Theme Long Term Plan (Year 3, 4 and 5)

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|  | **Autumn 1**Into the Woods | **Autumn 2**Bright Sparks | **Spring 1**Gods and Gladiators | **Spring 2**Gods and Gladiators | **Summer 1**Extreme Earth | **Summer 2**Food Glorious Food |
| WOWIdeas to start theme | Forest School | Spend a day without taking advantage of anythingrelated to electricity | Class to be given surprise ‘extra’ playtime so that a group of children can ‘invade’ their classroom. | Mock earthquake/volcano survival day – mantle of expert | Spanish Day – food tasting/cafe  |
| Visits | Wandlebury Hill  |  | British museum- London | History Off the Page – Roman DaySTEM Engineer project | Active Outdoor Discovery – Explorer talk  | Visit to local supermarket/bakery/ restaurant |
| Science | **How would you classify the horseshoe crab?***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.* [*http://www-saps.plantsci.cam.ac.uk/trees/index.htm*](http://www-saps.plantsci.cam.ac.uk/trees/index.htm) | **Can you ever control electricity?***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.*  | **Who was the first Iron Man?*****Keeping healthy*** *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.* | **What would you hear at a Roman festival?***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.* | **Which is the odd one out, water, ice or steam?***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.*  | **Is it right or wrong to eat meat?***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.**Construct and interpret a variety of food chains, identifying producers, predators and prey.*  |

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| History/Geography | **History****Can a landscape tell a story?***Fenland stories**Complete a local history study.**Map with stories**Mike – come in and read stories**Boggarts**Dead hand**Bogles**Hooky man**Story session -@museum**Fens today* *Musician* | ***Geography******How do our actions impact on the wider world?****Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied* *Describe and understand key aspects of: human geography, including: the distribution of natural resources including energy.* | **History****…and the Oscar goes to? (Which Roman God would you choose to receive a special award?)***Develop an understanding of Roman beliefs/lifestyle.**Recognise features of the Roman Empire and its impact on Britain.**Develop an understanding of the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day..* | **Geography****What makes the Earth angry?***Describe and understand physical geography, including volcanoes and earthquakes.* | **Geography****Why do so many people choose to go to Spain for their holidays?***Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**Locate the world’s countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.* |
| Art/DT | **Art****What would I see down in the woods today?**Mask making – animals/monsters/ imaginative*Develop sketch books to record their observations and use them to review and revisit ideas.**Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].* | **DT****How can I light up my decorations?***Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].**Apply their understanding of computing to program, monitor and control their products.*  | **Art****Can you build a mosaic without glue?***Develop sketch books to record their observations and use them to review and revisit ideas.**Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].* | ***DT*****How far can you catapult the sweet?*****STEM enginners****Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.**Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.**Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.**Apply their understanding of how to strengthen, stiffen and reinforce more complex structures* *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]*  | **Art****What makes a great print?***Learn about great* ***artists****, architects and designers in history (Hokusai: The Wave.)**Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].*[*https://www.accessart.org.uk/curriculum-planning-printmaking/*](https://www.accessart.org.uk/curriculum-planning-printmaking/) | **DT****Is Spanish food the best food in the world?***Understand and apply the principles of a healthy and varied diet.**Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.**Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*  |
| Languages | **Spanish**  |
| Computing | * Online Safety
* Coding
 | * Spreadsheets
 | * Writing for different audiences
 | * Logo
* Animation
 | * Effective searching
 | * Hardware
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| RE(Discovery RE) | **Theme:** Buddha’s teachings **Key Question:** Is it possible for everyone to be happy? **Religion:** Buddhism | **Theme:** Christmas **Concept:** Incarnation Key Question: What is the most significant part of the nativity story for Christians today? **Religion:** Christianity | **Theme:** The 8-fold path **Key Question:** Can the Buddha’s teachings make the world a better place? **Religion:** Buddhism | **Theme:** Easter Concept: Salvation **Key Question:** Is forgiveness always possible for Christians? **Religion:** Christianity | **Theme:** The 8-fold path **Key Question:** What is the best way for a Buddhist to lead a good life?**Religion:** Buddhism | **Theme:** Prayer and Worship **Key Question:** Do people need to go to church to show they are Christians? **Religion:** Christianity |
| Music | Mamma Mia | Glockenspiel stage 2 | Stop! | Lean on me | Blackbird | Reflect, rewind and replay |
| PE | Yr 3 – dance/ ball handling skills | Yr3 – Gymnastics/ invasion games | Yr3 – Premier sports/commando Joes | Yr3 – Premier/commando Joes | Yr3 – Swimming / net and wall games | Yr 3 – Swimming / athletics  |
| Yr 4 – Dance / invasion games  | Yr 4 Gymnastics / Commando Joes | Yr 4 – Swimming / Commando Joes | Yr 4- Swimming / net games badminton  | Yr 4 – Dance / athletics  | Yr 4 – Gymnastics / striking and fielding |
| Yr 5 – Swimming / invasion games  | Yr5 Swimming / netball | Yr5 – Commando Joes / invasion games Rugby  | Yr5 – Commando Joes / net games | Yr5 – Dance/ Athletics  | Yr5 – Gymnastics/cricket  |
| PSHE | PSHEYEAR AYEAR B | Beginning and belonging Rights, Rules and responsibilities | Family and FriendsAnti-bullyingMy emotions | Working togetherFinancial capabilityDiversity and communities | Sex and relationships Drug education  | Managing riskSafety contextsPersonal safety |