



## Kings Oak Primary Learning Centre – Long term planning 2018-19

### Year 3 / 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Romans</b>		<b>Myths and Legends</b>		<b>Australia</b>	
<b>Outcome / Purpose for learning</b>	To create a Roman Marketplace		To create a 'Magical Beasts and Where to Find Them' exhibition.		To produce an Australia Theme Day	
<b>Visit/experience</b>	Visit to York					
<b>English</b>	<u>Half Term 1</u> Non-chronological Reports Instructional Texts	<u>Half Term 2</u> Poetry Fiction Science	<u>Half Term 1</u> Myths and Legends Poetry	<u>Half Term 2</u> Story Writing Newspapers	<u>Half Term 1</u> Stories from other Cultures Brochures (Visit Australia)	<u>Half Term 2</u> Poetry Fiction
<b>Mathematics</b>	<u>Half Term 1</u> <u>Year 3 + 4</u> Number and Place Value Number: Addition and Subtraction	<u>Half Term 2</u> <u>Year 3 + 4</u> Number: Multiplication and Division Number: Fractions	<u>Half Term 3</u> <u>Year 3 + 4</u> Year 3 Measures Geometry – Properties of Shapes Statistics Year 4 Measures Geometry – Properties of Shapes Geometry Position and Movement	<u>Half Term 4</u> <u>Year 3 + 4</u> Year 3 and 4 Number and Place Value Number Addition and Subtraction	<u>Half Term 3</u> <u>Year 3 + 4</u> Year 3 Number Multiplication and Division Number Fractions  Year 4 Number Multiplication and Division Number: Fractions Statistics	<u>Half Term 3</u> <u>Year 3 + 4</u> Year 3 Measures Geometry – Properties of Shapes Statistics  Year 4 Measures Geometry – Properties of Shapes Geometry Position and Movement

<p align="center"><b>Science</b></p>	<p><u>Half Term 1</u> <u>Year 3</u> Forces and Magnets <u>Year 4</u> Electricity</p>	<p><u>Half Term 2</u> <u>Year 3</u> Light <u>Year 4</u> States of Matter</p>	<p><u>Year 3</u> Rocks  <u>Year 4</u> Sound</p>	<p><u>Half Term 1</u> <u>Year 3</u> Animals including humans <u>Year 4</u> Living things and habitats</p>	<p><u>Half Term 2</u> <u>Year 3</u> Plants <u>Year 4</u> Animals including humans</p>
<p align="center"><b>Computing</b></p>	<p><u>E-Safety</u> <u>Using the Internet.</u> To follow a simple search to find specific information from a web site To find and use appropriate information To identify how different web pages are organised e.g. graphics, hyperlinks, text To navigate a web page to locate specific information To know that ICT enables access to a wider range of information and tools to help find specific information quickly To understand a website has a unique address</p> <p>To draw information from a question to develop keywords to find relevant information e.g. What did Romans eat? To understand the dynamics of a search engine and know that there are different search engines (some within specific sites e.g. BBC, and some the whole of the Internet e.g. Google, Yahoo!igans, Ask Jeeves) To be able to skim read and sift information to check its relevance and modify their search strategies if necessary</p>		<p><u>Digital Media</u> <u>Text Multi-media</u> Use a computer to sequence short pieces of music using a small selection of pre-record sounds.</p> <p>Independently record video for a range of purpose, paying attention to the quality of the video capture.</p> <p>Take photographs for a specific reason or project and/or find appropriate images on-line.</p> <p>Create a video out of still images. Use the computer to preform photo edits and create a range of digital creations using photos.</p> <p>Create simple stop motion animations.</p> <p>Use a range of devices to create extended pieces of music using a wide range of pre-recorded samples.</p> <p>Independently choose to record video for a range of purposes, paying attention to the quality of video capture.</p>		<p><u>Data Bases</u> <u>Programming</u> Continue to use technology to create graphs and charts.</p> <p>Understand which a database is, and the basic structure of a database.</p> <p>Create graphs from pre-made databases, and enter their own data into a database and generate graphs using these. Use other software to present these findings as appropriate.</p> <p>Plan and create their own database, creating fields and applying simple data validation.</p> <p>Use pre-made databases and those which they have created themselves to answer questions by constructing basic queries. Understand how to translate questions into queries to find information e.g to find the most common etc. Use other software to present these findings as appropriate</p> <p>Begin to use a spread sheet to enter data and create graphs.</p>

	<p>To understand that the information they use needs to be appropriate for the audience they are writing for e.g. copying and pasting difficult language</p> <p>To evaluate different search engines and explain their choices for using these for different purposes</p> <p>To begin to recognise that anyone can author on the Internet and sometimes authors on the Internet can produce content which is offensive, rude and upsetting and to follow school rules if anything is found.</p> <p>To understand that Cloud based tools can allow multiple people to contribute to shared documents and Google Sites</p> <p>To understand a small range of web 2.0 tools that can help them work together and collaborate; forums, shared documents etc</p> <p>To use the web 2.0 tools to work collaboratively on a project (e.g. sharing comparative data, creating a story)</p> <p>To understand how e-mails work and be able to send an e-mail, including choosing a suitable subject and entering addresses in the 'to', 'cc' and 'bcc' fields.</p> <p>To share and exchange their ideas using e-mail and electronic communication- inside the school environment.</p>	<p>Use a range of tools to create more complex images using a computer (no layering)</p> <p>Edit video using a range of basic video editing applications.</p> <p>Continue to take photographs for a specific reason or project and/or find appropriate images on-line.</p>	<p>Continue to develop understanding of how a computer and technology works, focusing on computational thinking.</p> <p>Begin to plan more complex sequences of instructions for on-screen and floor turtles test and amend these instructions. (e.g. using RoboMind)</p> <p>Use software to make basic puzzles and quizzes, changing parameters (e.g time allowed, points, number of pieces etc) to customise the puzzle or quiz (e.g. 2DIY)</p> <p>Begin to plan more complex sequences of instructions for on-screen and floor turtles, test and amend these instructions. (e.g. using RoboMind)</p> <p>Use computer game design software to plan, design and make their own, multi-level game, controllable by external inputs, changing parameters and responses. (e.gf using 2DIY)</p>
<p><b>RE</b></p>	<p><b>Judaism and Christianity Year 3+4</b></p> <p>LO: describe the stories and teachings of holy books</p> <p>LO: make links with their own lives and ideas to these stories and teachings.</p> <p>LO: describe different places and their symbols of worship</p>	<p><b>Buddhism and Islam</b></p> <p>LO: describe the stories and teachings of holy books</p> <p>LO: make links with their own lives and ideas to these stories and teachings.</p> <p>LO: describe different places and their symbols of worship</p>	<p><b>Hinduism and Sikhism</b></p> <p>LO: describe the stories and teachings of holy books</p> <p>LO: make links with their own lives and ideas to these stories and teachings.</p> <p>LO: describe different places and their symbols of worship</p>

	<p>LO: link ideas about peace, love or courage to ideas about worship</p> <p>LO: describe religious artefacts</p> <p>LO: describe festivals and practices</p> <p>LO: define how religious artefacts, festivals and practices are linked to special times they have studied.</p> <p>LO: describe the lives and teachings of some great leaders.</p> <p>LO: recognise how there are links between great leader's beliefs, the religions they have contributed to and themselves.</p>	<p>LO: link ideas about peace, love or courage to ideas about worship</p> <p>LO: describe religious artefacts</p> <p>LO: describe festivals and practices</p> <p>LO: define how religious artefacts, festivals and practices are linked to special times they have studied.</p> <p>LO: describe the lives and teachings of some great leaders.</p> <p>LO: recognise how there are links between great leader's beliefs, the religions they have contributed to and themselves.</p>	<p>LO: link ideas about peace, love or courage to ideas about worship</p> <p>LO: describe religious artefacts</p> <p>LO: describe festivals and practices</p> <p>LO: define how religious artefacts, festivals and practices are linked to special times they have studied.</p> <p>LO: describe the lives and teachings of some great leaders.</p> <p>LO: recognise how there are links between great leader's beliefs, the religions they have contributed to and themselves.</p>
<b>History</b>	<p>the Roman Empire and its impact on Britain</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local and international history.</p> <p>Gain historical perspective by placing their growing knowledge between cultural, economic, political, religious and social history; and between short- and long-term timescales.</p>	<p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously To make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>

<p><b>Geography</b></p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-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 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</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-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 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</p>	<p>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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-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 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</p>
<p><b>Art</b></p>	<p>Year 3 – Drawing Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space. Begin to record ideas in sketchbooks. Year 4 – Drawing and Materials Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use</p>	<p>Year 3 – Drawing Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space. Begin to record ideas in sketchbooks. Year 4 – Drawing and Materials Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use</p>	<p>Year 3 – Drawing Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space. Begin to record ideas in sketchbooks. Year 4 – Drawing and Materials Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use</p>

	<p>artistic language. Continue to develop ideas in sketchbooks.</p> <p>Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language.</p>	<p>artistic language. Continue to develop ideas in sketchbooks.</p> <p>Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language.</p>	<p>artistic language. Continue to develop ideas in sketchbooks.</p> <p>Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language.</p>
<b>DT</b>	<p><b>Design</b> 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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> 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><b>Evaluate</b> 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><b>Technical knowledge</b></p>	<p><b>Design</b> 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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> 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><b>Evaluate</b> 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><b>Technical knowledge</b></p>	<p><b>Design</b> 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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> 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><b>Evaluate</b> 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><b>Technical knowledge</b></p>

	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>
<b>Languages</b>	Children to follow the year 3 and 4 unit for 1 languages.	Children to follow the year 3 and 4 unit for 1 languages.	Children to follow the year 3 and 4 unit for 1 languages.
<b>Music</b>	<p><b>Year 3 – Recorders</b></p> <p><b>One group of year 4 – Chalumeau</b></p> <p>Rest of year four to complete following objectives within class.</p> <p><b>Play and Perform</b></p> <p>LO: perform with attention to dynamics to create effect</p> <p>LO: confidently perform a solo piece of music or song</p> <p>LO: perform own compositions</p> <p>Listen and Rehearse Sounds Accurately</p> <p>LO: perform short patterns from memory</p> <p>LO: evaluate own work</p> <p>LO: evaluate peers work</p> <p>LO: comment on how the inter-related dimensions of music change the effect within a piece of music</p>	<p>Play and Perform</p> <p>LO: perform with attention to dynamics to create effect</p> <p>LO: confidently perform a solo piece of music or song</p> <p>LO: perform own compositions</p> <p>Listen and Rehearse Sounds Accurately</p> <p>LO: perform short patterns from memory</p> <p>LO: evaluate own work</p> <p>LO: evaluate peers work</p> <p>LO: comment on how the inter-related dimensions of music change the effect within a piece of music</p>	<p>Year 3 and 4 to perform at Elsecar Heritage Centre</p> <p>Children to create aboriginal instruments and then use these to create and perform a piece of music.</p> <p>Play and Perform</p> <p>LO: perform with attention to dynamics to create effect</p> <p>LO: confidently perform a solo piece of music or song</p> <p>LO: perform own compositions</p> <p>Listen and Rehearse Sounds Accurately</p> <p>LO: perform short patterns from memory</p> <p>LO: evaluate own work</p> <p>LO: evaluate peers work</p> <p>LO: comment on how the inter-related dimensions of music change the effect within a piece of music</p>

<b>PE</b>	Children will be completing the Real P.E scheme of work.	Children will be completing the Real P.E scheme of work.	Children will be completing the Real P.E scheme of work.
<b>SMSC</b>			
<b>PSHE</b>	<b>SEAL Themes</b> <ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• Getting on and Falling Out</li> <li>• Anti Bullying Week</li> </ul>	<b>SEAL Themes</b> <ul style="list-style-type: none"> <li>• Say No To Bullying</li> <li>• Going For Goals</li> <li>• Good To Be Me</li> </ul>	<b>SEAL Themes</b> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changes</li> </ul>
<b>Seven Rs</b>	All of the 7 R's will be incorporated throughout the term.	All of the 7 R's will be incorporated throughout the term.	All of the 7 R's will be incorporated throughout the term.