



BEARNES AND HENNOCK LONG TERM PLAN: YEAR 3 AND YEAR 4



YEAR A	AUTUMN	SPRING	SUMMER
Theme	What did the Romans ever do for me?	Chocolate!	Walk like an Egyptian
ENGLISH TEXTS	Romans on the Rampage How to be a pirate (Roman) Legends and Myths Boudicca Rebellion	Paddington Bear Charlie & the Chocolate Factory	The Tear Thief
SCIENCE	<p>Light (Y3) (recognise that they need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces; recognise that light from the sun can be dangerous and that there are ways to protect their eyes; recognise that shadows are formed when the light from a light source is blocked by a solid object; find patterns in the way that the size of shadows change.)</p> <p>Sound (Y4) (identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; recognise that sounds get fainter as the distance from the sound source increases.)</p>	<p>Living Things and Their Habitats (Y4) (recognise that living things can be grouped in a variety of ways; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; recognise that environments can change and that this can sometimes pose dangers to living things.)</p> <p>Animals including humans (Y4) (construct and interpret a variety of food chains, identifying producers, predators and prey.)</p>	<p>Plants (Y3) (identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.)</p>
TOPICS	<p>History The Roman Empire and its impact on Britain</p> <p>Geography Using maps to focus on the Roman invasion of Europe & the equivalent modern day countries</p> <p>Art & Design / Design & Technology Design and create a Roman shield based on archaeological evidence.</p> <p>Music Rhythm, Pitch & Pulse; understanding musical notation.</p> <p>PE Basketball; Tag rugby; Gymnastics; Health and Fitness</p> <p>Computing Introduction to Scratch Animation Internet Safety (active bytes)</p>	<p>History Study of a non-European society – Mayan civilizations</p> <p>Geography Location of rainforests biomes (equators & tropics); Comparative study of UK vs North/South American rainforests; The Water Cycle</p> <p>Art & Design / Design & Technology A study of the art of Henri Rousseau & his cultural impact</p> <p>Music Jungle Drums – evaluate different musical styles & explore dynamics, tempo, rhythm and structure of music; compose music and improvise.</p> <p>PE Multi-skills; dance; handball</p> <p>Computing e-books (Paddington) Kodu – making my Kodu move</p>	<p>History Achievement of the early civilisations – Ancient Egypt</p> <p>Music Ten pieces study – listen to and evaluate different genres of music; recall sounds with aural memory; develop an understanding of the history of music.</p> <p>Art & Design Research, design and create Egyptian masks</p> <p>PE Ultimate Frisbee; Rounders; Athletics; Tennis</p> <p>Computing My safe searching Showing my device time</p>



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YEAR B	AUTUMN	SPRING	SUMMER
Theme	Dartmoor Rocks	Eruptions and Explosions!	Fun at the Fair
ENGLISH TEXTS	Stone Age Boy How to Wash a Woolly Mammoth	Flood	Leon and the Place Between
SCIENCE	<p>Rocks (Y3) (compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock; recognise that soils are made from rocks and organic matter.)</p> <p>Electricity (Y4) (identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors.)</p>	<p>States of Matter (Y4) (compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C); identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.)</p> <p>Stand alone – healthy living Animals including humans (Y3) (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>Stand alone – healthy living Animals including humans (Y4) (describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions.)</p> <p>Forces & Magnets (Y3) (compare how things move on different surfaces; notice that some forces need contact between two objects, but magnetic forces can act at a distance; observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having two poles; predict whether two magnets will attract or repel each other, depending on which poles are facing.)</p>
TOPICS	<p>History Changes in Britain from the Stone Age to the Iron Age</p> <p>Art Research and design cave paintings</p> <p>Computing Stone Age animations My mystery (iMovie)</p> <p>Geography Using eight points of the compass, grid references, ordnance survey maps and symbols.</p>	<p>Geography Physical geography study of mountains, volcanoes and earthquakes Focus on North and South America, including the pacific ring of fire physical geography, including: mountains, volcanoes and earthquakes, and the water cycle</p> <p>Art Artist study of Hokusai's Great Wave; interpreting and creating children's own version</p> <p>Design & Technology Plan & build a class volcano</p> <p>Computing Check my facts Scratch – maths patterns</p>	<p>Design & Technology Research & design a funfair model ride that is fit for purpose Generate and develop sketches and prototypes. Make a model using a range of tools, equipment and carefully selected materials; strengthen and stabilise structure and solve problems. Evaluate their project and suggest improvements.</p> <p>Computing Flowol Comic Books</p>