

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
Trips & Visits	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	Kings and Queens Day
Special Events	<u>Year 4:</u> Rosh Hashanah (Jewish New Year) <u>or</u> Yom Kippur		<u>Year 3:</u> Ramadan
Community	Harvest	Music Festival	
Key text	Year 3 & 4: Stone Age Boy Satoshi Kitamura	Year 3 & 4: The Abominables Eva Ibbotson	Year 3 & 4: The King who Banned the Dark Emily Haworth-Booth
English	See separate WGPS What will my child learn in English?		

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Maths	<p>Year 3 Adding and subtracting Numbers to 1,000 Mental calculations</p> <p>Year 4 Addition and subtraction Numbers to 10,000 Fractions 3,6,9,7 times tables</p>	<p>Year 3: Manipulating additive relationship & mental calculations Right Angles Column addition 2, 4, 8 times tables Column subtraction</p> <p>Year 4: Measure Multiplication and division Shape</p>	<p>Year 3 Fractions Shape Time</p> <p>Year 4 Fractions Shape Division Time</p>
Science	<p>Year 3: Rocks; Forces and Magnets Year 4: Sound; Electricity</p>	<p>Year 3: Animals, including Humans Year 4: Living Things and their Habitats</p>	<p>Year 3: Plants; Light Year 4: Animals, including Humans; States of Matter</p>
Art & Design	<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>Year 3 -Create texture using tools. -Create coil pots using hand rolled long strips trying to keep them an even shape.</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>Year 3 -Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</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 Fairly)</p> <p>Year 3</p>

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	<p>-Add decoration, painting and varnish when dry. -Plan, design, make and adapt models.</p> <p>Year 4 -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>-Use more specific colour language e.g. tint, tone, shade, hue. -Experiment with watercolour. -Experiment with creating mood with colours.</p> <p>Year 4 -Make and match colours with increasing accuracy -Develop watercolour more independently. -Make different brush strokes and marks to create impressions.</p>	<p>-Develop skills in stitching (running, backstitch, overstitch.) -Printing on fabric used. -Silk painting started. -Start to tie knots</p> <p>Year 4 -Develop skills in cutting and joining fabrics/ materials -Know back and running stitch and overstitch. -Weaving techniques are developed and used.</p>
<p>Computing</p>	<p>Year 3 Computing Systems and Networks Connecting computers: Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks</p> <p>Creating Media Stop-frame animation: Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p> <p>Touch typing Learning the skill of typing without having to look at your fingers</p> <p>Year 4 Computing Systems and Networks</p>	<p>Year 3 Programming A Sequencing sounds: Creating sequences in a block-based programming language to make music.</p> <p>Data and information Branching databases: Building and using branching databases to group objects using yes/no questions.</p> <p>Touch typing Learning the skill of typing without having to look at your fingers</p> <p>Year 4 Programming A Repetition in shapes: Using a text-based programming language to explore count-controlled</p>	<p>Year 3 Creating media Desktop publishing: Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p>Programming B Events and actions in programs: Writing algorithms and programs that use a range of events to trigger sequences of actions.</p> <p>Touch typing Learning the skill of typing without having to look at your fingers</p> <p>Year 4 Creating media Photo editing:</p>

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	<p>The internet: Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p>Creating Media Audio editing: Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p>loops when drawing shapes.</p> <p>Data and information Data logging: Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p> <p>Programming B Repetition in games: Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>
<p>Design and Technology</p>	<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"> • Produce annotated sketches, prototypes, final product sketches and pattern pieces. • Select fabrics and fastenings according to their functional characteristics. • Investigate a range of 3-D textile products. • Test their product against the original criteria and with the intended user. 	<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"> • Select and use tools with some accuracy to cut, shape and join paper and card. • Investigate and analyse their own and others' products with lever and linkage mechanisms. • Understand and use lever and linkages, and fixed and loose pivots. 	<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"> • 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.
<p>Geography</p>	<p><u>Human and Physical Geography</u> 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</p>	<p><u>Locational Knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-</p>	<p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (link to any of our pupil's families)</p>

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	water <u>Geographical Skills and Fieldwork</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	use patterns; and understand how some of these aspects have changed over time <u>Human and Physical Geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and volcanoes and earthquakes	<u>Human and Physical Geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle
History	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)
Music	<u>Notation, Listening & Appreciating</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>Singing Concert</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>Composition</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
PE	<u>Year 3:</u> Autumn 1 OAA Gymnastics Autumn 2 Football	<u>Year 3:</u> Spring 1 Netball Dance Spring 2 Basketball	<u>Year 3:</u> Summer 1 Tennis Cricket Summer 2 Lacrosse

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

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RE	<p><u>Year 3 (Islam):</u> Main themes: Core Beliefs, Ideas and Symbols of Islam Identity-daily life of a Muslim</p> <p><u>Year 4 (Judaism & Christianity):</u> 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</p>	<p><u>Year 3 (Islam):</u> Main festivals/celebrations: Ramadan and Eid ul Fitr (falls in April/May) Main themes: Expressions of Faith Social Action – putting beliefs into action</p> <p><u>Year 4 (Judaism & Christianity):</u> 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</p>	<p>everyday life</p> <p><u>Year 3 (Islam):</u> Main festivals/celebrations: Eid-ul-Adha and Al-Hijra – (Ramadan/Eid ul Fitr - sometimes falls in May), Main themes: Expressions of Faith (festivals and celebrations) Ask big questions and make connections</p> <p><u>Year 4 (Judaism & Christianity):</u> Main themes: Social Action – putting beliefs into action Ask big questions and make connections – Comparing and making connections between Abrahamic faiths</p>
Languages: German	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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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		<p>appropriate to the language being 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"> • To appreciate stories, songs, poems and rhymes in the language 	