

Singleton C of E School Long term planning Overview Cycle B

Year 3 / 4 Cycle B						
	Autumn Term		Spring Term		Summer Term	
Christian Values	Caring and Friendship	Love	Trust	Forgiveness	Wisdom	Endurance
Class Novel	About a Boy R Dahl	Fantastic Mr Fox R Dahl	Wombat goes walkabout Michael Mulpurgo	Butterfly Lion Michael Mulpurgo	The Lion, the witch and the Wardrobe C.S Lewis	Harry Potter 2 JK Rowling
Numeracy	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
Literacy	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans	NC Literacy Plans
Science	<p><u>Light</u></p> <ul style="list-style-type: none"> • See Light & Shadows – plans Year 3 • Observe and name a variety of sources of light including electric lights, flames, sun. • Explain that we see things because 'light travels from them to our eyes'. • Notice that light is reflected from surfaces. • Associate shadows with a light source being blocked by something. Find patterns that determine the size of shadows. 	<p><u>Sound</u></p> <ul style="list-style-type: none"> • See sound plans Year 4 • Observe and name a variety of sources of sound, noticing that we hear with our ears. • Identify how sounds are made, associating some of them with something vibrating. • Recognise that sound gets fainter as the distance from the source increases. • Find patterns between pitch of a sound and features of the objects that produced it. • Find patterns between volume of a sound and the strength of the vibrations that 	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> • See separating solids and liquids – Year 4. • Compare and group materials together, according to whether they are solids, liquids, gases. • Observe that some materials change state when they are heated or cooled. • Measure temperature in Celsius – build on Maths. 	<p><u>Evaporation</u></p> <ul style="list-style-type: none"> • New Plans. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • See Animals including Humans Year 3. • Identify that animals, including humans need the right types and amounts of nutrition, they cannot make their own food: they get nutrition from what they eat. • Describe the ways in which nutrients and water are transported within animals including humans. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • See Hamilton Plans Year 4 • Describe simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions.

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		produced it.	PSHE Stay Safe Unit 5 Page 59		PSHE Sex and Relationships Unit 2 Page 29	PSHE Unit 8 Healthy Lifestyles.
RE	3.5 Rules for living – (6 hours) S5 Why do Christians Sing in worship 3.2 Christmas – God is with us		S1 Holy Week (4 Hours) 3.4 Easter (5 hrs) Prayer (3hrs)		Sacred Places (Non-Christian) 6 hrs. Jesus the man who changed lives (6 hrs)	
PSHE	See Cycle A	See Cycle A	See Cycle A	See Cycle A	See Cycle A	See Cycle A
PE	Gymnastics <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones to achieve their personal best. 	Games <ul style="list-style-type: none"> Play competitive games. (Badminton focus) 	Out door and adventurous <ul style="list-style-type: none"> Activity challenges both individually and part of a team. Swimming.	Games <ul style="list-style-type: none"> Play competitive games (Rounders Focus). 	Athletics track and field <ul style="list-style-type: none"> Use running jumping and throwing in isolation and in combination. Link to Sports day. 	Dance <ul style="list-style-type: none"> Perform dances using a range of movements. Compare their performances with previous ones to achieve their personal best. Linked to the Panto.
Fantastic Friday Year 3	Healthy Lifestyles (DT) <ul style="list-style-type: none"> To think about Horticulture – what plants need to grow and what kind of things we can grow in our climate. To plan what healthy food option we want to grow, it can also be used by other groups to make healthy food. To buy seeds / bulbs ready to grow. To think about pest control. To plan / and make a healthy meal from the ingredients we intend to grow – invite in parents to share it. Visit a farm. 	Construction (DT) <ul style="list-style-type: none"> To plan / design/ make and evaluate decorative objects out of wood - it must have mechanical components. Link to Christmas – possibly nativity scene from wood? Or any Christmas object. To ensure that it has electrical and mechanical components. It must include pullies, frames and circuits. 	Textiles (DT) <ul style="list-style-type: none"> To plan, design, make repair and decorate practical objects using a range of textures and employing a range Skills of sewing Measure, making cuts and making holes. 	Endeavour (ICT - / enterprise) <u>ICT</u> Organise, store, manipulate and retrieve data in a range of digital formats – link this to the accounts <ul style="list-style-type: none"> Managing money Working within a budget Managing cash flow and budget Calculating profit <u>Enterprise</u> To set up a company that makes a profit – where the profits are used to buy outdoor play equipment for the school woods – Through making products to sell at key event during the year – Christmas fair / Easter open afternoon/ BBQ in summer	Art Sculpture <ul style="list-style-type: none"> Develop techniques / mastery of skills working with clay and Art straws – (weaving techniques) 	Musical theatre <ul style="list-style-type: none"> To appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers. To perform in solo and ensemble contexts – using voice / instruments with increasing accuracy. Perform dances using a range of movements and patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Musicals – <ul style="list-style-type: none"> Annie Matilda Joseph Les Miserables Wicked Miss Saigon

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	Core Skills See All Of Cycle A	Core Skills see cycle A	Core Skills see cycle A	<ul style="list-style-type: none"> Understand what enterprise means Develop entrepreneurial skills Develop creativity in business Look at the business plan made by Y6 Make the products for the Easter open afternoon <p>Complete the excel spread sheet to indicate income</p> <p>Core skills see cycle A</p>	Core skills see cycle A	<ul style="list-style-type: none"> Oliver Wizard of OZ
Fantastic Friday Y4	Construction (DT) <ul style="list-style-type: none"> To plan, design, make and evaluate decorative objects – must include an electrical component. 	Healthy Lifestyles (DT) <ul style="list-style-type: none"> Investigate the food we eat. Look at a range of food and packaging – establish recommended daily intake for salt / fat etc. Make posters to illustrate what constitutes a healthy diet and recommended guidelines. Plan a Healthy menu. Make a meal 	Endeavour (ICT - / enteprize) <p>ICT Organise, store, manipulate and retrieve data in a range of digital formats – link this to the accounts.</p> <ul style="list-style-type: none"> Managing money Working within a budget Managing cash flow and budget Calculating profit <p>Enterprise 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 – Christmas fair / Easter open afternoon/ BBQ in summer</p> <ul style="list-style-type: none"> Understand what enterprise means Develop 	Textiles(DT) <ul style="list-style-type: none"> To plan, design, make repair and decorate practical objects using a range of textures and employing a range of techniques. 	Musical theatre <ul style="list-style-type: none"> To appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers To perform in solo and ensemble contexts – using voice / instruments with increasing accuracy Perform dances using a range of movements and patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Musicals –</p> <ul style="list-style-type: none"> Annie Matilda Joseph 	Art Sculpture <ul style="list-style-type: none"> Develop techniques / mastery of skills working with clay and Paper Mache)

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	Core Skills See All of Cycle A		<ul style="list-style-type: none"> entrepreneurial skills Develop creativity in business Look at the business plan made by Y6 Make the products for the Easter open afternoon Market the products – prior to the fair – advertising – flyers / website etc. <p>Complete the excel spread sheet to indicate income</p>		<ul style="list-style-type: none"> Les Miserables Wicked Miss Saigon Oliver Wizard of OZ 	
Creative Curriculum						
Theme	Reach for the Stars (Space and time travel)		Under the sea (Water)		Sports for all (Olympics / world cup)	
Role Play theme						
History / Geography	<p>History</p> <ul style="list-style-type: none"> To learn about Early Britons and settlers, including: The Stone, Bronze and Iron Ages. Celtic Culture and Patterns of Settlement. <p>Click Teaching -Bronze Age</p>	<p>Geography</p> <ul style="list-style-type: none"> Volcanoes and Earthquakes. An in depth study of volcanoes and earthquakes. Study locations. Creation. How has the location of volcanoes influenced the settlement of people? 	<p>History</p> <ul style="list-style-type: none"> To learn about Roman conquest and Rule, including Caesar, Augustus and Claudius. Britain as part of the Roman Empire. The decline and fall of the Western Roman Empire. <p>Click Teaching Romans</p>	<p>Geography</p> <ul style="list-style-type: none"> European Study and migration. Look at countries in the European Union. Use maps and grid references. Extend to study the names of countries in the Northern hemisphere. Look at migration of people—where do the ethnic groups in the UK come from? <p>PSHE</p> <p>Look at all prevalent material and the effect of migration across Europe</p>	<p>History</p> <p>To learn about Anglo-Saxon and Viking Settlement including:</p> <ul style="list-style-type: none"> The Heptarchy The spread of Christianity Key developments – in the reigns of Alfred, Athelstan, Cnut, Edward the Confessor. 	<p>Geography</p> <p>To study in depth the country where the major sporting event is being held. Think about why people may choose to live there rather than somewhere else. Research towns and villages in the location. Use maps and atlases.</p> <p>PSHE</p> <p>Look at the belief systems of that country, the rights of the people who live there.</p>

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	<p>PSHE Early beginnings of Britain What influence did the early beginnings have on life today.</p>		<p>PSHE How did the Romans influence our country? What have we still got today that has had an impact on our nation?</p>	<p>and the effect it has on Great Britain developing multi-cultural society.</p>	<p>PSHE How has this influenced Britain Today? Look at migration in early years and how has this influenced the demographics of our country today.</p>	
<p>Art / DT (DT all covered through Fantastic Friday)</p>		<p>Patterns – see Click plans on snowflakes</p> <ul style="list-style-type: none"> To use sketchbooks to plan and revisit ideas. To improve drawing techniques. Create 2D/3D snowflakes 	<p>Artists – see Click plans artists – Georges-Pierre Seurat</p> <ul style="list-style-type: none"> Learn about artists Create sketchbook Improve techniques in drawing and painting – link to water theme <p>Landscapes</p>			
<p>Music</p>		<ul style="list-style-type: none"> Christmas singing 				<p>Music Thinking about famous musicians.</p>
<p>Computing (ICT)</p>	<p>Year 4 - Block 1 Lighting the path</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I can create a simple program. I can run, check and change programs. I know that programs run by following 	<p>Year 3 - Block 2 Maze Explorers 2</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I know that all software executed on digital devices is programmed I know that users can write their own programs. 	<p>Year 4 - Block 3 Digital Musicians</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I know that digital content can be represented in many forms I can create a simple program. I know that 	<p>Year 4 - Block 4 Coding Kingdoms</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I know what an algorithm is and I can express simple algorithms using symbols I know that programs can work with 	<p>Year 3 - Info Tech 1 (Block 5) Surreal Photography</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I know common uses of information technology beyond the classroom. I can use technology with increasing independence to purposefully organise digital content. I can show awareness for the quality of digital 	<p>Year 4 - Info Tech 2 (Block 6) Digital Artists</p> <p><i>I can</i></p> <ul style="list-style-type: none"> I can use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. I can use technology

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	<p>precise instructions.</p> <ul style="list-style-type: none"> I can use arithmetic operators, if statements, and loops, within programs. I can use logical reasoning to predict the behaviour of programs. I can find and correct simple semantic errors i.e. debugging, in programs. 	<ul style="list-style-type: none"> I can create a simple program. I can run, check and change programs. I know that computers need precise instructions. I know that a range of digital devices can be considered a computer. I know and can use a range of input and output devices. 	<p>programs can work with different types of data.</p> <ul style="list-style-type: none"> I can use arithmetic operators, if statements, and loops, within programs. I can find and correct simple semantic errors i.e. debugging, in programs. I can use a variety of software to manipulate and present digital content I can declare and assign variables 	<p>different types of data.</p> <ul style="list-style-type: none"> I can use arithmetic operators, if statements, and loops, within programs. I can find and correct simple semantic errors i.e. debugging, in programs. I can design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. I can use diagrams to express solutions. 	<p>content collected.</p> <ul style="list-style-type: none"> I can use a variety of software to manipulate and present digital content: and information. I can talk about my work and make improvements to solutions based on feedback received. 	<p>with increasing independence to purposefully organise digital content.</p> <ul style="list-style-type: none"> I can use a variety of software to manipulate and present digital content: and information. I know that people interact with computers. I can talk about my work and make changes to improve it. I can talk about my work and make improvements to solutions based on feedback received.
MFL - French	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 		<ul style="list-style-type: none"> Engage in conversations, ask and answer questions Express opinions and respond to those of others; seek clarification and help Understand basic grammar – feminine and masculine and neuter forms and the conjugation of high frequency verbs 		<ul style="list-style-type: none"> Speak in sentences using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words, and phrases Understand basic grammar – feminine and masculine and neuter forms and the conjugation of high frequency verbs 	
Creative weeks(try to organise external people /groups to come in these weeks)	<p>Science week and Science Fiction story week</p> <p>Trip to Manchester Museum – of science and industry</p>		Stations of the Cross	<p>MAD Week (Music Art and Drama)</p> <p>Auditions for Panto</p>	<p>ICT Media week – role plays in each classroom –radio stations/ TV studios and newspapers</p> <p style="text-align: center;">Trip?</p> <p>Use Millfield high schools Media</p>	

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Creative day / enrichment		<p>Interactive – whole school maths challenge day – Indoor and outdoor challenges</p> <p>Link with Hodgson Academy</p>		<p>Whole School ECO / Gardening day</p> <p>Links with Village / Trust / Church– School and community projects</p>	<p>suite?</p>	<p>Creative – Reading Festival – Tents on the field – different genres</p> <p>Invite in authors to read?</p>
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