

**Year 3 and 4 Long Term Plan**  
**Cycle B**

|   | Autumn 1   | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2  |
|---|--|----------|---|----------|---|---|
| Topic   | Passport to the World  |          | Footsteps through Time  |          | Great Stories, Great Britain  |   |
| The Big Question  | Beyond the Magic Kingdom:<br>What is a sunshine state really like?   |          | How did the lives of ancient Britons change during the Stone Age?<br><br>What is the secret of the standing stones?<br><br>How do artefacts help us to understand the lives of people in Iron Age Britain               |          | What did the Vikings want, and how did Alfred help to stop them getting it?   | How and why is my local area changing?  |
| Texts<br><small>See<br/><a href="https://www.booksfortopics.com/ks1">https://www.booksfortopics.com/ks1</a></small> | <ul style="list-style-type: none"> <li>• Flotsam</li> <li>• Character descriptions</li> <li>• Disney advert</li> <li>• Hurricane instructions</li> </ul> |          | <ul style="list-style-type: none"> <li>• The first drawing</li> <li>• Ugg</li> <li>• Stone Age boy</li> <li>• Stig of the dump</li> <li>• How to wash a woolly mammoth</li> <li>• Letter to an archaeologist</li> </ul> |          | <ul style="list-style-type: none"> <li>• Mythical creatures</li> <li>• Norse Saga writing</li> <li>• Arthur and the golden rope</li> <li>• How to train your dragon.</li> </ul> | <ul style="list-style-type: none"> <li>• Ollie Hynd biography</li> <li>• Robin Hood playscript</li> </ul> |
| Visits/Visitors   | Overnight stay at the deep.<br>Sea life  |          | Creswell Crag   |          |   | Local area walk and investigation.  |
| Significant Individuals   | Walt Disney  |          | <ul style="list-style-type: none"> <li>• Jane Downes</li> <li>• Raksha Dave</li> </ul>  |          | Basil Brown   | <ul style="list-style-type: none"> <li>• Ollie Hynd</li> <li>• Samuel Grinn</li> </ul>                    |
| KS1 Themed days   |  |          |   |          |   |   |
| Whole School Themed weeks   | History Week   |          | Science Week - March  |          | Arts Week – June  |   |
| Whole School events   | Roald Dahl Day - September<br>Children in Need - November<br>Remembrance Day - November  |          | Make your Dreams Come True Day - January<br>Road Safety Week - February<br>Internet Safety Day – February<br>World Book Day - March<br>Mother's Day - March   |          | Ten Pieces Day<br>Walk to School Week - May<br>Father's Day - June<br>World Chocolate Day - July<br>World Environment Day - June  |   |

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| Whole School Assemblies | St Andrew's Day - November<br>Hanukah - December   |         | Chinese New Year - January<br>Internet Safety Week - February<br>St David's Day - March<br>St. Patrick's Day - March   |   | Ramadan - April<br>St George's Day - April  |  |
| Orchard Behaviour Key   | Independence   | Respect | Creativity   | Curiosity   | Resilience  | Teamwork   |
| Science Knowledge       | <u>Animals Including Humans</u> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> |         | <u>Rocks</u> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> | <u>Sound</u> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the</li> </ul> | <u>Electricity</u> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based</li> </ul> | <u>Living Things and Their Habitats</u> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> |

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|                |  |  | <p>strength of the vibrations that produced it</p> <ul style="list-style-type: none"> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul> | <p>on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> |  |
| Science Skills | <p><u>Questioning and enquiring planning</u></p> <ul style="list-style-type: none"> <li>Ask some relevant questions and use different types of scientific enquiries to answer them.</li> <li>Explore everyday phenomena and the relationships between living thing and familiar environments.</li> <li>Begin to develop their ideas about functions, relationships and interactions.</li> <li>Raise their own questions about the world around them.</li> <li>Make some decisions about which type of enquiry will be the best way on answering questions including: observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources</li> </ul> <p><u>Observing, measuring and pattern seeking</u></p> <ul style="list-style-type: none"> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> </ul> |  |  |  |  |

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- Begin to look for naturally occurring patterns and relationships and decide what data to collect and identify them.
- Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.
- Learn to use some new equipment appropriately (data loggers).
- Can see a pattern in my results.
- Can choose from a selection of equipment.
- Can observe and measure accurately using standard units including time in minutes and seconds.

**Investigating**

- Set up simple practical enquiries, comparative and fair tests.
- Recognise when a simple fair test is necessary and help decide how to set it up.
- Can think of more than one variable factor.

**Recording and Reporting Findings**

- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use notes, simple tables and standard units to support to decide how to record and analyse data.
- Record results in tables and bar charts.

**Identifying, Grouping and Classifying**

- Identify differences, similarities or changes related to simple scientific processes and ideas.
- Talk about criteria for grouping, sorting, classifying – and using simple keys.
- Compare and group according to behaviour or properties, based on testing.

**Research**

- Recognise how and when secondary sources might help to answer questions that cannot be answered through practical investigations.

**Vocabulary**

- To use some scientific language to talk and write about what they have found out.
- To use relevant scientific language.
- To use comparative and superlative language.

**Understanding**

- Knows which things in science have made our lives better.
- Can understand there is some risk in science.

**Conclusions**

- Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.
- Use straightforward scientific evidence to answer questions and support their findings.

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|                    | <ul style="list-style-type: none"> <li>Look for patterns, changes, similarities and differences in the data in order to draw simple conclusions.</li> <li>Link cause and effect.</li> <li>Answer questions on what I have found out.</li> </ul> |   |   |   |   |
| Science Vocabulary | <u>Electricity</u><br><br>Appliances, electricity, electrical circuit, cell, wire, bulb, buzzer, danger, electrical safety, sign, insulators, wood, rubber, plastic, glass, conductors, metal, water, switch, open, closed.                     | <u>Sound</u><br><br>Vibrate, vibration, vibrating, air, medium, ear, hear, sound, volume, pitch, faint, fainter, loud, louder, string, percussion, woodwind, brass, insulate. | <u>Rocks</u><br><br>Appearance, physical, properties, hard, soft, shiny, dull, rough, smooth, absorbent, fossils, sedimentary, metamorphic, igneous, rocks, soils, organic matter, buildings, gravestones, grains, crystals.  | <u>Animals including Humans</u><br><br>Nutrition, nutrients, carbohydrates, protein, fats, fibre, water, vitamins, minerals, skeleton, bones, joints, endoskeleton, exoskeleton, hydrostatic, skeleton, vertebrate, invertebrate, contract, relax, muscles, ball joint, socket joint, hinge joint, gliding joint, digestion, mouth, tongue, saliva, oesophagus, transports, stomach, acid, enzymes, small intestine, large intestine, incisors, canines, molars, floss, brush, sun, producers, prey, predators, carnivore, herbivore, omnivore. | <u>Habitats</u><br><br>Environment, flowering, non-flowering, plants, animals, vertebrate, dangers, fish, amphibians, reptiles, birds, mammals, snails, slugs, worms, spiders, insects, human impact, nature reserve, ecologically planned parks, garden ponds, population, development, litter, deforestation. |
| History Knowledge  |   |   | <u>Stone Age to Iron Age</u> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge.</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul> | <u>Vikings</u> <ul style="list-style-type: none"> <li>Viking raids and invasion.</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>  |   |

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| History Skills<br>(ongoing throughout the year) | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Place events from the period studied on a timeline</li> <li>Order significant events and dates on a timeline</li> <li>Understand that a timeline can be divided into BC and AD</li> </ul> <p><u>Knowledge and understanding of events</u></p> <ul style="list-style-type: none"> <li>Find out about everyday life in the times studied</li> <li>Make comparisons with our lives today</li> <li>Identify reasons for people's actions and the results</li> <li>Use evidence to describe the way of life and actions of people in the past</li> <li>Describe similarities and differences between times studied</li> </ul> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> <li>Explore the idea that there is more than one way in which the past is represented</li> <li>Understand that the way evidence is presented can influence people's opinions</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>Ask a variety questions and find out answers about the past</li> <li>Use evidence to build up a picture of a past event or person</li> <li>Select and record relevant information for the study</li> <li>Choose relevant material to present a picture of one aspect of a past event</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing and diagrams and data handling</li> </ul> |  |  |  |
| Geography Knowledge                             | <p><u>USA</u></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environment regions, key physical and human characteristics, countries, and major cities.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</li> </ul>  |  |  | <p><u>Local Geography</u></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environment regions, key physical and human characteristics, countries, and major cities.</li> </ul> |

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|  | <p>Southern Hemisphere, The Topics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime/ Greenwich Meridian and time zones (Including day and night).</p> <ul style="list-style-type: none"> <li>• Locate Disneyworld, and look at the Florida.</li> <li>• Understand the impact of the position of a country in relation to the climate.</li> <li>• Understand the demographic, and different elements within a particular area.</li> </ul>   |  |   | <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Topics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime/ Greenwich Meridian and time zones (Including day and night).</li> <li>• The aspects that can make a street more attractive than others.</li> </ul> |
|  | <b>Geographical skills and fieldwork</b>  |  |   |   |
| Geography Skills (ongoing throughout the year) | <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres of writing and diagrams and data handling.</li> <li>• Identifying their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Name and locate counties and cities of the United Kingdom</li> <li>• Discuss key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> <li>• Locate the tropic of cancer and Capricorn</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and volcanoes</li> <li>• Describe and understand key aspects of human geography including types of settlement and land use</li> </ul> <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• Use the eight points of a compass, four -figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> |  |   |   |
| DT Knowledge                                   | <p><b>Hurricane – buzzer alert system (DT Day)</b></p> <p><b>Design</b></p> <p>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</p>  |  | Apply their understanding of computing to program, monitor and control their products <b>(Covered in Cycle B summer 1 We Are Toy Designers)</b> |   |

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|  | <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical Knowledge</b></p> <p>Understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</p> |  | <p><b><u>Viking Textiles – creating a Viking tapestry</u></b></p> <p><b>Design</b></p> <p>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</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical Knowledge</b></p> <p>Sewing</p><br><p><b><u>Road crossing system – buzzer/light alert system (DT Day to link to science electricity topic)</u></b></p> <p><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and</p> |
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|  |  |  | <p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Technical Knowledge</b><br/>Understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</p>  |
| DT Skills<br>(ongoing throughout the year)     | <p><b>Developing and Communicating Ideas</b><br/>I can show that my design meets a range of requirements (Y3)<br/>I can put together a step-by-step plan which shows the order and also what equipment I need (Y3)<br/>I can describe my design using an accurately labelled sketch (Y3)<br/>I can come up with at least one idea about how to create my product (Y4)<br/>I can take account of the ideas of others when designing (Y4)</p>  | <p><b>Working with tools, equipment, materials and components to make quality products</b><br/>I can use equipment and tools accurately (Y3)<br/>I am conscience of the need to produce something that will be liked by others (Y4)<br/>I can show a good level of expertise when using a range of tools and equipment (Y4)</p>  | <p><b>Evaluating processes and products</b><br/>I can explain what I have changed to make my design even better (Y3)<br/>I can suggest some improvements and say what was good and not so good about my original design (Y4)<br/>I can take time to consider</p>  |
| Art Knowledge<br>(ongoing throughout the year) | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.<br/>Question and make thoughtful observations about starting points and select ideas to use in their work.<br/>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.<br/>Annotate work in sketchbook</p> |  |   |
| Art Skills                                     | <p><b>Turtles sculpture</b><br/><b>3D and Sculpture Skills</b><br/>Join clay adequately and construct a simple base for extending and modelling other shapes<br/>Create surface patterns and textures in a malleable material<br/>Use simple 2-D shapes to create a 3-D form</p>   | <p><b>Painting, drawing and digital creations of cave art</b><br/><b>Drawing Skills</b><br/>Experiment with ways in which surface detail can be added to drawings.<br/>Use sketchbooks to collect and record visual information from different sources.<br/>Draw for a sustained period of time at an appropriate level.<br/>Lines and Marks<br/>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.<br/>Experiment with different grades of pencil and other implements to create lines and marks.<br/>Form and Shape<br/>Experiment with different grades of pencil and other implements to draw different forms and shapes.<br/>Tone<br/>Experiment with different grades of pencil and other implements to achieve variations in tone.<br/>Apply tone in a drawing in a simple way.<br/>Texture<br/>Create textures with a wide range of drawing implements.<br/>Apply a simple use of pattern and texture in a drawing.<br/>Composition</p> <p><b>Painting Skills</b><br/>Revise variety of tools and techniques<br/>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects<br/>Work on a range of scales e.g. thin brush on small picture etc.</p> | <p><b>Painting Local Landscapes</b></p> <p><b>Painting Skills</b><br/>Revise variety of tools and techniques<br/>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects<br/>Work on a range of scales e.g. thin brush on small picture etc.<br/>Create different effects and textures with paint according to what they need for the task.<br/>Colour<br/>Mix colours and know which primary colours make secondary colours<br/>Use more specific colour language<br/>Mix and use tints and shades</p> |

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|  |  | <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Colour</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p> <p><b>Digital Media</b></p> <p>Record and collect visual information using digital cameras and video recorders (covered in computing – We Are Presenters)</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint (covered in computing – We Are Presenters)</p> <p>Use a graphics package to create images and effects with;</p> <p>Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p> |  |   |
| Music Knowledge                                      | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> |  |  |   |
| Music Skills<br>(ongoing throughout the year)        | <p><b>Play and Perform</b></p> <p>Sing in unison, becoming aware of pitch. (Y3)</p> <p>Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. (Y3)</p> <p>Sing in unison maintaining the correct pitch and using increasing expression. (Y4)</p> <p>Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. (Y4)</p> <p>Think about others while performing. (Y3 and Y4)</p>  | <p><b>Create and Compose</b></p> <p>Create simple rhythmical patterns that use a small range of notes. (Y3)</p> <p>Begin to join simple layers of sound, e.g. a background rhythm and a solo melody. (Y3)</p> <p>Create rhythmical and simple melodic patterns using an increased number of notes. (Y4)</p> <p>Join layers of sound, thinking about musical dynamics of each layer and understanding the effect. (Y4)</p>  | <p><b>Appraising</b></p> <p>Explore and comment on the ways sounds can be used expressively. (Y3)</p> <p>Comment on the effectiveness of own work, identifying and making improvements.(Y3)</p> <p>Recognise and explore the ways sounds can be combined and used expressively and comment on this effect. (Y4)</p> <p>Comment on the effectiveness of won work, identifying and making improvements based on its intended outcome. (Y4)</p> | <p><b>Listening and applying</b></p> <p>Listen with attention and begin to recall sounds. (Y3)</p> <p>Begin to understand how different musical elements are combined and used to create an effect. (Y3)</p> <p>Begin to recognise simple notations to represent music, including pitch and volume. (Y3)</p> <p>Listen to and begin to respond to music drawn from different traditions and great composers and musicians. (Y3)</p> <p>Listen to and recall patterns of sounds with increasing accuracy. (Y4)</p> <p>Understand how different musical elements are combined and used expressively. (Y4)</p> <p>Understand and begin to use established and invented musical notations to represent music. (Y4)</p> <p>Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. (Y4)</p> |
| Computing Knowledge<br>(ongoing throughout the year) | <p>Collecting and analysing data</p> <p>Programming an animation</p> <p>Finding and correcting bugs in programmes</p> <p>Prototyping an interactive toy</p> <p>Produce digital music</p> <p>Videoing performance</p>   |  |  |   |

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| Computing Skills | Unit 3.1 We are Programmers   | Unit 3.2 We are Bug Fixers   | Unit 3.3 We are Presenters   | Unit 4.3 We are Musicians   | Unit 4.2 We are Toy Designers   | Unit 3.6 We are Opinion Pollsters                                   |
|                  | create an algorithm for an animated scene in the form of a storyboard   | develop a number of strategies for finding errors in programs  | gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing  | use one or more programs to edit music  | design and make an on-screen prototype of a computer-controlled toy                                     | understand some elements of survey design                           |
|                  | write a program in Scratch to create the animation  | build up resilience and strategies for problem solving increase their knowledge and understanding of Scratch | edit video, including adding narration and editing clips by setting in/out points  | create and develop a musical composition, refining their ideas through reflection and discussion  | understand different forms of input and output (such as sensors, switches, motors, lights and speakers) | understand some ethical and legal aspects of online data collection |
|                  | correct mistakes in their animation programs.   | recognise a number of common types of bug in software.   | understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length  | develop collaboration skills  | design, write and debug the control   | use the web to facilitate data collection                           |
| RE Knowledge     | Unit 3.3 Where, how and why do people worship?  | Unit 4.4 How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?   | Unit 3.1 What difference does it make to be a Christian? How do Christian people’s beliefs about God, Jesus, the world and others have impact on their lives?  | Unit 4.1 Why do some people think life is like a journey? Where do we go? What do different people think about life after death?  |   |   |
|                  | <ul style="list-style-type: none"><li>about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.</li><li>4 key terms in relation to each building.</li><li>to identify Similarities between the places of worship</li><li>to connect features</li></ul> | <ul style="list-style-type: none"><li>Pupils will gain knowledge about Hindu worship and</li></ul>           | <ul style="list-style-type: none"><li>about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.</li><li>about contemporary practices in relation to these four festivities.</li><li>about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.</li><li>about the ‘fruit of the Spirit’ (Galatians 5:22)</li></ul> | <ul style="list-style-type: none"><li>key ways in which Christians, Hindus and Muslims see life as a journey.</li><li>to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals.</li><li>about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha.</li><li>about non-religious views, for example about Humanist commitment</li></ul> |   |   |

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|           | of the buildings to religious beliefs, teachings, practices and ways of living.  | celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK, <ul style="list-style-type: none"> <li>They will explore Hindu ideas about gods and goddesses worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</li> </ul> |  |  |
| RE Skills | <u>Beliefs, teachings, sources of wisdom and authority</u> <ul style="list-style-type: none"> <li>Describe some religious beliefs and teachings of religions studied, and their importance.</li> <li>Refer to religious figures and holy books.</li> <li>Identify the impact of beliefs and practices on people's lives.</li> <li>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions and their festivals.</li> <li>Describe the impact of beliefs and practices on individuals, groups and communities.</li> </ul> |  |  |  |

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|                | <p><u>Experiences and Ways of Living</u></p> <ul style="list-style-type: none"> <li>Describe how some features of religions studied and religious artefacts are used or exemplified in festivals and practices.</li> <li>Describe religious buildings and how they are used.</li> <li>Show understanding of the ways of belonging to religions and what these involve.</li> <li>Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</li> </ul> <p><u>Ways of Expressing Meaning</u></p> <ul style="list-style-type: none"> <li>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</li> <li>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> <li>Express their beliefs in different forms with respect for others' beliefs.</li> </ul> <p><u>Questions of Identity, Diversity and Belonging</u></p> <ul style="list-style-type: none"> <li>Compare aspects of their own experiences and those of others, identifying what influences their lives</li> <li>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> </ul> <p><u>Questions and Interpretation of Meaning, Purpose and Truth</u></p> <ul style="list-style-type: none"> <li>Compare their own and other people's ideas about questions that are difficult to answer.</li> <li>Offer suggestions about why religious and non religious leaders and followers have acted the way they have.</li> <li>Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</li> <li>Ask questions that have no agreed answers and offer suggestions as answers to those questions.</li> </ul> <p><u>Questions of Values and Commitments</u></p> <ul style="list-style-type: none"> <li>Make links between values and commitments, including religious ones, and their own attitudes or behaviour.</li> <li>Make informed choices and understand the consequences of choices.</li> <li>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul> <p>Describe how shared values in a community can affect behaviour and outcomes.</p> |  |  |   |   |   |
| PSHE Knowledge | <u>Me and My Relationships Y3 Unit</u>  | <u>Me and My Relationships Y4 Unit</u>   | <u>Valuing Difference Y3 Unit</u>  | <u>Valuing Difference Y4 Unit</u>   | <u>Keeping Myself Safe Y4 Unit</u>  | <u>Growing and Changing Year Group Specific</u>   |
| PSHE Skills    | <ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Consider the possible consequences of breaking the rules.</li> <li>Define and demonstrate cooperation and collaboration;</li> </ul>  | <ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> </ul> | <ul style="list-style-type: none"> <li>Recognise that there are many different types of family;</li> <li>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul> | <ul style="list-style-type: none"> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul> | <ul style="list-style-type: none"> <li>Identify situations which are either dangerous, risky or hazardous;</li> </ul> | <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>Identify different types of relationships;</li> <li>Recognise who they have positive healthy relationships with.</li> </ul> |

## Year 3 and 4 Long Term Plan

### Cycle B

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|  | <ul style="list-style-type: none"> <li>Identify people who they have a special relationship with;</li> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>Express opinions and listen to those of others;</li> <li>Practise explaining the thinking behind their ideas and opinions.</li> <li>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> </ul> <p>Rehearse and use, now or in the future, skills for making up again.</p> | <ul style="list-style-type: none"> <li>Explain how different words can express the intensity of feelings.</li> <li>Explain what we mean by a 'positive, healthy relationship';</li> <li>Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>Demonstrate strategies for working on a collaborative task;</li> <li>Identify a wide range of feelings;</li> <li>Recognise that different people can have different feelings in the same situation;</li> <li>Explain how feelings can be linked to physical state.</li> <li>Recognise that their feelings might change towards someone or something once they have further information</li> <li>Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> <li>Reflect on listening skills;</li> <li>Give examples of how to challenge another's viewpoint, respectfully.</li> <li>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>Explore why people have prejudiced views and understand what this is.</li> </ul> | <ul style="list-style-type: none"> <li>Understand that they have the right to protect their personal body space;</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>Recognise potential consequences of aggressive behaviour;</li> <li>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</li> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul> | <ul style="list-style-type: none"> <li>Suggest simple strategies for managing risk.</li> <li>Understand and explain the implications of sharing images online without consent.</li> <li>Define what is meant by the word 'dare';</li> <li>Suggest strategies for managing dares.</li> <li>Understand that medicines are drugs and explain safety issues for medicine use;</li> <li>Suggest strategies for limiting the spread of infectious diseases</li> <li>Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk</li> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul> | <ul style="list-style-type: none"> <li>Understand what is meant by the term body space (or personal space);</li> <li>Identify when it is appropriate or inappropriate to allow someone into their body space</li> <li>Rehearse strategies for when someone is inappropriately in their body space</li> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> <p><u>Year Four</u></p> <ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Understand how growing can have emotional as well as physical impact</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>Recognise that marriage includes same sex and opposite sex partners;</li> <li>Know the legal age for marriage in England or Scotland;</li> <li>Identify parts of the body that males and females have in common and those that are different;</li> <li>Know the correct terminology for their genitalia;</li> <li>Understand and explain why puberty happens (Girls only) know the key facts of the menstrual cycle</li> </ul> |
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