

**Lower Key Stage 2 ~ St John the Baptist Primary School**

Long Term Planning Year B

Year 3 and 4

Teacher: Mrs Brackett

	Autumn		Spring		Summer	
	History	Vicious Vikings	Geography	Egypt	Science	Electricity
<b>Literacy</b> <i>Italics indicates possible texts.</i>	How to train your dragon Beowolf <ul style="list-style-type: none"> <li>Explanation texts</li> <li>Poems</li> <li>Non chronological reports</li> </ul>	<ul style="list-style-type: none"> <li>Poems on dragons</li> <li>Dragon adventure</li> <li>Christmas play</li> </ul>	Prince of Egypt (visual literacy) <ul style="list-style-type: none"> <li>Formal and Informal Letter Writing</li> <li>Story writing</li> </ul>	<ul style="list-style-type: none"> <li>Non chronological reports</li> <li>Using dictionaries, reference books, text books etc</li> <li>Argument / courtroom drama (history link)</li> </ul>	<i>Rceounts</i>	Poems Stories Information
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>Number, measures, shape</li> </ul>	<ul style="list-style-type: none"> <li>Number, measures, shape</li> </ul>	<ul style="list-style-type: none"> <li>Number, measures, shape</li> </ul>	<ul style="list-style-type: none"> <li>Number, measures, shape</li> </ul>	<ul style="list-style-type: none"> <li>Number, measures, shape</li> </ul>	
<b>Science</b>	<b>Sound</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		<b>Forces and Magnets</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> </ul>			<b>Rocks</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul> <b>Electricity</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</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 some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<b>History</b>	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  <b>Examples (non-statutory)</b> This could include: <ul style="list-style-type: none"> <li><i>Viking raids and nvasions</i></li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul>		<b>Egyptians</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China			changes in Britain from the Stone Age to the Iron Age  <b>Examples (non-statutory)</b> This could include: <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>
<b>Geography</b>	understand geographical similarities and differences through the study of human and physical geography of a region of		<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to</li> </ul>			

	the United Kingdom,		<p>identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>			
D&T	Sew dragons	Make Viking weapons	<ul style="list-style-type: none"> <li>Textiles, make a technicolour dream coat</li> </ul>	Make a tile of Egyptian Hieroglyphics	<ul style="list-style-type: none"> <li>Cooking</li> <li>Rock sculptures</li> </ul>	<ul style="list-style-type: none"> <li>Textiles</li> <li>Christmas gifts</li> </ul>
Art	Collage Viking clothing	posters	Egyptian art, look at the work of Gustav Klimt	Collage work	Cave drawing <ul style="list-style-type: none"> <li>Brush techniques</li> <li>Colour skills</li> </ul>	<ul style="list-style-type: none"> <li>Printing designs</li> <li>Christmas based crafts</li> </ul>
Music	<ul style="list-style-type: none"> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li>Adding sound to a play</li> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li>Joseph and his technicolour dream coat</li> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li>Walk like an Egyptian</li> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li>Performing raps, maths link</li> <li>Recorder</li> </ul>	<ul style="list-style-type: none"> <li>Christmas Performance: Singing</li> <li>Recorder</li> </ul>
ICT	Science programs	art programs	Research skills Powerpoint on Egyptian Gods	picture story from Ipswich museum visit	<ul style="list-style-type: none"> <li>Research skills</li> <li>Presentation of work</li> </ul>	<ul style="list-style-type: none"> <li>Power-points</li> </ul>
R.E	Harvest festival The meaning of Harvest Rememberance  <b>Tolerance</b>	Christmas messages Journeys at Christmas time  <b>Tolerance</b>	Judaism  <b>Tolerance</b>	Stories from the Jewish faith  <b>Tolerance</b>	festivals  <b>Tolerance</b>	festivals  <b>Tolerance</b>
PE	<ul style="list-style-type: none"> <li>Outdoor (rounder's, cricket etc)</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor - athletics</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Ball Skills - Bench Ball</li> </ul>	<ul style="list-style-type: none"> <li>Swimming</li> <li>Outdoor</li> </ul>	<ul style="list-style-type: none"> <li>Swimming</li> <li>Multi skills</li> </ul>
PSHE	Democracy - school council elections Rule of law - Class rules	<b>Respect</b> - Anti-bullying week	Looking after yourself <b>Individual liberty</b>	Friendships and relationships <b>Individual liberty</b> <b>Respect</b>	Careers Keeping ourselves safe <b>Individual liberty</b>	Changes <b>Individual liberty</b> <b>Respect</b>
Opportunities for Visits		Viking day West stow		Ipswich Museum	Science Musuem	