Grateley Primary School
Key Stage Two – Year 3 and 4
LTP – Cycle B
2021-2022

By the end of this unit, children will have a deeper understanding of physical and human geography. They will explore the impact of these geographical events across the world. With a heavy geographical focus, children will learn about volcanoes and earthquakes, the geographical definition of them and the human impact upon their frequency. In science, they will learn about rocks, soils, forces and magnets and make links to their geographical knowledge. They will at increasing knowledge levels, use scientific terminology to classify, compare and apply the features of rocks, soils, forces and magnets.

Diversity

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Engaged

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Community

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Please refer to 2021-2022 English and Maths LTP for curriculum coverage.

	Autumn 1	Autumn 2
Creative Title	**Violent Volcanoes**	**Force be with you**
Enquiry question	**Are humans directly affecting volcanic eruptions?**	**Can earthquakes be prevented?**
Science	**Working Scientifically** **Planning** Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can they set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion? **(Challenging)** Can they explain their findings in different ways (display, presentation, writing)? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests? **Obtaining and presenting evidence** Can they measure using different equipment and units of measure? Can they record their observations in different ways? (labelled diagrams, charts etc) Can they describe what they have found using scientific language? Can they make accurate measurements using standard units? **(Challenging)** Can they use their findings to draw a simple conclusion? Can they suggest improvements and predictions for further tests? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? **Considering evidence and evaluating** Can they explain what they have found out and use their measurements to say whether it helps to answer their question? Can they use a range of equipment (including a data-logger) in a simple test? Can they find any patterns in their evidence or measurements? Can they make a prediction based on something they have found out? Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they use straightforward scientific evidence to answer questions or to support their findings? Can they identify differences, similarities or changes related to simple scientific ideas or processes? **(Challenging)** Can they suggest how to improve their work if they did it again? Can they report findings from investigations through written explanations and conclusions? Can they use a graph or diagram to answer scientific questions?	

	Rocks and Soils (7) Can they compare and group together different rocks on the basis of their appearance and simple physical properties? Can they describe and explain how different rocks can be useful to us? Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? Can they recognise that soils are made from rocks and organic matter? **(Challenging)** Can they classify igneous and sedimentary rocks? Can they begin to relate the properties of rocks with their uses?	**Forces and Magnets (7)** Can they compare how things move on different surfaces? Can they observe that magnetic forces can be transmitted without direct contact? Can they observe how some magnets attract or repel each other? Can they classify which materials are attracted to magnets and which are not? Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance? Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet? Can they identify some magnetic materials? Can they describe magnets have having two poles (N & S)? Can they predict whether two magnets will attract or repel each other depending on which poles are facing? **(Challenging)** Can they investigate the strengths of different magnets and find fair ways to compare them?
History		
Geography	**Volcanoes** Can they use maps and atlases appropriately by using contents and indexes? Can they describe how volcanoes are created? Can they describe how volcanoes have an impact on people's life? Can they locate and name some of the world's most famous volcanoes? **(Challenging)** Can they explain the differences between a dormant and an active volcano? Can they explain what makes a volcano active or dormant? Can they identify positive factors related to volcanoes?	**Earthquakes** Can they describe how earthquakes are created? Can they use maps and atlases appropriately by using contents and indexes? Can they describe how earthquakes have an impact on people's life? Can they locate and name some of the world's most famous earthquakes? **(Challenging)** Can they identify positive factors related to earthquakes? Can the way we live/change our lives affect the frequency and strength of an earthquake? (link to climate change)
Computing	**We are Programmers** Can they plan their own animation in a storyboard? Can they plan your animation in 2animate?	**We are Software Developers** Can they create a 3D maze game? Can they create a number sequence program? Can they create a calculation machine?

	Can they draw and modify their characters on each slide? Can they add a background, sound and text? **Challenge** Can they blog about creating their animation? Can they share to a display board and feedback on each other's games? (Switched on Computing linked to Purple Mash)	Can they create and debug their own game using variables in gibbon free code? **Challenge** Can they blog about their developing game? (Switched on Computing linked to Purple Mash)
Design Technology	**Overall – Design, Make, Evaluate, Technical Knowledge:** Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better? Can they tell if their finished product is going to be good quality? Are they conscience of the need to produce something that will be liked by others? Can they show a good level of expertise when using a range of tools and equipment? Do they work at their product even though their original idea might not have worked? Have they thought of how they will check if their design is successful? Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works? Do they take time to consider how they could have made their idea better?	
Art		**Sketch books** Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping notes in their sketch books? **Drawing**

		Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? **Knowledge** Can they experiment with different styles which artists have used? Can they explain art from other periods of history? **Use of IT** Can they present a collection of their work on a slide show? Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?
PDL	**Relationships** Similarities and differences S&RE 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.	
Religious Education	**Concept:** message Jesus's teaching and message	**Concept**: angels Angels
Music	**Musical Focus: Composition** The children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps. Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!	**Musical Focus: Pitch** The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year. The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.
Languages (French)	**Classroom Instructions** **Greetings** **Zoo Animals**	**Hobbies** **Short Stories** **Sound Patterns**

	See Knowledge Progression Document	***See Knowledge Progression Document***
Sport/PE/Dance	**Acquiring and developing skills** Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? **Evaluating and improving** Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved? **Health and fitness** Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? **Games** Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills? **Dance** Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance? **Outdoor/** **Adventurous** Can they follow a map in a familiar context? Can they move from one location to another following a map?	

By the end of this unit, children will have an increased knowledge of the Ancient Egyptians and the history of their reign. The children will, at increasing knowledge levels, learn about the different Egyptian dynasties; how their daily lives, traditions and religion had an impact on their society. In art and DT, they will use what they have learnt to create their own Egyptian masks and digital patterns.

In Science, the children will explore light and sound. They will learn about the relationship between the two; carrying out investigations and enquires to extend their knowledge in various ways.

Cultural Capital: children's knowledge about people and events of significance will increase. Howard Carter, Tutankhamun,

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	Spring 1	Spring 2
Creative Title	**Awesome Egyptians**	
Enquiry Question	**Were the archaeologists justified in excavating the pyramids?**	
Science	**Working Scientifically** **Planning** Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can they set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion? **(Challenging)** Can they explain their findings in different ways (display, presentation, writing)? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests? **Obtaining and presenting evidence** Can they measure using different equipment and units of measure? Can they record their observations in different ways? (labelled diagrams, charts etc) Can they describe what they have found using scientific language? Can they make accurate measurements using standard units? **(Challenging)** Can they use their findings to draw a simple conclusion? Can they suggest improvements and predictions for further tests? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? **Considering evidence and evaluating** Can they explain what they have found out and use their measurements to say whether it helps to answer their question? Can they use a range of equipment (including a data-logger) in a simple test? Can they find any patterns in their evidence or measurements? Can they make a prediction based on something they have found out? Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they use straightforward scientific evidence to answer questions or to support their findings? Can they identify differences, similarities or changes related to simple scientific ideas or processes? **(Challenging)** Can they suggest how to improve their work if they did it again? Can they report findings from investigations through written explanations and conclusions? Can they use a graph or diagram to answer scientific questions?	

	Sound (6) Can they describe a range of sounds and explain how they are made? Can they associate some sounds with something vibrating? Can they compare sources of sound and explain how the sounds differ? Can they explain how to change a sound (louder/softer)? Can they recognise how vibrations from sound travel through a medium to an ear? Can they find patterns between the pitch of a sound and features of the object that produce it? Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? Can they recognise that sounds get fainter as the distance from the sound source increases? Can they explain how you could change the pitch of a sound? Can they investigate how different materials can affect the pitch and volume of sounds?	**Light (6)** Can they recognise that they need light in order to see things? Can they recognise that dark is the absence of light? Can they notice that light is reflected from surfaces? Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? Can they find patterns in the way that the size of shadows change? **(Challenging)** Can they explain why lights need to be bright or dimmer according to need? Can they explain the difference between transparent, translucent and opaque? Can they explain why lights need to be bright or dimmer according to need? Can they make a bulb go on and off? Can they say what happens to the electricity when more batteries are added? Can they explain why their shadow changes when the light source is moved closer or further from the object?
History	**Ancient Egypt** **Chronological understanding** *Can they describe events and periods using the words: BC, AD and decade?* Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? **(Challenging)** Can they set out on a timeline, within a given period, what special events took place? **Knowledge and interpretation** *Can they suggest why certain events happened as they did in history?* *Can they suggest why certain people acted as they did in history?* **(Challenging)** **Historical enquiry** *Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?* Can they use various sources of evidence to answer questions? *Can they use various sources to piece together information about a period in history?* *Can they research a specific event from the past ?*	

	Can they use their 'information finding' skills in writing to help them write about historical information? *Can they through research identify similarities and differences between given periods in history?* **(Challenging)** Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?	
Geography		
Computing	**Year 3** **We are Communicators** Can they read and reply to emails? Can they generate emails in response to ones they have read? Can they create their own automatic response? Can they receive and respond to emails from a variety of characters? Can they attach files and pictures to emails? Can they report an email to a teacher? Can they discuss what to do if they see an upsetting video online? Can they create an e-safety leaflet? Can they explain if Tony should meet up with a gamer he met online? **Challenge** Can they explain their views on whether children should use social networking sites? Can they record for and against arguments? (Switched on Computing linked to Purple Mash)	
Design Technology	**Overall – Design, Make, Evaluate, Technical Knowledge:** Can they show that their design meets a range of requirements? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan? Can they use equipment and tools accurately? Can they explain what they changed which made their design even better?	
	Mouldable materials - masks Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques? **Stiff and flexible sheet materials** Do they use the most appropriate materials?	

	Can they work accurately to make cuts and holes? Can they join materials? **Electrical and mechanical components** Do they select the most appropriate tools and techniques to use for a given task? Can they make a product which uses both electrical and mechanical components? Can they use a simple circuit? Can they use a number of components?	
Art		**Sketch books** Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping notes in their sketch books? **Use of IT** Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? **Collage** **Use of IT** Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
PDL	**Living in the wider world** Communities 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment	
Religious Education	**Concept:** worship Worship – Christian and Muslim	**Concept:** remembering Easter story
Music	**Musical Focus: Pitch** The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance. **Musical Focus: Notation** The children use a variety of notations to build performances from different periods and styles. They	**Musical Focus: Performance** Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances. The children develop performances contrasting poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performance.

	learn a Renaissance dance, walk down the aisle to Wagner's *Bridal* march and dance the mashed potato!	
Languages (French)	**Follow Simple Commands** **Colours** **Months of the Year** ***See Knowledge Progression Document***	**Parts of the Body** **Weather** ***See Knowledge Progression Document***
Sport/PE/Dance	**Acquiring and developing skills** Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? **Evaluating and improving** Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved? **Health and fitness** Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? **Games** Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills? **Gymnastics** Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances?	

By the end of this long term learning plan, children will have an understanding of the processes involved in the water cycle and complete a range of investigations on this. They will then learn about electricity in Science where they will look at constructing a simple electric circuit and be able to name the different components and their role.

Within Geography they will look at rivers, streams and land usage where they will understand how springs are formed and look at different types of rivers and how these are formed and changed over time. Through their learning of Tudors, they will be able to identify significant events and will start to put these on a timeline. They will research Henry the Eighth and identify the significance of him from this era.

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	Summer 1	Summer 2
Creative Title	**Every drop counts**	**Terrifying Tudors**
Enquiry question	**Can we really make a difference by saving water?**	**Is using your 'power' always justified?**
Science	**Working Scientifically** **Planning** Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can they set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion? **(Challenging)** Can they explain their findings in different ways (display, presentation, writing)? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests? **Obtaining and presenting evidence** Can they measure using different equipment and units of measure? Can they record their observations in different ways? (labelled diagrams, charts etc) Can they describe what they have found using scientific language? Can they make accurate measurements using standard units? **(Challenging)** Can they use their findings to draw a simple conclusion? Can they suggest improvements and predictions for further tests? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? **Considering evidence and evaluating** Can they explain what they have found out and use their measurements to say whether it helps to answer their question? Can they use a range of equipment (including a data-logger) in a simple test? Can they find any patterns in their evidence or measurements? Can they make a prediction based on something they have found out? Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they use straightforward scientific evidence to answer questions or to support their findings? Can they identify differences, similarities or changes related to simple scientific ideas or processes? **(Challenging)** Can they suggest how to improve their work if they did it again? Can they report findings from investigations through written explanations and conclusions? Can they use a graph or diagram to answer scientific questions?	

	Water Cycle (6) Can they explain the process of a water cycle? Can they use scientific vocabulary to label the water cycle? **Challenge** Can they explain how water moves underground and becomes part of the water cycle?	**Electricity (6)** Can they identify common appliances that run on electricity? Can they construct a simple series electric circuit? Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? Can they 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? Can they recognise that a switch opens and closes a circuit? Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? Can they recognise some common conductors and insulators? Can they associate metals with being good conductors? Challenge Can they design and create a circuit to be used in everyday life? Can they evaluate and improve upon their design?
History		**Tudors** Can they name and date significant events? Can they name significant people? Can they explain the significance of Henry the Eighth? **Challenge** Can they explain how Tudors relate to their life now? Can they describe how the Tudors impacted life in modern Britain?
Geography	**Rivers, streams and land usage. Water cycle.** Can they identify the features of rivers including Oxbow lakes? Can they explain how springs are formed? Can they explain how rivers link to the sea? **Challenge** Can they explain how erosion changes the landscape?	
Computing	**We are Meteorologists** Can they create a line graph of weather conditions across a day or a week? Can they create a database of different weather conditions?	**We are toy designers** Can they design their own toy? Can they explain the functionality of their toy using their design?

	Can they add their own fields and records? **Challenge** Can they find, sort, group and arrange the data? Can they extract statistical reports? (Switched on Computing linked to Purple Mash)	Can they present their information in a booklet or sketch book? **Challenge** Can they explain their choices?
Design Technology		**Overall – Design, Make, Evaluate, Technical Knowledge:** Can they show that their design meets a range of requirements? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan? Can they use equipment and tools accurately? Can they explain what they changed which made their design even better?
		Electrical and Mechanical Components Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way?
Art	**Sketch books – on-going** Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping notes in their sketch books? **Drawing** Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they write an explanation of their sketch in notes? **Printing** Can they make a printing block? Can they make a 2 colour print? Can they add texture to a piece of work? – Art Gallery visit	

	Knowledge – Art Gallery visit Can they compare the work of different artists? Can they explore work from other cultures? Can they explore work from other periods of time? Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?	
PDL	**Health & Wellbeing** Health, fitness and hygiene Growing up S&RE 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, such as puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing	
Religious Education	**Concept:** authority Sacred books – Bible and Qu'ran	**Concept:** submission Muhammed (pbuh) and the Five Pillars of Islam
Music	**Musical Focus: Structure** Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinato. The children celebrate achievements of the 'Amazing Egyptians' and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.	**Musical Focus: Performance** A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time! The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.
Languages (French)	**Ask for and give name** **Names of fruit** **Traditions** ***See Knowledge Progression Document***	**Asking for French Translation** **Members of the Family** **Story Vocabulary** ***See Knowledge Progression Document***
Sport/PE/Dance	**Acquiring and developing skills** Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? **Evaluating and improving** Can they explain how their work is similar and different from that of others?	

	With help, do they recognise how performances could be improved? **Health and fitness** Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? **Games** Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills? **Athletics** Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency? Can they make up and repeat a short sequence of linked jumps? Can they take part in a relay activity, remembering when to run and what to do? Do they throw a variety of objects, changing their action for accuracy and distance?

Refer to whole school Enrichment Calendar for external trips related to topics covered in the 2021/22 curriculum cycle.