

# WGPS Termly Planner – Cycle A

Years 3 and 4

Subject Area	<u>Autumn</u> Time Riders Stone Age to Iron Age	<u>Spring</u> Extreme Survival Mountains and Rivers	<u>Summer</u> Your Majesty The Changing Power of Monarchs
<b>Trips &amp; Visits</b>	Portals to the Past: Stone Age to Bronze Age	<u>Year 3:</u> Horsham Mosque  Adventure Sleepover at school with survival skills e.g., building tents; cooking their food; and carrying their belongings throughout an obstacle course	Hampton Court  Kings and Queens Day
<b>Special Events</b>	<u>Year 4:</u> Rosh Hashanah (Jewish New Year) <u>or</u> Yom Kippur		<u>Year 3:</u> Ramadan
<b>Community</b>	Harvest	Music Festival	
<b>English</b>	See separate WGPS English long-term plan		

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<b>Maths</b>	<p><b><u>Year 3:</u></b>  Place value to 3-digit numbers  Addition and subtraction to 3-digits  Multiplication and division 2-digit x 1-digit</p> <p><b><u>Year 4:</u></b>  Place value to 4-digit numbers  Addition and subtraction to 4-digits  Multiplication and division 2-digit and 3-digit x 1-digit  Measurement - time</p>	<p><b><u>Year 3:</u></b>  Multiplication and division 2-digit x 1-digit  Measurement – money; length  Statistics  Fractions</p> <p><b><u>Year 4:</u></b>  Measurement – time  Fractions including decimals  Geometry – properties of shape  Statistics</p>	<p><b><u>Year 3:</u></b>  Fractions  Measurement – time; mass; capacity  Geometry – Angles</p> <p><b><u>Year 4:</u></b>  Recall of multiplication and division facts to 12 x 12  Geometry – position and direction  Fractions  Measurement – length; money</p>
<b>Science</b>	<p><b><u>Year 3:</u></b> Rocks; Forces and Magnets  <b><u>Year 4:</u></b> Sound; Electricity</p>	<p><b><u>Year 3:</u></b> Animals, including Humans  <b><u>Year 4:</u></b> Living Things and their Habitats</p>	<p><b><u>Year 3:</u></b> Plants; Light  <b><u>Year 4:</u></b> Animals, including Humans; States of Matter</p>
<b>Art &amp; Design</b>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas.  To improve mastery of sculpture.  Learn about great artists, architects and designers in history (Banksy)</p> <p><b><u>Year 3</u></b>  -Create texture using tools.  -Create coil pots using hand rolled long strips trying to keep them an even shape.  -Add decoration, painting and varnish when dry.</p>	<p>To create sketchbooks to record their observations.  To improve mastery of drawing  To improve mastery of painting  Learn about great artists, architects and designers in history (David Hockney and Georgia O’Keefe)</p> <p><b><u>Year 3</u></b>  -Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  -Use more specific colour language e.g. tint, tone, shade, hue.</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas.  Develop techniques, including their control and use of materials with experimentation and an increasing awareness of different kinds of art and craft.  Learn about great artists, architects and designers in history (Shepard Fairy)</p> <p><b><u>Year 3</u></b>  -Develop skills in stitching (running, backstitch, overstitch.)  -Printing on fabric used.</p>

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	<p>-Plan, design, make and adapt models.</p> <p><b>Year 4</b> -Investigate and develop modelling skills with clay using kneading, cutting, carving, impressing and embossing. -Make robust sculptures that stand up on their own. -Create successful joins with cross hatching and slip.</p>	<p>-Experiment with watercolour. -Experiment with creating mood with colours.</p> <p><b>Year 4</b> -Make and match colours with increasing accuracy -Develop watercolour more independently. -Make different brush strokes and marks to create impressions.</p>	<p>-Silk painting started. -Start to tie knots</p> <p><b>Year 4</b> -Develop skills in cutting and joining fabrics/ materials -Know back and running stitch and overstitch. -Weaving techniques are developed and used.</p>
<p><b>Computing</b></p>	<p><b>Year 3</b> <b>Computing Systems and Networks</b> <b>Connecting computers:</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks</p> <p><b>Creating Media</b> <b>Stop-frame animation:</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p> <p><b>Touch typing</b> Learning the skill of typing without having to look at your fingers</p> <p><b>Year 4</b> <b>Computing Systems and Networks</b> <b>The internet:</b> Recognising the internet as a network of</p>	<p><b>Year 3</b> <b>Programming A</b> <b>Sequencing sounds:</b> Creating sequences in a block-based programming language to make music.</p> <p><b>Data and information</b> <b>Branching databases:</b> Building and using branching databases to group objects using yes/no questions.</p> <p><b>Touch typing</b> Learning the skill of typing without having to look at your fingers</p> <p><b>Year 4</b> <b>Programming A</b> <b>Repetition in shapes:</b> Using a text-based programming language to explore count-controlled loops when drawing shapes.</p>	<p><b>Year 3</b> <b>Creating media</b> <b>Desktop publishing:</b> Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p><b>Programming B</b> <b>Events and actions in programs:</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.</p> <p><b>Touch typing</b> Learning the skill of typing without having to look at your fingers</p> <p><b>Year 4</b> <b>Creating media</b> <b>Photo editing:</b> Manipulating digital images, and reflecting on the impact of changes</p>

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	<p>networks including the WWW, and why we should evaluate online content.</p> <p><b>Creating Media</b>  <b>Audio editing:</b>  Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p><b>Data and information</b>  <b>Data logging:</b>  Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p>and whether the required purpose is fulfilled.</p> <p><b>Programming B</b>  <b>Repetition in games:</b>  Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>
<b>Design and Technology</b>	<p><u>Textiles (Stone age pouch)</u>  2D shape to 3D product  Generate design criteria for an appealing, functional product for specific users.</p> <ul style="list-style-type: none"> <li>• Produce annotated sketches, prototypes, final product sketches and pattern pieces.</li> <li>• Select fabrics and fastenings according to their functional characteristics.</li> <li>• Investigate a range of 3-D textile products.</li> <li>• Test their product against the original criteria and with the intended user.</li> </ul>	<p><u>Mechanisms (levers and linkages)</u>  <u>Mountain moving pictures</u>  Generate realistic ideas and use annotated sketches and prototypes to develop, model and communicate ideas.</p> <ul style="list-style-type: none"> <li>• Select and use tools with some accuracy to cut, shape and join paper and card.</li> <li>• Investigate and analyse their own and others' products with lever and linkage mechanisms.</li> <li>• Understand and use lever and linkages, and fixed and loose pivots.</li> </ul>	<p><u>Cooking and nutrition (Banquet)</u>  Generate ideas and develop design criteria for an appealing product for a user and purpose.</p> <ul style="list-style-type: none"> <li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• Select from a range of ingredients to make appropriate food products.</li> <li>• Carry out and record evaluations of a variety of ingredients and products.</li> <li>• Know a range of appropriate ingredients, and whether they are grown, reared or caught.</li> </ul>
<b>Geography</b>	<p><b><u>Human and Physical Geography</u></b>  Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b><u>Locational Knowledge</u></b>  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (<b>including hills, mountains, coasts and rivers</b>), and land-use patterns; and understand how some of these aspects have changed over</p>	<p><b><u>Place Knowledge</u></b>  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a <b>region in a European country</b> (link to any of our pupil's families)</p> <p><b><u>Human and Physical Geography</u></b></p>

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	<u><b>Geographical Skills and Fieldwork</b></u> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	time  <u><b>Human and Physical Geography</b></u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and <b>volcanoes and earthquakes</b>	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and <b>the water cycle</b>
<b>History</b>	Changes in Britain from the Stone Age to the Iron Age	n/a	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The changing power of monarchs using case studies (link to previous trip to Arundel Castle)
<b>Music</b>	<u><b>Notation, Listening &amp; Appreciating</b></u> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music. To use and understand staff and other musical notations	<u><b>Singing Concert</b></u> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - use and understand staff and other musical notations - listen with attention to detail and recall sounds with increasing aural memory	<u><b>Composition</b></u> To improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations
<b>PE</b>	<u><b>Year 3:</b></u> <b>Autumn 1</b> OAA Gymnastics <b>Autumn 2</b> Football Dance	<u><b>Year 3:</b></u> <b>Spring 1</b> Netball Dance <b>Spring 2</b> Basketball Gymnastics	<u><b>Year 3:</b></u> <b>Summer 1</b> Tennis Cricket <b>Summer 2</b> Lacrosse Athletics

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	<p><b><u>Year 4:</u></b>  <b>Autumn 1</b>  Hockey  Dance  <b>Autumn 2</b>  Football  Gymnastics</p>	<p><b><u>Year 4:</u></b>  <b>Spring 1</b>  Netball  Dance  <b>Spring 2</b>  Basketball  Gymnastics</p>	<p><b><u>Year 4:</u></b>  <b>Summer 1</b>  Tennis  Cricket  <b>Summer 2</b>  Lacrosse  Athletics</p>
PSHCE	<p><b><u>Families and Friendships</u></b>  <b>Year 3</b> - What makes a family; features of family life  <b>Year 4</b> - Positive friendships, including online</p> <p><b><u>Safe Relationships</u></b>  <b>Year 3</b> - Personal boundaries; safely responding to others; the impact of hurtful behaviour  <b>Year 4</b> - Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p><b><u>Respecting Ourselves and Others</u></b>  <b>Year 3</b> - Recognising respectful behaviour; the importance of self-respect; courtesy and being polite  <b>Year 4</b> - Respecting differences and similarities; discussing differences sensitively</p>	<p><b><u>Belonging to a Community</u></b>  <b>Year 3</b> - The value of rules and laws; rights, freedoms and responsibilities  <b>Year 4</b> - What makes a community; shared responsibilities</p> <p><b><u>Media Literacy and Digital Resilience</u></b>  <b>Year 3</b> - How the internet is used; assessing information online  <b>Year 4</b> - How data is shared and used</p> <p><b><u>Money and Work</u></b>  <b>Year 3</b> - Different jobs and skills; job stereotypes; setting personal goals  <b>Year 4</b> - Making decisions about money; using and keeping money safe</p>	<p><b><u>Physical Health and Emotional/Mental Wellbeing</u></b>  <b>Year 3</b> - Health choices and habits; what affects feelings; expressing feelings  <b>Year 4</b> - Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p><b><u>Growing and Changing</u></b>  <b>Year 3</b> - Personal strengths and achievements; managing and reframing setbacks  <b>Year 4</b> - Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><b><u>Keeping Safe</u></b>  <b>Year 3</b> - Risks and hazards; safety in the local environment and unfamiliar places  <b>Year 4</b> - Medicines and household products; drugs common to everyday life</p>

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<p><b>RE</b></p>	<p><b><u>Year 3 (Islam):</u></b>  <b>Main themes:</b>            Core Beliefs, Ideas and Symbols of Islam            Identity-daily life of a Muslim</p> <p><b><u>Year 4 (Judaism &amp; Christianity):</u></b>  <b>Main festivals/celebrations:</b> Rosh Hashannah, Yom Kippur, Sukkot and Hanukkah (link to Christmas)  <b>Main themes:</b>            Core Beliefs, Ideas and Symbols of Judaism            Expressions of Faith and Identity-daily life of a Jew</p>	<p><b><u>Year 3 (Islam):</u></b>  <b>Main festivals/celebrations:</b> Ramadan and Eid ul Fitr (falls in April/May)  <b>Main themes:</b>            Expressions of Faith            Social Action – putting beliefs into action</p> <p><b><u>Year 4 (Judaism &amp; Christianity):</u></b>  <b>Main festivals/celebrations:</b> Easter (inc. Lent – link to Passover)  <b>Main themes:</b>            Core Beliefs, Ideas and Symbols of Christianity            Expressions of Faith and Identity-daily life of a Christian</p>	<p><b><u>Year 3 (Islam):</u></b>  <b>Main festivals/celebrations:</b> Eid-ul-Adha and Al-Hijra – (Ramadan/Eid ul Fitr - sometimes falls in May),  <b>Main themes:</b>            Expressions of Faith (festivals and celebrations)            Ask big questions and make connections</p> <p><b><u>Year 4 (Judaism &amp; Christianity):</u></b>  <b>Main themes:</b>            Social Action – putting beliefs into action            Ask big questions and make connections – Comparing and making connections between Abrahamic faiths</p>
<p><b>Languages:</b> <b>German</b></p>	<ul style="list-style-type: none"> <li>To listen attentively to spoken language and show understanding by joining in and responding</li> <li>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> </ul>	<ul style="list-style-type: none"> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>To present ideas and information orally to a range of audiences</li> <li>To read carefully and show understanding of words, phrases and simple writing</li> <li>To understand basic grammar appropriate to the language being</li> </ul>	<ul style="list-style-type: none"> <li>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>To describe people, places, things and actions orally and in writing</li> </ul>

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		<p>studied, including (where relevant):  feminine, masculine and neuter  forms and the conjugation of high-  frequency verbs; key features and  patterns of the language; how to  apply these, for instance, to build  sentences; and how these differ  from or are similar to English</p> <ul style="list-style-type: none"> <li>• To appreciate stories, songs, poems  and rhymes in the language</li> </ul>	