <b>Key Artists:</b> Inbal Leitner &amp; Quentin Blake</p>	<p><b>Sculpture</b> <b>Festival Feast - How are artists inspired by food?</b> <i>To use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. To make individual artwork which contributes to a larger shared piece/shared artwork.</i> <b>Outcome:</b> Create 3D food sculptures for a class grocery store. <b>Key Artists:</b> Claes Oldenburg, Lucia Hierro and Nicole Dyer.</p>
<p><b>His/ Geog</b></p>	<p><b>What is the geography of our area?</b> <i>Looking at human, physical and topographical geography.</i> <b>Outcome:</b> Fieldwork trip to study the features of our coastline and how it is changing.</p>	<p><b>What was life like as an Anglo-Saxons, Scots and Viking?</b> <i>Following blueprint of themes</i></p>
<p><b>Sci</b></p>	<p><b>What do we mean by states of matter? (Yr4)</b> What are solids, liquids and gasses? How do these change state? What is the water cycle? <b>Light (Yr3)</b> Why is light needed? How &amp; why does it reflect? Why are shadows formed? How can you change the size of a shadow?</p>	<p><b>What are the structures and functions of a plant? (Yr3)</b> How do plants grow and survive? Describe the life cycle of a plant. <b>How can living things be grouped and classified?</b> Understanding vertebrates and invertebrates in their habitats. <b>(Living things in their habitats Yr4)</b></p>
<p><b>Music</b> <i>Yumu</i></p>	<p><b>Can you play a simple melody on your instrument by ear or from notation? Can you improvise on a limited range on the recorder?</b> <b>Instruments</b> - B/WD - Ukuleles <b>Listening</b> - Funk and Blues Artists: James Brown and Ma Rainey Songs to perform at the concert  <i>Repeat Autumn skills. Play and perform in solo and ensemble contexts. Recall sounds with increasing aural memory. Use and understand staff notation.</i> <b>Outcome:</b> Concert</p>	<p><b>Can you play and perform melodies using staff notation? Can you write a simple melody for the recorder and play it?</b> <b>Instruments</b> - B/WD - Recorders <b>Listening</b> - 20th Century and 21st Century Artists: Rutter and Anna Clyne Songs to perform at the concert  <i>Repeat Autumn skills. Play and perform in solo and ensemble contexts. Recall sounds with increasing aural memory. Use and understand staff notation.</i> <b>Outcome:</b> Concert</p>
<p><b>RE</b> <i>Understanding Christianity</i></p>	<p><b>For Christians, when Jesus left, what was the impact of Pentecost? How and why do people mark the significant events of life?</b></p>	<p><b>What kind of world did Jesus want? How and why do people try to make the world a better place?</b></p>
<p><b>Comp / DT</b> <i>Kapow</i></p>	<p><b>How can I use algorithms to create a simple game or activity that can be played online?</b> <b>Computational Thinking: Programming Scratch</b> Outcome: Children create an interactive computer game using Scratch.</p>	<p><b>How do computer systems communicate, how does the internet work and how are websites created?</b> <b>Hardware and Digital Literacy: Networks, the internet and websites</b> Outcome: Children design and create content for their own website.</p>
<p><b>Life &amp; PD</b></p>	<p><b>Basic First Aid &amp; Physical Health:</b> How would you make a clear and efficient call to emergency services if necessary? How would you treat someone for basic first aid? What are the characteristics and mental and physical benefits of an active lifestyle?  <b>Outcomes:</b> Children know when and how to call the emergency services and know basic first aid skills to help a casualty. Children know how and when to seek help when they or a friend are in danger or feeling unwell (mental and physical health)  <i>What produce can we grow in our school garden and sell? - let's grow some produce and raise some money for a local charity. Cream Tea for the community - let's plan and run a cream tea for the community. We'll need to make some scones and jam from produce we foraged during the Autumn term.</i> <i>Why are butterflies important? - take part in the annual Butterfly Count.</i> <i>Can smoothies be healthy? - design and make a healthy smoothie.</i></p>	<p><b>Health Prevention and Physical Health:</b> How do you know when something doesn't feel right about your body? How do you reduce the risk of sun damage? Why is good quality sleep important in our daily lives and why is personal hygiene important to us?  <b>Outcomes:</b> Children are aware of safe and unsafe exposure to the sun and the dangers. Children understand the importance of washing and good dental health care. Children become familiar with their own bodies and begin to recognise signs that something may not be right.  <i>What produce can we grow in our school garden and sell? - let's grow some produce and raise some money for a local charity.</i> <i>Cream Tea for the community - let's plan and run a cream tea for the community. We'll need to make some scones and jam from produce we foraged during the Autumn term.</i> <i>Why are ladybirds important? - take part in a ladybird survey.</i> <i>Can snacks be healthy? - design and make healthy snacks.</i></p>
<p><b>PE</b> <i>Get Set 4 PE</i></p>	<p><b>Cricket Rounders Athletics SPORTS DAY PREP</b> What is my role? How can I best support my team? How does my body change while I exercise? Continuous Science link: What are the body parts and muscles we are using? How do you know? What change do you notice in your body?</p>	