



# Pendragon Community Primary School

## Year 3 / 4 – Long Term Planning – 2015-16

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stone Age – Iron Age		Wales		Brazil	
English	<ul style="list-style-type: none"><li>Poetry</li><li>Narrative</li></ul> Text – Stig of the Dump	<ul style="list-style-type: none"><li>Non –fiction : Instructions</li><li>Recount of school trip to Flag Fen</li><li>Take a book – Christmas theme</li></ul>	Biography  Narrative - Mythical and legendary characters / events	Play scripts (production)  Letter writing (school in Wales?)  Limericks - poetry	<ul style="list-style-type: none"><li>Report – athlete fact file</li><li>Poetry – author study</li></ul>	<ul style="list-style-type: none"><li>Newspaper reports</li><li>Rio 2016 Olympics</li></ul>
	‘Take One Book’ One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term		‘Take One Book’ One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term		‘Take One Book’ One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	
Maths	<ul style="list-style-type: none"><li>Number and place value</li><li>Addition and Subtraction</li><li>Multiplication and Division</li><li>Fractions</li><li>Measurement</li><li>Geometry: Properties of shape; Position and Direction</li><li>Statistics (Interpreting Data)</li></ul>		<ul style="list-style-type: none"><li>Number and place value</li><li>Addition and Subtraction</li><li>Multiplication and Division</li><li>Fractions</li><li>Measurement</li><li>Geometry: Properties of shape; Position and Direction</li><li>Statistics (Interpreting Data)</li></ul>		<ul style="list-style-type: none"><li>Number and place value</li><li>Addition and Subtraction</li><li>Multiplication and Division</li><li>Fractions</li><li>Measurement</li><li>Geometry: Properties of shape; Position and Direction</li><li>Statistics (Interpreting Data)</li></ul>	
Science	This year we have Science units to complete, so this is a one off Science curriculum.					
	<b>Biology</b> <b>Animals, including humans</b> <ul style="list-style-type: none"><li>I can describe and explain the skeletal system of a human.</li><li>I can describe and explain the muscular system of a human.</li><li>I can describe the purpose of the skeleton in humans and animals.</li></ul> <b>Humans and animals</b> <ul style="list-style-type: none"><li>(Year 4) I can use food chains to identify producers, predators and prey.</li><li>I can construct food chains to identify producers, predators and prey.</li></ul>		<b>Physics</b> <b>Forces and Magnets</b> <ul style="list-style-type: none"><li>I can explore and describe how objects move on different surfaces.</li><li>I can explain how some forces require contact and some do not, giving examples.</li><li>I can explore and explain how objects attract and repel in relation to objects and other magnets.</li><li>I can predict whether objects will be magnetic and carry out an enquiry to test this out.</li><li>I can describe how magnets work.</li><li>I can predict whether magnets will attract or repel and give a reason.</li></ul>		<b>Biology</b> <b>Living things and their habitats</b> <ul style="list-style-type: none"><li>I can group living things in different ways.</li><li>I can use classification keys to group, identify and name living things.</li><li>I can create classification keys to group, identify and name living things (for others to use).</li><li>I can describe how changes to an environment could endanger living things.</li></ul>	



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Art & Design	<ul style="list-style-type: none"> <li>■ Cave paintings</li> <li>Painting and drawing inspired by stone age art (multimedia)</li> </ul>	<ul style="list-style-type: none"> <li>■ D&amp;T – making roundhouses and settlements</li> <li>■ Investigating materials</li> <li>■ Modelling (clay)</li> </ul>	<ul style="list-style-type: none"> <li>■ Dragon painting (link to Pendragon and mythical creatures) Study and be inspired by a Welsh artist</li> </ul>	Landscapes – mountains, hillsides with houses – Charcoal sketches (outlines) David Barnes – Welsh cottages	<ul style="list-style-type: none"> <li>■ Rainforest collage</li> <li>Sketching of local flora and fauna (link to geography fieldwork – The Haven)</li> </ul>	<ul style="list-style-type: none"> <li>■ Design a new Olympic logo</li> </ul>
Computing	<ul style="list-style-type: none"> <li>■ E-safety</li> <li>■ Starz</li> <li>■ Mathletics</li> <li>■ Using search technologies effectively</li> <li>■ Collecting, analysing and presenting data / information</li> <li>■ iPads</li> <li>■ Computer networks – the internet</li> </ul>		<ul style="list-style-type: none"> <li>■ E-safety</li> <li>■ Starz</li> <li>■ Mathletics</li> <li>■ Using search technologies effectively</li> <li>■ Collecting, analysing and presenting data / information</li> <li>■ iPads</li> <li>■ Computer networks – the internet</li> </ul>		<ul style="list-style-type: none"> <li>■ E-safety</li> <li>■ Starz</li> <li>■ Mathletics</li> <li>■ Using search technologies effectively</li> <li>■ Collecting, analysing and presenting data / information</li> <li>■ iPads</li> <li>■ Computer networks – the internet</li> </ul>	
	Filming poetry <ul style="list-style-type: none"> <li>- Editing</li> <li>- Music</li> <li>- Transitions</li> </ul>		<ul style="list-style-type: none"> <li>■ Programming – design, debug and write programmes</li> <li>Sequence, selection and repetition</li> <li>Algorithms (Spring 1)</li> </ul>		<ul style="list-style-type: none"> <li>■ Presenting information and data collected from the internet (link to non-chron reports in English)</li> </ul>	
MFL	<ul style="list-style-type: none"> <li>■ French</li> <li>Read, write, speak</li> <li>Look at the culture of the countries where it is spoken</li> </ul>		<ul style="list-style-type: none"> <li>■ French</li> <li>Read, write, speak</li> <li>Look at the culture of the countries where it is spoken</li> </ul>		<ul style="list-style-type: none"> <li>■ French</li> <li>Read, write, speak</li> <li>Look at the culture of the countries where it is spoken</li> </ul>	
History and Geography	<ul style="list-style-type: none"> <li>■ Time line / chronological order</li> <li>■ Settlement</li> <li>Geography - Physical: Location of Stone Age settlements</li> <li>Time zones: Day &amp; night linked to creating stone circles</li> <li>Lifestyle – Food, hunting, communication, tools</li> <li>Why did they stop using stone?</li> </ul>	<ul style="list-style-type: none"> <li>■ School trip to Flag Fen in Peterborough</li> <li>Bronze Age</li> <li>Iron Age</li> <li>Building a comparison between the 3 different ages</li> </ul>	Mapping <ul style="list-style-type: none"> <li>- Ordnance survey maps</li> <li>- Design new symbols, build a class map to develop knowledge of the UK</li> </ul> <ul style="list-style-type: none"> <li>■ Maps, atlases of these regions</li> </ul>	<ul style="list-style-type: none"> <li>■ Mountains</li> <li>■ Key geographical features – physical and human in the UK</li> </ul> Comparing the landscape in Wales (mountains, valleys etc) to Cambridgeshire / The Fen. What are the geographical similarities and differences?	<ul style="list-style-type: none"> <li>■ Local area study in the UK and then comparing this to South America</li> <li>Field work</li> <li>Tree measuring, local flora and fauna (The Haven) etc and compare with Brazil</li> <li>■ Climate bands – rainforest, desert region, polar region</li> <li>■ Rainforests</li> <li>Maps, atlases of these regions</li> </ul>	<ul style="list-style-type: none"> <li>■ Amazon River – why is there lots of rain?</li> <li>Watercycle</li> </ul>



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Music –	<ul style="list-style-type: none"> <li>Composition</li> <li>Performance</li> <li>Recorders</li> <li>Instruments</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Performance</li> <li>Recorders</li> <li>Instruments</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Performance</li> <li>Recorders</li> <li>Instruments</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Performance</li> <li>Recorders</li> <li>Instruments</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Performance</li> <li>Recorders</li> <li>Instruments</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Performance</li> <li>Recorders</li> <li>Instruments</li> <li>Listening</li> </ul>
PE	Gym- Patterns and pathways Outdoor: Ball handling skills	<ul style="list-style-type: none"> <li><b>Year 4 – swimming</b></li> <li>Year 3 – Ball skills</li> <li>OAA- Team games</li> </ul>	Indoor: Dance linked to production OAA	Indoor: Gym- hand apparatus Outdoor: Tennis?	Indoor: Dance- machines Outdoor: Athletics	Striking and fielding Multi skills and sports festivals.
PSHCE	<ul style="list-style-type: none"> <li>Growth mindset – Going for Goals</li> <li><b>REACH</b> Respect, Effort, Achieve, Challenge What does it mean to us? Build classroom displays</li> <li>School council – democracy Look at UK &amp; other countries</li> </ul>	<b>Anti – bullying week 16<sup>th</sup> – 20<sup>th</sup> November 2015</b> Link to E-safety  Respecting differences – celebrating differences and cultures in our classes / school	New beginnings – brand new year	Getting on and falling out	Developing successful relationships and being responsible citizens	Developing a healthy lifestyle  Transition / change / moving on
	British Values Class council / think book / highs and lows	British Values Class council / think book	British Values Class council / think book	British Values Class council / think book	British Values Class council / think book	British Values Class council / think book
Religious Education	Investigate our religions, beliefs and backgrounds in our year group / class  <b>Symbols and religious Expression - Christian</b> Harvest: Trees as a symbol	<b>Teachings and authority</b> What makes some books sacred, what do they tell us, and how are they used?  <ul style="list-style-type: none"> <li>Christmas – Journeys Year 3s visit to Elderly people in the village to sing Christmas carols and presents from the giving tree</li> </ul>	<b>Beliefs, festivals and celebrations of Christians</b> <ul style="list-style-type: none"> <li>What do Christians believe God is like</li> <li>How does believing in God influence people's lives?</li> </ul> <b>Symbols and religious expression</b> Easter	<b>In depth study - Islam</b> What is the Qur'an and why is it important to Muslims?  <b>Inspirational people</b> What do the stories from the life of Muhammad tell Muslims about Allah? How do Muslims describe Allah?  <b>Worship, pilgrimage and special places</b> Where, how and why do Muslims worship?	<b>In depth study - Buddhism</b> Special people and places -Buddha  Create a Zen garden	Compare and contrast Christianity  Looking at Roman Catholics (dominant religion in Brazil)