

**Castleside Primary School**  
**Y3 & 4: Miss Kilty/ Miss Barrass**

**Long Term Planning 2020/21**

	<b>Autumn 1 – 8 weeks</b> <b>Autumn 2 – 7 weeks</b>	<b>Spring 1 – 6 weeks</b> <b>Spring 2 – 5 weeks</b>	<b>Summer 1 – 7 weeks</b> <b>Summer 2 – 6.5 weeks</b>
<b>Novel</b>	<p>Stone Age Boy’ by Satoshi Kitamura</p> <p><i>Link to history topic: Stone Age</i></p>	<p>‘Tilly and the Time Machine’ by Adrian Edmondson</p> <p><i>Link to history: developing awareness of chronology</i></p>	<p>‘George’ by Alex Gino</p> <p><i>Link to Equality and Diversity: Transgender awareness</i></p>
<b>Science</b>	<p>Rocks compare and group rocks based on their appearance and physical properties, giving a reason. describe how fossils are formed. describe how soil is made. <u>Animals including humans</u> 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 □ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Light</u> recognise that darkness is the absence of light • recognise that light is needed in order to see• notice that light is reflected from a surface• explain and demonstrate how a shadow is formed. • explore shadow size and explain• understand the danger of direct sunlight and describe how to keep protected</p>	<p><u>Forces and magnets</u>• explore and describe how objects move on different surfaces •notice that some forces require contact and some do not, giving examples. • explore how magnets attract and repel each other and attract some materials and not other• predict whether objects will be magnetic and carry out an enquiry to test this out•Identify some magnetic materials• predict whether two magnets will attract or repel each other and give a reason.</p>
<b>Geography</b>	<p>Maps and Mapping• Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. •Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. •identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>LKS2: Mapping our local area through fieldwork. Emotional mapping</p>	<p>Australia Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.LKS2: Climate zones, desert, rainforest and biomes (habitats</p>	<p>Amazon Rainforest Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ;Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. •LKS2: Vegetation belt, habitats and different levels (e.g. canopy)</p>

	(https://www.geography.org.uk/teaching-resources/map-bike-walk)				
<b>History</b>	Stone Age to Iron Age How much did life change when man learned how to farm? Study of Skara Brae.		Roman Empire and its impact on Britain Why did the Romans leave hot, sunny Italy to invade Britain? Struggle against the Celts and Boudicca's rebellion.	Achievements of earliest civilisations – Ancient Egypt Pyramids, tombs and embalming the dead and the afterlife.	
<b>Art Design Technology</b>	Textiles • Dyeing, sewing, weaving natural fabrics. Link to history: Stone/Iron Age		Aboriginal Art • Exploring pattern and colour. Link to geography: Australia	Aboriginal Art • Exploring pattern and colour. Link to geography: Australia	
<b>P.E</b>	Orientation • Orientate simple maps and plans • Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail) • Find their way back to a base point	Communication • Co-operate to share roles within a group • Listen to each other's ideas when planning a task • Change your ideas if they are not working • Take responsibility for a role within the group • Recognise that some outdoor adventurous activities can be dangerous • Follow rules to keep self and others safe	<b>Games and tactics</b> Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games e.g. those described in core tasks and TOPs activities to prepare them to play mini versions of traditional NGB's mini versions as described in Upper Key Stage 2	<b>Dance</b> Choreographic devices; motif, motif development & repetition • Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end • Musicality	
<b>RE</b>	What do we know about the Bible and why is it important to Christians?  Why do Christians call Jesus the light of the world?		What do Christians believe about Jesus?	Why is Lent such an important period for Christians?  How and why do people show care for others? Why do people visit Durham cathedral today?	
<b>Music</b>	<p align="center"><b>Play and Perform</b></p> <p>Rhymes, raps and action songs - pulse and rhythm using untuned percussion.</p> <p>Introduce metre - 2, 3 or 4 beats in a bar. Using topic word rhythms, reading rhythmic notation (crotchets, quavers, minims and their rests). Stone Age/Iron Age songs that link with R.E topic - Islam and Harvest.</p> <p>Playing as part of ensemble and individually to accompany Christmas music for the Nativity.</p> <p>Performing with untuned and tuned percussion, using varied time signatures and tempos.</p>		<p align="center"><b>Listen and Appraise</b></p> <p>Variety of music - listening sheets to give personal reflections and describe music using musical terms. Learn about key composers in history - <u>Renaissance and Baroque</u> eg. Byrd, Tallis, Bach, Vivaldi (BBC Trailblazers!), Handel, Purcell (BBC 10 Pieces).</p>	<p align="center"><b>Understand notation</b></p> <p>Musical ladder, musical alphabet, recognising notes on a staff - beginning to understand and read standard notation. Topic (Roman / Australia) themed songs. Time signatures and metre - 2 / 3 / 4. Easter songs / music in one and two parts.</p>	<p align="center"><b>Play and Perform</b></p> <p>Preparation for Big Sing Topic (Egypt / Australia) and Local songs - rounds and singing in 2 parts by finding notes that blend in 2 / 3 / 4 beat metre,</p> <p><b>Whole class instrument tuition - recorder:</b> read from staff notation and keep in time with steady pulse.</p> <p align="center"><b>Improvise and Compose</b></p> <p>Improvise around given scales - M / m. Using notation to record + perform compositions (using 3-5 notes) in a small group based on local songs eg The Keel Row, Broom Besoms (crotchets, quavers minims and their rests).</p>
<b>ICT (use of laptop trolleys)</b>	<ul style="list-style-type: none"> <li>I can create and insert music and sounds into presentations and documents</li> <li>I can create and manipulate digital artwork</li> <li>I use reasoning about the quality and composition of images</li> </ul>		<p><b>Key Skills/Objectives:</b></p> <ul style="list-style-type: none"> <li>I can use an age appropriate search engine independently</li> <li>I can explore and discuss the benefits of a range of online communication tools</li> </ul>	<p><b>Unplugged:</b></p> <ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts</li> </ul>	

	<ul style="list-style-type: none"> <li>• I can perform basic editing on images/video – crop, recolour, resize</li> <li>• I can use numerous design features such as text boxes, borders and WordArt in different layouts and styles</li> <li>• I can use a variety of presentation software to make a sequence of slides</li> <li>• I can add to, sort and search a database</li> <li>• I can interrogate a simple database to answer questions and create charts from the data</li> <li>• I can use a data logger to capture measurements over time</li> </ul> <p>I can create simple bar charts and use them to answer questions</p>	<ul style="list-style-type: none"> <li>• I know how to respond to unpleasant communications</li> <li>• I understand the need to keep personal information private and am responsible in my online presence</li> <li>• I know the difference between personal, private and public online spaces and the risks associated with these</li> <li>• I understand that there are rules about using public spaces online</li> <li>• I understand that some information online may be untrue (revisit)</li> </ul>	<ul style="list-style-type: none"> <li>• Use logical reasoning to explain how some simple algorithms work</li> </ul> <p><b>Coding/Programming:</b></p> <ul style="list-style-type: none"> <li>• Detect and correct errors in algorithms and programs</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> </ul> <p>Use sequence, selection and repetition in programs Work with various forms of input and output</p>
<b>French</b>	Unit 1 Moi (all about me)	Unit 2 Jeux et chansons (Games and Songs)	Unit 4 Portraits
<b>PSHE</b>	Wellbeing Citizenship and Economic Wellbeing	Relationships Education / Growing Up	
<b>Educational Visits</b>			Durham Cathedral – R.E Big Sing at Sage Gateshead - Music