**Long Term Map A Yr 3/4**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Humanities** | **The Romans**Why were the Romans so powerful and what did we learn from them?Roman Empire and its impact on Britain.Visit to Colchester Castle | **The Romans**Why were the Romans so powerful and what did we learn from them?Roman Empire and its impact on Britain.Visit to Colchester Castle | **Modern Europe**Study a location and the characteristics of a region in Europe understanding physical and human geographical similarities and differences compared with the UK | **Modern Europe**Study a location and the characteristics of a region in Europe understanding physical and human geographical similarities and differences compared with the UK | **Anglo Saxons and Vikings**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Develop a chronology and knowledge and understanding of British history establishing a clear narrative of the periods | **Anglo Saxons and Vikings**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Develop a chronology and knowledge and understanding of British history establishing a clear narrative of the periods |
| **Science** | **Year 3****Animals including Humans**Nutrition, skeleton and muscles.**Year 4****Animals including Humans**describe the basic functions of the digestive system in humans. | **Year 3 Light and Shadow**Light sources, reflections and how shadows are formed**Year 4****Electricity**circuits including bulbs, buzzers and switches used to create simple devices | **Year 3****Rocks and Fossils**comparing and grouping rocks on the basis of their appearance and physical properties.**Year 4****States of Matter**comparing and grouping solids, liquids and gases. | **Year 3****Magnets**Forces, exploring the behavior and everyday uses of different magnets**Year 4****Sound**How sound is made through vibration, investigating the pitch and volume. | **Year 3****Roots and Shoots**Identify and describe the functions of different parts of flowering plants: roots, stems/trunk, leaves and flowers.**Year 4****Living things and their habitats**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. | **Year 3****Flowering Plants** Identify and describe the functions of different parts of flowering plants: roots, stems/trunk, leaves and flowers.**Year 4****Living things and their habitats** 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. |
| **DT** | **A Roman Shield**Creative and practical work to design, make and evaluate a product using a range of materials  | **Christmas Crafts**design, make and evaluate using techniques of textiles, cross stitch, embroidery or sewing | **Food Technology**understand principles of a healthy, prepare and cook using a range of techniques, understand seasonality and where and how a variety of ingredients are grown, reared, caught or processed (Design and make a Mediterranean food dish) |  | **Viking Weaving**Work with different textiles and materials |  |
| **Computing**  | **Digital literacy** Understand aspects of on line computer safety and how to report concerns | **Texting, editing, multi media** | **Animation**Programming using Scratch | **Research**Presentations using powerpoint | **Data**Data handling/data logging | **Digital photographs and video editing** |
| **Music** | **Woodwind/brass**Learn to compose, play and perform, understand musical notation  | **Singing and performing** | **Composition/performance**Learn to compose, play and perform, understand musical notation | **Flute**Learn to compose, play and perform, understand musical notation | **Ukulele** Learn to compose, play and perform with increasing accuracy, fluency, control and expression; understand musical notation | **Ukulele** Learn to compose, play and perform with increasing accuracy, fluency, control and expression; understand musical notation |
| **Art** | **Autumn harvest** still life developing techniques in perspective, form and colour; work with a range of media | **Mosaic**Develop control and use of materials with creativity and experimentation increasing awareness of different kinds of art; understand the historical and cultural development of different art forms | **Cezanne** Study of individual great artists in history Paint in the style of a well-known Mediterranean artist/landscapes |  | **Anglo-Saxon and Viking** **designs** (illustrated letters)increasing awareness of different kinds of art; understand the historical and cultural development of different art forms |  |
| **Modern languages** | **3 – bonjour, ça va?****4\_le café**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **3 – bonjour, ça va?****4 – les animaux**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **3 -en classe****4 – le temps**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **3 –quel heure est il?****4 – le transport**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **3 – mon corps****4 – où vas-tu?****les vacances**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures | **3 – mon corps****4 – où vas-tu?****les vacances**Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures |
| **RE** | **3** Local parish church, ideas and beliefs about God **4** Journeys in life, Old Testament stories about Abraham. | **3** Mother Theresa, Advent**4** Old testament stories about Moses, Christmas. | **3** The childhood of Krishna, stories about loss.**4** The significance of the Bible to Christians, the twelve Disciples | **3** Holi, symbols of spring at Easter**4** Jesus enters Jerusalem, the Easter story | **3** Hindu gods and goddesses**4** The origin of the Ten Commandments, the importance of the Jewish Shabbat and the origins of Sunday. | **3** Family worship (puja and Christian worship)**4** To understand the meaning and importance of Kosher food, the Shema, Mezuzah and Tefillin |
| **PE** | **Invasion games/gym****Y3 Swimming** | **Invasion games/dance** | **Gym/invasion games (hockey)** | **Dance/ Striking and fielding (tennis)** | **Striking and fielding (rounders and cricket)**  | **Athletics(Track and field)****Orienteering** |
| **PSHE** | **Rules and responsibilities** | **Friendships****Feelings** | **Keeping safe** | **Medicine and drugs** | **Healthy lifestyles** | **Economic Wellbeing/Growing and changing**  |