

Year 3/4/5 Curriculum Long term plan Year B 2022-23

	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 6 weeks	Summer 2 8 weeks
<b>Key question:</b>	Roman Empire	British history – Gunpowder, treason and plot	Local History	Ancient Mayans	Coasts: Are our coastlines changing?	Local Geography
<b>History/ Geography driver</b>		Roundheads/Cavaliers	Rainforests: Why should the rainforests be important to us all?			Recycling: Where does all our rubbish go?
<b>Trips</b>	Exeter Museum - LCC	Explorer Dome - Science	Eden Project - LCC	Stover – Science Clive Pig – Mayan workshop	Beach - LCC	Moors – Local Geography
<b>English Genre Babcock text Fiction (Kingfishers)</b>	Recount  Escape to Pompeii by Christina Balit	Character description  Mimi and the Mountain Dragon by Michael Morpurgo (Christmas)	Adventure  Story Path by Madalena Matoso	Letters  Ask Dr K Fisher by Claire Llewlynn	Narrative  Oliver and the Seawigs by Reeve and McIntyre	Setting  Flotsam by David Weisner
<b>English Genre Babcock text Non-Fiction (Kingfishers)</b>	Instructions  Grow your Own Lettuce by Helen Lanz	Information text  A Walk in London by Salvatore Rubbino	Diary  Rainforest Rough Guide by Paul Mason  Jungle Survival Handbook by Jen Green (4/5)	Explanation  A Question of History by Tim Cooke	Non-chronological report  Penguins by Penelope Arlon	Persuasive Letter
<b>English Genre Babcock text Poetry (Kingfishers)</b>		A Night before Christmas	I am Cat		A River	
<b>Guided Reading (Kingfishers)</b>	The Dark by Lemony Snicket (picture)  The Colour Monster by Anna Llenas (picture)	Pugs of the Frozen North by Phillip Reeve (novel)	Du Iz Tak by Carson Ellis (picture)  The Journey by Francesca Senna (picture)	The Girl who Stole an Elephant by Nizrana Farook (novel)	The Brilliant Deep by Kate Messner (picture)  The Many Colours of Hardeep Singh by Supriya Kelkar (picture)	Beetle Boy by MG Leonard (novel)
<b>Guided Reading (Kestrels)</b>	After the Fall by Dan Santad (picture)	Alice’s Adventures in Wonderland by Lewis Carroll (novel)	Shackleton’s Journey by William Grill (picture)	A Bear called Paddington by Michael Bond (novel)	A Different Pond by Bao Phi and Thi Bui (picture)	The Wind in the Willows by Kenneth Grahame (novel)

<b>Maths</b> <i>White Rose</i>	Place Value (4 weeks)		Multiplication and Division - (3 weeks)		Money (2 weeks)	
	Addition and Subtraction (4 weeks)		Fractions (5 weeks)		Time (2 weeks)	
	Multiplication and Division (3 weeks)		Mass and Capacity (4 weeks)		Shape (2 weeks)	
	Length and Perimeter (2 weeks)				Statistics (2 weeks)	
					Position and Direction (2 weeks)	
					Converting Units (2 weeks)	
<b>Science</b>	Teeth and Eating	Sound and Hearing	Electricity	All Living Things	States of Matter	Recap
<b>Geography</b>			Rainforests: Why should the rainforests be important to us all?		Coasts: Are our coastlines changing?	Local Geography  Recycling: Where does all our rubbish go?
<b>History</b>	Roman Empire	British history – Gunpowder, treason and plot Roundheads/Cavaliers	Local History	Ancient Mayans		
<b>Computing</b> <b>Purple Mash</b>	Coding (year specific) 3.1/4.1/5.1	Spreadsheets (Year specific) 3.3/4.3/5.3	Effective searching 4.7 Animation 4.6	Logo 4.5	Writing for different audiences 4.4	Hardware investigators 4.8 Making Music 4.9
<b>Revisited once per half term:</b> Online Safety (year specific)  3.2/4.2/5.2						

In Key Stage 2 - Pupils should be taught to:

- 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
- 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
- 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

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

<b>PSHE</b>	<b>BM</b> (Being Me in My World) 'Who am I and how do I fit?'	<b>CD</b> (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	<b>DG</b> (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	<b>HM</b> (Healthy Me) Being and keeping safe and healthy	<b>RL</b> (Relationships) Building positive, healthy relationships	<b>CM</b> (Changing Me) Coping positively with change
<b>Art (LCC)</b>		To create a silhouette of a skyline			To create a land/seascape using watercolours	To recycle a range of materials to create a collage.

In Key Stage 2 -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

<b>DT (LCC)</b>	To design and create a Roman shield using clay		Using fingerprints along with hand and foot prints, can you create an interesting piece of artwork that has interesting design features	To design and create a stepped pyramid using a range of materials		
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Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

#### Design

- 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

#### Make

- 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

#### Evaluate

- 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 Technical knowledge
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

apply their understanding of computing to program, monitor and control their products.

<b>MFL French (Twinkl)</b>	Holidays and Hobbies	Going shopping	All around town	What's the time	On the move	Where in the world
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In Key Stage 2 - Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing Languages – key stage 2 3

understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

<b>Music (Charanga) Year 4 Units</b>	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
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In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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>RE</b>	What do Hindus believe that God is Like?	How do festivals and family life show what matters to Jews?	What do Christians learn from the Creation Story?	What is it like to follow God?	What is the trinity?	How and why do people try to make the world a better place?
<b>PE</b>	Netball	Ultimate Frisbee	Gymnastics	Tennis	Athletics	Cricket

In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- 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

Swimming:

In particular, pupils should be taught to:

- 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