

| Subject Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic 1) Entry and Exit 2) Key Question | <p align="center">RAINFORESTS AND CHOCOLATE</p>  <p>The Amazon Rainforest is 5000 miles away. Why is it important to us?</p> <p>Entry: Rainforest Masks</p> <p>Exit: Dr Chocolate</p> | <p align="center">SCAVENGERS AND SETTLERS (THE STONE AGE)</p>  <p>How would you survive in the Stone Age?</p> <p>Entry: Find and Assemble Otzi the Iceman</p> <p>Exit: Herd Farm (Stone Age Experience)</p> | <p align="center">PAINTINGS, PICTURES AND PHOTOGRAPHS</p>  <p>What does it mean to be an artist?</p> <p>Entry: Visit from a local artist.</p> <p>Exit: Tranmere Art Gallery (parents invited)</p> | <p align="center">THE GREEKS</p>  <p>What did the Ancient Greeks do for us?</p> <p>Entry: A visit from a Greek scholar (Codswallop theatre).</p> <p>Exit: Ancient Olympics Day</p> | <p align="center">LOCAL HISTORY AND BOOK TOPIC (MY SECRET WAR DIARY)</p>  <p>How has Guiseley changed since it was founded? How did it feel to be an evacuee?</p> <p>Entry: Local walk to the well and church.</p> <p>Exit: Recreate VE day celebrations.</p> | |
| Key Texts that will be studied | <p><u>The 5 Plagues of the Developing Reader:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – Complexity of Plot – The Iron Man Resistant Texts – Cloud Busting</p> <p><u>Pie Corbett Reading Spine:</u></p> <p><u>Key Topic Texts:</u> The Great Kapok Tree The Explorer The Shaman’s Apprentice The Vanishing Rainforest Rainforests in 30 Seconds</p> | <p><u>The 5 Plagues of the Developing Reader:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – Complexity of Plot – Resistant Texts -</p> <p><u>Pie Corbett Reading Spine:</u> Bill’s New Frock Voices in the Park The Sheep Pig</p> <p><u>Key Topic Texts:</u> Otzi the Iceman The History Detective Investigates: Stone Age to Iron Age. The Stone Age: Hunters, Gatherers and Woolly Mammoths Stone Age Boy</p> | <p><u>The 5 Plagues of the Developing Reader:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – Complexity of Plot – Resistant Texts -</p> <p><u>Pie Corbett Reading Spine:</u> The Sheep Pig Hansel and Gretel</p> <p><u>Key Topic Texts:</u> Splat! The Most Exciting Artists of All Time Tell Me a Picture Vincent’s Starry Night and other Stories Frida Kahlo and the Bravest Girl in the World</p> | <p><u>The 5 Plagues of the Developing Reader:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – Toys Go Out Complexity of Plot – Love that Dog Resistant Texts -</p> <p><u>Pie Corbett Reading Spine:</u></p> <p><u>Key Topic Texts:</u> Greek Myths Greek Gods and Heroes A Visitors Guide to Ancient Greece Athena: The Story of a Goddess Mission to Marathon</p> | <p><u>The 5 Plagues of the Developing Reader:</u> Archaic Texts – Non-linear sequences – Complexity of the Narrator – The Witches Complexity of Plot – Resistant Texts -</p> <p><u>Pie Corbett Reading Spine:</u></p> <p><u>Key Topic Texts:</u> My Secret War Diary The Lion and the Unicorn History of the Ancient Parish of Guiseley (online).</p> | |

| Educational Visits/Memorable Experiences | Tropical World Visit from Dr Chocolate | Danelaw or Herd Farm | Visit from an artist | Codswallop Theatre | Visit Guiseley Well and Guiseley Church |
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| Geography and History | <p><u>Geography</u> The children will study the 4 main layers of the rainforest: Forest Floor, Understory Layer, Canopy Layer and the Emergent Layer. They will gain understanding about the key features and ecosystems.</p> <p>The children will study deforestation. What? Why? And how does this impact the rainforest? They will look in particular at deforestation being caused by the planting of soy (RIC) and palm oil, using the Amazon as its base.</p> <p>The children will investigate the lives of indigenous people. Food, clothing, sports, education, social structure and where they live.</p> <p>The children will investigate a selection of products that can be made from using the resources of the rainforest.</p> <p>G</p> | <p><u>History</u> The children will study hunter-gatherers and will participate in 4 different activities. They will research the differences between the Stone Age, Bronze Age and the Iron Age. The children will learn about the Skara Brae settlement.</p> <p>H1, H2, H3, H21-H24</p> | <p><u>Geography</u> The children will create a walk in the local area using an OS map describing the landmarks and writing instructions using the 8 points of a compass. The children will complete a 4-figure grid referencing quiz.</p> <p>G14, G15</p> | <p><u>Geography</u> The children will investigate modern and Ancient Greece comparing the geographical similarities and differences of the two places. The children will evaluate the advantages and disadvantages of living in Leeds/Greece.</p> <p>G5</p> <p><u>History</u> The children will learn the two 'city-states', Athens and Sparta. The children will have a debate to decide which is the greatest city state. The children will look at Greek myths and write their own and they will create their own God. The children will make a 5-day Olympic programme and participate in their own Classroom Olympic Games.</p> <p>H8, H9, H10, H11, H21-H24</p> | <p><u>History</u> The children will look at aerial photographs of Guiseley over time. They will learn about the history of Guiseley in the 60s and 70s. The children will visit Guiseley Well and Guiseley Church. They will create a timeline of the key events/changes over time in Guiseley.</p> <p>H25-H31</p> |
| Art | <p>The children will investigate the use of art and design in advertising and produce their own 3D chocolate wrapper.</p> <p>A2</p> <p>The children will study the work of Nixiwaka Yawanawa and produce their own designs for tribal masks and body paint. They will learn how to create depth, size, perspective and colour in collage creating rainforest scenes inspired by 'The Great Kapok Tree'</p> <p>A1, A3, A5, A10, A13</p> <p>The children will compare the work of Henri Rousseau to that of Nixiwaka Yawanawa, analyse the features of these and the similarities/differences between them. They will produce art in the style of each artist.</p> <p>A16, A17, A18, A19, A20, A21</p> | <p>The children will investigate cave painting and create their own using charcoal. They will then age these using tea and study the techniques used in hand formed pottery. They will go on to create their own vessel, seal or figurine.</p> <p>A12, A13, A15, A17, A18, A20</p> | <p>The children will study famous work by the following artists. They will analyse the use of media in these and create their own version of sections of each using a range of techniques including washes and digital images.</p> <ul style="list-style-type: none"> ● Dumont ● Constable ● Gainsborough ● O'Keefe ● Boch ● Cezanne ● Wojtkiewicz <p>Then they will then compare Wojtkiewicz to their knowledge of Archimboldo from KS1 and develop a still-life sketch exploring the use of light and shade.</p> | | |

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| | | | | The children will study pointillism in the work of Seurat & Delree Dumont. They will photograph or copy a landscape and recreate it using pointillism. <i>A1, A2, A5, A6, A7, A8, A9, A18, A19, A21</i> | | |
| Design and Technology | The children will use research to plan, prepare and make a new bread product. Learning to weigh, measure, chop (bridge and claw), grate and finely grate, peel, spread, juice, zest, mix, pour, sieve/sift, knead, divide, shape, glaze and bake. <i>DT20, DT22, DT23, DT24, DT25.</i> | | | | The children will create a mechanical poster. <i>DT1 - DT10, DT14, DT15.</i> | The children will create juggling balls. <i>DT1 - DT10, DT17, DT18.</i> |
| Oracy | Be a Speaker Presentation on deforestation | Be a Linguist Etymology of words derived from the rainforest. | Be a Thinker Can you communicate without words? | Be a Thinker Have words helped us improve life since the Stone Age | Be Aware of Others Discuss: "The foundation of every state is the education of its youth." - <i>Diogenes.</i> | Be Aware of Others Conscience alley: life as an evacuee in a new place. |



LONG-TERM PLANS at Tranmere Park

YEAR 3 AND 4 during Cycle 1



| Subject Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Science | Living things and Their Habitats Children will observe plants and animals in their habitats throughout the year, making observations, comparisons and contrasts. <i>S1 - S2</i> | Plants Children become botanists and set up an experiment testing the hypothesis "How much water do plants need to grow". <i>S10 - S13</i> | Rocks Children will classify and test a range of rocks based on their physical characteristics, suggesting practical uses for each one. <i>S3- S7</i> | Forces & Magnets Children become mechanical engineers, setting up an experiment into the use of escape lanes on motorways. A range of materials are tested and evaluated. Children also explore which materials are magnetic and the properties of magnets by testing the distances/materials over which magnets can interact. <i>S11 - S15</i> | | Sound Children will explore making sound with a range of objects, before becoming acoustic engineers to explore how string telephones work. <i>S16 - S18</i> |
| Computing | Year 3: Programming/Scratch Create a sprite, explore loops and remix code to program a game. <i>C1, C2, C3, C4, C5</i> | Year 4: Further Coding - Scratch Position and orientation work that involves the creation of variables to create a game. <i>C4, C5, C6, C7,</i> | Year 4: Computational Thinking They will decompose code and will undertake pattern recognition and abstraction <i>C4, C6, C7</i> | Year 3: Video Trailers Create a book trailer, filming voice overs, adding text and music and editing it using transitions, and based upon widely sought feedback. <i>C14</i> | Year 4: Website Design The children will create a google site page that will contain a book review or information around their favourite topic. <i>C1, C2, C3, C5, C12, C13, C14</i> | Year 4: HTML The children will remix CSS and HTML and will create fake news by inspecting and hacking code <i>C1, C2, C3, C5, C12, C13, C14</i> |
| Physical Education | Outdoor - Tag Rugby - Year 3 and 4 Year 3 Indoor - Dance - Year 3 - Unit 1 Year 4 Indoor - Leeds School Swimming Framework <i>PE7, PE8, PE9</i> <i>PE18, PE20</i> | Outdoor - Football - Year 3 and 4 Year 3 Indoor - Real PE - Year 3 and 4 - Units 1 and 2 Year 4 Indoor - Leeds School Swimming Framework <i>PE7, PE8, PE9</i> <i>PE18, PE20</i> | Outdoor - Tennis - Year 3 and 4 Year 3 Indoor - Real PE - Year 3 and 4 - Units 1 and 2 Year 4 Indoor - Leeds School Swimming Framework <i>PE8, PE9</i> <i>PE18, PE20</i> | Outdoor - Cricket - Year 3 and 4 Year 3 Indoor - Dance - Year 4 - Unit 1 Year 4 Indoor - Leeds School Swimming Framework <i>PE7, PE8, PE9</i> <i>PE18, PE20</i> | Outdoor - Netball - Year 3 and 4 Year 3 Indoor - Real PE - Year 3 and 4 - Units 3 and 4 Year 4 Indoor - Leeds School Swimming Framework <i>PE7, PE8, PE9</i> <i>PE18, PE20</i> | Outdoor - Athletics - Year 3 and 4 Year 3 Indoor - Real PE - Year 3 and 4 - Units 3 and 4 Year 4 Indoor - Leeds School Swimming Framework <i>PE1, PE2, PE3, PE4, PE5, PE6</i> <i>PE18, PE20</i> |
| Modern Foreign Languages | La Forêt Tropicale Humide Children will learn how to name and describe rainforest animals. <i>M1-M13, M14, M15, M16, M17, M18</i> | La Famille/Joyeux Noel Children will learn how to name and describe family members as well as learning key Christmas vocabulary. <i>M1-M13, M19, M20, M21, M22, M23, M24</i> | Le Corps Children will learn how to name different parts of the body. <i>M1-M13, M25, M26, M27, M28, M29</i> | Quel Temps fait-il? Children will learn how to describe the weather as well as listening to and responding to a French weather report. <i>M1-M13, M30, M31, M32, M33, M34</i> | Les Animaux Children will create an animal poem, thinking about adjectives' place and agreement. <i>M1-M13, M35, M36, M37, M38, M39, M40</i> | Les Passe-Temps Children will learn about and play a range of French games before answering questions about hobbies. <i>M3-M13</i> |
| Music | Pitch (Pentatonic/Blues Scales) and Charanga: The Dragon Song Charanga: Learn the song and to play the instruments. Perform and encourage the playing of instruments externally. Pitch: The children will learn to play, | Duration and Texture (Writing Four Car Quavers and Crotchets) and Charanga: Christmas Concert Duration and Texture: The children will learn to understand quavers, crotchets, minims and semibreves and read, clap, create/write and | Notation and Structure and Charanga: Glockenspiel Stage 1 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 | Timbre and Tempo and Charanga: Stop! 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 | I am a Listener and Charanga: Lean on Me I am a Listener: The children will listen to and appraise different music. Charanga: Learn the song and to play the instruments. Perform and | Replay and I am a composer Charanga: Reflect, Rewind I am a Composer: The children will compose and perform their own rhythm. Charanga: Learn the song and to play the instruments. Perform and |

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| | write and perform, blues music and chords, and the pentatonic scale (CDEGA). <i>M1 - M5</i> | 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> | 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> | the instruments. Perform and encourage the playing of instruments externally. <i>M15 - M18</i> | encourage the playing of instruments externally. <i>M19 - M22</i> | encourage the playing of instruments externally. <i>M23 and M24</i> |
| Religious Education | How do Jews remember God's covenant with Abraham and Moses? The children will discover how Jews express their faith through rituals and actions. They will learn to retell Jewish stories. | How do people express spirituality? The children will observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms. | What Christians do believe about a good life? The children will retell some parables of Jesus. They will consider how the Bible influences Christians in the way they live and express ideas about right and wrong. | What do creation stories tell us about the world? The children will retell a range of creation stories, making links between them. They will express different views and ideas about helping to look after the world around them. | Who can inspire us? The children will describe and make links between different leaders (religious and non-religious), exploring similarities and differences. They will explain how leaders teach through their personal qualities, actions and stories. They will give examples of the ways in which communities follow their leaders. | |
| PSHE – including British Values | 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 | 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 | 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 | 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 | 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 | 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 |
| Outdoor Learning/Muddy Puddle Days | | | As part of our History learning, the children will rotate around 4 activities (making a shelter, making a fire, a scavenger hunt and talking pictures) | The children will take photos to complete a scavenger hunt to evidence a range of techniques. E.g. forced perspective | The children will design their own Olympic sports and compete to win medals | As part of our History learning, the children will go on a local history walk. |