

# WGPS Termly Planner – Cycle A

Years 3 and 4

Subject Area	<u>Autumn</u> Time Riders Stone Age	<u>Spring</u> Extreme Survival Mountains and Rivers	<u>Summer</u> Listen To Us Inspirational People
<b>Trips &amp; Visits</b>	Stoneage workshop  Stoneage day (forest school link)	Survival sleepover  Adur activity center school trip	Local trips for geocaching and helping to preserve wildlife.
<b>Special Events</b>	Grandparents	Spring concert  Forest School	Bike week  Sports day
<b>Community</b>	Y3 – Litter picking Y4 – The Mens	Y3 – Churchyard gardening Y4 – Singing for fun (Wyatt House) connecting with the elderly	Y3 – Wildlife group Y4 – Geocaching and connecting with the elderly
<b>Key text</b>	Ugg Stig of the Dump Non-fiction Stone-age texts	The Brockenspectre Abominables Non-fiction mountains, rivers and survival texts	Nelson Mandela biography Malala biography
<b>English</b>	See English objectives	See English objectives	See English objectives
<b>Maths</b>	See Maths objectives	See Maths objectives	See Maths objectives
<b>Science</b>	3– rocks, forces and magnets  4 - sound and animals including humans	3- animals including humans  4 – living things and their habitats	3 – plants and light  4 – electricity and states of matter

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	See Science objectives	See Science objectives	See Science objectives
<b>Art &amp; Design</b>	<p>Sketching/painting - collaborative murals</p> <p>Learn to create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Colour mixing</p> <p>Learn to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn to improve their mastery of art and design techniques with painting.</p> <p>To learn about great artists in history.</p> <p>To use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p>	n/a
<b>Computing</b>	<p>E-safety</p> <p>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</p> <p>Using multimedia</p>	<p>E-safety</p> <p>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely</p>	<p>E-safety</p> <p>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely</p> <p>Data handling</p>

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	Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Programming  Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.  Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs	Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Technology in our lives  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
<b>Design and Technology</b>	7billion ideas and Stone Age Shelters  Design  Learn to use research and develop	Make  Select from and use a wider range of tools and equipment to perform	Make  Select from and use a wider range of materials and components,

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	<p>design criteria to inform the design of innovative, functional, appealing products to fit for purpose aimed at particular individuals or groups .</p> <p>Make</p> <p>Select from and use a wider range of materials and components, including construction materials and textiles according to their functional and aesthetic properties</p>	<p>practical tasks:- cutting, shaping, joining and finishing.</p> <p>Evaluate</p> <p>Evaluate their ideas and products against their own ideas and criteria and consider the views of others to improve their work</p>	<p>including construction</p> <p>Understand and use electrical systems in their products - produce a product which uses electricity.</p> <p>materials and textiles according to their functional and aesthetic properties</p>
<b>Geography</b>		<p>Mountains, rivers and maps for survival</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key – including use of Ordnance Survey maps. Build knowledge of the UK and the wider world.</p> <p>Identify the position and significance of latitude and longitude, equator, northern</p>	<p>Place knowledge – understand geographical similarities and differences through the study of human and physical geography of UK and Europe</p>

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		hemisphere and southern hemisphere tropics of cancer and Capricorn, arctic and Antarctic, greenwich meridian and time zones	
<b>History</b>	<p>Stone Age – changes in Britain from Stone Age to Iron Age</p> <p>To ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</p> <p>Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes</p>	n/a	<p>Local History Study</p> <p>local Brian - Spitfire</p> <p>Christ Hospital – Barnes Wallis</p> <p>A study of history over time tracing how several aspects of national history are reflected in the locality dating from a period beyond 1066.</p> <p>History of interest to pupils.</p>

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<b>Languages</b>	<p style="text-align: center;">Latin</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <ul style="list-style-type: none"> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul> </li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <ul style="list-style-type: none"> <li>• present ideas and information orally to a range of audiences* -</li> </ul> </li> <li>• read carefully and show understanding of words, phrases and simple writing □ appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly <ul style="list-style-type: none"> <li>• describe people, places, things and actions orally* and in writing</li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;">French Year 3</p> <p style="text-align: center;">Listening -Listen and respond to familiar spoken words and phrases</p> <p style="text-align: center;">Speaking - Communicate with others using simple words, phrases and short sentences Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p style="text-align: center;">Reading -Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links</p>		

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	<p>Writing -Write some familiar simple words using a model and some from memory</p> <p>Grammar -Understand some basic grammar appropriate to the language being studied: •gender –masculine, feminine –nouns (singular) •word order of adjectives •how to form the negative</p> <p>Year 4</p> <p>Listening - Listen for specific phonemes, words and phrases</p> <p>Speaking - Communicate by asking and answering a wider range of questions and presenting short pieces of information. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Reading - Read and understand familiar written words, phrases and short texts made of simple sentences. Read a wider range of words, phrases and sentences aloud. Follow text while listening and reading at the same time. Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <p>Writing -Write a short text using a model Write a few simple sentences from memory. Apply phonic knowledge to support writing</p> <p>Grammar - Understand some basic grammar appropriate to the language being studied: •gender –masculine, feminine neuter –nouns (singular and plural); adjectives, pronouns •verbs -1st, 2nd3rdpersons in questions and answers •how to form the negative</p>		
<b>Music</b>	<b>Year 3</b> Improvising and composing music for different purposes. Play a variety of instruments with control and purpose.	<b>Year 3</b> Developing an understanding of the history of music. European history of music as well as extension into early music and how this would have been	<b>Year 3</b> Listening with attention to detail and recalling sounds with increasing aural memory – instrument identification as well as call and response instrument

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	<p style="text-align: center;"><b>Year 4</b></p> <p>Thinking about the difference in music composed for listening pleasure and use in other contexts – military, performance and dance, theater.</p>	<p style="text-align: center;">different.</p> <p style="text-align: center;"><b>Year 4</b></p> <p>Play and perform in solo and ensemble contexts using voice and playing instruments with increasing accuracy, control and expression.</p>	<p style="text-align: center;">use.</p> <p style="text-align: center;"><b>Year 4</b></p> <p>Understand musical terminology used to describe pieces of music, including ostinato, motif, dynamics, tempo, instrumentation, structure and rhythm.</p>
<p style="text-align: center;"><b>PE</b></p>	<p style="text-align: center;">Brighton and Hove</p> <p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p> <p style="text-align: center;">Swimming</p> <p>Learn to become a confident and competent swimming using a range of strokes and performing safe self rescue.</p>	<p style="text-align: center;">Brighton and Hove</p> <p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p> <p style="text-align: center;">Gymnastics</p> <p>Develop flexibility, strength and technique.</p> <p style="text-align: center;">Dance</p> <p>Performing dance patterns and comparing performances with</p>	<p style="text-align: center;">Brighton and Hove</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p style="text-align: center;">Learn to take part in athletics.</p> <p style="text-align: center;">Swimming</p> <p>Learn to become a confident and competent swimming using a range of strokes and performing safe self rescue.</p>



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		previous ones demonstrating improvement.	
<b>PSHCE</b>	Learn how to stay safe.  Learn when to say yes or no.  Learn about family, friendship and relationships.  Learn about changes in relationships.	Learn about online relationships and the media.  Learn about personal boundaries and right to privacy.  Learn about keeping safe and what to do in emergencies.	Learn about feelings and attitudes.  Learn how to deal with strong feelings.  Learn about identity, gender expectations and media influences.  Discuss and learn techniques to improve in the eight areas of 'success'.  Study role models who have achieved success.  Study those who have lost success and relate this to the eight areas of 'success'.
<b>RE</b>	Learn about different pilgrimages and the different meaning that they can have for people and different religions.  Learn how religions are expressed in different ways with symbols, actions and rituals.	Learn to ask and discuss ethical questions and respect others opinions.  Study other religions of interest to	Learn about justice and Fairness. Learn about charity and how we can support charity work.

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	Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.	pupils.	