**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 | **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 | **Settlements**  Characteristics of the UK including types of settlement, land use and natural resources | **World War II**  Develop a chronological understanding of British History establishing clear narratives within periods studied  (**visit to Duxford WWII)** | **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 |
| **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 | **Viking Weaving**  Work with different textiles and materials | **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) |  |  |
| **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** | **Samba drums**  Learn to compose, play and perform, understand musical notation | **Singing and performing** |  |  | **Brass**  Learn to compose, play and perform with increasing accuracy, fluency, control and expression; understand musical notation | **Brass**  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  Portraits - digital symmetry - shading | **Mosaic**  Dvlp control and use of materials - creativity and experimentation increasing awareness of different kinds of art; understand historical, cultural dvlpt of art forms | **Anglo-Saxon and Viking** **designs**  (illustrated letters)  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 | Van Gogh - landscapes (collaborative), perspective |  |
| **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** | **Invasion games/dance** | **Gym/invasion games (hockey)**  **Year 3 Swimming** | **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** |