

	<b>Rock &amp; Roll – Stone Age/Iron Age</b>	<b>Literacy Study – Night of the Gargoyles</b>	<b>A Journey Down the Nile</b>
<b>Science</b>	<p><b>Working Scientifically</b> During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		
	<p><b>We are astronauts (Y3)</b> <b>Rocks and Soils</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Investigations</b> Build a house and see which rocks would be best for the roof? – Fair testing Which rocks are permeable? Which rock is the hardest? Group and classify– See Testing Rocks – Rising Stars Observation – Identify the different rocks – Rock families (Rising Stars) Add vinegar to the different rocks, what happens? Build in – Leaving an impression and Is it a fossil? – (Rising Stars)</p> <p><b>Using Materials – Y3</b></p> <ul style="list-style-type: none"> <li>• It is important to choose the material with the right properties for a particular job.</li> </ul>	<p><b>Science Mirror Mirror (Y3)</b> <b>Light and Shadows Y3</b></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> <li>• find patterns in the way that the size of shadows change.</li> </ul> <p><b>Circuits and Conductors (Y4)</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</li> </ul>	<p><b>Animals, including humans Y3</b> <b>Feeding. Moving and Growing(Y3)</b></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 other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Investigation</b> Are small oranges juicier? Does this mean it is healthier? – Pattern seeking</p> <p><b>Y4 Teeth and Eating (Y4)</b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Investigations</b></p>

## Long Term Learning Journey - Map A Year 3&4

<ul style="list-style-type: none"> <li>• Some objects have versions that can be made out of different materials for different jobs.</li> <li>• Testing ideas can give us evidence to help decide which is the best material for a particular job.</li> <li>• Carrying out investigations involves us sorting, measuring and then describing our fair tests.</li> </ul> <p><b><u>Investigation</u></b> Bounty claims 'One Sheet is Plenty' is this true? - Fair testing and Pattern seeking</p> <p><b><u>Eco Project</u></b> – Investigate the over use of packaging in supermarkets and the effect on the environment? (Plastic bags)</p>	<p>associate metals with being good conductors.</p> <p><b><u>Investigations</u></b> What can you investigate about shadows? Can you find patterns in the way the size of shadows change? – Pattern seeking and Observation</p> <p><b><u>Eco Project</u></b> – Look at the different types of renewable energy and focus in detail on one main source. Scientist: James Maxwell, Nikola Tesla</p>	<p>What happens to teeth when they are left in sugary drinks? – Fair testing and Observation Is Oral-B Pro-expert toothpaste the best toothpaste?</p> <p><b><u>Eco Project</u></b> – How much food do we waste every year? Can you look at how much we waste within our own school in a day or week?</p>
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# Long Term Learning Journey - Map A Year 3&4

	Rock & Roll – Stone Age/Iron Age	Literacy Study – Night of the Gargoyles	A Journey Down the Nile
<b>Art</b>	<p><b>Whole class Craft &amp; Design Study:</b>  <b>Textiles Pattern colour and Texture</b>  <b>(Dying wools and weaving on loom outside.</b>            Use a variety of techniques, e.g. dyeing, and weaving to create different textural effects            Match the tool to the material</p> <p><b>Individual Creative Study</b>  <b>Drawing Shape &amp; line</b>  <b>(cave drawings of animals with charcoal and pastel)</b>            Experiment with ways in which surface detail can be added to drawings.            Use sketchbooks to collect and record visual information from different sources.            Draw for a sustained period of time at an appropriate level.  <u>Lines and Marks</u>            Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.            Experiment with different grades of pencil and other implements to create lines and marks.  <u>Form and Shape</u>            Experiment with different grades of pencil and other implements to draw different forms and shapes.            Begin to show an awareness of objects having a third dimension.  <u>Tone</u>            Experiment with different grades of pencil and other implements to achieve variations in tone.            Apply tone in a drawing in a simple way.  <u>Texture</u>            Create textures with a wide range of drawing implements.            Apply a simple use of pattern and texture in a drawing.</p>	<p><b>Individual Creative Study:</b>  <b>Digital Media, Photography Tone Composition</b>  <b>(Gargoyle montage with sound background on photostory)</b>            Record and collect visual information using digital cameras and video recorders            Present recorded visual images using software e.g. Photostory, PowerPoint            Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision            Changing the type of brush to an appropriate style e.g. charcoal            Create <u>shapes</u> by making selections to cut, duplicate and repeat            Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p> <p><b>Individual Artist Study: David Wiesner</b>  <b>Sculpture Form Texture</b>  <b>(Silk Clay Gargoyles)</b>            Plan, design and make models from observation or imagination            Join clay adequately and construct a simple base for extending and modelling other shapes            Create surface patterns and textures in a malleable material            Use papier mache to create a simple 3D object</p>	<p><b>Individual Creative Study:</b>  <b>Printing Line Perspective Tone</b>  <b>(Landscape of the river Nile)</b>            Create printing blocks using a relief or impressed method            Create repeating patterns            Print with two colour overlays</p> <p><b>Individual Craft &amp; Design Study:</b>  <b>Painting Colour &amp; Symbolism</b>  <b>(Hieroglyphics &amp; making paints and dyes)</b>            Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects            Work on a range of scales e.g. thin brush on small picture etc.            Create different effects and textures with paint according to what they need for the task.  <u>Colour</u>            Mix colours and know which primary colours make secondary colours            Use more specific colour language            Mix and use tints and shades</p>

## Long Term Learning Journey - Map A Year 3&4

	<b>Rock &amp; Roll – Stone Age/Iron Age</b>	<b>Literacy Study – Night of the Gargoyles</b>	<b>A Journey Down the Nile</b>
<b>DT</b>	<p><b>Textiles</b> <b>Outcome:</b> Pupils will make a 2D shape to 3D product. They will dye and decorate fabric to create Celtic garment</p> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• how to use learning from mathematics to help design and make products that work,</li> <li>• <i>that a single fabric shape can be used to make a 3D textiles product</i></li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• indicate the design features of their products that will appeal to intended users</li> <li>• use annotated sketches, cross-sectional drawings and exploded diagrams to develop</li> <li>• model their ideas using prototypes and pattern pieces</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• <i>explain their choice of tools and equipment in relation to the skills and techniques they will be using</i></li> <li>• measure, mark out, cut and shape materials and components with some accuracy</li> </ul> <p><b>Evaluate own ideas and products</b></p> <ul style="list-style-type: none"> <li>• use their design criteria to evaluate their completed products</li> </ul> <p><b>Existing products</b></p> <ul style="list-style-type: none"> <li>• how well products have been made</li> <li>• how well products work</li> <li>• where products were designed and made</li> </ul>	<p><b>Electrical systems</b> <b>Outcome:</b> Pupils will light up a box modelled gargoyles eyes.</p> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• that mechanical and electrical systems have an input, process and output.</li> </ul> <p>how simple electrical circuits and components can be used to create functional products.</p> <ul style="list-style-type: none"> <li>• how to program a computer to control their products.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• gather information about the needs and wants of particular individuals and groups</li> <li>• explain how particular parts of their products work</li> <li>• use computer-aided design to develop and communicate their ideas</li> <li>• generate realistic ideas, focusing on the needs of the user</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select materials and components suitable for the task</li> <li>• apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul> <p><b>Evaluate own ideas and products</b></p> <ul style="list-style-type: none"> <li>• consider the views of others, including intended users, to improve their work</li> </ul> <p><b>Existing products (Gargoyles)</b></p> <ul style="list-style-type: none"> <li>• why materials have been chosen</li> <li>• how well products meet user needs and wants</li> </ul>	<p><b>Structures</b> <b>Outcome:</b> Pupils will make papyrus.</p> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• that materials have both functional properties and aesthetic qualities</li> <li>• how to make strong, stiff shell structures</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• develop their own design criteria and use these to inform their ideas</li> <li>• describe the purpose of their products</li> <li>• <i>make design decisions that take account of the availability of resource</i></li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• explain their choice of materials and components according to functional properties and aesthetic qualities</li> <li>• assemble, join and combine materials and components with some accuracy</li> </ul> <p><b>Evaluate</b></p> <p><b>Own ideas and products</b></p> <ul style="list-style-type: none"> <li>• refer to their design criteria as they design and make</li> </ul> <p><b>Existing products (Papyrus structure)</b></p> <ul style="list-style-type: none"> <li>• what methods of construction have been used</li> <li>• who designed and made the products</li> <li>• whether products can be recycled or reused</li> </ul>



**Long Term Learning Journey - Map A  
Year 3&4**

	<b>Rock &amp; Roll – Stone Age/Iron Age</b>	<b>Literacy Study – Night of the Gargoyles</b>	<b>A Journey Down the Nile</b>
<b>Food Technology</b>	<p>Harvest festival Food Vegetable Soup <b>Technical skill:</b> Peeling, grating, chopping, sauting</p> <p><b>Food and Nutrition</b> Where food comes from: broccoli, cauliflower, cabbage (cabbage veg)</p> <p>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <ul style="list-style-type: none"> <li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eat well plate</li> </ul>	<p>Gargoyle Bread/Burgers <b>Technical skill:</b> Mixing grating, kneading, baking.</p> <p><b>Food and Nutrition</b> Where food comes from: wheat (cereals), cattle.</p> <p>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <ul style="list-style-type: none"> <li>• that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul>	<p>Falafel <b>Technical skill:</b> Chopping, mixing, kneading, baking.</p> <p><b>Food and Nutrition</b> Where food comes from: fish, lentils/chickpeas/pulses (legumes)</p> <p>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <ul style="list-style-type: none"> <li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eat well plate</li> </ul>

## Long Term Learning Journey - Map A Year 3&4

	Rock & Roll – Stone Age/Iron Age	Literacy Study – Night of the Gargoyles	A Journey Down the Nile
<b>History</b>	Key historical skills for KS2: - To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - To be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To be able to construct informed responses that involves thoughtful selection and organisation of relevant historical information. - To understand how our knowledge of the past is constructed from a range of sources.		
	<b>Changes in Britain from the Stone Age to the Iron Age...</b> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	In preparation for next term- <b>The achievements of the earliest civilisations</b> <ul style="list-style-type: none"> <li>an overview of where and when the first civilizations (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) appeared.</li> </ul>	<b>The Egyptians</b> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul>

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<b>Geography</b>	<p><b>By the end of Key stage 2</b></p> <ul style="list-style-type: none"> <li>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul> <p><b>The following objective will be used to help achieve, and provide context for, all the objectives mapped out for Lower Key Stage 2.</b></p> <p><b>Skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>		
	<p><b><u>Revise/check that the children have the locational knowledge that they are expected to learn in KS1.</u></b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, 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 aspects have changed over time</li> </ul>	<p><b>Skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</li> </ul>	<p><b>Egypt and The Nile</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:               <ul style="list-style-type: none"> <li>physical geography, including: rivers and the water cycle</li> <li>human geography, including types of settlement and land use</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

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<b>Music</b>	<p><u>Building (Year 3)</u> <b>Beat D.T.</b></p> <ul style="list-style-type: none"> <li>Understanding how music can be organised in sequences</li> <li>Using voices and action to perform simple rhythms within a steady beat</li> <li>Understanding how music can be organised in layers</li> <li>Combining rhythms in layers</li> <li>Creating music using children’s own ideas</li> <li>Making choices about musical structure</li> </ul> <p><u>Building (Year 4)</u> <b>Beat PSHE</b></p> <ul style="list-style-type: none"> <li>Learning about verse and chorus song structure</li> <li>Combining four body percussion ostinati as song accompaniment</li> <li>Understanding texture</li> <li>Learning about layered structure in a rhythmic ostinato piece</li> <li>Creating rhythmic ostinato</li> <li>Accompanying a melody with a drone</li> <li>Describing the structure of a piece of orchestral music</li> <li>Reading a clock score to play a piece combining drone and melodic ostinato</li> <li>Using rondo structure to build a performance</li> </ul> <p><u>Time (Year 3)</u> <b>Beat Maths</b></p> <ul style="list-style-type: none"> <li>Identifying the metre in a piece of music</li> <li>Playing independent parts in more than one metre simultaneously</li> <li>Identifying and performing an ostinato</li> <li>Improvising to an ostinato Accompaniment</li> <li>Performing rhythmic ostinati individually and in combination</li> <li>Layering rhythms</li> <li>Recognising rhythm patterns in staff notation</li> </ul> <p><u>Time (Year 4)</u> <b>Beat Maths</b></p> <ul style="list-style-type: none"> <li>Identifying the metre of a new song</li> <li>Singing in three independent parts</li> <li>Playing and singing repeated patterns (ostinati) from notation</li> <li>Understanding syncopation and using off-beat rhythms in improvisation</li> <li>Combining independent parts in more than one metre</li> <li>Identifying how a well-known story has been told in music</li> <li>Creating music which tells a story</li> </ul>	<p><u>Poetry (Year 3)</u> <b>Performance English</b></p> <ul style="list-style-type: none"> <li>Enhancing and extending the performance of a poem using vocal patterns</li> <li>Creating a piece of ‘playground music’ out of layered vocal patterns as part of a performance piece</li> <li>Exploring contrasting moods and effects as part of a performance</li> <li>Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece</li> </ul> <p><u>Poetry (Year 4)</u> <b>Performance English</b></p> <ul style="list-style-type: none"> <li>Looking at music notation with reference to metre and accent</li> <li>Building an extended performance piece from a poem</li> <li>Using canon and ostinato as accompaniments</li> <li>Paying attention to notation, accent, diminuendo and balance</li> <li>Using beatbox techniques to imitate the sound of a drum kit</li> <li>Performing a rap with a vocal beatbox accompaniment</li> <li>Performing a poem with rhythmic accuracy (choral speaking)</li> <li>Devising a rhythmic accompaniment based on repeated text fragments</li> <li>Balancing voices in a performance</li> </ul> <p><u>Communication (Year 3)</u> <b>Composition Computing</b></p> <ul style="list-style-type: none"> <li>Representing sounds with symbols</li> <li>Using voices creatively and expressively</li> <li>Creating and performing from a symbol score</li> </ul> <p><u>Communication (Year 4)</u> <b>Composition English</b></p> <ul style="list-style-type: none"> <li>Copying rhythms and a short melody</li> <li>Playing ostinati and layering them in a performance</li> <li>Using music to communicate a meaning</li> <li>Composing a rap</li> <li>Playing ostinati and layering them in a performance</li> </ul>	<p><u>Human Body (Year 3)</u> <b>Structure Science</b></p> <ul style="list-style-type: none"> <li>Understanding call and response structure</li> <li>Performing word rhythms</li> <li>Exploring sounds</li> <li>Singing in two parts</li> <li>Performing call and response structure</li> <li>Understanding and performing binary form</li> </ul> <p><u>Recycling (Year 4)</u> <b>Structure Art</b></p> <ul style="list-style-type: none"> <li>Making instruments</li> <li>Performing verse and chorus structure</li> <li>Interpreting notation</li> <li>Improvising</li> <li>Performing verse and chorus structure</li> <li>Interpreting notation and improvising</li> <li>Understanding ABA structure</li> <li>Performing repeating rhythms</li> <li>Chanting in three parts</li> <li>Exploring sounds</li> <li>Performing rondo form</li> </ul> <p><u>Ancient Worlds (Year 3)</u> <b>Structure History</b></p> <ul style="list-style-type: none"> <li>Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinato</li> <li>Singing a song and accompanying it with tuned percussion ostinato</li> <li>Exploring musical phrases, melodic imitation and rounds</li> <li>Performing a round in three parts</li> <li>Arranging an accompaniment with attention to balance and musical effect</li> </ul> <p><u>Ancient Worlds (Year 4)</u> <b>Structure History</b></p> <ul style="list-style-type: none"> <li>Learning a verse and chorus song</li> <li>Understanding that melodies have phrases</li> <li>Exploring layers and layering</li> <li>Comparing and contrasting structure</li> <li>Understanding layers in musical structure</li> <li>Identifying key features of minimalist structure</li> <li>Playing in groups</li> <li>Combining sections of music in a layered structure</li> <li>Rehearsing and preparing for a performance</li> </ul>

# Long Term Learning Journey - Map A Year 3&4

	<b>Rock &amp; Roll - Stone Age/Iron Age</b>	<b>Literacy Study – Night of the Gargoyle</b>	<b>A Journey Down the Nile</b>
<b>Computing</b>	Use search technologies effectively Appreciate how search results are selected and ranked Be discerning in evaluating digital content		
	<u>Unit 3.2 – We are bug fixers</u> <u>Domain: Computer Science, Digital Literacy &amp; IT</u> <ul style="list-style-type: none"> <li>- Design, write and debug programs that accomplish specific goals</li> <li>- Controlling or simulating physical systems</li> <li>- Use sequence, selection and repetition in programs; work with variables</li> <li>- Work with various forms of input and output</li> <li>- Use logical reasoning to detect and correct errors in algorithms and programs</li> <li>- Use technology safely, respectfully and responsibly</li> <li>- Recognise un/acceptable behaviour</li> <li>- Know a range of ways to report concerns and inappropriate behaviour</li> </ul> <u>Unit 4.1 – We are software developers</u> <u>Domain: Computer Science, Digital Literacy</u> <ul style="list-style-type: none"> <li>- As 3.2</li> <li>- Solve problems by decomposing them into smaller parts</li> </ul>	<u>Unit 3.1 – We are programmers</u> <u>Domain: Computer Science, Digital Literacy &amp; IT</u> <ul style="list-style-type: none"> <li>- Design, write and debug programs that accomplish specific goals</li> <li>- Controlling or simulating physical systems</li> <li>- Solve problems by decomposing them into smaller parts</li> <li>- Use sequence, selection and repetition in programs; work with variables</li> <li>- Work with various forms of input and output</li> <li>- Use logical reasoning to explain how some simple algorithms work</li> <li>- Use logical reasoning to detect and correct errors in algorithms and programs</li> <li>- Use technology safely, respectfully and responsibly</li> <li>- Recognise un/acceptable behaviour</li> <li>- Know a range of ways to report concerns and inappropriate behaviour</li> <li>- Be discerning in evaluating digital content</li> </ul> <u>Unit 4.3 – We are musicians</u> <u>Domain: Computer Science, Digital Literacy</u> <ul style="list-style-type: none"> <li>- Use sequence, selection and repetition in programs; work with variables</li> <li>- Use logical reasoning to explain how some simple algorithms work</li> <li>- Use logical reasoning to detect and correct errors in algorithms and programs</li> <li>- Understand computer networks including the internet</li> <li>- Use technology safely, respectfully and responsibly</li> <li>- Recognise un/acceptable behaviour</li> <li>- Know a range of ways to report concerns and inappropriate behaviour</li> <li>- Select, use and combine a variety of software (including internet services) on a range of digital devices</li> <li>- Design and create a range of programs, systems and content that accomplish given goals</li> <li>- Collecting, analysing, evaluating and presenting data and information</li> </ul>	<u>Unit 3.3 – We are presenters</u> <u>Domain: Computer Science, Digital Literacy &amp; IT</u> <ul style="list-style-type: none"> <li>- Solve problems by decomposing them into smaller parts</li> <li>- Work with various forms of input and output</li> <li>- Use logical reasoning to explain how some simple algorithms work</li> <li>- Use technology safely, respectfully and responsibly</li> <li>- Recognise un/acceptable behaviour</li> <li>- Know a range of ways to report concerns and inappropriate behaviour</li> <li>- Be discerning in evaluating digital content</li> <li>- Select, use and combine a variety of software (including internet services) on a range of digital devices</li> <li>- Design and create a range of programs, systems and content that accomplish given goals</li> <li>- Collecting, analysing, evaluating and presenting data and information</li> </ul> <u>Unit 4.2 – We are toy designers</u> <u>Domain: Computer Science, Digital Literacy &amp; IT</u> <ul style="list-style-type: none"> <li>- Design, write and debug programs that accomplish specific goals</li> <li>- Controlling or simulating physical systems</li> <li>- Solve problems by decomposing them into smaller parts</li> <li>- Use sequence, selection and repetition in programs; work with variables</li> <li>- Work with various forms of input and output</li> <li>- Use logical reasoning to explain how some simple algorithms work</li> <li>- Use logical reasoning to detect and correct errors in algorithms and programs</li> <li>- Use technology safely, respectfully and responsibly</li> <li>- Recognise un/acceptable behaviour</li> <li>- Know a range of ways to report concerns and inappropriate behaviour</li> </ul>

	<b>Rock &amp; Roll - Stone Age/Iron Age</b>	<b>Literacy Study – Night of the Gargoyle</b>	<b>A Journey Down the Nile</b>
<b>PE</b>	<p><b>Swimming</b> To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. In order to achieve these objectives, pupils will work towards ASA School Swimming Awards</p>		<p>Only pupils who need extra support to achieve these objectives will have swimming lessons during school time.</p>
	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>To solve different challenges using maps and plans. Know and understand the use of signs and symbols on maps.</li> <li>Develop the range of skills and actions they use to solve problems. To apply their map skills when setting routes for others.</li> </ul> <p><b>Invasion game skills (Whole Term)</b></p> <ul style="list-style-type: none"> <li>Pass, receive and dribble the ball keeping control and possession.</li> <li>Know and use a range of techniques when [passing, changing direction and speed</li> <li>Develop a range of skills to enable them to know how to keep possession and make progress towards a goal.</li> <li>Devise rules for their own games and suggest how rules can improve the game.</li> </ul> <p><b>Gymnastics 1</b></p> <ul style="list-style-type: none"> <li>To know how to move their bodies with control and fluency, working with a partner devising a sequence and using changes in level, direction and speed. To improve and create quality performances.</li> <li>Apply compositional ideas to the sequences they create. Repeat and perform accurately longer sequences with more challenging actions.</li> </ul>	<p><b>Dance 1 (Use key text as stimulus)</b></p> <ul style="list-style-type: none"> <li>To explore moods, feelings and actions in response to different stimuli.</li> <li>Exploring moods within pictures and representing them in movements. Exploring less obvious body parts to convey meaning</li> <li>Begin to create non-literal movement</li> <li>Know how to use speed and level to create interest.</li> </ul> <p><b>Gymnastics 2</b></p> <ul style="list-style-type: none"> <li>To devise, repeat and perform sequences showing a range of actions, body shapes and balances. Move with control and coordination.</li> <li>What is fitness and health. How can we measure it? Ways to improve it. Focus on skipping</li> <li>Indoor Athletics</li> <li>Develop skills from KS1 multi skills; jumping, aiming, balance, coordination and agility</li> <li>Develop skills in jumping high and far, aiming and speed and stamina</li> </ul> <p><b>Net and Wall/Racket and ball skills</b></p> <ul style="list-style-type: none"> <li>Explore different types and sizes of rackets and different ways to strike a ball.</li> <li>To use a rackets to direct the ball in different ways. How to direct the ball in different ways</li> </ul>	<p><b>Game Play; On The Attack/Calling the Shots</b></p> <ul style="list-style-type: none"> <li>To play increasingly complex games using a variety of different sized balls, showing accuracy and control and a range of techniques. To know how to move around a space safely when playing games and to use this to beat an opponent. Understand game play and use tactics appropriately</li> <li>Outwitting opponents, agreeing rules and applying principles of team play to keep possession</li> </ul> <p><b>Striking and Fielding Skills</b></p> <ul style="list-style-type: none"> <li>Use a variety of ways of striking a ball. Begin to use tactics and knowledge of striking and fielding games and develop a broader range of skills.</li> <li>Develop and apply an increasing range of striking and fielding skills. To retrieve and stop a ball under control. To make up their own versions of games and adapt the rules</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Running distances, underarm and overarm, target throws. Target setting.</li> <li>Running styles, changing speed. Relay takeovers. Improving technique for running and jumping.</li> </ul> <p><b>Dance 2 (Using hieroglyphics as a stimulus)</b></p> <ul style="list-style-type: none"> <li>Looking at rhythmical phrases and creating motifs to be repeated. Exploring gestures.</li> <li>Know how to use direction and spacing to create interest for the audience.</li> </ul>

**Long Term Learning Journey - Map A  
Year 3&4**

	<b>Rock &amp; Roll - Stone Age/Iron Age</b>	<b>Literacy Study – Night of the Gargoyle</b>	<b>A Journey Down the Nile</b>
<b>Jigsaw PSHcE</b>	<p><b><u>Year 4 Planning</u></b></p> <p><b><u>Being me in my World</u></b> Development of class charters</p> <p><b><u>Puzzle Outcome:</u></b> Class Charter linked to RRS</p> <p><b><u>Celebrating Difference</u></b> I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p> <p><b><u>Puzzle Outcome:</u></b> Hall of Fame Display</p>	<p><b><u>Year 4 Planning</u></b></p> <p><b><u>Dreams and Goals</u></b> I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p> <p><b><u>Puzzle Outcome:</u></b> Garden of Dreams and Goals</p> <p><b><u>Healthy Me</u></b> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p><b><u>Puzzle Outcome:</u></b> The Healthy, Happy Me Recipe Book</p>	<p><b><u>Year 4 Planning</u></b></p> <p><b><u>Relationships</u></b> I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</p> <p><b><u>Puzzle Outcome:</u></b> The Relationship Fiesta</p> <p><b><u>Changing Me (Year 3)</u></b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p><b><u>Changing Me (Year 4)</u></b> I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p> <p><b><u>Puzzle Outcome:</u></b> Tree of Change Display</p>

Long Term Learning Journey - Map A  
**Year 3&4**

	Rock & Roll - Stone Age/Iron Age	Literacy Study – Night of the Gargoyle	A Journey Down the Nile
<b>Discovery RE</b>	<p><b><u>Year 4 Planning</u></b></p> <p><b><u>Judaism</u></b> <i>How special is the relationship Jews have with God?</i></p> <p><b><u>Christianity</u></b> <i>What is the most significant part of the nativity story for Christians today?</i></p>	<p><b><u>Year 4 Planning</u></b></p> <p><b><u>Judaism</u></b> <i>How important is it for Jewish people to do what God asks them to do?</i></p> <p><b><u>Christianity</u></b> <i>Is forgiveness always possible?</i></p>	<p><b><u>Year 4 Planning</u></b></p> <p><b><u>Judaism</u></b> <i>What is the best way for a Jew to show commitment to God?</i></p> <p><b><u>Christianity</u></b> <i>Do people need to go to church to show they are Christians?</i></p>

**Long Term Learning Journey - Map A  
Year 3&4**

	<b>Rock &amp; Roll - Stone Age/Iron Age</b>	<b>Literacy Study – Night of the Gargoyle</b>	<b>A Journey Down the Nile</b>
<b>MFL</b>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally and in writing</li> <li>• 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.</li> </ul>		

<b>English</b>	
<b>Reading – Word Reading</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
<b>Reading Comprehension</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>○ reading books that are structured in different ways and reading for a range of purposes</li> <li>○ using dictionaries to check the meaning of words that they have read</li> <li>○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>○ identifying themes and conventions in a wide range of books</li> <li>○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>○ discussing words and phrases that capture the reader’s interest and imagination</li> <li>○ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• understand what they read, in books they can read independently, by:             <ul style="list-style-type: none"> <li>○ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>○ asking questions to improve their understanding of a text</li> <li>○ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> <li>○ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>○ identifying how language, structure, and presentation contribute to meaning □ retrieve and record information from non-fiction</li> <li>○ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul> </li> </ul>

<b>English</b>	
<b>Writing - Spelling</b>	<p><b>Spelling (see English Appendix 1)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<b>Writing - Handwriting</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>
<b>Writing - Composition</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:             <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>• draft and write by:             <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by:             <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>



**English**

**Writing – Vocab, grammar & punctuation**

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



## Long Term Learning Journey - Map A Year 3&4

<b>Maths – Year 3</b>	
<b>Number &amp; Place Value</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• compare and order numbers up to 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• read and write numbers up to 1000 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas.</li> </ul>
<b>+ &amp; -</b>	<ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>○ a three-digit number and ones</li> <li>○ a three-digit number and tens</li> <li>○ a three-digit number and hundreds</li> </ul> </li> <li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>
<b>X &amp; ÷</b>	<ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>
<b>½</b>	<ul style="list-style-type: none"> <li>• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators</li> <li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math> ]</li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• solve problems that involve all of the above.</li> </ul>

**Maths – Year 3**

<b>Measurement</b>	<ul style="list-style-type: none"> <li>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• measure the perimeter of simple 2-D shapes</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>
<b>Shape</b>	<ul style="list-style-type: none"> <li>• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>• recognise angles as a property of shape or a description of a turn</li> <li>• identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul>

**Maths – Year 4**

<b>Number &amp; Place Value</b>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• count in multiples of 6, 7, 9, 25 and 1000</li> <li>• find 1000 more or less than a given number</li> <li>• count backwards through zero to include negative numbers</li> <li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>• order and compare numbers beyond 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• round any number to the nearest 10, 100 or 1000</li> <li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>• read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>
<b>+ &amp; -</b>	<ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>
<b>X &amp; ÷</b>	<ul style="list-style-type: none"> <li>• recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>• recognise and use factor pairs and commutativity in mental calculations</li> <li>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>
<b>½ &amp; Decimals</b>	<ul style="list-style-type: none"> <li>• recognise and show, using diagrams, families of common equivalent fractions</li> <li>• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>• add and subtract fractions with the same denominator</li> <li>• recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>• recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• round decimals with one decimal place to the nearest whole number</li> <li>• compare numbers with the same number of decimal places up to two decimal places</li> <li>• solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>

<b>Maths – Year 4</b>	
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• find the area of rectilinear shapes by counting squares</li> <li>• estimate, compare and calculate different measures, including money in pounds and pence</li> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>
<b>Shape</b>	<ul style="list-style-type: none"> <li>• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>• identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• complete a simple symmetric figure with respect to a specific line of symmetry.</li> <li>• describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• plot specified points and draw sides to complete a given polygon.</li> <li>•</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>