

## Long Sutton C of E Primary School Year 3/4 Curriculum

### 'Learn to love and love to learn.'

**Our school is an integral part of our village and everyone within this community is valued and nurtured as part of our school family and God's family. Christian teaching and values are at the heart of all we do, to ensure that we develop well-motivated, independent, happy children who aspire to achieve their best in all they do, respecting and valuing themselves and others.**

Be kind and loving to each other. Forgive each other just as God forgave you in Christ. You are God's children whom he loves. So try to be like God. Live a life of love. Love other people just as Christ loved us.

<b>Autumn Term – Eco Heros</b>	
PSHE focus week to start the year including careers/aspiration session STEM/DT week (November) Life Education Bus visit (RSHE/PSHE focus) KS1 Nativity Production	
<p><b><u>How to change the energy we use to save our world?</u></b>  <u>Plastics and our environment</u></p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Design, Make and Evaluate (see NC)</li> <li>• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	<p><b><u>Conservation – what can we do to save species?</u></b></p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts</li> </ul> <p><b>Science:</b></p> <p>Animals including humans:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement</li> </ul> <p>Light:</p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> </ul>

## Long Sutton C of E Primary School Year 3/4 Curriculum

### 'Learn to love and love to learn.'

<p><b>Computing:</b> Online Safety – I am kind and responsible:</p> <ul style="list-style-type: none"><li>• Class internet rules</li><li>• Cyberbullying discussions</li></ul> <p>Make My eBook – Multimedia:</p> <ul style="list-style-type: none"><li>• Look at eBooks</li><li>• Learn how to create an eBook, adding text, images, sound and hyperlinks</li><li>• Add narration to eBook</li></ul> <p>Show My Device – Data handling:</p> <ul style="list-style-type: none"><li>• Collect and show data on time spent on playing games with 2Simple 2Graph or Easychart</li></ul> <p>My Scratch Games – programming:</p> <p>Y4:</p> <ul style="list-style-type: none"><li>• Make sprite move and change</li><li>• Use if.. then commands</li><li>• Create own game</li></ul> <p>Y3:</p> <ul style="list-style-type: none"><li>• Explore Sprites</li><li>• Make things happen using blocks</li><li>• Use algorithms to make sprite dance or make a knock knock joke</li><li>• Create an animated story</li></ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"><li>• Drawing (pencil, charcoal, inks, chalk, pastels, ICT software): - Artist focus: Diego Fazio</li><li>• Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – Artist Focus – Edward Said</li></ul>	<ul style="list-style-type: none"><li>• Find patterns in the way that the sizes of shadows change.</li></ul> <p><b>DT:</b></p> <ul style="list-style-type: none"><li>• Design, Make and Evaluate (see NC)</li><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li></ul> <p><b>Computing:</b> Online Safety – I am kind and responsible:</p> <ul style="list-style-type: none"><li>• Class internet rules</li><li>• Cyberbullying discussions</li></ul> <p>Show My Teeth – Multimedia (Science link):</p> <ul style="list-style-type: none"><li>• Note take information about teeth and use to create a report/presentation</li><li>• Edit text by changing font etc and add images</li><li>• Use word clouds to present vocab</li><li>• Create a timelapse film about the effects of cola on teeth</li></ul> <p>Checking My Facts:</p> <ul style="list-style-type: none"><li>• Use an online tool (padlet) to share ideas</li><li>• Discuss what is true online and how we can check for reliable information</li><li>• Research a topic and begin to consider plagiarism</li></ul> <p>My Scratch Games – programming:</p> <p>Y4:</p> <ul style="list-style-type: none"><li>• Make sprite move and change</li><li>• Use if.. then commands</li><li>• Create own game</li></ul> <p>Y3:</p> <ul style="list-style-type: none"><li>• Explore Sprites</li><li>• Make things happen using blocks</li><li>• Use algorithms to make sprite dance or make a knock knock joke</li></ul>
--	--

## Long Sutton C of E Primary School Year 3/4 Curriculum

### 'Learn to love and love to learn.'

<p><b>Music (for detail see Music progression):</b></p> <ul style="list-style-type: none"> <li>• Composer Focus Leonard Berstein (BBC Ten Piece programme)</li> </ul> <p><b>PE (also see progression of skills):</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Dance</td> <td style="padding: 2px;">Netball</td> </tr> <tr> <td style="padding: 2px;">Gymnastics</td> <td style="padding: 2px;">Tag Rugby</td> </tr> </table> <p><b>RSHE to include PSHE:</b>                  Me and My Relationships:                  Rules, feelings about loss, Teamwork, Looking after our special people, Solving problems, the danger of dares, expressing ideas and thoughts, self esteem, Friends are special                  Valuing Difference:                  Friends and family, My community, respect and challenge, our friends and neighbours, celebrating our differences, exploring prejudice views and why someone is bullied</p>	Dance	Netball	Gymnastics	Tag Rugby	<ul style="list-style-type: none"> <li>• Create an animated story</li> </ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Drawing (pencil, charcoal, inks, chalk, pastels, ICT software): - Artist focus: Diego Fazio</li> <li>• Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – Artist Focus – Edward Said</li> </ul> <p><b>Music (for detail see Music progression):</b></p> <ul style="list-style-type: none"> <li>• Composer Focus Leonard Berstein (BBC Ten Piece programme)</li> </ul> <p><b>PE (also see progression of skills):</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Dance</td> <td style="padding: 2px;">Netball</td> </tr> <tr> <td style="padding: 2px;">Gymnastics</td> <td style="padding: 2px;">Tag Rugby</td> </tr> </table> <p><b>RSHE to include PSHE:</b>                  Me and My Relationships:                  Rules, Good feelings and not so good ones, Ok or not, teamwork, different feelings, When feelings change, Under pressure                  Valuing Difference:                  Finding solutions, understanding personal space, Friend or acquaintance, What would I do?, The people we share our world with, Stereotypes</p>	Dance	Netball	Gymnastics	Tag Rugby
Dance	Netball								
Gymnastics	Tag Rugby								
Dance	Netball								
Gymnastics	Tag Rugby								

<b><u>Spring Term – Time Travelers</u></b>
History Visits/visitors <b>Poetry Week</b> – linked to World Book Day

## Long Sutton C of E Primary School Year 3/4 Curriculum

'Learn to love and love to learn.'

RE/Values day (January)

### **What is it like to live in Ancient Egypt?**

#### **History:**

The achievements of the earliest civilisations

#### **OR**

### **How did Early Man live?**

Changes in Britain from Stone Age to the Iron Age

#### **Science:**

Magnets:

- 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.

Animals including Humans:

- 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
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

#### **Computing:**

Online safety – I am safe:

- Keeping personal details private

### **What did the Romans do for us?**

#### **History:**

The Roman Empire and its impact on Britain

#### **Science:**

States of Matter:

- 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.

Sound:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from a sound 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.

#### **Computing:**

Online safety – I am safe:

- Keeping personal details private
- Think about who you talk to online

## Long Sutton C of E Primary School Year 3/4 Curriculum

### 'Learn to love and love to learn.'

<ul style="list-style-type: none"> <li>• Think about who you talk to online</li> <li>• Make sure a trusted adult knows what you are doing online</li> </ul> <p>My Mystery imovie – multimedia:</p> <ul style="list-style-type: none"> <li>• Discuss a video showing a mystery and how they could make their own</li> <li>• Create own mystery object video</li> <li>• Edit, improve and share video</li> <li>• Create a timelapse film</li> </ul> <p>My Safe Searching – TIOL:</p> <ul style="list-style-type: none"> <li>• Search for information online and discuss the best ways to find answers</li> <li>• Learn about the world wide web as part of the internet</li> <li>• Search for copyright safe picture and edit</li> </ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Texture (textiles, clay, sand, plaster, stone) Artist focus: Sheila Hicks</li> <li>• Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) Artist focus: Barbara Hepworth (Sculptor), Zaha Hadid (Architect)</li> </ul> <p><b>Music (for detail see Music progression):</b> Composer Focus: Gabriel Prokofiev (BBC Ten Piece programme)</p> <p><b>PE (also see progression of skills):</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Dance</td> <td style="padding: 2px;">Hockey</td> </tr> <tr> <td style="padding: 2px;">Gymnastics</td> <td style="padding: 2px;">Tennis</td> </tr> </table> <p><b>RSHE to include PSHE:</b> Keeping Myself Safe: Safe or unsafe?, Danger or risk?, Alcohol and cigarettes, online safety, understanding medicines, NSPCC – Speak out, stay safe Rights and Responsibilities:</p>	Dance	Hockey	Gymnastics	Tennis	<ul style="list-style-type: none"> <li>• Make sure a trusted adult knows what you are doing online</li> </ul> <p>My Comic Book – Multimedia:</p> <ul style="list-style-type: none"> <li>• Explore conventions of comic books</li> <li>• Create their own comic book to support science learning</li> </ul> <p>Investigate My Sounds – Data handling (Science link):</p> <ul style="list-style-type: none"> <li>• Consider the difference between data and information</li> <li>• Measure sound levels in the classroom using a datalogger</li> <li>• Record outside sound and create a graph (continuous data)</li> <li>• Investigate insulators of sound</li> </ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Texture (textiles, clay, sand, plaster, stone) Artist focus: Sheila Hicks</li> <li>• Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) Artist focus: Barbara Hepworth (Sculptor), Zaha Hadid (Architect)</li> </ul> <p><b>Music (for detail see Music progression):</b> Composer Focus: Gabriel Prokofiev (BBC Ten Piece programme)</p> <p><b>PE (also see progression of skills):</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Dance</td> <td style="padding: 2px;">Hockey</td> </tr> <tr> <td style="padding: 2px;">Gymnastics</td> <td style="padding: 2px;">Tennis</td> </tr> </table> <p><b>RSHE to include PSHE:</b> Keeping Myself safe: Danger, risk or hazard, online safety, How dare you, Medicines – check the label, Knowing the norms, Keeping ourselves safe, understanding influence, NSPCC – Speak out, stay safe Rights and Responsibilities:</p>	Dance	Hockey	Gymnastics	Tennis
Dance	Hockey								
Gymnastics	Tennis								
Dance	Hockey								
Gymnastics	Tennis								

## Long Sutton C of E Primary School Year 3/4 Curriculum

### 'Learn to love and love to learn.'

Volunteers, Helping each other stay safe, The environment, Earning money	Who helps us stay healthy and safe, It's your right, How do we make a difference, media influence, Bullying and being a bystander, understanding money – income and expenditure.
--	--

### Summer Term - Globe Trotters

Whole School Walk along the River Parrett

Arts Week

Poetry competition

KS2 Production

#### How do Rivers influence the lives of those around them?

##### **Geography:**

River \_\_\_\_\_ - Rivers and the water cycle  
 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

##### **Science:**

Plants:

- Identify and describe the functions of different parts of plants; roots, stem, 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 ways in which water is transported within plants.
- Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

All Living things:

- Recognise that living things can be grouped in a variety of ways

#### What is like to live in....?

##### **Geography:**

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country  
 Volcanoes and earthquakes

##### **Science:**

Rocks:

- 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.

DT:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

##### **Computing:**

## Long Sutton C of E Primary School Year 3/4 Curriculum

### 'Learn to love and love to learn.'

- 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

#### **Computing:**

Online safety – I am healthy:

- Age-appropriate and healthy use of technology

Where is My Information – TIOL:

- Talk about the school network and the different resources they can access
- Consider a search query based on topic learning and identify key words
- Create a learning resource for others using hyperlinks to the WWW

Helping My Plants – Handling Data (Science link):

- Use datalogger or app to test amount of light in different parts of the school
- Take photographs and measurements of plants
- Present data to others

Explore My LegoWeDo Software – Programming (Y3):

- Use tilt sensor and motor
- Make a bird turn
- Make own moving model or control lego with scratch

Making My Shapes using Hopscotch – Programming (Y4):

- Explore Hopscotch
- Take part in coordinate challenge
- Use repeat to make something happen again and again
- Use Hopscotch to create 2d shapes
- Look at scripts to see what they make

Or My Scratch Maths Pattern – Programming Y4

Online safety – I am healthy:

- Age-appropriate and healthy use of technology

Scan My Code – TIOL:

- Learn how to scan a QR code to retrieve information
- Create own QR codes to link to information and resources

My Detective Work – Handling Data (Literacy link):

- Use Naace Whodunnit database to ask and answer questions
- Use 2Investigate to interrogate an existing database
- Make a database to sort information to solve a crime

Explore My LegoWeDo Software – Programming (Y3):

- Use tilt sensor and motor
- Make a bird turn
- Make own moving model or control lego with scratch

Making My Shapes using Hopscotch – Programming (Y4):

- Explore Hopscotch
- Take part in coordinate challenge
- Use repeat to make something happen again and again
- Use Hopscotch to create 2d shapes
- Look at scripts to see what they make

Or My Scratch Maths Pattern – Programming Y4

#### **Art (For details see art progression):**

- Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Focus Artist: Pablo Picasso
- Pattern ( paint, pencil, textiles, clay, printing) Focus Artist: MC Escher (Tessellations)

#### **Music (for detail see Music progression):**

Composer Focus: Antonin Dvorak (BBC Ten Pieces)

## Long Sutton C of E Primary School Year 3/4 Curriculum

**'Learn to love and love to learn.'**

**Art (For details see art progression):**

- Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Focus Artist: Pablo Picasso
- Pattern ( paint, pencil, textiles, clay, printing) Focus Artist: MC Escher (Tessellations)

**Music (for detail see Music progression):**

Composer Focus: Antonin Dvorak (BBC Ten Pieces)

**PE (also see progression of skills):**

Athletics	OAA
Cricket/Rounders	Swimming

**RSHE to include PSHE:**

Being My Best:

Healthy eating, illness and hygiene, tolerance, I am fantastic, Getting on with your nerves, how the body works, Top talents

Growing and Changing:

Different types of relationships, positive relationships, Personal space, safe and unsafe secrets, Basic First Aid including when to use 999.

• **PE (also see progression of skills):**

Athletics	OAA
Cricket/Rounders	Swimming

**RSHE to include PSHE:**

Being My Best:

What makes me ME, Making choices, Healthy life style and eating, Caring for the environment, My school community, Basic First Aid including when to use 999.

Growing and Changing:

Moving house, My feelings are all over the place, All change (body parts), Secret or surprise, relationships including marriage and living together

**Alongside this plan:**

- TfW rolling programme linked to learning experiences
- Can do Maths plans
- RE rolling programme links made where possible
- Spelling and grammar KS2