

Acomb Primary School Long Term Plan



Year Three & Year Four CYCLE A				2021-22	2023-24	2025-26
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Main Theme(s)	The Romans	Italy	The Anglo-Saxons	The Vikings	York	Our Planet
Class Text						
English (Y3 UNITS)	Instructions <i>recipes & giving directions (2)</i> Take one book (1) <i>Escape from Pompeii</i> Pompeii Animation (1) (extra unit) Recounts (2) <i>Link to Romans</i> Poetry – vocabulary building (1) <i>The Magic Box</i>	Traditional tales (2) <i>Fables</i> Explanations (2) <i>Wacky mousetraps & wake up machines</i> Writing and performing a play (2) <i>Pantomime</i> Poetry – structure Limericks (1)	Traditional tales – alternative (4) <i>The true story of the 3 little pigs</i> <i>Fractured fairy tales</i> Film Narrative (1) (extra unit) <i>Chaperon Rouge</i> Poetry – structure haiku, tanka, kenning (1)	Poetry – vocabulary building (1) <i>'I am Spring' poem</i> Take one book (1) <i>The Lost Thing</i> Non-chronological Reports (2) <i>Link to The Lost Thing</i> Reports (1-2) <i>Contrast Invaders & Settlers</i>	Adventure stories (3) Poetry – vocabulary building (2) <i>'The night of the Gargoyles'</i> Recount/report/leaflets (2) (extra unit) <i>link to York trip</i>	Take one book (1) <i>Diary of a Wimpy kid</i> Adventure stories (2) (including film narrative: 'Lego movie') Persuasion – letter writing (3) (environmental link) Poetry – Take one Poet (1)
History	Invaders and Settlers				Local Study – York	
	The Roman Empire and its impact on Britain		Anglo Saxons	Vikings		
Geography	Human and Physical Geography Weather and Seasons - ongoing observations throughout the year					
	Locational Knowledge Italy Place Knowledge Comparing and contrasting Italy then and now Human and Physical Geography Earthquakes and Volcanoes – Vesuvius Types of Settlement – Ports and Harbours Geographical Skills and Fieldwork Map work (Globes and atlases) – Italy - Compass Points and Grid References		Locational Knowledge Germany and Scandinavia Place Knowledge Comparing and contrasting Italy to Scandinavia and Germany Human and Physical Geography Specific to countries identified Geographical Skills and Fieldwork Map work (Globes and atlases) – Germany and Scandinavia - Compass Points and Grid References		Locational Knowledge Tributaries of the River Humber Place Knowledge York Human & Physical Geography Fieldwork – observe, measure and present features specific to York Geographical Skills and Fieldwork 1:50k Ordnance survey maps of York Key symbols and grid references	Locational Knowledge The World Place Knowledge The World Human & Physical Geography Mountains, Volcanoes, tectonic plates/earthquakes and rivers of the world Geographical Skills and Fieldwork World Map Work
Science	Working Scientifically					
	Rocks	Electricity	Forces and Magnets		Plants	Living things and their habitat
Art & Design <i>Drawing</i> <i>Painting</i> <i>Collage</i> <i>Sculpture</i> <i>Printing</i> <i>Digital media</i> <i>Text</i>	Painting Artists, Architects, Craftspeople Focus: Silberzweig – Self Portraits Collage <i>Transition Collages</i>	Drawing Artists, Architects, Craftspeople Focus: Leonardo Da Vinci – Illustrations	Textile Artists, Architects, Craftspeople Focus: The Bayeux Tapestry -	Print Artists, Architects, Craftspeople Focus: Borre Style Viking Art -	Sculpture Artists, Architects, Craftspeople Focus: John Carr/York Minster Stone Masons – Gargoyles	Artist Focus Artists, Architects, Craftspeople Focus: Variety of artists focus - Year 3/4 trip to the Yorkshire Sculpture Park
DT Food & nutrition for this cycle?	<i>Design, make and evaluate:</i> Roman catapults		<i>Design, make and evaluate:</i> Den Building (based on historical research)		<i>Design, make and evaluate:</i> Bird Feeder Products	Food and Nutrition
Computing	E Safety					
	Digital Literacy Computer Science	Digital Literacy Information Technology	Computer Science Information technology		Digital Literacy Information Technology	Computer Science
RE	Why is the Bible important to Christians today?	Why are festivals important to religious communities?	What does it mean to be a Hindu in Britain today?		Why do people pray?	What can we learn from religions about what is right and wrong? (Links with moving on (PSHE) and P4C)

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PE	Fitness: Focus on children developing stamina in their movements and establishing a culture of 'exercise'		Outdoor Adventurous Activity: Focus on using communication and team work to complete a range of activities (problem-solving/orienteering/team based activities)		Athletics: Focus on developing control of bodies, whilst using the appropriate skill for each event	
	Netball: Focus on developing a range of hand-eye coordination skills in a competitive game setting	Dance: Focus on creating routines with some improvisation and developing precision and control	Gymnastics: Focus on combining actions with increasing confidence, change of direction, speed or level.	Rugby: Focus on moving and passing with the ball whilst showing control and accuracy	Rounders: Focus on developing striking and fielding skills	Tennis: Focus on developing successful striking skills and using simple game-based tactics
Music	Let your spirit Fly	Glockenspiel Stage 1	Three little birds	The Dragon Song	Bringing us together	Reflect, Rewind, Replay.
	Singing in parts Rhythm and Blues	Glockenspiel and musical notation	Reggae Bob Marley	Singing in two parts	Disco Music	
PSHCE	Health & Wellbeing		Relationships		Living in the Wider World	
Languages	Y3 – Greetings Formal and Informal, Counting 1-10 – using in context. Y4 – Greetings-Age, Counting 10-20 – Using in context.	Y3 – Alphabet First 10 letters. Instructions in classroom. Y4 – Alphabet - 10-21 Items in the classroom and home / cafe. Cup, table, chair....	Y3 – Colours and using them in context - Items in class and clothing. Y4 – Colours and using them in context - Food. Red apple.	Reading Y3 – Rhymes and stories. Num, Colours, Alphabet. Reading Y4 – Rhymes and stories Body and food.	Y3 - Family Members. Y4 - Ordering in a cafe. Cafe items. Food and Drink.	Y3 - Writing and grammar. Family -write conversation - name, age and how feeling. Y4 – Writing and grammar Ordering in a restaurant/cafe - write conversation. Design a menu.
Planned Trips out or visitors in		Roman		Jorvik	York	
Acorns						

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Year Three & Year Four CYCLE B			2020-21	2022-23	2024-25	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Main Theme(s)	Pre-historic Britain	The UK	Ancient Egypt	Local Area - Acomb	Ancient Greece	South America
Class Text						
English (Y4 UNITS)	<p>Take one book (1) <i>Flotsam</i></p> <p>Non-chronological reports (2) <i>Flanimals</i></p> <p>Take one book (1) <i>Stone Age Boy</i></p> <p>Non-chronological reports (2) <i>Link to Stone Age</i></p> <p>Poetry – vocabulary building (1) <i>Autumn Senses Poem</i></p>	<p>Poetry (1) <i>Firework poems</i></p> <p>Take one book (1) <i>The Magic Paintbrush</i></p> <p>Story setting (3)</p> <p>Film Narrative (1) (extra unit) <i>Broken</i></p> <p>Poetry – riddles (1) <i>Xmas Crackers</i></p>	<p>Take one book (1) <i>The Egyptian Cinderella</i></p> <p>Explanations (2) <i>Egyptian Booby traps</i></p> <p>Film Narrative (1) (extra unit) <i>Taddeo Jones</i></p> <p>Non-chronological reports (1) <i>Pyramids and Mummies</i></p> <p>Poetry – vocabulary building (1) <i>Simile and Metaphor poems</i></p>	<p>Take one book (1-2) <i>Tuesday</i> (Narrative & Newspaper reports)</p> <p>Writing and performing a play (2) <i>Alice in Wonderland</i></p> <p>Poetry - narratives (1-2) <i>Jabberwocky – poem study</i> Recite other narrative poems by heart</p>	<p>Traditional tales – myths (4) <i>Greek Myths & Legends</i></p> <p>Poetry (1) <i>If I had Wings</i></p> <p>Discussion (2)</p>	<p>Take one book (1) <i>Tell me a Dragon (Poetry)</i></p> <p>Stories with themes (2) <i>Dragons</i></p> <p>Persuasion (3) (Rainforest link) (including film narrative: 'Rang Tang')</p> <p>Poetry – Take one Poet (1)</p>
History	Ancient Settlements and Civilisations					
	Stone Age, Iron Age, Bronze Age		Ancient Egypt		Ancient Greece	
Geography	Human and Physical Geography Weather and Seasons - ongoing observations throughout the year					
	<p>Locational Knowledge Countries, counties, cities, regions, mountain ranges, national parks and rivers of the UK</p> <p>Human and Physical Geography Types of settlement and land use of the UK Climate of the UK The water cycle</p> <p>Geographical Skills and Fieldwork Map work (Globes and atlases) – UK - Compass Points and Grid References</p>	<p>Locational Knowledge Egypt</p> <p>Place Knowledge Compare and contrast Egypt to the UK</p> <p>Human and Physical Geography Specific to Egypt</p> <p>Geographical Skills and Fieldwork Map work (Globes and atlases) – Egypt - Compass Points and Grid References</p>	<p>Locational Knowledge Land use and human and physical features associated with Acomb and how they have changed over time</p> <p>Human and Physical Geography Specific to Acomb</p> <p>Geographical Skills and Fieldwork 1:50k Ordnance survey maps of York Key symbols and grid references</p>	<p>Locational Knowledge Greece</p> <p>Place Knowledge Compare and contrast Greece to the UK</p> <p>Human and Physical Geography Specific to Greece</p> <p>Geographical Skills and Fieldwork Map work (Globes and atlases) – Greece - Compass Points and Grid References</p>	<p>Locational Knowledge Specific to South America</p> <p>Place Knowledge Compare and contrast the UK, Egypt and Brazil</p> <p>Human and Physical Geography Geographical Skills and Fieldwork Specific to South America</p> <p>Geographical Skills and Fieldwork Map work (Globes and atlases) – Greece - Compass Points and Grid References</p>	
Science	Working Scientifically					
	States of Matter - including link to the water cycle (see Geography)		Light	Sound	Animals, including humans	
Art & Design <i>Drawing</i> <i>Painting</i> <i>Collage</i> <i>Sculpture</i> <i>Printing</i> <i>Textiles</i> <i>Digital media</i>	<p>Drawing Artists, Architects, Craftspeople Focus: Amedeo Modigliani – Self Portraits</p>	<p>Digital Media Artists, Architects, Craftspeople Focus: David Hockney - Landscapes</p>	<p>Sculpture Artists, Architects, Craftspeople Focus: Tutankhamun masks (papier mache)</p>	<p>Drawing and Painting Artists, Architects, Craftspeople Focus: Arthur Rackham (Alice in Wonderland)</p>	<p>Sculpture Artists, Architects, Craftspeople Focus: Mythical creature masks (wire & modroc)</p>	<p>Collage Artists, Architects, Craftspeople Focus: Maria Berrio</p>
DT	<i>Design, make and evaluate:</i> Moving Monsters		None		Food and Nutrition <i>Design, make and evaluate: British, Greek and South American meals</i> <i>Could be standalone – should be done each year? Sports event perhaps?</i>	
Computing	ESafety					
	Digital Literacy Computer Science	Digital Literacy Information Technology	Computer Science Information Technology		Digital Literacy Information Technology	Computer Science
RE	What do people believe about God?	Why is Jesus inspiring to some people?	What does it mean to be a Christian in Britain today?		Why do some people think life is a journey?	What can we learn from religions about what is right and wrong?

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					(Links with moving on (PSHE) and P4C)	
PE	Fitness: Focus on children developing stamina in their movements and establishing a culture of 'exercise'		Outdoor Adventurous Activity: Focus on using communication and team work to complete a range of activities (problem-solving/orienteering/team based activities)		Athletics: Focus on developing control of bodies, whilst using the appropriate skill for each event	
	Football: Focus on attacking and defending roles/skills whilst developing ball control	Dance: Focus on creating routines with some improvisation and developing precision and control	Gymnastics: Focus on combining actions with increasing confidence, change of direction, speed or level.	Hockey: Focus on moving and passing with the ball whilst showing control and accuracy	Cricket: Focus on developing bowling, striking and fielding skills	Invasion games: Focus on taking part in alternative competitive games with some understanding of tactics and composition.
Music	listening, responding and appraising skills		playing instruments, singing and performing		notation, improvisation and composition	
PSHCE	Health & Wellbeing		Relationships		Living in the Wider World	
Languages	<p>Y3 – Greetings Formal and Informal, Counting 1-10 – using in context.</p> <p>Y4 – Greetings-Age, Counting 10-20 – Using in context.</p>	<p>Y3 – Alphabet First 10 letters. Instructions in classroom.</p> <p>Y4 – Alphabet - 10-21 Items in the classroom and home / cafe. Cup, table, chair....</p>	<p>Y3 – Colours and using them in context - Items in class and clothing.</p> <p>Y4 – Colours and using them in context - Food. Red apple.</p>	<p>Reading</p> <p>Y3 – Rhymes and stories. Num, Colours, Alphabet.</p> <p>Reading</p> <p>Y4 – Rhymes and stories Body and food.</p>	<p>Y3 - Family Members.</p> <p>Y4 - Ordering in a cafe. Cafe items. Food and Drink.</p>	<p>Y3 - Writing and grammar. Family -write conversation - name, age and how feeling.</p> <p>Y4 – Writing and grammar Ordering in a restaurant/cafe - write conversation. Design a menu.</p>
Planned Trips out or visitors in					Yorkshire Sculpture Park Countryside day - Harrogate show	
Acorns		Pantomime				