


 LONG TERM PLANNING CYCLE 2 KS2: Y3 AND Y4		Theme: Prehistoric World Stone Age - Iron Age	Theme: Rotten Romans / Violent Volcanoes	Theme: Settlements Anglo-Saxons / Vikings
				
Entry Hook Exit Point		Corridor decoration to immerse in the theme		
		Portals to the Past Inspiring history workshops for schools Visitor to school - Workshops Prehistoric day -	Portals to the Past Inspiring history workshops for schools Visitor to school - Workshops Roman day	Map work - Beaudesert
Possible trips				Visit to see the staffordshire hoard - Birmingham museum
LITERACY Wordsmith	Year 3 /4	<p><i>In our writing this term, we will be focusing on a range of genres of writing and we will be using our 'Prehistoric' topic as a stimulus for this.</i></p> <p><i>We will be using the texts such as:</i></p> <ul style="list-style-type: none"> • 'How to skin a bear' • 'Stone Age Boy' • 'The Secrets of Stonehenge' • 'How to Wash a Woolly Mammoth' <p><i>as a focus for writing and will complete a variety of different genres linked to this. We are going to focus on the genres:</i></p> <ul style="list-style-type: none"> • narrative writing • Non chronological reports 	<p><i>In our writing this term, we will be focusing on a range of genres of writing and we will be using our 'Romans and Volcanoes' topic as a stimulus for this.</i></p> <p>Life in Roman Britain - letter writing <i>imagine you are a Roman soldier in Britain writing a letter home to their family in Rome.</i></p> <p>Roman newspaper report News reports about Boudicca's revolt written from the Roman view and Celt view</p>	<p><i>In our writing this term, we will be focusing on a range of genres of writing and we will be using our 'Viking' topic as a stimulus for this.</i></p> <p>Viking Sagas- BBC Schools Radio Audio <i>This collection of Viking Sagas (10 episodes) is told by Loki, shape-changer, mischief-maker...and expert story-teller</i></p> <p>https://www.bbc.co.uk/programmes/p057md2k Myths and Viking gods. (Norse Myths)</p>

		<ul style="list-style-type: none"> ● <i>Instructions</i> <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> ● Introducing Perfect Form ● Revising Nouns ● Revising Singular and Plural Nouns ● Revising Tense ● Revising Verbs Introducing Direct Speech ● Revising Adjectives ● Adding Prefixes to Nouns ● Articles <p>Revising Basic Sentence Punctuation</p> <p>Spelling - Readwriter Year 3 / 4 spelling patterns and key words</p>	<p><u>The Missing Gladiator newspaper article-TES Powerpoint</u>. A clever gladiator escapes to freedom - how was it reported next day in The Roman Times?</p> <p><u>Life in Roman Britain - letter writing-TES</u> imagine you are a Roman soldier in Britain writing a letter home to your family in Rome.</p> <p><u>Fun Roman playscript-TES</u></p> <p>A fantastic playscript Centres around the Roman invasion and has plenty of speaking & non-speaking parts to include the whole class.</p> <p>Myths and legends: Romulus and remus</p> <p><u>Romans audio clips-BBC School Radio Website</u></p> <p>The history of the Roman invasion and settlement of Britain is told through a variety of comic sketches, dramas and monologues. Topics covered include Roman customs, buildings and infrastructure, gods and goddesses, food, Boudicca's revolt, slaves, working in the Roman army and Roman leisure activities.</p> <p>Escape from Pompeii - Diary Entry / Report</p> <p><u>http://www.ks2complete.com/romans-literacy/</u></p> <p>We will also focus on literacy skills such as spelling patterns, word classes and grammar activities.</p> <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> ● Adverbs of Time ● Prepositions ● Word Families 	<p><u>Beowulf - Michael Morpurgo</u></p> <p>Dragons</p> <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> ● Adverbs and Conjunctions expressing cause ● Conjunctions ● Speech ● Clauses ● Different Sorts of Sentences ● Subordinate Clauses <p>Spelling - Readwriter Year 3 / 4 spelling patterns and key words</p>
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Other writing/reading opportunities		Accelerated reader / Online Myon Guided Reading <i>'The Wild Way home' by Sophe Kirtley</i>	Accelerated reader / Online Myon Guided Reading <i>Romans on the Rampage by Jeremy Strong</i> <i>Across the Roman Wall by Threasea Breslin</i>	Accelerated reader / Online Myon Guided Reading <i>I was there.... Viking Invasion by Stuart Hill</i> <i>How to be a Viking by Cressida Cowell</i>
MATH White Rose Schemes of Learning	Year 3	<p>WHITE ROSE AUTUMN</p> <p>Number – place value</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 50 and 100 <p>Number – addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Number – multiplication and division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	<p>WHITE ROSE SPRING</p> <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Solve problems including missing number problems involving multiplication and division, positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods. Measurement Tell and write the time from an analogue clock, including using Roman numerals, 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example calculate the time taken by particular events or tasks]. Number: Fractions Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Count up and down in tenths. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 	<p>WHITE ROSE SUMMER</p> <p>Number: Fractions</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above. <p>Geometry: Property of Shapes</p> <ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. <p>Measurement</p> <ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).

		<ul style="list-style-type: none"> ● Measurement ● Measure, compare, add and subtract: lengths (m/cm/mm). ● Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. ● Measure the perimeter of simple 2D shapes. ● Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. 		
	Year 4	<p>WHITE ROSE AUTUMN Children will learn to:</p> <ul style="list-style-type: none"> ● Count in multiples of 6, 7, 9, 25 and 1000. ● Find 1000 more or less than a given number. ● Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) ● Order and compare numbers beyond 1000 ● Identify, represent and estimate numbers using different representations. ● Round any number to the nearest 10, 100 or 1000 ● Solve number and practical problems that involve all of the above and with increasingly large positive numbers. ● Count backwards through zero to include negative numbers. ● Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. ● Estimate and use inverse operations to check answers to a calculation. ● Solve addition and subtraction two step problems in contexts, deciding ● Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ● Convert between different units of measure [for example, kilometre to metre] ● Recall and use multiplication and division facts for multiplication tables up to 12×12. ● Count in multiples of 6, 7, 9, 25 and 1000 ● Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. ● Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to objects. 	<p>WHITE ROSE SPRING Children will learn to:</p> <ul style="list-style-type: none"> ● Number – multiplication and division Recall and use multiplication and division facts for multiplication tables up to 12×12. ● Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. ● Recognise and use factor pairs and commutativity in mental calculations. ● Multiply two digit and three digit numbers by a one digit number using formal written layout. ● Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. ● Area: Find the area of rectilinear shapes by counting squares ● Fractions Recognise and show, using diagrams, families of common equivalent fractions. ● Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ● Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. ● Add and subtract fractions with the same denominator ● Decimals Recognise and write decimal equivalents of any number of tenths or hundredths. ● Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths ● Solve simple measure and money problems involving fractions and decimals to two decimal places. 	<p>WHITE ROSE SUMMER Children will learn to:</p> <ul style="list-style-type: none"> ● Decimals - Compare numbers with the same number of decimal places up to two decimal places. ● Round decimals with one decimal place to the nearest whole number. ● Recognise and write decimal equivalents to 1 4 , 1 2 and 3 4 ● Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths ● Measurement- Money Estimate, compare and calculate different measures, including money in pounds and pence. ● Solve simple measure and money problems involving fractions and decimals to two decimal places. ● Time Convert between different units of measure [for example, kilometre to metre; hour to minute] ● Read, write and convert time between analogue and digital 12- and 24-hour clocks. ● Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. ● Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ● Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs ● Geometry: Properties of shape Identify acute and obtuse angles and compare and order angles up to two right angles by size ● Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ● Identify lines of symmetry in 2-D shapes presented in different orientations.

		<ul style="list-style-type: none"> which operations and methods to use and why. 		<ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre] 		<ul style="list-style-type: none"> Complete a simple symmetric figure with respect to a specific line of symmetry Geometry- Position and Direction Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down 	
Topic link maths opportunities	Year 3 and 4	Science Enquiry Climate figures					
SCIENCE Science Bug	Year 3	<u>Rocks and Soils</u> In this unit children will recognise that below the surface of Earth is rock which they may not be able to see. They will understand that over time rocks have been broken down to form smaller rocks, pebbles, stones and eventually soils. They will recognise that there are different rocks and different soils which have different properties and appearances. Children will identify, name and describe different rocks. They will compare and group different rocks and soils based on appearance and properties, e.g. hardness, and they will examine the soil in their local area. They will consider the impact of worms in	Movement and Feeding In this unit children will learn that animals including humans need the right types and amounts of nutrition to thrive and grow, and that eating the wrong types and amounts can lead to health problems. They will identify that we cannot make our own food and that we need to eat a varied diet including meat and fish, beans and lentils, fats, starchy foods, fruit and vegetables. They will construct a balanced food plate and describe what happens if we don't eat a balanced diet. Children will identify that animals have different dietary requirements and some foods that	Magnets and Forces In this unit children will work towards answering the Quest question, 'can you make a tool that can move something on the floor far away from you?' They will be asked to make a tool that can pick up things made of a magnetic material and consider the use of a telescopic arm or a folding arm to enable them to reach an object far away. The lessons leading up to answering the Quest will enable children to explore the properties of magnets and magnetic materials. They will also be able to apply their knowledge of how things move on different surfaces to create a table top game.	Parts of Plants In this unit children will have learned about the parts of flowering plants. Children will have identified and named the basic parts of flowering plants and recognised and described the functions of these parts, including the function of the flower in the plant life cycle. Children will have investigated the function of roots, stems, leaves and flowers and will have researched methods of seed dispersal. In addition, children will have learned about the process of pollination. They will also have investigated the way in which water is transported within plants and they will have constructed a terrarium to	What Plants Need In this unit children will explore what plants need to grow well. They will compare how plants grow in different soils and explore how fertilisers can be used to improve growth. Children will investigate the amount of water needed to help a leafy pot plant grow well. They will also investigate how space affects plant growth by comparing how well grass seeds grow with more or less space. They will use what they have learned to grow a mystery plant from seed. Children will use the results from their investigations to produce a helpful hints and tips card to describe what helps plants grow better.	Light and Shadows In this unit children will explore the differences between light sources and light reflectors, and will sort these into two groups. They will be able to describe how shadows are formed and will explore the relationship between light, objects and the formation of shadows. They will work towards completing a Quest entitled, 'How Can We Make Shadows Change?' and they will create and change shadows in the context of a puppet shadow play. In this play they will explore the properties of materials that can cast shadows and use the scientific terms opaque, translucent and transparent to







		making soils. Children will also describe in simple terms how fossils are formed when living things have been trapped in rock. They will have the opportunity to make a model fossil and look at the work of early paleontologists, such as Mary Anning.	humans eat may be poisonous to animals. They will also explain the role of the muscles and skeleton and describe what would happen if we didn't have a skeleton.		demonstrate how plants recycle water in a closed system		describe these materials. Finally children will demonstrate an understanding of the possible dangers to health that the Sun, as a strong source of light, holds for them and others.
		Scientific Enquiry Working Scientifically, children will identify similarities and differences between themselves and other children, and look for patterns between physical attributes and ability to perform tasks. They will work in groups to raise a question to investigate e.g. can children with longer legs jump further? They will carry out pattern-seeking investigations, take results and construct scatter graphs. They will use evidence to answer questions and draw simple conclusions. Working Scientifically, children will have the opportunity to make close observations and detailed comparisons of rocks and soils and they will investigate the appearance and some properties of rocks and soils. They will have the opportunity to set up simple comparative and fair tests. They will investigate how soils are formed, how animals make their habitat in soils, and the constituents of soil. This unit also offers the opportunity for children to consider risks and hazards involved in handling soils		Scientific Enquiry Working scientifically, children will investigate how toys can be grouped according to how they move. They carry out a simple investigation into the way an elastic band catapult can move a toy car. They investigate the effect of different surfaces on the movement of a sliding coin. They will have the opportunity to identify which materials are magnetic and which are not. Children will also be able to carry out an investigation to identify the strength of different magnets. In the final lesson, children will be able to apply their subject knowledge to design a magnetic tool that will pick up magnetic materials. Investigative work in this unit focuses on observing and communicating ideas about plant parts and their function and using straightforward evidence from enquiries to answer questions about the functions of parts of plants.		Scientific Enquiry Working Scientifically, children will set up simple comparative tests to compare the effect of soil, water, fertilisers and space on plant growth. They will use a range of equipment to measure the amount of water, soil and seeds needed in different investigations. They will make careful observations and record how their plants change over time. Working Scientifically, children will set up simple comparative and fair tests to compare materials, and they will make systematic and careful observations of shadows. They will make careful observations and measurements of shadows and record and report on their findings. They will have the opportunity to look for patterns in the way that the sizes of shadows change.	
	Year 4	<u>Electricity</u> In this unit children will identify common	<u>Sound</u> In this unit children will work towards answering the question, 'How can we	<u>Human Nutrition</u> In this unit children will develop their understanding of their	<u>Changes of state</u> In this unit children will have identified, grouped and described different	<u>Dangers to Living things</u> In this unit children will work towards answering the Quest question 'How	<u>Grouping Living things</u> In this unit children will have been introduced to classification keys. They

		<p>appliances that run on battery and mains electricity, and name some appliances that do the same job but are operated manually. They will learn the names and functions of simple electrical components including batteries, bulbs, buzzers, wires and switches. They will understand the need for a complete loop for a bulb to light or a buzzer to buzz, and will construct simple circuits to light a bulb and make a buzzer buzz. They will then insert a switch into the circuit to turn the bulb/buzzer on and off.</p>	<p>make different sounds?’ Children will identify and describe different sounds. They will learn that sounds are produced by vibrations and that these vibrations travel from the source of the sound through a variety of materials to the ear. Children will use musical instruments and household materials to investigate the range of ways of producing sounds and how the pitch and volume of a sound can be altered. They will have the opportunity to make sounds and will create a short soundtrack for a piece of film.</p>	<p>personal health and how this is related to human nutrition, dentition and digestion. They will describe, sequence and investigate the simple functions and the basic parts of the digestive system in humans and they will identify and name the different types of teeth in humans and some other animals, and their simple functions. Children will understand how their teeth could decay and how they could keep teeth healthy.</p>	<p>materials as solids, liquids or gases. They will have described and actively modelled simple scientific ideas of solids, liquids and gases in terms of arrangement of particles. They will have recognised that the same material can exist in different states. Children will have developed their ideas about states of matter and changes of state which can be reversed. They will have used their understanding to describe and explain familiar phenomena. They will have observed that some materials change state when they are heated or cooled and they will have had the opportunity to measure or research the temperature at which this happens expressed in degrees Celsius (°C). They will have had the opportunity to investigate how materials can be changed by heating and cooling and will have investigated melting and freezing in everyday situations e.g. by melting chocolate to make crispy cakes. Children will have used their knowledge of changes of state to identify the part played by evaporation and condensation in the water cycle and will have associated the rate of evaporation of water with temperature</p>	<p>can changes to the environment affect the things that live there?’ They will construct and interpret food chains, identifying producer, prey, consumer and predator. They will realise that the availability of food is an important factor when considering how animals respond to change in the environment. Children will investigate the effect of a small change to an environment by placing carpet or other covering on the ground, and will consider the impact of larger changes to the environment such as fire and flood. They will consider how humans can reduce the impact of some environmental changes. They will finish by answering the Quest about the effects on pond life of diverting a river to build new houses, when the original course of the river feeds into the pond.y.</p>	<p>will have found out why scientists need to use classification keys and will have learnt about some newly discovered species. They will have looked at different ways of grouping living things and will have built up their knowledge of making and using classification keys. They will have started by classifying and identifying familiar items such as classmates or maths shapes but will have gone on to develop keys to classify a wide variety of living things. They will have compared the living things in the northern and southern most parts of the British Isles and compared this to their own location.</p>
	<p><u>Scientific Enquiry</u> Electricity: Children will raise questions related to electrical insulation and conductivity. They will plan and carry out investigations, make predictions, record results in appropriate ways and draw conclusions. They will apply knowledge about electrical circuits and conductors to design and make a switch.</p>	<p><u>Scientific Enquiry</u> Children will have collected data about living things in different areas of the school grounds or local area. They will have presented the information in a series of classification keys as a guide to the living things around them. They will have looked at different classification keys</p>	<p><u>Scientific Enquiry</u> Working Scientifically, children will have the opportunity to set up simple enquiries and fair tests, asking questions and using different types of scientific enquiries to answer them. They will have compared and contrasted human and other animal dentition. They will have conducted an investigation on tooth decay substituting eggshells as a</p>				



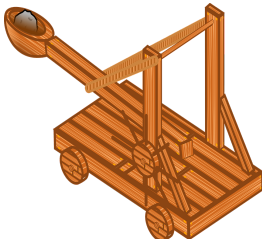

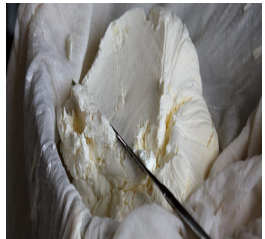
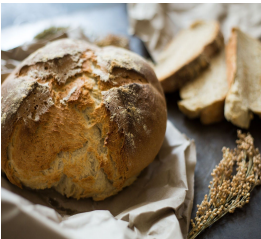
		<p>Sound: Children will have the opportunity to investigate how sound travels through solids, liquids and gases. They will investigate changing the pitch of sounds and they will find patterns between the pitch of a sound and the features of the object that produced it. They will have the opportunity to investigate sound through creating their own instruments and they will investigate the pattern between the volume of a sound and the strength of vibrations which produced it. They have the opportunity to use data logging equipment to measure the volume of various sounds and to notice that sounds get fainter as the distance from the source of the sound increases.</p>	<p>and decided which ones are most effective and explained why.</p>	<p>close representation of human teeth. Children will have used their results to draw simple conclusions and raise further questions. Children will also have had the opportunity to make a comparison of the various qualities of toothpastes and they will have reported on their findings from their enquiries in various ways including written and oral presentations.</p> <p>Changes of state: Children will have had the opportunity to investigate how materials change when they are heated or cooled and they will have set up simple practical enquiries to investigate evaporation and condensation. They will have made systematic and careful observations and, where appropriate, have taken accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. They will have reported on their findings in a variety of ways including oral and written explanations.</p>
HISTORY	Cycle 2	<p><u>Stone/ Bronze and Iron age</u> http://www.bbc.co.uk/wales/celts/</p> <p>1.late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>2. Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>3. Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><u>Learning objectives:</u></p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p>	<p><u>Rotten Romans</u> https://www.bbc.co.uk/programmes/p0589xm1</p> <p>1.Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>2.Scots invasions from Ireland to north Britain (now Scotland)</p> <p>3.Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>4.Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p><u>Learning objectives:</u></p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p>	<p><u>Saxons and vikings</u></p> <p>1.Viking raids and invasion</p> <p>2.Resistance by Alfred the Great and Athelstan, first king of England</p> <p>3.Further Viking invasions and Danegeld</p> <p>4.Anglo-Saxon laws and justice</p> <p>5.Edward the Confessor and his death in 1066</p> <p><u>Learning objectives:</u></p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Understand that sources can contradict each other</p>

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GEOGRAPHY	Cycle 2		<p>Mountains and Volcanoes</p> <p>Differences between physical and human features</p> <p>Different layers of the earth's crust</p> <p>How the earth's crust moves to create mountains</p> <p>Mountain ranges in the UK / World</p> <p>Types of Mountains</p> <p>How volcanoes are formed</p> <p>World Volcanoes</p> <ul style="list-style-type: none"> • Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos /pictures e.g. population, temperatures etc. • Communicate findings in ways appropriate to the task or for the audience • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc • Use basic geographical vocabulary • Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features • Make plans and maps using symbols and keys • Understand and use a widening range of geographical terms • Identify physical and human features of the locality • Recognise the different shapes of continents • Demonstrate knowledge of features about places around him/her and beyond the UK locality • Recognise that people have differing quality of life living in different locations and environments • Know how the locality is set within a wider geographical context 	<p>Settlements</p> <p>What did early settlers need?</p> <p>Where would you settle?</p> <p>What's in a name? (Roman / Anglo-Saxon / Viking early invaders)</p> <p>How is land used?</p> <p>How are settlements linked?</p> <p>Where is an ideal place to settle?</p> <ul style="list-style-type: none"> • Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos /pictures e.g. population, temperatures etc. • Communicate findings in ways appropriate to the task or for the audience • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc • Use basic geographical vocabulary • Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features • Make plans and maps using symbols and keys • Understand and use a widening range of geographical terms • Identify physical and human features of the locality • Recognise the different shapes of continents • Name and locate the cities of the UK • Identify where counties are within the UK and the key topographical features • Demonstrate knowledge of features about places around him/her and beyond the UK locality • Recognise that people have differing quality of life living in different locations and environments

On going Geographical study			<ul style="list-style-type: none"> • Explain about key natural resources e.g. water in the locality • Describe how people have been affected by changes in the environment • Recognise there are similarities and differences between places • Develop an awareness of how places relate each other • Know about the wider context of places - region, country • Understand why there are similarities and differences between places 	<ul style="list-style-type: none"> • Know how the locality is set within a wider geographical context • Explain about key natural resources e.g. water in the locality Orienteering <ul style="list-style-type: none"> • Make more detailed fieldwork sketches/diagrams • Use fieldwork instruments e.g. camera, rain gauge • Use and interpret maps, globes, atlases and digital / • computer mapping to locate countries and key features • Use four figure grid references • Use the 8 points of a compass • Make plans and maps using symbols and keys • Measure straight line distances using the appropriate scale • Explore features on OS maps using 6 figure grid references • Plan the steps and strategies for an enquiry
	Y3	UK <ul style="list-style-type: none"> • locate the countries that make up the UK on a map • name the capital cities of the countries of the UK • label the key cities in the UK on a map; • name the seas surrounding the UK • name some of the UK's main rivers • find the names of seas on a map • explain what a county is and find our county on a map • find areas of higher ground on a map of the UK and name some areas of higher ground in the UK 		
	Y4	Europe <ul style="list-style-type: none"> • name a number of countries in the Northern Hemisphere • locate the Tropic of Cancer and the Tropic of Capricorn • name and locate some well-known European countries • name and locate the capital cities of neighbouring European countries • aware of different weather/climate in different parts of the world, especially Europe • use atlases 		
ART	Cycle 2	<u>Prehistoric Art / Cave drawings.</u> <u>Learning objectives:</u> 1.Research stone age art work using the internet. 2.Experiment creating artwork with natural resources. 3. Sketch pictures inspired by cave paintings. 4. Create our own cave paintings.	<u>Volcanoes/Textiles</u> <u>Learning objectives:</u> 1.Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. 2.Match the tool to the material 3.Develop skills in stitching, cutting	<u>Anglo Saxons / vikings</u> <u>Collage / drawing and painting</u> <u>Learning objectives:</u> 1.Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

		5. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 6. Question and make thoughtful observations about starting points and select ideas to use in their work. 7. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 8. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 9. Adapt their work according to their views and describe how they might develop it further. 10. Annotate work in sketchbook.		and joining 4. Experiment with paste resist. 5. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 6. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 7. Adapt their work according to their views and describe how they might develop it further. 8. Annotate work in sketchbook.		2. Use collage as a means of collecting ideas and information and building a visual vocabulary 3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 4. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 5. Adapt their work according to their views and describe how they might develop it further. 6. Annotate work in sketchbook.	
ART	General Art and Design learning objective	<u>Drawing Learning objective:</u> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<u>Lines and Marks Learning objective:</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.	<u>Form and shape Learning objective:</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	<u>Tone and texture Learning objectives:</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple ways. Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	<u>Painting Learning objectives:</u> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades	
ART							
DT		<u>Design and make a woolly Mammoth</u> <u>Design</u> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches.		<u>Design and make a wooden catapult</u> <u>Design</u> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches.		<u>Design and make an Anglo Saxon meal - Bread and cheese</u> <u>Design</u> 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	

	Cycle 2	<p>cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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><u>Evaluate</u></p> <p>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>	<p>cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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><u>Evaluate</u></p> <p>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</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><u>Make</u></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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><u>Evaluate</u></p> <p>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>
		<p><u>Learning Objectives:</u></p> <p><u>Material handling- Plastic and paper and Technical knowledge</u></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>1.Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>2.Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>3.Apply their understanding of computing to program, monitor and control their products.</p>	<p><u>Learning Objectives:</u></p> <p><u>Material handling- Wood and Technical knowledge</u></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>1.Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>2.Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>3.Apply their understanding of computing to program, monitor and control their products.</p>	<p><u>Learning Objectives:</u></p> <p><u>Cooking and nutrition</u></p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>1.Understand and apply the principles of a healthy and varied diet</p> <p>2.Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>3.Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

DT							
MUSIC CHARANGHA	Year 3	Glockenspiel Stage 1 (charanga)	Ho Ho Ho (charanga)	Dragon Song (Charanga)		Recorder (charanga units - GAB)	viking attack composition
				Rocking Romans https://www.bbc.co.uk/programmes/p03y5yvm		Viking saga songsattach http://www.bbc.co.uk/programmes/articles/2Tc1vdVTZJfvXPPGp2jSjWY/ks2-music-viking-saga-songs-info	
	Year 4	Mama Mia (charanga)	Glockenspiel Stage 2 (charanga)	Stop (charanga)		Recorder (charanga units, GAB DE)	viking attack composition
COMPUTING Switched on Computing	Year 3	Common Sense Education Lessons Grade 2 <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour 	Computing systems and networks <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration 	Create google slides presentation <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals 	Creating media: Making Music using Chrome music lab and Programming: Sequence in music design, & write programs that accomplish specific goals, including controlling or simulating physical systems;	Programming: events and actions <ul style="list-style-type: none"> use sequence in programs; debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	Branching Databases <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	Year 4	Common Sense Education Lessons Grade 3 <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour 	Computing Systems and networks: The Internet <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration 	Programming: repetition in shapes <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	Data and Information: Data Logging Link to Science / Using Google sheets <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	Programming: repetition in games use sequence, selection, and repetition in programs; <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	Programming: selection in quizzes . Create quizzes in google forms <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

PSHE Staffordshire Curriculum	Year 3	Me and My school Recognising their worth as individuals, see their mistakes, make amends and set personal goals	Happy Healthy Me Research, discuss and debate topical issues, problems and events What makes a healthy lifestyle, benefits of exercise, healthy eating, what affects mental health how to make informed choices	Me and My Relationships How the body changes as they approach puberty to be aware of different types of relationship	Me and My Safety Recognise different risks in different situations	Me and other people We will learn about the consequences on individuals and communities of anti-social and aggressive behaviours e.g bullying, racism	Me and my world Look after money and realise what the future wants
	Year 4	Me and My School We will learn about democracy across the world, in our country and in our school.	Me and My safety We will be taught to analyse risk factors in different situations and discuss and explain how to act responsibly. We will learn the importance of health and safety and protecting ourselves.	Me and My relationships We will learn about the human life cycle and how the body changes. We will learn about some basic changes that occur for girls and boys during puberty.	Happy and Healthy me We will learn about bacteria and viruses, what makes us ill and how we can lead healthier lives.	Me and other people We will learn about the consequences on individuals and communities of anti-social and aggressive behaviours e.g bullying, racism. We will be researching the range of national, regional, religious and ethnic identities in the United Kingdom.	Me in the world We will learn about the different kinds of responsibilities, rights and duties at home, at school and in the wider community and what they look like in real life/ the children's lives.
PE Rising Stars	Year 3	3.4. Brilliant Ball Skills To be aware of others when playing games. To choose the correct skills to meet a challenge Dribble a ball with greater control. Roll or throw a ball at a target with accuracy. To perform a range of actions, maintaining control of the ball.	3.3 Groovy Gymnastics To explore jumping techniques and link them with other gymnastic actions Be able to jump with a stable, safe landing. Try different ways of jumping. Be able to land safely when jumping from	3.2 African Dance To explore African dance movements and create patterns of movement Keep count and tempo while dancing. Develop African dance steps with clarity and rhythm, using own ideas	3.6 Fitness Frenzy To complete an agility and co-ordination circuit, spending 30 seconds at each station. To demonstrate the correct technique for activities. Develop agility and co-ordination. Perform simple patterns of movement.	3.2 Mighty Movers (Running) Demonstrate good use of arms when running at different speeds. Analyse others' running technique and suggest ways of improving. Complete a running circuit showing good balance, co-ordination and agility	.6 Active Athletics To run in different directions and at different speeds, using a good technique. To improve throwing technique. To reinforce jumping techniques. To understand the relay and passing the baton.

		To perform a range of catching and gathering skills with control	a bench. Use other skills learned to vary jumps. Link jumps into sequences		To improve fitness by raising the heart rate in a circuit-based lesson	Swimming: Non swimmers	To choose and understand appropriate running techniques. To compete in a mini-competition, recording scores
	Year 4	4.1 Invaders - football Children will learn to: -keep possession of a ball. - dribble a ball - work as a team -accurately pass to others - defend the ball safely	4.3 Boot camp Children will learn: -about their bodies /muscle groups -the importance of warming up -practise the proper technique for exercise such as squats, mountain climbers etc. -to push themselves safely and improve their PB	4.2 Dynamic Dance Children will learn: -charleston step -chasse -strut -to Develop their dancing and performing skills -to perform a line dance using a range of movement patterns	4.4 Striking & Fielding Children will learn to: -develop and investigate different ways of throwing and to know when each is appropriate - Use ABC (agility, balance, co-ordination) -develop their hand-eye co-ordination -underarm and overarm throw -develop their fielding skills	4.5 Nimble Nets Children will learn: -To play a competitive tennis game -forehand and backhand strokes -to develop and sustain a rally	4.6 Young Olympians Children will learn to: -Run efficiently and improve their pace and fitness -Develop throwing techniques -use different footwork patterns through basic running, jumping and hopping.
RE Staffordshire SACRE	Year 3	Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a Exploring living by rules	Compare and contrast the practice of religion in the home in different religious communities 2.2a Religion in the home	Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c Symbols of worship	Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c Sharing special food	Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d The beginning of the World	Explore into the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c Religious Leaders
	Year 4	Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour 2.6d	Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d	Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c	Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b

		Environment: Harvest	Landmarks in life	Study of a chosen religion	Commitment: Lent	Thinking about God	Features and patterns of worship
French Overview	Year 3	Moi (All or about me) Unit 1 Greetings, taking the register and asking how you are Introducing themselves, numbers 1-12 Intercultural awareness: finding France on a map.	Jeux et chansons Unit 2 Numbers to 20 Learn about French games and songs and learn some of these Intercultural understanding: learn about Christmas in France	On fait la fête Unit 3 Learn days of the week, months of the year, how to say someone's birthday simply	Portraits Unit 4 Name body parts, colours, Say what someone looks like Begin to use adjectives to describe	Ours brun Unit 5 Revision of colours Use il/elle Animals Performance	
	Year 4	<u>La Rentree (back to school)</u> We will be learning about the months of the year, routines and key objects needed for life in school.	<u>Food glorious food!</u> Discussing food in french. Reading the 'Hungry Caterpillar' and writing our own version in French.	<u>Where in the World?</u> We will learn key vocabulary related to countries/continents and animals. This will tie into our rainforest theme this term and we will learn to label maps in French, indicating continents and animals from different continents and a country's position related to the equator. We will learn key phrases connected to the rainforest theme.	<u>What's the Time?</u> In this unit we will learn how to tell the time: o'clock, half past, quarter past and quarter to. This will correspond to our learning in maths when we will be converting between analogue and digital clock faces. We will learn how to read timetables and TV schedules and answer simple questions about these. We will also be looking at calculating the difference between two different time zones.	<u>Holidays and Hobbies</u> We will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. We will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies.	