WGPS Termly Planner – Cycle B

Years 3 and 4

Subject Area	Autumn **Far Away & Long Ago** **The Roman Empire**	Spring **Ingenious Engineering** **Ancient Egypt**	Summer **Wild Wisborough** **Our School**
Trips & Visits	Fishbourne Roman Palace or the Novium Museum, Chichester	Ancient Egyptian Workshop: Horsham Museum **Year 3:** Horsham Mosque	Sleepover at school including a walk to where the school originally started
Special Events	**Year 4**: Rosh Hashanah (Jewish New Year) or Yom Kippur		**Year 3**: Ramadan
Community	Harvest	Music Festival	
English	See separate WGPS English long-term plan		
Maths	**Year 3:** Place value to 3-digit numbers Addition and subtraction to 3-digits Multiplication and division 2-digit x 1-digit **Year 4:** 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	**Year 3:** Multiplication and division 2-digit x 1-digit Measurement – money; length Statistics Fractions **Year 4:** Measurement – time Fractions including decimals Geometry – properties of shape Statistics	**Year 3:** Fractions Measurement – time; mass; capacity Geometry – Angles **Year 4:** Recall of multiplication and division facts to 12 x 12 Geometry – position and direction Fractions Measurement – length; money

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Science	<u>Year 3</u>: Rocks; Forces and Magnets <u>Year 4</u>: Living Things and their Habitats	<u>Year 3</u>: Animals, including Humans <u>Year 4</u>: Sound; Electricity	<u>Year 3</u>: Plants; Light <u>Year 4</u>: Animals, including Humans; States of Matter
Art & Design	To create sketchbooks to record their observations and use them to review and revisit ideas. To improve mastery of sculpture. <u>**Year 3**</u> -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. -Plan, design, make and adapt models. <u>**Year 4**</u> -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.	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. <u>**Year 3**</u> -Begin to use coiling, over-lapping, tessellation techniques. -Fabric collages made with a variety of techniques. -Create monoprints and block prints. <u>**Year 4**</u> -Confidently create monoprints and block prints. -Select materials for effect/ texture. -Layer and overwork materials with different media.	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 (Hundawasser) <u>**Year 3**</u> -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. -Experiment with watercolour. -Experiment with creating mood with colours. <u>**Year 4**</u> -Make and match colours with increasing accuracy -Develop watercolour more independently. -Make different brush strokes and marks to create impressions.
Computing	<u>**Year 3**</u> **Computing Systems and Networks**	<u>**Year 3**</u> **Programming A**	<u>**Year 3**</u> **Creating media**

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	Connecting computers: Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks **Creating Media** **Stop-frame animation:** Capturing and editing digital still images to produce a stop-frame animation that tells a story. **Touch typing** Learning the skill of typing without having to look at your fingers **Year 4** **Computing Systems and Networks** **The internet:** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. **Creating Media** **Audio editing:** Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Sequencing sounds:** Creating sequences in a block-based programming language to make music. **Data and information** **Branching databases:** Building and using branching databases to group objects using yes/no questions. **Touch typing** Learning the skill of typing without having to look at your fingers **Year 4** **Programming A** **Repetition in shapes:** Using a text-based programming language to explore count-controlled loops when drawing shapes. **Data and information** **Data logging:** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Desktop publishing:** Creating documents by modifying text, images, and page layouts for a specified purpose. **Programming B** **Events and actions in programs:** Writing algorithms and programs that use a range of events to trigger sequences of actions. **Touch typing** Learning the skill of typing without having to look at your fingers **Year 4** **Creating media** **Photo editing:** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. **Programming B** **Repetition in games:** Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

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Design and Technology	Food and nutrition (Roman banquet) Generate ideas and develop design criteria for an appealing product for a user and purpose. • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select from a range of ingredients to make appropriate food products. • Carry out and record evaluations of a variety of ingredients and products. • Know a range of appropriate ingredients, and whether they are grown, reared or caught.	Electrical Systems (Torch light) • Use annotated sketches, cross-sectional and exploded diagrams to develop and communicate ideas. • Select and use tools with some accuracy to cut, shape, join and finish. • Use construction materials and electrical components according to their functional properties and aesthetic qualities. • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.	Shell Structures (Packages for Wisborough Green Biscuits to sell at the market) Generate ideas and designs, develop them through analysis of shell structures and use CAD to model and communicate ideas. • Plan the making and use appropriate tools and software, explaining their choices. Use computer-generated finishing techniques. • Evaluate shell structures and their own products. • Develop knowledge of nets of cubes and cuboids and more complex 3D shapes and how to construct strong, stiff shell structures.
Geography	**Geographical Skills and Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied: **Roman Empire** **Locational Knowledge** Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Human and Physical Geography** 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: **Ancient Egypt**	**Geographical Skills and Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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
History	The Roman Empire and its impact on Britain	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	A local history study of our school - a study of a site dating from a period beyond 1066 that is significant in the

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		and a depth study of Ancient Egypt	locality
Music	**Notation, Listening & Appreciating** 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	**Singing Concert** 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	**Composition** 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
PE	**Year 3:** **Autumn 1** Hockey Dance **Autumn 2** Football Gymnastics **Year 4:** **Autumn 1** Hockey Dance **Autumn 2** Football Gymnastics	**Year 3:** **Spring 1** Netball Dance **Spring 2** Basketball Gymnastics **Year 4:** **Spring 1** Netball Dance **Spring 2** Basketball Gymnastics	**Year 3:** **Summer 1** Tennis Cricket **Summer 2** Lacrosse Athletics **Year 4:** **Summer 1** Tennis Cricket **Summer 2** Lacrosse Athletics

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PSHCE	**Families and Friendships** **Year 3** - What makes a family; features of family life **Year 4** - Positive friendships, including online **Safe Relationships** **Year 3** - Personal boundaries; safely responding to others; the impact of hurtful behaviour **Year 4** - Responding to hurtful behaviour; managing confidentiality; recognising risks online **Respecting Ourselves and Others** **Year 3** - Recognising respectful behaviour; the importance of self-respect; courtesy and being polite **Year 4** - Respecting differences and similarities; discussing differences sensitively	**Belonging to a Community** **Year 3** - The value of rules and laws; rights, freedoms and responsibilities **Year 4** - What makes a community; shared responsibilities **Media Literacy and Digital Resilience** **Year 3** - How the internet is used; assessing information online **Year 4** - How data is shared and used **Money and Work** **Year 3** - Different jobs and skills; job stereotypes; setting personal goals **Year 4** - Making decisions about money; using and keeping money safe	**Physical Health and Emotional/Mental Wellbeing** **Year 3** - Health choices and habits; what affects feelings; expressing feelings **Year 4** - Maintaining a balanced lifestyle; oral hygiene and dental care **Growing and Changing** **Year 3** - Personal strengths and achievements; managing and reframing setbacks **Year 4** - Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty **Keeping safe** **Year 3** - Risks and hazards; safety in the local environment and unfamiliar places **Year 4** - Medicines and household products; drugs common to everyday life
RE	**Year 3 (Islam):** **Main themes:** Core Beliefs, Ideas and Symbols of Islam	**Year 3 (Islam):** **Main festivals/celebrations:** Ramadan and Eid ul Fitr (falls in April/May)	**Year 3 (Islam):** **Main festivals/celebrations:** Eid-ul-Adha and Al-Hijra –

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	Identity-daily life of a Muslim **Year 4 (Judaism & Christianity:** **Main festivals/celebrations:** Rosh Hashannah, Yom Kippur, Sukkot and Hanukkah (link to Christmas) **Main themes:** Core Beliefs, Ideas and Symbols of Judaism Expressions of Faith and Identity-daily life of a Jew	**Main themes:** Expressions of Faith Social Action – putting beliefs into action **Year 4 (Judaism & Christianity:** **Main festivals/celebrations**: Easter (inc. Lent – link to Passover) **Main themes:** Core Beliefs, Ideas and Symbols of Christianity Expressions of Faith and Identity-daily life of a Christian	(Ramadan/Eid ul Fitr - sometimes falls in May), **Main themes:** Expressions of Faith (festivals and celebrations) Ask big questions and make connections **Year 4 (Judaism & Christianity:** **Main themes:** Social Action – putting beliefs into action Ask big questions and make connections – Comparing and making connections between Abrahamic faiths
Languages: German	• To listen attentively to spoken language and show understanding by joining in and responding • To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	• To speak in sentences, using familiar vocabulary, phrases and basic language structures • To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • To present ideas and information orally to a range of audiences • To read carefully and show understanding of words, phrases and simple writing • To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter	• To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly • To describe people, places, things and actions orally and in writing

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		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 • To appreciate stories, songs, poems and rhymes in the language	