

**Appleton Wiske Community Primary School**  
**Year 3/4 Wider Curriculum Long Term Plan**

		Autumn		Spring		Summer		
<b>2019-2020</b>	<b>Themes</b>	What impact have railways had on our lives?		How does electricity help us?		How was Roman life different to ours?		
	<b>PSHE &amp; C</b>	Relationships		Living in the wider world		Health and Wellbeing		
	<b>FBV SEAL</b>	Democracy New Beginnings	The rule of law Getting on/falling out	Individual liberty Going for goals	Mutual respect Good to be me	Tolerance of faiths and beliefs Relationships	Tolerance of faiths and beliefs Changes	
	<b>Experiences</b>	York Railway Museum		Local village walk / Whitby		Fountains Abbey (mosaics)		
	<b>Texts</b>	Earth Shattering Events / The Secret Railway		The Lighthouse Keeper's... / How does a Lighthouse Work?		Romans on the Rampage / Meet the Ancient Romans		
	<b>NC Objectives</b>							
Science	<p><b>Animals including humans (Y4)</b> 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.</p>	<p><b>Rocks (Y3)</b> 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><b>Electricity (Y4)</b> 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><b>Sound (Y4)</b> 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><b>Plants (Y3)</b> 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>	<p><b>Working scientifically</b> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p>		
History	<b>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history (the first railways)</b>					<b>The Roman Empire and its impact on Britain</b>		
Geography	<p><b>Locational Knowledge</b> Name and locate counties and cities of the UK, 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 have changed over time.</p>		<p><b>Human and Physical Geography</b> Describe and understand key aspects of: Physical geography, including: rivers, weather patterns and coasts</p>		<p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of a European country.</p> <p><b>Locational Knowledge</b> Locate the world's countries, using maps to focus on Europe (including location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>			
<p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world. Understand and use a range of geographical terms e.g. specific topic vocabulary. Measure straight line distances using appropriate scale and use a range of fieldwork instruments.</p>								
Art and Design	<p><b>Railway art posters</b> Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, pastel). Learn about great artists, architects and designers in history.</p>					<p><b>Roman mosaics</b> Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, collage, clay). Learn about great artists, architects and designers in history.</p>		
Design and Technology			<b>Design, make and evaluate a lighthouse 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. <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. <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. <b>Technical knowledge</b> Understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors). Apply their understanding of computing to program, monitor and control their products.					
Computing	<b>E-Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<b>Digital Literacy</b> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<b>E-Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<b>Algorithms and Programming (coding)</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<b>E-Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<b>Information Technology</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.			
Music	<b>All pupils learn to play an instrument – i.e. ocarina or recorder</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.		<b>All pupils learn to play an instrument – ocarina or recorder</b> Listen with attention to detail and recall sounds with increasing aural memory.		<b>All pupils learn to play an instrument – ocarina or recorder</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music.				
PE	<b>Invasion Games Stamina/Multi-skills</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Dance Stamina/Multi-skills</b> Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Gymnastics Stamina/Multi-skills</b> Develop flexibility, strength, technique, control and balance. Use running and jumping in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Invasion Games Stamina/Multi-skills</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Athletics Net and Wall</b> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Dance (link to May Day)	<b>Athletics Striking and Fielding</b> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	<b>Swimming and Water Safety</b> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.								
PSHE & C	<b>Families and friendships</b> What makes a family; features of family life	<b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour	<b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities	<b>Media literacy and digital resilience</b> How the internet is used; assessing information online	<b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals	<b>Physical health and Mental Wellbeing</b> Health choices and habits; what affects feelings; expressing feelings	<b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks	<b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places
RE	<b>What do different people believe about God? (L2.1)</b>	<b>Why is the Bible important for Christians today? (L2.2)</b>	<b>What does it mean to be a Christian in Britain today? (L2.7)</b>			<b>What can we learn from religions about deciding what is right and wrong? (L2.9)</b>	<b>Why is Jesus inspiring to some people? (L2.3)</b>		
Languages	<b>Numbers/Dates Classroom objects</b>	<b>Weather</b>	<b>Parts of the body (unit 7) Revise months/dates (unit 8)</b>	<b>Revise Pets (unit 9) Market/Vegetables (unit 10)</b>	<b>Music/Instruments (unit 11)</b>	<b>Clothing (unit 12)</b>			
Throughout the year, pupils will revisit and review basic French vocabulary and phrases									

**Appleton Wiske Community Primary School**  
**Year 3/4 Wider Curriculum Long Term Plan**

<b>2020-2021</b>	<b>Themes</b>		What was life like in Ancient Egypt?		What is a force?		How did the Anglo-Saxons and Vikings become such good warriors?	
	<b>PSHE &amp; C</b>		Relationships		Living in the wider world		Health and Wellbeing	
	<b>FBV SEAL</b>		Democracy	The rule of law	Individual liberty	Mutual respect	Tolerance of faiths and beliefs	Tolerance of faiths and beliefs
			New Beginnings	Getting on/falling out	Going for goals	Good to be me	Relationships	Changes
	<b>Experiences</b>		'Ancient Egyptian' visitor		Life Museum – Newcastle		Yorkshire Museum – York	
	<b>Texts</b>		Pharaoh's Fate / The Egyptian Cinderella		The Iron Man / The Fantastic Jungles of Henri Rousseau		The Saga of Erik the Viking / There's a Viking in my Bed	
<b>NC Objectives</b>								
Science	<p><b>Light (Y3)</b> 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><b>States of matter (Y4)</b> 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><b>Forces and magnets (Y3)</b> 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>	<p><b>Animals including humans (Y3)</b> 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><b>Living things in their habitats (Y4)</b> 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><b>Working scientifically</b> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p>		
History	<p><b>Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</b></p>				<p><b>Britain's settlement by Anglo-Saxons and Scots</b>  <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p>			
Geography	<p><b>Locational Knowledge</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p>		<p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North/South America.</p>		<p><b>Human and Physical Geography</b> Describe and understand key aspects of: Human geography, including: types of settlement and land use.</p>			
	<p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world. Understand and use a range of geographical terms e.g. specific topic vocabulary. Measure straight line distances using appropriate scale and use a range of fieldwork instruments.</p>							
Art and Design			<p><b>Paintings inspired by Henri Rousseau</b> Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, paint, print). Learn about great artists, architects and designers in history.</p>					
Design and Technology	<p><b>Design, make and evaluate a mechanical system to help build the pyramids</b> <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. <b>Make</b></p>				<p><b>From field to fork</b> <b>Cooking and Nutrition</b> 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. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>			

	<p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</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.</p> <p><b>Technical knowledge</b> Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>								
Computing	<p><b>E-Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Digital Literacy</b> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p><b>E-Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Algorithms and Programming (coding)</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p><b>E-Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Information Technology</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>			
Music	<p><b>All pupils learn to play an instrument – i.e. ocarina or recorder</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		<p><b>All pupils learn to play an instrument – ocarina or recorder</b> Listen with attention to detail and recall sounds with increasing aural memory.</p>		<p><b>All pupils learn to play an instrument – ocarina or recorder</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>				
	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>								
PE	<p><b>Invasion Games Stamina/Multi-skills</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Dance Stamina/Multi-skills</b> Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Gymnastics Stamina/Multi-skills</b> Develop flexibility, strength, technique, control and balance. Use running and jumping in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Invasion Games Stamina/Multi-skills</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Athletics Net and Wall</b> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Athletics Striking and Fielding</b> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
	<p>Curriculum coverage may change depending on competitive events</p>				<p><b>Dance (link to May Day)</b></p>				
	<p><b>Swimming and Water Safety</b> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.</p>								
PSHE & C	<p><b>Families and friendships</b> Positive friendships, including online</p>	<p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively</p>	<p><b>Belonging to a community</b> What makes a community; shared responsibilities</p>	<p><b>Media literacy and digital resilience</b> How data is shared and used</p>	<p><b>Money and work</b> Making decisions about money; using and keeping money safe</p>	<p><b>Physical health and Mental Wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<p><b>Keeping safe</b> Medicines and household products; drugs common to everyday life</p>
RE	<p><b>Why do people pray? (L2.4)</b></p>		<p><b>Why do some people think that life is a journey? (L2.6)</b></p>		<p><b>What does it mean to be a Hindu in Britain today? (L2.8)</b></p>		<p><b>Why are festivals important to religious communities? (L2.5)</b></p>		
Languages	<p><b>All about me (unit 1)</b></p>		<p><b>Colours (unit 2)</b></p>		<p><b>Jungle animals (unit 3)</b></p>		<p><b>Fruits (unit 4)</b></p>		
	<p>Throughout the year, pupils will revisit and review basic French vocabulary and phrases</p>								