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 |
| WOW  Ideas to start theme | Forest School | Spend a day without taking advantage of anything  related 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 Day  STEM 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 | |
| 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 | PSHE  YEAR A  YEAR B | | Beginning and belonging  Rights, Rules and responsibilities | | Family and Friends  Anti-bullying  My emotions | | Working together  Financial capability  Diversity and communities | | Sex and relationships  Drug education | Managing risk  Safety contexts  Personal safety | |