

INFORMATION FOR PARENTS

**Misson Primary School**

**Curriculum – Long Term Plan Y3&4 2017**

SEPTEMBER 2017

Subject Cycle A Y3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><b>Living things:</b> To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p><b>Animals inc</b> <b>Humans:</b> To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions.</p>	<p><b>Sound:</b> To recognise that sounds get fainter as the distance from the sound source increases. To identify how sounds are made, associating some of them with something vibrating.</p>	<p><b>Animals, inc.</b> <b>humans:</b> To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>States of matter:</b> To compare and group materials together, according to whether they are solids, liquids or gases. To observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C). To associate the rate of evaporation with temperature. To identify the part played by evaporation and condensation in the water cycle.</p>	<p><b>Electricity:</b> To construct a simple series electrical circuit. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors.</p>
History	<p>Early Civilisations- Egypt c.3300 BC to 330 BC</p>		<p>Ancient Greece Classical period C 500 BC to c 330 BC</p>			
Geography		<p>Skills Unit</p> <ul style="list-style-type: none"> <li>Locate and name the continents on a World Map.</li> <li>Locate the main countries of Europe inc. Russia.</li> <li>Identify capital cities of Europe.</li> <li>Locate and name the countries</li> </ul>		<p>Rivers and the Water Cycle. Describe and understand key aspects of: Physical geography including Rivers and the water cycle, brief introduction to Volcanoes and</p>		<p>Contrasting Locality Compare a region of the UK with a region in Europe, e.g local hilly area with a flat one or under sea level. Link with science / rocks.</p>

		making up the British Isles, with their capital cities		earthquakes linking to Science: rock types.		
D&T			<p>Cross Stitch (link to History and textiles in art)</p> <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul>			TBC
<p>Art</p> <p>Link to topic.</p> <p>Use milestones to determine the skill and level of skill to be taught.</p>	<p>Painting</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>		<p>Textiles (link to history and D&amp;T)</p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>		<p>Collage</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	

PE	Dance (traditional)	Gymnastics (Movement and Balance)	Swimming	Swimming	Invasion sports (rugby/football)	Athletics (Throwing/Jumping)
PSHE	Theme 1: New beginnings	Theme 2: Getting on and falling out	Theme 3: Going for goals!	Theme 4: Good to be me	Theme 5: Say no to bullying	Theme 6: Changes
RE	<p>Compare a church building and the activities within, with a sacred building of another religion.</p> <p>You could arrange a visit to the church in Misson.</p> <p>Pathways of Belief Christianity Programme 4.</p>	<p>Christmas.</p> <ul style="list-style-type: none"> <li>There are two accounts of the birth of Jesus and these are to be found in the Gospels</li> <li>That different writers may have had different aims</li> <li>That Christmas was not celebrated until 300 hundred years after Jesus' birth.</li> <li>The logistics and time scale of both Mary and Joseph travelling to Bethlehem and the Magi travelling to see Jesus.</li> </ul>	<p>Muslim belief and values, Muslim family life.</p> <p>Traditions surrounding birth/marriage/death of a Muslim.</p>	<p>Easter:</p> <p>Joy and Sadness (explore the story of Palm Sunday and its significance in the context of the Christian Holy Week, reflect on the concept of victory of joy over sadness, good over evil)</p> <p>Betrayal and Loyalty (consider some of the disciples' failure to stand by Jesus, explore Peter's denial and Judas' betrayal, reflected on the role of women in the Easter story).</p>	<p>Hindu gods and goddesses.</p> <p>Link these to art/drama/storytelling/dance.</p>	<p>Why is Mohammed important to Muslims?</p> <p>The characteristics of Allah and his 99 names.</p> <p>Pathways of Belief Islam -programme 1.</p>

Subject Cycle B Y3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><b>Forces and magnets:</b> To observe how magnets attract or repel each other and attract some materials and not others. To 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. To notice that some forces need contact between two objects but magnetic forces can act at a distance.</p>	<p><b>Animals, inc. humans:</b> To 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.</p>	<p><b>Light:</b> To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.</p>	<p><b>Plants:</b> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To 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. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>Rocks:</b> To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To compare and group together different kinds of rocks on the basis of their simple physical properties. To recognise that soils are made from rocks and organic matter.</p>	<p><b>Animals, inc. humans:</b> To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
History	Britain from the Stone Age to Iron Age		The Roman Empire and its impact on Britain		Britain's settlement by Anglo Saxons and Scots.	
Geography		<p>Rainforests On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p>			<p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p>	

D&T		<p>Food-Pizza</p> <ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils.</li> <li>• Measure ingredients to the nearest gram accurately.</li> <li>• Follow a recipe.</li> <li>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul>		<p>Torches/Alarms Electronics</p> <ul style="list-style-type: none"> <li>• Create series and parallel circuits</li> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul>		<p>Mechanics-Pop up Books.</p> <ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul>
<p>Art</p> <p>Link to topic. Use milestones to determine the skill and level of skill to be taught.</p>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>		<p>Printing</p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>		<p>Sculpture</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	
PE	Dance (modern)	Gymnastics (Apparatus)	Swimming	Swimming	Racquet sports (Badminton/Tennis)	Fielding Sports (Rounders/Cricket)
PSHE	Theme 1: New beginnings	Theme 2: Getting on and falling out	Theme 3: Going for goals!	Theme 4: Good to be me	Theme 5: Say no to bullying	Theme 6: Changes

<p>RE</p>	<p>How and why do Hindus celebrate Divali? QCA unit 3B Pathways of Belief Hinduism programme 2.</p>	<p>Christmas:</p> <ul style="list-style-type: none"> <li>• There are two accounts of the birth of Jesus and these are to be found in the Gospels</li> <li>• That different writers may have had different aims</li> <li>• That Christmas was not celebrated until 300 hundred years after Jesus' birth.</li> <li>• The logistics and time scale of both Mary and Joseph travelling to Bethlehem and the Magi travelling to see Jesus.</li> </ul>	<p>Who was Jesus? What do we know about him? What does the Bible tell us about Jesus? Why did Jesus tell stories? QCA unit 3C Pathways of Belief Christianity programme 2.</p>	<p>Easter: Joy and Sadness (explore the story of Palm Sunday and its significance in the context of the Christian Holy Week, reflect on the concept of victory of joy over sadness, good over evil) Betrayal and Loyalty (consider some of the disciples' failure to stand by Jesus, explore Peter's denial and Judas' betrayal, reflected on the role of women in the Easter story).</p>	<p>Sacred places. How do religious people show what matters most to them in their holy buildings? What do symbols stand for in religion? How are they used in a place of worship? Mosque and mandir.</p>	<p>Ramadan How does a festival link up with a story, with food, giving gifts and lighting candles? Pathways of belief Islam-programme 2.</p>
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