



CLASS 3 (Year 4)
LONG TERM PLANNING
2023 - 2024

Slingsby County Primary School - LONG TERM PLANNING

Cycle B 2023- 2024 – Class Three

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme – History (Hamilton) Geography (Kapow)</p>	<p>History <u>Stone Age to Iron Age – LKS2 – History</u></p> <ul style="list-style-type: none"> Investigate how we know about Britain’s prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain Learn about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming. Discover technology and inventions from the Stone Age to the Iron Age and speculate why these changes came about. Research the development of religion in prehistory. Design and build a replica Stonehenge. <p>Learn about the development of homes and settlements from the Stone Age to the Iron Age. Investigate life as a villager in those times. Religion, technology and travel (invention of the</p>		<p>SPRING 1 Why do people live near volcanoes?</p> <ul style="list-style-type: none"> To name and describe the layers of the Earth. To explain how and where mountains are formed. To explain why volcanoes happen and where they occur. To recognise the negative and positive effects of living near a volcano. To explain what earthquakes are and where they occur. To observe and record the location of rocks around the school grounds and discuss findings. <p>SPRING 2 Who lives in Antarctica? What is climate?</p> <ul style="list-style-type: none"> To understand the position and significance of lines of latitude. <p>Where is Antarctica?</p> <ul style="list-style-type: none"> To describe the location and physical features of Antarctica. <p>Who lives in Antarctica?</p> <ul style="list-style-type: none"> To describe the human features of Antarctica. <p>Who was Shackleton?</p> <ul style="list-style-type: none"> To use four-figure grid references to plot Shackleton’s route to Antarctica. 		<p>History Summer 1 Britain’s settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> To learn about the Roman withdrawal from Britain in AD 410 (approx.) and the fall of the Roman Empire in the west. To learn about the Scots invasions from Ireland to north Britain, now Scotland. To learn and understand where the Jutes, Angles and Saxons originated from and why they invaded Britain. To develop a good understanding of settlements and kingdoms: place names and village life. To learn about Anglo-Saxon art and culture. To understand how early Christianity developed looking at Lindisfarne and Canterbury. <p>History Summer 2 <u>Viking Invasion of Britain.</u></p> <ul style="list-style-type: none"> To learn about Viking raids and invasion. To investigate how Alfred the Great and his son Athelstan resisted. To understand how Britain was divided into different regions e.g. Danelaw, Mercia, Wessex. To investigate Viking customs, traditions, religion, culture, laws and justice systems. 	

wheel) hill forts, tribal kingdoms, farming, art and culture.

The Romans LKS2 History

- Begin to understand the chronology of the founding of Rome within western history.
- Understand that one way we know about the past is from stories.
- Retell the story of Romulus and Remus.
- To find out about the past using evidence from things built and written.
- **To understand the importance of the Roman army in the expansion of the Roman Empire to Britain. First failed invasion by Julius Caesar and successful invasion by Claudius.**
- To learn more about the structure of the Roman army and how and why it was so effective.
- Understand how knowledge of the past is constructed from a range of sources, investigate what we know about **Pompeii** including diaries and archaeological finds.
- Ask historically valid questions and construct responses based on relevant historical information.

Can we plan an expedition around our school, using the 8 points of a compass?

- To plan a simple route on a map using compass points.

To identify human and physical features on a map.

- To learn about the death of Edward the Confessor and what happened following his death.

Local History Study

- A study over time tracing how aspects of national history are reflected in the city of York and in Malton, particularly focusing on the Romans and Vikings.
- **Trip to Yorvik and Malton Roman Museum.**
- **Trip to Hutton-le-Hole, Anglo-Saxons?**

	<ul style="list-style-type: none"> • Know about entertainment in Roman times including chariot racing and gladiator fighting. • To become familiar with Roman architectural style and recognise some famous Roman buildings and remains. • To learn how the Romans made roads and aqueducts. • To learn about the impact of the Roman invasion and Boudicca's rebellion against Roman Rule in Britain. • Learn about the Roman legacy – exploring those things that the Romans brought which affected our subsequent history and even our language. Study the cities, the rule of law, Roman numerals and the calendar we use today. 					
<p>English (Hamilton)</p> <p>Fiction N Fiction Poetry</p>	<p>Classic Fiction: Stig of the Dump</p> <p>Non-fiction – Instructions and Explanations – Art Ideas</p>	<p>Non-fiction – Reports: The Romans</p> <p>Poetry – Poems on a Theme: Raining Cats and Dogs.</p>	<p>Fiction – Traditional Tales and Fables: Fairy Tales and Playscripts.</p> <p>Poetry – Poetic Forms: List Poems and Kennings.</p>	<p>Non-fiction – Recounts: Little Mouse's Big Box of Fears.</p> <p>Poetry – Explore Narrative Poetry.</p>	<p>Fiction – Fantasy: The Butterfly Lion.</p> <p>Non-fiction – Persuasive Writing: Animals in Captivity.</p> <p>Poetry – Poems on a Theme: Nature Poems.</p>	<p>Fiction – Modern Fiction: Mr Stink.</p> <p>Poetry – Performance Poetry: Off by Heart.</p> <p>Non-fiction – Biographies: Inventors</p>
<p>Mathematics (White Rose Maths)</p>	<p>Place Value Addition and subtraction</p>	<p>Area Multiplication and division</p>	<p>Multiplication and Division Area (1 week)</p>	<p>Fractions and decimals</p>	<p>Decimals Money Time</p>	<p>Statistics Properties of shape Geometry</p>
<p>Science (Hamilton)</p>	<p>Animals including humans (moving and growing)</p>	<p>States of matter Scientists</p>	<p>Sound</p>	<p>Electricity</p>	<p>Living things and their habitats</p>	<p>Living things and their habitats</p>

Computing (National Centre For Computing Education)	Computing systems and the internet	Creating media (audio)	Creating media (editing images)	Data and information	Programming A	Programming B
Art/DT (Kapow)	Painting and mixed media: Light and Dark	Cooking and nutrition: Adapting a recipe	Sculpture and 3D: Mega Materials	Electrical systems: Torches	Mechanical systems: Slingshot cars	Drawing: Power Prints
RE (SACRE 2019)	Unit 7 What does it mean to be a Christian in Britain today?	Unit 6 Why do some people think that life is a journey? What significant experiences mark this?	Unit 9 What can we learn from religions about deciding what is right and wrong?	Unit 3 Why is Jesus inspiring to some people?	Unit 8 What does it mean to be a Hindu in Britain today?	
PSCHE (Kapow)	Setting ground rules for PSHE lessons	Health and Wellbeing	Families and Relationships	Citizenship	Economic Wellbeing	Safety and the Changing body
Music	Sing Education	Sing Education	Sing Education	Sing Education	Sing Education	Sing Education
French Y4 (NYCC)	Revision of greetings/Portraits – describing in French.	Clothes – Getting dressed in France.	French numbers, calendars, and birthdays.	French weather and the water cycle.	French food – Miam, miam!	French and the Eurovision song contest.
PE (Complete PE)	Invasion netball Invasion football Gymnastics: Bridges Invasion: Dodgeball	Invasion: Handball Invasion: Hockey Swimming Dance: Cats	Invasion: Basketball Dance: Space	Invasion: Tag Rugby OAA: Communications	Net/Well: Tennis OAA: Problem solving OAA: Orienteering	Striking and fielding: Rounders Striking and fielding: Cricket Athletics Throwing and Jumping