

**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	<i>Heros and Villians</i>		<i>Colours of the world</i>		<i>Beyond My Window</i>	
History	<p>The Vikings and anglo Saxons – link to Roman withdrawal (Year A summer term)</p>				<p>Changes in Britain from the stone age to the Iron Age</p>	
Geography	<p>Anglo saxon settlements and place names – locate on map</p>		<p>Place knowledge Understand the geographical similarities and differences through a study of human and physical geography within South America – Amazon rainforests</p>			
Science	<p>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 I the way that the size of shadows change.</p> <p>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 lampis part of a complete loop with a battery Recognise a switch opens and closes a circuit Recognise common conductors and insulators</p>		<p>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.</p>		<p>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 mausure 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</p>	

Art	<p>Painting skills through the stimulus of Andy Warhol/Ray lichen pop art Comic strip superheros.</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>How do computers work?</p> <ul style="list-style-type: none"> • 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. 	<p>Born to be an artist</p> <ul style="list-style-type: none"> • 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.

