

**Key Stage Two Year 3 and 4 Long Term Plan
Cycle B**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Heroes and Villains		Colours of the world		Beyond My Window	
History	The Anglo Saxons and Vikings				Stone age to Iron age	
Geography	Anglo Saxon settlements and place names – locate on maps		Place knowledge Understand the geographical similarities and differences through a study of human and physical geography within South America – Amazon rainforests			
Science	States of Matter Compare and group materials according to solid, liquid or gas Observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees c Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		Sound Identify how sounds are made, associating some of them with something vibrating Recognise vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and the features of the object that produced it. Recognise that sounds get fainter as the distance from the sound source increases. Light 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 eyes Recognise shadows are formed when light is blocked by a solid object Find patterns in the way that the size of shadows change.		Electricity Identify common appliances that run on electricity Construct simple circuits to include cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in simple circuit based on whether or not the lamp is part of a complete loop with a battery Recognise a switch opens and closes a circuit Recognise common conductors and insulators Rocks and Soils Compare and group rocks on the basis of appearance and simple physical properties. Describe how fossils are formed when things that live are trapped in rocks Recognise soils are made from rock and organic matter.	

Art	<p>Painting skills through the stimulus of Andy Warhol/Ray lichen pop art Comic strip superheroes.</p> <p>Work on a range of scales, selecting the most appropriate sized brush</p> <p>Experiment with different effects and textures including watercolour washes and thickened paint</p>		<p>Carnival masks/capes– linked to printing</p> <p>Create freehand repeating patterns using printing blocks using at least 2 different colours or patterns.</p> <p>Create printing blocks using a relief or impressed method and over printing using at least 2 colours or patterns</p>		<p>Collage – appreciate the art work of Vincent van gough. Use sunflowers as stimulus</p> <p>Overlap and layer a range of materials to represent objects or different textures. Use viewfinders /magnifying glasses to simplify what is observed and recreate it in collage</p>	
Design Technology	<p>Working with tools and components to create superhero vehicle (make)</p> <p>Measure, mark, cut and score materials independently within 1cm accuracy and 5mm accuracy</p> <p>Create a simple frame</p> <p>Incorporate a circuit</p>		<p>Food – from South America</p> <p>Work safely and hygienically to chop and peel and grate and combine a range of ingredients</p> <p>Prepare and cook savoury dishes</p>		<p>Design and make props and costumes for end of term production.</p>	
Music	<p>Guitars - East riding music service</p> <p>Charanga Year 4 Autumn term</p>		<p>Charanga Year 4 Spring Term</p>		<p>Charanga Year 4 Summer Term</p>	
Modern Foreign Languages	<p>I languages – listen speak read write</p> <p>Animals</p> <p>Learning a story</p> <p>Parts of the body</p> <p>Colours</p> <p>Facial features/size</p> <p>Food</p> <p>Goldilocks</p> <p>The snowman</p>		<p>I languages – listen speak read write</p> <p>Food</p> <p>Revision of numbers</p> <p>Months</p> <p>French maths</p> <p>Dates, birthdays and name days</p> <p>Personal descriptions</p> <p>Little red riding hood</p> <p>Family</p>		<p>I languages – listen speak read write</p> <p>Clothes</p> <p>Colours</p> <p>The hedgehog story</p> <p>Food</p> <p>Phrases about the weather</p>	
PSHCE	<p>Happy Centred Schools Relationships</p>	<p>Happy Centred Schools Self -confidence</p>	<p>Happy Centred Schools coping</p>	<p>Happy Centred Schools Coping</p>	<p>Happy Centred Schools Support</p>	<p>Happy Centred Schools Achievement and success</p>
R.E	<p>Remembering</p>		<p>Faith Founders</p>		<p>Encounters</p>	
P.E	<p>Invasion games</p> <p>Swimming</p>		<p>Fitness skills</p> <p>Dance and Gym</p>		<p>Athletics</p> <p>Striking and fielding</p> <p>Dance /Gym</p>	

<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Entering a digital world</p> <ul style="list-style-type: none"> ● Create a presentation with slides with animations and transition effects. ● Edit digital content to improve it, according to feedback. ● Create graphics with texts and images. 	<p>My Hero</p> <ul style="list-style-type: none"> ● Combine text (fonts, colours, backgrounds), images, voice recordings and videos to create a digital book. ● Edit digital content to improve it according to feedback. ● Create and edit a video by combining text, music, and images. ● Design and create digital logos and graphics combining fonts and text. ● Create a contents page, a blurb and add page numbers. ● Describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). ● Explain why copying someone else's work from the internet without permission can cause problems and give examples of what those problems might be. 	<p>New Country</p> <ul style="list-style-type: none"> ● Use the camera accurately to create a short clip for editing. ● Plan videos content by using scripts. ● Combine animated characters and voice recordings for particular effects. ● Edit digital content to improve it, according to feedback. ● Plan a movie with scripts that have a beginning, middle and end and combines text, music, and images. 	<p>The Zoo</p> <ul style="list-style-type: none"> ● Build a webpage that includes text, images and videos. ● Plan videos content by using scripts. ● Edit digital content to improve it, according to feedback. ● Organise a movie adding titles, images and effects. ● Create graphics with texts and images. ● Create different graphs and tables and interpret them. ● When searching on the internet for content to use, explain why you need to consider who owns it and whether you have the right to reuse it and give some simple examples. 	<p>My very own game</p> <ul style="list-style-type: none"> ● Remove the background from images ● Use photo editing tools to improve images. ● Create digital books/posters by combining text, images, voice recordings, and videos. ● Create a video by combining text, images and music. ● Use a keyboard accurately with two hands to type and format documents. ● Design and create a prototype game and make improvements following feedback. ● Review a game and make improvements by debugging. ● Create a program using a range of events/inputs to control what happens. ● Work with various forms of input/output. ● Explain why spending too much time using technology can sometimes have a negative impact and can give examples of activities where it is easy to spend a lot of time engaged online (e.g. games, films, videos). ● Describe and explain some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.

