

Acomb Primary School Long Term Plan



Year Three & Year Four CYCLE B			2020-21	2022-23	2024-25	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>English</b> (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 &amp; 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></p> <p>Recite other narrative poems by heart</p>	<p>Traditional tales – myths (4) <i>Greek Myths &amp; 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>
<b>History</b>	<b>Ancient Settlements and Civilisations</b>					
	Stone Age, Iron Age, Bronze Age		Ancient Egypt		Ancient Greece	
<b>Geography</b>	<b>Human and Physical Geography</b> Weather and Seasons - ongoing observations throughout the year					
	<p><b>Locational Knowledge</b> Countries, counties, cities, regions, mountain ranges, national parks and rivers of the UK</p> <p><b>Human and Physical Geography</b> Types of settlement and land use of the UK Climate of the UK The water cycle</p> <p><b>Geographical Skills and Fieldwork</b> Map work (Globes and atlases) – UK - Compass Points and Grid References</p>	<p><b>Locational Knowledge</b> Egypt</p> <p><b>Place Knowledge</b> Compare and contrast Egypt to the UK</p> <p><b>Human and Physical Geography</b> Specific to Egypt</p> <p><b>Geographical Skills and Fieldwork</b> Map work (Globes and atlases) – Egypt - Compass Points and Grid References</p>	<p><b>Locational Knowledge</b> Land use and human and physical features associated with Acomb and how they have changed over time</p> <p><b>Human and Physical Geography</b> Specific to Acomb</p> <p><b>Geographical Skills and Fieldwork</b> 1:50k Ordnance survey maps of York Key symbols and grid references</p>	<p><b>Locational Knowledge</b> Greece</p> <p><b>Place Knowledge</b> Compare and contrast Greece to the UK</p> <p><b>Human and Physical Geography</b> Specific to Greece</p> <p><b>Geographical Skills and Fieldwork</b> Map work (Globes and atlases) – Greece - Compass Points and Grid References</p>	<p><b>Locational Knowledge</b> Specific to South America</p> <p><b>Place Knowledge</b> Compare and contrast the UK, Egypt and Brazil</p> <p><b>Human and Physical Geography</b> <b>Geographical Skills and Fieldwork</b> Specific to South America</p> <p><b>Geographical Skills and Fieldwork</b> Map work (Globes and atlases) – Greece - Compass Points and Grid References</p>	
<b>Science</b>	<b>Working Scientifically</b>					
	States of Matter - including link to the water cycle (see Geography)		Light	Sound	Animals, including humans	
<b>Art &amp; Design</b>	<p>Drawing Artists, Architects, Craftspeople Focus: <b>Amedeo Modigliani – Self Portraits</b></p>	<p>Digital Media Artists, Architects, Craftspeople Focus: <b>David Hockney - Landscapes</b></p>	<p>Sculpture Artists, Architects, Craftspeople Focus: <b>Tutankhamun masks (papier mache)</b></p>	<p>Drawing and Painting Artists, Architects, Craftspeople Focus: <b>Arthur Rackham (Alice in Wonderland)</b></p>	<p>Sculpture Artists, Architects, Craftspeople Focus: <b>Mythical creature masks (wire &amp; modroc)</b></p>	<p>Collage Artists, Architects, Craftspeople Focus: <b>Maria Berrio</b></p>
<b>DT</b>	Design, make and evaluate: <b>Moving Monsters</b>		None		Food and Nutrition Design, make and evaluate: <i>British, Greek and South American meals</i> <i>Could be standalone – should be done each year? Sports event perhaps?</i>	
<b>Computing</b>	<b>ESafety</b>					
	Digital Literacy Computer Science	Digital Literacy Information Technology	Computer Science Information Technology		Digital Literacy Information Technology	Computer Science
<b>RE</b>	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? (Links with moving on (PSHE) and P4C)
<b>PE</b>	<b>Fitness:</b> Focus on children developing stamina in their movements and establishing a culture of 'exercise'		<b>Outdoor Adventurous Activity:</b> Focus on using communication and team work to complete a range of activities (problem-solving/orienteering/team based activities)		<b>Athletics:</b> Focus on developing control of bodies, whilst using the appropriate skill for each event	
	<b>Football:</b> Focus on attacking and defending roles/skills whilst developing ball control	<b>Dance:</b> Focus on creating routines with some improvisation and developing precision and control	<b>Gymnastics:</b> Focus on combining actions with increasing confidence, change of direction, speed or level.	<b>Hockey:</b> Focus on moving and passing with the ball whilst showing control and accuracy	<b>Cricket:</b> Focus on developing bowling, striking and fielding skills	<b>Invasion games:</b> Focus on taking part in alternative competitive games with some understanding of tactics and composition.
<b>Music</b>	listening, responding and appraising skills		playing instruments, singing and performing		notation, improvisation and composition	
<b>PSHE</b>	Health & Wellbeing		Relationships		Living in the Wider World	
<b>Languages</b>	<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 Y3 – Rhymes and stories. Num, Colours, Alphabet.</p> <p>Reading 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>