



LONG-TERM PLANS at Tranmere Park YEAR 3 AND 4 during Cycle 2



Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic 1) Entry and Exit 2) Key Question	Romans  <p style="text-align: center; color: blue;">What did the Romans do for us?</p> Entry - Preparing for Battle Exit - Reenactment of Roman battle		Planet Earth Active Planet - Go with the flow  <p style="text-align: center; color: blue;">What is a volcano and how does it form? When it rains where does the water go?</p> Entry - Make a volcano Exit - Earthquake proof buildings Entry - Hydroelectric dams Exit - Make our own rivers		Temples, Tombs and Treasures  <p style="text-align: center; color: blue;">Who were the Ancient Egyptians and what did they do? How do we know this?</p> Entry - Mummified tomato Exit - Build pyramids	Local Geography and Book Study  Entry - Book topic - See below Exit - Local walk
Key Texts that will be studied	Escape from Pompeii Rotten Romans (Horrible Histories) Empire's End - A Roman Story The Thieves of Ostia Meet the Ancient Romans <u>The 5 Plagues of the Developing Reader:</u> Archaic Texts – Non-linear sequences – <i>The Midnight Fox</i> Complexity of the Narrator – <i>The Witches</i> Complexity of Plot – Resistant Texts - <i>Something Told the Wild Geese</i> <u>Pie Corbett Reading Spine:</u> Bill's New Frock Hansel and Gretel Cat Tales		Atlas The Firework Maker's Daughter Earth Shattering Events The Pebble in my Pocket Information texts Anish Kapoor biography The Dam - Levi Pinfold/David Almond <u>The 5 Plagues of the Developing Reader:</u> Archaic Texts – <i>The Children of Green Knowe</i> Non-linear sequences – <i>The Firework Maker's Daughter</i> Complexity of the Narrator – Complexity of Plot – <i>Revolt Rhymes</i> Resistant Texts - <i>Cloud Busting</i> <u>Pie Corbett Reading Spine:</u> The Abominables		Howard Carter's Biography The Kane Chronicles - The Red Pyramid, Rick Riordan The Egyptian Cinderella So you think you've got it bad? A kid's life in Ancient Egypt <u>The 5 Plagues of the Developing Reader:</u> Archaic Texts – <i>Alice's Adventures in Wonderland</i> Non-linear sequences – <i>Dominic Grows Sweetcorn</i> Complexity of the Narrator – Complexity of Plot – <i>The Tunnel</i> Resistant Texts - <u>Pie Corbett Reading Spine:</u> The Sheep Pig	The Murderer's Ape The History of Guiseley <u>The 5 Plagues of the Developing Reader:</u> Archaic Texts – <i>The Velveteen Rabbit</i> Non-linear sequences – Complexity of the Narrator – <i>Woof</i> Complexity of Plot – Resistant Texts - <u>Pie Corbett Reading Spine:</u> The Battle of Bubble and Squeak
Educational Visits/Memorable Experiences	Visit Murton Park		Visit from STEM ambassador Visit Yorkshire Water Residential Y4		Visit Leeds City Museum	Residential Y3 Aireborough Historical Society visitor Exit - Local walk
Geography and History	<u>History</u> The children will discuss why the Romans invaded Britain in 43AD. They will create a timeline of the Stone Age and the Roman period. The children will study Boudica and write a biography of her. The children will compare and contrast soldiers (Romans vs Celts). They will visit Murton Park to experience a day in the life of a Roman soldier.		<u>Geography</u> The children will label a volcano and explain where eruptions occur more regularly and why. They will study tectonic plates and know that earthquakes are usually caused by seismic movements. G6, G7		<u>History</u> The children will create a timeline on the playground of the Egyptians. The children will compare Sumerian Civilisation to Ancient Egypt and modern day. They will discuss and debate mummification and	<u>Geography</u> The children will undertake a walk in the local area highlighting the physical features. G16

All texts will be highlighted in red (207,38,35) throughout our long-term plans

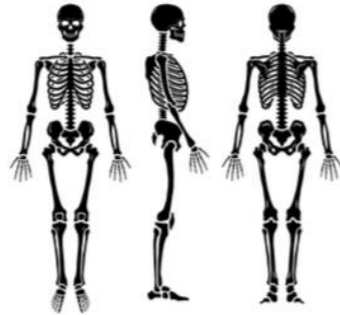
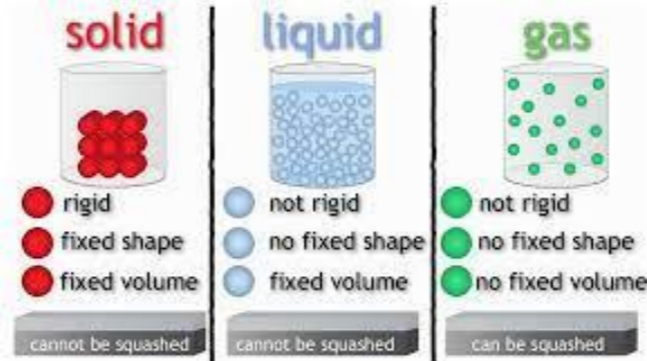


	H4, H5, H6, H7, H19, H21-H24		<u>Geography</u> The children will identify the world's major rivers. They will look at the River Aire and label the main features of a river. They will study the water cycle and understand how we use rivers. G8, G9, G10, G11		the afterlife and how these routines have changed. The children will learn about the housing from this period and the different status of family. The children will know about the construction of the pyramids. The children will study the different gods that the Ancient Egyptians worshipped. H12, H13, H14, H15, H16, H17, H18, H20-H24	
Art	The children will study famous Roman sculptures and learn about their purpose and who commissioned them. Compare/contrast these with more recent artists (Kapoor, Michelangelo & Hepworth). Children design and create their own sculpture using clay or Modrock. A15, 17, A18, A20 The children will investigate Roman mosaics, recognise the geometric, repeated & symmetrical patterns and then recreate their own mosaic. A14		The children will study the works of Kapoor, Afremov and Henessey, studying the use of reflections and shiny materials. They will compare the work of the three artists and develop their own artwork including a reflection as a sketch. A1, A4, A11, A16, A19, A20		The children will investigate the Egyptian Hieroglyphics. They will discuss the symbolism and how they communicate ideas. The children will study the materials used to create the art (mud, charcoal, berries, plants etc). Children will choose their favourite piece of Egyptian art and recreate it using natural materials. A10, A13, A18, A20	
Oracy	Be a Speaker	Be a Linguist	Be a Thinker	Be a Thinker	Be Aware of Others	Be Aware of Others
	Prepare a debate for the Roman Forum	Studying the etymology of English words with Latin roots	How are we going to save the planet? (Climate change debate)	Is there enough water for everyone? Group presentation.	Who does 'treasure' belong to? Conscience alley activity.	Should we excavate part of the school site? Pros/cons
Design and Technology	The children will plan, prepare and make their own healthy dish (pesto and tomato pasta bake) and will learn about a healthy diet, where food comes from and how to weigh, measure, chop (bridge and claw), grate and finely grate, peel, snip and tear, stir, cook (boil), drain and garnish. DT19, DT20, DT21, DT22, DT23, DT24.		The children will create a kite. DT1 - DT10, DT11, DT13.			<u>During Electricity (Science)</u> The children will create a torch. DT1 - D10, DT12, DT16.



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Science	<p>Animals including Humans</p>  <p>Children will learn how the human body functions and what it needs to survive. Observations and measurements of the human skeleton will be taken as well as identifying producers, predators and prey in the animal kingdom.</p> <p>S1 - S5</p>	<p>States of matter</p>  <p>Children will observe and classify a range of solids, liquids and gasses through practical activities before progressing to observe more complex states such as non-Newtonian fluids.</p> <p>S8- S10</p>	<p>Light</p>  <p>Children will become physicists, investigating (with a range of materials) how shadows are created, before performing a shadow-puppet show.</p> <p>S14 - S17</p>	<p>Electricity</p>  <p>Children will become electrical engineers, investigating which materials can be used in the construction of circuits and the real-world application of devices such as switches (pressure switch for a burglar alarm).</p> <p>S6-S9</p>		
Computing	<p>Year 3: Networks and the Internet Undertake a network safari and understand how information is sent in packets. C6, C7, C8, C9, C10,</p> <p>Year 4: Scratch Position and orientation work that involves the creation of variables to create a game. C4, C5, C6, C7,</p>	<p>Year 3: Emailing Create a Gmail and attach files, learn about CC and BCC and the spotting of fake emails C11, C15.</p> <p>Year 4: Investigating Weather The children will understand forecasting, will use sensors to gather data and will use a green screen to create their own weather forecast. C9, C10, C11, C14, C15</p>	<p>Year 3: Programming/Scratch Create a sprite, explore loops and remix code to program a game. C1, C2, C3, C4, C5</p> <p>Year 4: Website Design The children will create a google site page that will contain a book review or information around their favourite topic. C1, C2, C3, C5, C12, C13, C14</p>	<p>Year 3: Journey inside a computer Learn about inputs and outputs whilst building a paper computer. Explore RAM, CPU, CPU, infinite loops and ROM. C6, C7,</p> <p>Year 4: HTML The children will remix CSS and HTML and will create fake news by inspecting and hacking code C1, C2, C3, C5, C12, C13, C14</p>	<p>Year 3: Digital Literacy Create a book trailer, filming voice overs, adding text and music and editing it using transitions, and based upon widely sought feedback. C14</p> <p>Year 4: Collaborative Learning The children will use google suite to share documents using conditional formatting C8, C14</p>	<p>Year 3: Top Trumps Database Understand fields, records and data. Explore the purpose of databases and how to use filtering C12, C13</p> <p>Year 4: Computational Thinking They will decompose code and will undertake pattern recognition and abstraction C4, C6, C7</p>
Physical Education	<p>Year 3 Outdoor - Tag Rugby - Year 3 and 4 Year 4 Outdoor - Leeds School Swimming Framework</p> <p>Indoor - Real PE - Year 3 and 4 - Units 3 and 4 PE7, PE8, PE9 PE18, PE20</p>	<p>Year 3 Outdoor - Football - Year 3 and 4 Year 4 Outdoor - Leeds School Swimming Framework</p> <p>Indoor - Real PE - Year 3 and 4 - Units 3 and 4 PE7, PE8, PE9 PE18, PE20</p>	<p>Year 3 Outdoor - Tennis - Year 3 and 4 Year 4 Outdoor - Leeds School Swimming Framework</p> <p>Indoor - Gymnastics - Year 3 - Unit 1 and 2 PE8, PE9, PE10, PE11, PE12, PE18, PE20</p>	<p>Year 3 Outdoor - Cricket - Year 3 and 4 Year 4 Outdoor - Leeds School Swimming Framework</p> <p>Indoor - Real PE - Year 3 and 4 - Unit 5 PE7, PE8, PE9 PE18, PE20</p>	<p>Year 3 Outdoor - Netball - Year 3 and 4 Year 4 Outdoor - Leeds School Swimming Framework</p> <p>Indoor - Gymnastics - Year 4 - Unit 1 and 2 PE7, PE8, PE9 PE18, PE19, PE20</p>	<p>Year 3 Outdoor - Athletics - Year 3 and 4 Year 4 Outdoor - Leeds School Swimming Framework</p> <p>Indoor - Real PE - Year 3 and 4 - Unit 6 PE1, PE2, PE3, PE4, PE5, PE6 PE18, PE20</p>
Modern Foreign Languages	<p>La France/Je me presente/Les Vetements Children will role-play being a French person and discuss items of clothing. M1-11, M12, M13, M14, M15</p>	<p>Les Salutations/Les Dinosaures Children will learn how to greet each other and ask questions, and write simple sentences to describe a dinosaur. M1-11, M16, M17, M18, M19</p>	<p>Quelle est la Date? Children will learn how to record the date and celebration days in French. M1-11, M20. M21, M22, M23, M24</p>	<p>Les Couleurs Children will use listening skills to produce a multicoloured piece of elephant art. M1-11, M25, M26, M27, M28, M29</p>	<p>J'ai faim Children will learn the names of fruit in French before recording their own story. M1-11, M30, M31, M32, M33, M34</p>	<p>Une Histoire Revision Children will listen to traditional stories and pick out key vocabulary and family members. Children will also consolidate previous units' learning. M1-11, M35, M36</p>

<p>Music</p>	<p>Pitch (Pentatonic/Blues Scales) and Charanga: Mama Mia Pitch: The children will learn to play, write and perform, blues music and chords, and the pentatonic scale (CDEGA). Charanga: Learn the song and to play the instruments. Perform and encourage the playing of instruments externally. <i>M1 - M5</i></p>	<p>Duration and Texture (Writing Four Car Quavers and Crotchets) and Charanga: Glockenspiel Stage 2 Duration and Texture: The children will learn to understand quavers, crotchets, minims and semibreves and read, clap, create/write and perform their own rhythms, using quavers and crotchets. Charanga: Learn the song and to play the instruments. Perform and encourage the playing of instruments externally. <i>M6 - M8</i></p>	<p>Notation and Structure and Charanga: Three Little Birds Duration and Texture: The children will learn to read musical notes to: identify and name chorus' and verses clap short rhythms, use their voice or instruments to perform a piece of graphic notation and write basic graphic notations. Charanga: Learn the song and to play the instruments. Perform and encourage the playing of instruments externally. <i>M9 - M14</i></p>	<p>Timbre and Tempo and Charanga: Let Your Spirit Fly Timbre and Tempo: The children will learn about instruments and music from around the world, matching music to mood. Charanga: Learn the song and to play the instruments. Perform and encourage the playing of instruments externally. <i>M15 - M18</i></p>	<p>I am a listener and Charanga: Blackbird I am a Listener: The children will listen to and appraise different music. Charanga: Learn the song and to play the instruments. Perform and encourage the playing of instruments externally. <i>M19 - M22</i></p>	<p>I am a composer Charanga: Reflect, Rewind and Replay I am a Composer: The children will compose and perform their own rhythm. Charanga: Learn the song and to play the instruments. Perform and encourage the playing of instruments externally. <i>M23 and M24</i></p>
<p>Religious Education</p>	<p>How are important events remembered in ceremonies? The children will describe the different festivals, making links between them. They will explain and give reasons for the celebration of each festival and express ideas and opinions about what light represents.</p>	<p>What faiths are shared in our country? The children will explore and describe ways beliefs and values are expressed in different religions through symbols and actions.</p>	<p>How do the five pillars guide muslims in life? The children will describe and explain key teachings of Islam. They will describe how Muslim beliefs impact on the life and decisions of believers. They will explain how the pilgrimage of Hajj can affect a Muslims life.</p>		<p>Why are Gurus at the heart of Sikh belief and practice? The children will give examples of Sikh beliefs and stories about their Gurus. They will show understanding of Sikh practices relating to the Guru Granth Sahib.</p>	
<p>PSHE – including British Values</p>	<p>Year 3 - Islington: Physical Health and Well-being: First Aid: Bones. Muscle and Joint Injuries Year 4 - Islington: Physical Health and Well-being First Aid: Allergies</p>	<p>Year 3 - Islington: Mental Health and Emotional Well-being MindMate: Life Changes (Life in KS2) Strong Emotions (Emotional Scale) First Aid: Basic Life Support Year 4 - Islington: Identity, Society and Equality. MindMate: Being the Same, Being Different (Actions that affect themselves and others) Solving Problems (Coping with difficult situations) First Aid: Allergies</p>	<p>Year 3 - Islington: Careers, Financial Capability and Economic Well-being First Aid: Emergency Call for Help Year 4 - Islington: SRE MindMate: Feeling Good and Being Me (Feelings - Intensity) Life changes (Positive and negative effects on emotional and wellbeing and mental health) First Aid: Asthma</p>	<p>Year 3 - Islington: Identity, Society and Equality Mind Mate: Feeling Good to be Me (Goals and Aspirations) Being the Same, Being Different (Differing Opinions) Solving Problems (Dealing with Difficult Situation) First Aid: Emergency Call for Help Year 4: Islington: SRE MindMate: Friends and Family (Skills to maintain and keep positive relationships) First Aid: Asthma</p>	<p>Year 3 - Islington: Drug, Alcohol and Tobacco Education First Aid: Bites and Stings Year 4: Islington: Drug, Alcohol and Tobacco Education First Aid: Children will learn about Poisons</p>	<p>Year 3 - Islington: Keeping Safe and Managing Risk Mindmate: Friends and Family (Unkind Behaviours) First Aid: Bites and Stings Year 4 - Islington: Keeping Safe and Managing Risk Mindmate: Strong Emotions (Resisting Pressure) First Aid: Children will learn about Bleeding and Shock</p>
<p>Outdoor Learning/Muddy Puddle Days</p>	<p>Self Manager KNOTS</p>	<p>Effective Participator PLAY/EXPLORING</p>	<p>Independent Enquirer SHELTER BUILDING</p>	<p>Team Worker GEOGRAPHICAL SKILLS</p>	<p>Resourceful Thinker FIRE</p>	<p>Reflective Learner</p>
<p>Outdoor Learning - Muddy Puddle Days</p>	<p>The children will build a fortified Roman Marching Camp using natural materials. They will learn about Roman camp construction and use some of the techniques. They will then learn and practice Roman Marching techniques. The children will build a large-scale Roman Sundial to the time. The children will first build a Lolly Stick Mangonel Catapult from a given design. Then they will transfer this learning to a larger-scale model</p>		<p>The children will learn about and create their own erupting mud volcano. They will use portable technologies to record their eruption to analyse later.</p>	<p>The children will create their own version of the River Aire, with its source, confluence, tributaries, and mouth. They will make the river flow and then make flood defences, like dams, to try and stop the flow of the river, or divert it somewhere else.</p>	<p>The children will design, build and test their own ideas for a Shaduf to transport water from one bucket to another.</p>	<p>Global Connections (page 29 SCHOOL OUTDOOR LEARNING folder) The children will create a survey to investigate the local environment and communicate the results of this to a contrasting school in another country.</p>