

# Singleton C of E School Long term planning Overview Cycle A

Year 3 / 4 Cycle A						
	Autumn Term		Spring Term		Summer Term	
<b>Christian Values</b> With link to PSHE core values.	Caring and Friendship	Love	Trust	Forgiveness	Wisdom	Endurance
<b>Class Novel</b>	Famous 5 Enid Blyton	Secret 7 Enid Blyton	Swallows and Amazons Arthur Ransome	Brother Eagle, Sister Sty Susan Jeffers	Alice in Wonderland Lewis Carroll	Mrs. Frisby and the rats Of Nimh R.C.O'Brian
<b>Numeracy</b>	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014	Modified Numeracy Strategy – linked to NC 2014
<b>Literacy</b>	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans
<b>Science</b>	<u>Rocks and Fossils</u> <ul style="list-style-type: none"> <li>See Hamilton Plans.</li> <li>Rocks and Fossils – Year 3.</li> <li>Compare and group together different kinds of rocks on the basis of their simple physical properties.</li> <li>Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> </ul>	<u>Forces and Magnets.</u> <ul style="list-style-type: none"> <li>See Hamilton Attracting and stretching.</li> <li>Notice that some forces need physical contact between two objects and some act at a distance.</li> <li>Observe how magnets attract and repel each other and attract some materials.</li> <li>Compare and group together a variety of everyday materials on the basis of whether they attract magnets.</li> </ul>	<u>Plants</u> <ul style="list-style-type: none"> <li>Hamilton Plans – Plants Year 3.</li> <li>Identify and describe the functions or different parts of flowering plants.</li> <li>Explore the requirements of plants for life, growth and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<u>All Living Things</u> <ul style="list-style-type: none"> <li>See Life in Habitats – Year 4.</li> <li>Identify and name a variety of living things in the local and wider environment, using classification keys to assign them to groups.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</li> </ul>	<u>Electricity</u> <ul style="list-style-type: none"> <li>See circuits and conductors – Year 4.</li> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series of electrical circuits.</li> <li>Identify whether or not a lamp will light in a simple series circuit based on whether or not a lamp lights in a simple series circuit.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Recognise common <b>conductors and</b></li> </ul>	<u>Revision</u> <p>Cover areas which need further consolidation or extend learning in some areas.</p>

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				<p>PSHE</p> <ul style="list-style-type: none"> <li>Think of our world and how to protect it.</li> <li>Coping with major world-wide events.</li> </ul>	<p>insulators and associate metals with being good conductors.</p> <p>PSHE Keeping safe Unit 5 Page 59</p>	
RE	<p>Harvest (non-Christian- 3 hrs) Prayer (3hrs) 4.2 Christmas lights (non-Christian 6 hrs)</p>		<p>S&amp; Change the world ( 3 hours) S8 Lent ( 4 hours) 3.4 Easter, Joy, sadness (5 hrs)</p>		<p>4.3 The Church (6 hours) Rules for living – non Christian ( 6hrs)</p>	
<p><b>PHSE / SEAL/LWLW PSHE is threaded throughout the curriculum. Refer to separate subject areas.</b></p> <p><b>Financial capabilities and healthy lifestyle choices is covered in Fantastic Friday.</b></p> <p><b>Core skills refer to Fantastic Friday.</b></p> <p><b>See Christian values for moral and spiritual.</b></p>	<p>At the start of the school year the children will set their values and aspirations for the year.</p> <p>Emotional Health and Well Being. LWLW page 49.</p> <p>Unit 9 Taking Part LWLW Page 83.</p>	<p><u>Remembrance Sunday.</u></p> <ul style="list-style-type: none"> <li>Remember the people who fought and died in the war. To allow us our freedom.</li> <li>Debate—was it worth dying for?</li> <li>Are we fortunate to live a society where we have freedom of speech?</li> </ul> <p>Anti-Bullying week Unit 12 LWLW page 97</p> <p>Christmas</p> <ul style="list-style-type: none"> <li>Focus on aspects of Emotional health and well-being Unit 4 LWLW page 49</li> </ul>	<p><u>Life Education Bus</u> Drug, alcohol, and tobacco awareness.</p> <p>Unit 7 LWLW page 71 ,</p> <ul style="list-style-type: none"> <li>Thinking about being assertive.</li> <li>Being able to say no.</li> <li>Being able to make good choices.</li> <li>Being responsible.</li> </ul>	<p><u>Keeping Safe</u></p> <p>Unit 5 LWLW page 59</p> <ul style="list-style-type: none"> <li>Thinking about protecting ourselves and thinking about the fact that we are in charge of our own bodies.</li> <li>Recognising uncomfortable situations and responding appropriately.</li> <li>Keeping safe.</li> </ul>	<p><u>Sex and Relationships</u></p> <p>Unit 2 LWLW PAGE 29</p> <ul style="list-style-type: none"> <li>Including the rights of a child.</li> <li>My personal space.</li> <li>Risky behaviour.</li> <li>Self-respect.</li> <li>Good and bad secrets.</li> <li>Who can I tell?</li> <li>My support networks.</li> <li>Self Esteem.</li> </ul>	
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique,</li> </ul>	<p>Games</p> <ul style="list-style-type: none"> <li>Play competitive games.</li> </ul>	<p>Out door and adventurous</p> <ul style="list-style-type: none"> <li>Activity challenges both individually and part of a</li> </ul>	<p>Games</p> <ul style="list-style-type: none"> <li>Play competitive games (Netball Focus).</li> </ul>	<p>Athletics track and field</p> <ul style="list-style-type: none"> <li>Use running, jumping and throwing in isolation and in combination.</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>Perform dances using a range of movements.</li> </ul>

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	<ul style="list-style-type: none"> <li>control and balance.</li> <li>Compare their performances with previous ones to achieve their personal best.</li> </ul>	(Tag Rugby focus)	<ul style="list-style-type: none"> <li>team.</li> <li>Use woodland area for outdoor adventure— orienteering.</li> </ul> <p>Swimming.</p>		<ul style="list-style-type: none"> <li>Link to Sports day.</li> </ul>	<ul style="list-style-type: none"> <li>Compare their performances with previous ones to achieve their personal best.</li> <li>Linked to the Pantomime.</li> </ul>
<b>Fantastic Friday Year 3</b>	<p>Healthy Lifestyles (DT)</p> <ul style="list-style-type: none"> <li>To think about Horticulture – what plants need to grow/ what kind of things we can grow in our climate?</li> <li>To plan what things healthy food option we want to grow that can be used by other groups to make healthy food.</li> <li>To buy seeds / bulbs ready to grow.</li> <li>To think about pest control.</li> <li>To plan and make a healthy meal from the ingredients we intend to grow – invite in parents to share it.</li> <li>Visit a farm.</li> </ul>	<p>Construction (DT)</p> <ul style="list-style-type: none"> <li>To plan, design, make and evaluate decorative objects out of wood or card.</li> <li>Link to Christmas – possibly nativity scene from wood?</li> <li>Or any Christmas object.</li> <li>Must include electrical components.</li> </ul>	<p>Textiles (DT)</p> <ul style="list-style-type: none"> <li>To plan, design, make repair and decorate practical objects using a range of textures and employing a range of techniques.</li> </ul> <p>To design a decorative lavender bag for mum for mother's day.</p> <ul style="list-style-type: none"> <li>Skills of sewing</li> </ul>	<p>Endeavour</p> <p>Endeavour (ICT - / enter prize).</p> <p><u>ICT</u> Organise, store, manipulate and retrieve data in a range of digital formats – <b>link this to the accounts.</b></p> <ul style="list-style-type: none"> <li>Managing money</li> <li>Working within a budget</li> <li>Managing cash flow and budget</li> <li>Calculating profit</li> </ul> <p><u>Enterprise</u> To set up a company that makes a profit – where by the profits are used to buy outdoor play equipment for the school woods – Through making products to sell at key event during the year – <b>Christmas fair / Easter open afternoon/ BBQ in summer.</b></p> <ul style="list-style-type: none"> <li>Understand what enterprise means.</li> <li>Develop entrepreneurial skills.</li> <li>Develop creativity in business.</li> <li>Look at the business plan made by Y6.</li> <li>Make the products for the Easter open afternoon.</li> </ul> <p>Complete the excel spread</p>	<p>Art Sculpture</p> <ul style="list-style-type: none"> <li>Develop techniques, mastery of skills working with clay and art straws – (weaving techniques).</li> </ul>	<p>Musical theatre</p> <ul style="list-style-type: none"> <li>To appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers.</li> <li>To perform in solo and ensemble contexts – using voice / instruments with increasing accuracy.</li> <li>Focusing on messages that come through a musical – right / wrong / war / peace/ love / goodness overcoming all/ faith / Trust /Hope.</li> </ul> <p>Musicals –</p> <ul style="list-style-type: none"> <li>Annie</li> <li>Matilda</li> <li>Joseph</li> <li>Les Miserables</li> <li>Wicked</li> <li>Miss Saigon</li> <li>Oliver</li> <li>Wizard of OZ</li> </ul>

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	<p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>Recognise likes and dislikes.</li> <li>Recognise other's likes and dislikes.</li> <li>Work as part of a group.</li> <li>Explore factors which influence your choice.</li> <li>Make informed choices.</li> <li>Recognise influence over choice.</li> <li>Take risks.</li> <li>Try something new.</li> </ul>	<p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate listening skills.</li> <li>Negotiate – work in a small group.</li> <li>Make decisions.</li> </ul>	<p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>Explore factors which influence choosing.</li> <li>Where can you go for help? Ask for help.</li> <li>Make decisions.</li> </ul>	<p>sheet to indicate income.</p> <p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate in a small group.</li> <li>Work as a team.</li> <li>Understand what a risk is.</li> <li>Do not blame others if things do not work out how you wanted them to.</li> <li>Try something new.</li> <li>Explore factors which influence choosing.</li> <li>Make informed choices.</li> </ul>	<p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>Work as a group.</li> <li>Make a choice.</li> <li>Demonstrate speaking and listening.</li> </ul>	<p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate compassion, empathy and tolerance.</li> <li>Understand verbal and non-verbal communication.</li> <li>Demonstrate speaking and listening skills.</li> <li>Be assertive.</li> </ul>
<b>Fantastic Friday Y4</b>	<p><b>Construction (DT)</b></p> <ul style="list-style-type: none"> <li>To plan / design/ make and evaluate decorative objects out of wood/ card.</li> </ul> <p><u>It must include electrical components.</u></p>	<p><b>Healthy Lifestyles (DT)</b></p> <ul style="list-style-type: none"> <li>Investigate the food we eat.</li> <li>Look at a range of food / packaging – establish recommended daily intake for salt / fat etc.</li> <li>Make posters to illustrate what constitutes a healthy diet and recommended guidelines.</li> <li>Plan a Healthy menu.</li> <li>Make a meal.</li> </ul>	<p><b>Endeavour Endeavour (ICT - / enterprise)</b></p> <p><u>ICT</u> Organise, store, manipulate and retrieve data in a range of digital formats – <b>link this to the accounts</b></p> <ul style="list-style-type: none"> <li>Managing money</li> <li>Working within a budget</li> <li>Managing cash flow and budget</li> <li>Calculating profit</li> </ul> <p><u>Enterprise</u> To set up a company that makes a profit – where by the profits are used to buy outdoor play equipment for the school woods – Through making products to sell at key event during the year – <b>Christmas fair / Easter open afternoon/ BBQ in summer.</b></p>	<p><b>Textiles (DT)</b></p> <ul style="list-style-type: none"> <li>To plan, design, make, repair and decorate practical objects using a range of textures and employing a range of techniques.</li> </ul> <p>To design a decorative bookmark or Felt Key ring for mum for mother's day.</p> <ul style="list-style-type: none"> <li>Skills of sewing and embroidery</li> </ul>	<p><b>Musical theatre</b></p> <ul style="list-style-type: none"> <li>To appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers.</li> <li>To perform in solo and ensemble contexts – using voice / instruments with increasing accuracy. <ul style="list-style-type: none"> <li>Focusing on messages that come through a musical – right / wrong / war / peace/ love / goodness overcoming all/ faith / trust/ hope.</li> </ul> </li> </ul> <p><b>Musicals –</b></p> <ul style="list-style-type: none"> <li>Annie</li> <li>Matilda</li> <li>Joseph</li> </ul>	<p><b>Art Sculpture</b></p> <ul style="list-style-type: none"> <li>Develop techniques / mastery of skills including working with clay and Paper Mache).</li> </ul>

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			<ul style="list-style-type: none"> <li>Understand what enterprise means</li> <li>Develop entrepreneurial skills</li> <li>Develop creativity in business</li> <li>Look at the business plan made by Y6</li> <li>Make the products for the Easter open afternoon</li> <li>Market the products – prior to the fair – advertising – flyers / website etc.</li> <li>Complete the excel spread sheet to indicate income</li> </ul>		<ul style="list-style-type: none"> <li>Les Miserables</li> <li>Wicked</li> <li>Miss Saigon</li> <li>Oliver</li> <li>Wizard of OZ</li> </ul>	
Core Skills for across this year see year 3.						
Creative Curriculum						
<b>Theme</b>	<b>Cool Castle</b>		<b>Rain Forests / Eco</b>		<b>Wonder Emporium</b>	
<b>Role Play theme</b>						
<b>History / Geography</b>	<b>History</b> <ul style="list-style-type: none"> <li>The Norman Conquest and Norman rule.</li> <li>Domesday Book,</li> <li>Feudalism, Norman Culture and the Crusades.</li> <li>PSHE- how has the past influenced our British Values today?</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Using maps and map skills.</li> <li>Look at ordnance survey maps, study symbols.</li> <li>Use grid references.</li> <li>Look at atlases and indexes.</li> <li>Plan journeys to places in England; choose a village, a town or city.</li> <li>Plan the journey looking at maps. Then study the</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>To learn about Plantagenet Rule in the 12<sup>th</sup> and 13<sup>th</sup> Century including key developments in the reign of Henry II including murder of Thomas Becket.</li> <li>Magna Carter.</li> <li>De Montfort's Parliament.</li> </ul>	<b>Cities, Towns and villages.</b> <ul style="list-style-type: none"> <li>Locate some cities in the UK. Look at the features of some cities and study these features and consider why people have chosen to liv in the city.</li> <li>Compare living in a city to a town or a village and consider why people make different choices as to where they live.</li> <li>Think about migration across the</li> </ul>	<b>History</b> <p>Relations between England, Scotland, Wales and France including:</p> <ul style="list-style-type: none"> <li>William Wallace</li> <li>Robert the Bruce</li> <li>Llewellyn</li> <li>Dafydd ap Gruffydd</li> <li>Hundred Years War</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Reinforce field study skills. Accurately measure for rainfall, temperature, wind speed and noise levels.</li> <li>Link these results to the location of our village, study the village further in terms of human and physical geography—jobs, housing, transport etc.</li> <li>Consider why people may choose to live in the village or elsewhere.</li> <li>Assess why people may</li> </ul>

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		<p>said village town or city.</p> <ul style="list-style-type: none"> <li>Look at the main islands around the UK and plan a journey to one of the islands.</li> <li>Look at migration across the islands</li> </ul>	<p>PSHE</p> <ul style="list-style-type: none"> <li>How has this shaped current British Values?</li> </ul>	<p>country.</p> <ul style="list-style-type: none"> <li>Why do immigrants settle in cities rather than towns—how has this influenced cities and the multicultural nature of towns and cities.</li> </ul>	<p>PSHE</p> <ul style="list-style-type: none"> <li>How has this shaped our current British Values and the society we live in today?</li> </ul>	<p>choose to live locally thinking about these outcomes. And why they may choose to live elsewhere.</p>
Art	<p>Art – See Drawings and Paintings. (Click Plans)</p> <ul style="list-style-type: none"> <li>Investigate portraits and link to History (Normans).</li> <li>To create a sketchbook to record observations and develop ideas.</li> <li>To study some aspects of printing.</li> </ul>		<p>Art – Colour (See Plans)</p> <ul style="list-style-type: none"> <li>To improve master of techniques in drawing and painting.</li> <li>Link to rainforests and colours to paint.</li> </ul>			
Music	<p>Music - Famous composers and their music.</p>	<p>Christmas singing.</p>		<p>Music Notation.</p>		
Computing (ICT)	<p>Year 3 - Block 1 Space Sisters</p> <p><i>I can</i></p> <ul style="list-style-type: none"> <li>I know that computers need precise instructions.</li> <li>I can show care and precision to avoid errors.</li> <li>I know that</li> </ul>	<p>Year 4 - Block 2 Hardware Investigators</p> <p><i>I can</i></p> <ul style="list-style-type: none"> <li>I know that a range of digital devices can be considered a computer.</li> <li>I know and can use a range of input and</li> </ul>	<p>Year 3 - Block 3 Human Crane</p> <p><i>I can</i></p> <ul style="list-style-type: none"> <li>I know what an algorithm is and I can express simple algorithms using symbols.</li> <li>I can design simple</li> </ul>	<p>Year 4 -Block 4 Quiz Masters</p> <p><i>I can</i></p> <ul style="list-style-type: none"> <li>I know that digital content can be represented in many forms</li> <li>I can create a simple</li> </ul>	<p>Year 3 - Year 3 - Info Tech 1 (Block 5)</p> <p>Sculpture designers</p> <p><i>I can</i></p> <ul style="list-style-type: none"> <li>I can create digital content to achieve a given goal through combining software packages.</li> <li>I can make appropriate</li> </ul>	<p>Year 4 - Info Tech 2 (Block 6) Cyber Cops</p> <p><i>I can</i></p> <ul style="list-style-type: none"> <li>I can share my experiences of technology in school and beyond the classroom.</li> <li>I know the importance of communicating safely and respectfully</li> </ul>

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	<p>computers have no intelligence and that computers can do nothing unless a program is run.</p>	<ul style="list-style-type: none"> <li>• I know that computers collect data from various input devices, including sensors and application software.</li> <li>• I know the difference between hardware and application software, and their roles within a computer system.</li> </ul>	<p>algorithms using loops, and selection i.e. if then statements</p> <ul style="list-style-type: none"> <li>• I can find and correct errors i.e. debugging, in algorithms.</li> <li>• I can run, check and change programs.</li> <li>• I know that programs run by following precise instructions.</li> </ul>	<p>program.</p> <ul style="list-style-type: none"> <li>• I know that programs can work with different types of data.</li> <li>• I can use arithmetic operators, if statements, and loops, within programs.</li> <li>• I can find and correct simple semantic errors i.e. debugging, in programs.</li> <li>• I can use a variety of software to manipulate and present digital content</li> <li>• I can declare and assign variables</li> </ul>	<p>improvements to solutions based on feedback received, and can comment on the success the solution.</p>	<p>online, and the need for keeping personal information private.</p> <ul style="list-style-type: none"> <li>• I know what to do when concerned about content or being contacted.</li> <li>• I can navigate the web and can carry out simple web searches to collect digital content.</li> <li>• I can show use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</li> </ul>
<b>MFL - French</b>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul>		<ul style="list-style-type: none"> <li>• Engage in conversations, ask and answer questions.</li> <li>• Express opinions and respond to those of others; seek clarification and help</li> <li>• Understand basic grammar – feminine and masculine and neuter forms and the conjugation of high frequency verbs.</li> </ul>		<ul style="list-style-type: none"> <li>• Speak in sentences using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words, and phrases.</li> <li>• Understand basic grammar – feminine and masculine and neuter forms and the conjugation of high frequency verbs.</li> </ul>	
<b>Creative weeks(try to organise external people /groups to come in these</b>	Creative out door learning week		<p>Stations of the cross</p> <p>MAD week – Music / Art and Drama week</p>			ICT / Media Week

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<b>weeks)</b>						
<b>Creative day / enrichment</b>		Numeracy – a Creative maths day – with an ICT focus	Story telling / creative writing day	Whole School Eco / Gardening day		