Key Stage Two Year 3 and 4 Long Term Plan
Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Hidden Treasures		Our Amazing Planet		Postcards from the past	
History	Link to Tudors - Burton Agnes Hall and links to locality work through geography.		**Local History** – What did the Victorians do for Burton Agnes – (link to railways)		The Roman Empire and its Impact on Britain	
Geography	Geographical skill sand fieldwork use fieldwork to observe and record the physical features of locality and Bridlington including sketch maps. Measure and record human and physical features of Burton Agnes, Bridlington and chose how to present data.		**Geographical skills –** sketches /maps linked to railway route destinations from Burton Agnes etc		Links to Roman sites in Britain and Europe	
Science	**Plants -** identify and describe the functions of different parts of flowering plants Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, 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. **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 change and can pose dangers to living things		**Animals, including humans** Identify that animals, including humans, need the right types and amounts 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 Describe the simple functions and basic parts of digestive system in humans Identify teeth in humans and functions Construct and interpret food chains etc		**Forces and Magnets** Compare how different 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 and repel each other and attract some materials and not others. Compare and group together a variety of materials magnetic/non magnetic Describe magnets as having to poles Predict whether two magnets will attract or repel each other depending on the poles that are facing	

Art	Stimulus of local artist Robert Fuller/David Hockney to develop draw skills Use shading to create tone with an increasing awareness of back and foregrounds. Experiment with pencils Use shading to create 3d effect with increasing awareness of scale.		Textiles linked to DT work on bags Work on **textiles** Use simple running stitch, back stich and cross stitch. Cut and shape fabric using scissors and use the pieces to decorate another piece of fabric. Use fabric paint,		**Malleable materials** Make Roman pots – pinching out pieces to create texture and use slip techniques to join pieces of clay together or add decoration
Design Technology			Textiles linked to art work on bags Work on **Make Fabric** Join fabrics using running stich, back stich and over sewing. Create simple pattern that shows an understanding of seam allowance		Design and make props and scenery for end of term production
Music	Guitars - East riding music service Christmas production Charanga Year 3 Autumn term		Charanga Year 3 Spring Term		Charanga Year 3 Summer Term
Modern Foreign Languages	I languages – listen speak read write Greetings Classroom instructions Animals Pets Numbers and plurals Christmas		I languages – listen speak read write Colours Enormous turnip Numbers Age Easter		I languages – listen speak read write Extend sentences Numbers Days of the week The Hare and the tortoise Je voudrais
PSHCE	Happy Centred Schools Relationships	Happy Centred Schools Self -confidence	Happy Centred Schools coping	Happy Centred Schools Coping	Happy Centred Schools Support	Happy Centred Schools Achievement and success
R.E	Our World Christmas Harvest		Saints and Heroes Easter		Belief in the Community
P.E	Invasion games Swimming		Fitness skills Dance and Gym		Athletics Tennis Dance /Gym

Computing	Bring it to life	How do computers work?	Reading Power	Born to be an artist	Programming – Getting better
	• Plan a simple animation using a storyboard • Take a series of pictures and combine them to form an animation. • Add text, graphics and sound effects to improve an animation using editing tools.	• Create a presentation with slides with animations and transition effects. • Identify the uses of technology beyond school and discuss the reasons why they are helpful (e.g. robots and simulations). • Understand how a computer stores data. • Understand the main hardware components of a computer system. • Understand how the internet works, including how it is structured and data travels along. • Use search engines effectively and narrow search results down. • Analyse information and have ways to check its credibility. • Be sceptical of things I find online such as fauxtography.	• Build a website or web app that includes pages, text, images and videos. • Present information on a website page in a clear and organised way. • Plan videos content by using scripts. • Edit digital content to improve it, according to feedback. • Create an interactive quiz and collect results. • Organise a movie adding titles, images and effects. • Create graphics with texts and images. • Create a quiz and program right and wrong answers. • Embed an interactive quiz into a website. • Use search engines effectively and narrow search results down. • Explain how the internet can be used to sell and buy things. • When searching on the internet for content to use, consider who owns it and whether you have the right to use it and give some simple examples.	• Use a camera accurately to capture interesting perspectives on objects. • Select options to change the appearance of digital content and explore tools to edit it. • Apply edits to digital content to achieve a particular effect and save them as both images and videos. • Create galleries that include images and videos effects. • Plan a movie which has a beginning, middle and end.	• Combine text (fonts, colours, backgrounds), images, voice recordings and videos to create a digital book. • Write programs that accomplish specific goals. • Use selection in algorithms and programs, i.e. if… then • Use logical reasoning to write simple algorithms explaining the sequence commands should run in. • Solve problems by decomposing into smaller parts. • Debug programs so they run correctly. • Create programs including repeat commands.