

Woodham Burn Community Primary School and Nursery
Year 3/4 Long term Plans
Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Local area study
Core Text	The stone age boy(y3) Or The boy with the bronze axe	Firework makers daughter (y3)	Egyptian Cinderella (Y4) Or The African princess	The Pied Piper(Y4)	Alice in Wonderland (Y3)	The Promise (Y4)
Science	Rocks How rocks are formed Different kinds of rocks. What do rocks tell us about the way the Earth was formed?	Electricity	Forces – magnets Are you attractive enough?	Sound	Living things and their habitats To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat	Living things and their habitats Classification
Geography	Location Knowledge Place and Location Knowledge- counties Human Geography- leisure Geographical Skills and Fieldwork- compass		Place and Location Knowledge- . Relate to Egypt.		Local Study- compare the Burn to the River Tees. Physical Geography- features of a river. Human and Physical Geography- The Water Cycle Geographical Skills and Fieldwork Map and Fieldwork	Human and Physical Geography- settlements Physical Geography- physical features of a city
History	The Stone Age Hunter gatherers Early farming	Gun Powder Plot What was the spark that ignited the Gunpowder Plot?	Why were the Ancient Egyptians so clever?	Why were the Ancient Egyptians so clever?		Would the city of Durham ever have been born if St Cuthbert had not died?

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	Who were Britain's first builders?					
Computing	ESafety Computer Science Scratch	Digital Literacy	Information Technology Microsoft Word	Information Technology Microsoft Powerpoint	Information Technology Publisher	Computer Science Scratch
Art	Cave drawings using charcoal, chalk and pastels. Make cave drawings in clay.		Textiles	Egyptian printing	Painting to make textual effects (flicking)	L S Lowry Drawing and sketching Pastels, charcoal Painting Water colours
DT		Cooking and nutrition	textiles	Electrical and Mechanical Components Buzzer game		Stiff and Flexible sheet materials
R.E						
MFL - French	YEAR 2 Colours and greetings Games and Songs	Unit 1- All About Me!	Food! Glorious Food	Family and Friends	Our School Year	Time
PE – One indoor One outdoor	Yoga	Yoga	Gymnastics	Gymnastics	Striking and Fielding	Athletics and Games
	Fitness coach	Fitness/netball	Dance	Rugby		
Music	Exploring Pentatonic Scales	Exploring Pentatonic Scales	Exploring Sound Colours	Exploring Sound Colours	Singing Games	Singing Games
PSHE	Core Theme 2 – Unit 3: Bullying Lesson 2 Self-Worth ' Lesson 3 Negative Persistence and resilience	Core Theme 1 – Unit 5 Lesson 3 Loss / Separation 3 Lesson 4 Family Changes	Core Theme 2 - Unit 1: Communication Lesson 1 Clear Messages Lesson 2 How to Listen Lesson 3 Responding to Others	Core Theme 2 - Lesson 3 Shared Goals Core Theme 3 - Unit 2: Collaboration Lesson	Core Theme 1 – Unit 4: Aspirations Lesson 1 s Lesson 2 Lesson 3 Setting Goals 1Setting Goals 2	Core Theme 2 - Unit 2: Collaboration Lesson 1 Lesson 2 Working Together 2

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		Core Theme 2 - Unit 5: Similarities and Differ		1 Lesson 2 Working Together 2		Core Theme 3 - Unit 3: Discrimination Lesson 1 Gender Stereotypes
Rights Respect Articles	Article 2- the Convention applies to every child without discrimination whatever their gender, ethnicity, language, religion and abilities. (non-discrimination) Article 13 – every child must be free to express their thoughts and opinion. (freedom of expression)	Article 6- every child has the right to live and grow. (Life, survival and development). Article 24- every child has the right to good quality health care, clean water and good food. (Health and health services)	Article 27- every child has the right to a proper house, food and clothing. (Adequate standard of living) Article 22- every child has the riight to special protection if I am a refugee. (Refugee children)	Article 30- every child had the right to use and to learn the language, customs and religion of their family whether they are shared by the majority. (Minority and indigenous groups)	Article 9- children must not be separated from their parents against their will unless it is in their best interests. (separation from parents) Article 20-If a child is unable to live with their family the government must give them special protection and assistance. (Children unable to live with their family.)	Article 19- Governments must do all they can do protect children from all forms of violence, abuse and neglect. (protections from abuse and neglect) Article 31- every child has the right to relax, play and take part in a wide range of cultural and artistic activities. (leisure, play and culture)