

LONG TERM COVERAGE PLANS FOR YEAR 3 AND 4
History, Art and design, Design and Technology and Geography

First year of cycle		
Term 1 – Animal Kingdoms	Term 2 – The Romans	Term 3 – The Flintstones
<p><u>Geography</u></p> <ul style="list-style-type: none"> • 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) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p><u>Science - Animals (including humans)</u></p> <ul style="list-style-type: none"> • To recognise that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • To identify that humans, and some animals, have skeletons and muscles for support, protection and movement. <p><u>Art and Design</u> Artist study <u>Computing</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise the acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p><u>Music</u></p>	<p><u>History</u></p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance. <p><u>Science - Light</u></p> <ul style="list-style-type: none"> • Recognise that we need light to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Understand that light from the Sun is dangerous and that there are ways to protect our eyes • Know that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way in which the size of shadows changes <p><u>Art and Design</u></p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques using clay. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> • Prepare a range of savoury dishes 	<p><u>Geography</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography: types of settlement, land use, trade links and the distribution of natural resources <p><u>History</u></p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p><u>Science - Rocks</u></p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe simply how fossils are formed by things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter • Use correct scientific terminology <p><u>Art and Design</u></p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques using charcoal.

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Term 4 - Castles	Term 5 – Phantom of the Opera	Term 6 -
<p><u>Geography</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>History</u></p> <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p><u>Science - Forces and Magnets</u></p> <ul style="list-style-type: none"> To compare how things move over different surfaces Notice that some forces need contact between two objects but that magnetic forces can act at a distance Investigate how magnets attract or repel each other and attract some materials and not others Compare/group together a variety of everyday materials on the basis of whether they are attracted to a magnet or not, and identify some magnetic materials. Describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> Understand and use mechanical systems in their products. 	<p><u>History</u></p> <ul style="list-style-type: none"> History of a local building (theatre) <p><u>Geography</u></p> <ul style="list-style-type: none"> 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 and the wider world use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Science - Plants</u></p> <ul style="list-style-type: none"> Identify and describe the functions of differing parts of flowering plants: roots, stem/trunk/leaves and flowers Explore what plants require for life and growth (air, light, water, nutrients from soil and room to grow) and how this can vary from plant to plant Investigate how water is transported within plants Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> Design, make and evaluate a product using textiles. 	<p><u>Smoothie week-</u> design and technology focus</p>

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Second Year of cycle		
Term 1 - Pirates	Term 2 – Ancient Greeks	Term 3 – Time Travellers (World War 2)
<p><u>Geography</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 and the wider world <p><u>Science - Sound</u></p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with vibration Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Design and make a product using a range of materials. 	<p><u>History</u></p> <ul style="list-style-type: none"> the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day Ancient Greece - a study of Greek life and achievements and their influence on the western world <p><u>Geography</u></p> <ul style="list-style-type: none"> 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) <p><u>Science - Animals (including humans)</u></p> <ul style="list-style-type: none"> describe the simple functions of basic parts of the human digestive system Identify the different types of teeth in humans and their basic functions Construct and interpret a variety of food chains and webs, identifying producers, predators and prey Use the correct scientific vocabulary <p><u>Art and Design</u></p> <ul style="list-style-type: none"> Greek art and architecture. 	<p><u>History</u></p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><u>Geography</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> Design, make and evaluate a product using textiles. <p><u>Science - Electricity</u></p> <ul style="list-style-type: none"> To identify common appliances that run on electricity To be able to construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, buzzers and switches. To identify whether a lamp will light , or not, in a simple series circuit, dependant on whether the lamp is part of a complete loop with a battery To recognise that a switch opens/closes in a circuit and associate this with whether a lamp lights or not in a simple series circuit. To recognise some common conductors and insulators and associate metals as being good conductors.

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Second year of cycle		
Term 4 – Celebrity Chefs	Term 5 – Wind in the Willows	Term 6:
<p><u>Geography</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Science - States of Matter</u></p> <ul style="list-style-type: none"> • To compare and group materials together, based on whether they are solids, liquids or gases. • To observe that some materials change state when they are heated or cooled, and measure/research the temperatures at which this happens in degrees Celsius. • To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature • Design and implement fair tests to explore concepts • Use the appropriate scientific vocabulary correctly. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Understand seasonality and know where and how ingredients are grown, reared, caught and processed. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> • to name and locate counties and cities in the UK • The main rivers in the UK • Types of settlements and the impact of rivers on trade and energy production. • Be able to locate rivers and settlements on maps, including local OS maps. • To undertake fieldwork to observe, measure and records human and physical features in the local area and create sketch maps, plans and graphs. <p><u>Science - All Living Things</u></p> <ul style="list-style-type: none"> • That all 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 the local and wider environment • To recognise that environments can change and this can pose dangers to living things. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> • Design, make and evaluate a product. • Understand and use electrical systems in their products. 	