

Y3/4 Long Term Plan Jackdaws Class		Autumn Term	Spring Term	Summer Term
Year 2 (2014/15, 2016/17, 2018/19)		<u>TOPIC: Our Ancient Ancestors</u>	<u>TOPIC: Europeans on the Move</u>	<u>TOPIC: Greece – Ancient and Modern</u>
Talk 4 Writing		Text for first half term: Adventures At Sandy Cove Focus: Setting Genre 1: Finding tale (4 weeks) Genre 2: Discussion (2 weeks) Text for Second half term: Alien Landing Focus: Character Genre 1: Defeating monster (4 weeks) Genre 2: Instruction (2 weeks)	Text for first half term: Greek Myth Focus: Action Genre 1: Tale of fear (4 weeks) Genre 2: Recount - a letter (2 weeks) Text for Second half term: Focus: Description Genre 1: Losing tale (4 weeks) Genre 2: Non-chronological report (2 weeks)	Text for first half term: Focus: Suspense Genre 1: Quest Tale (4 weeks) Genre 2: Explanation (2 weeks) Text for Second half term: Focus: Cliffhangers Genre 1: Warning tale (4 weeks) Genre 2: Persuasive (2 weeks)
	History	<u>Stone Age to Iron Age</u> <i>Study the changes that took place in Britain between the Stone Age and the Iron Age and the impact the changes had on the lives of people. Arrange events from the past in chronological order. Sims and diffs with life today and children's own lives. How did hunter-gatherers live. Find out about the tools they used and how simple artefacts improved as new discoveries</i>	<u>Invaders and Settlers</u> <i>Romans leave, A-S arrive from Europe, Vikings arrive from Europe. Local history study – Viking Norwich or A-S Norfolk - Study the reasons for the invasion and settlement, how the country changed due to their presence, village life, religion, and study prominent characters eg Bede. Life of a A-S farmer.</i>	<u>Ancient Greece</u> <i>Study of Greek life and achievements and influence on western world eg The place of the Ancient Greek civilization in World history. Everyday life in Athens and Sparta. What made the Ancient Greeks such great fighters. Ancient Greek beliefs and practices including Myths and Legends. The importance of the Olympic Games in Ancient Greece.</i>

		<i>about natural resources were made.</i>		<i>What we can learn from what has been left behind e.g. buildings, pottery. The importance of the theatre in Ancient Greece</i>
	Geography	<i>Show an understanding of the different types of settlements that were built up during the Stone Age. Study the ways in which people used the land and its natural resources to help them survive.</i>	<i>Be able to locate countries in Europe and their capital cities. To know physical features eg the Alps, Pyrenees, Ural mountains. Locate and name rivers eg Thames, Seine, Rhine, Tigris, Danube. How and why do people move between countries...invading and settling. Sims and diffs between Viking lands and East Anglia, why might they have chosen to come here? (Or A-S lands and here, whatever we decide for Local Study)</i>	<i>Develop an understanding of the geography of Greece, including location, landscape and climate. Look at an area of Greece as a modern holiday destination compared to a region of the UK, understand geographical sims and diffs with region of UK (& a region in north or south America?!)</i>
	Art	<u>Cave Paintings</u> <i>Textures and effects, making marks, using charcoal to create pictures, use of sketch books to develop ideas and techniques. Explore ways that simple cave paintings were used to tell stories.</i>	<u>Art & Design/ Design & Technology</u> <i>To be decided when know whether focusing on A-S or Vikings. Portraits of Grendel? Use nets to build a Saxon village? Painting landscapes? Viking long boats?</i>	<u>Greek pots</u> <i>Use images from found Greek pottery. Learn about known ancient Greek artists. Make Greek pots (with clay? they were using potters wheels by then so maybe not?) and decorate using greek repeating patterns. Make masks as used in Greek Theatre</i>
	DT	<u>Make a Stone Age cave</u> <i>Plan cave using newspaper tubes to strengthen and stiffen design.</i> <u>Stone Age Diet</u> <i>Learn about seasonality and predict what pre-historic man might have been able to eat. Link to learning about healthy diet in Science. Would</i>		<u>Make bread</u> <i>Cook different types of breads from the regions of Greece eg flat breads, pitta bread. Meze.</i> <i>Build Greek columns that don't collapse!</i>

		<i>prehistoric humans have been able to have a healthy diet? Prepare a balanced meal using seasonal ingredients. (cook or model)</i>		
	Music	<u>Ukulele</u> <u>Learning the basics of Ukulele along with song types from around the world</u>	<u>Ukulele</u> <u>Learning the basics of Ukulele along with song types from around the world</u>	<u>Ukulele</u> <u>Learning the basics of Ukulele along with song types from around the world</u>
	Science	<p><u>A Good Life!</u> <i>Identify how animals have different diets and why humans need a balanced diet to survive. Learn about a healthy diet and what is important for our bodies and why. How does Clive plan healthy meals for us every day? Consider why humans might live longer now than they did in the Stone Age. What do skeletons do? How can we look after our skeleton?</i></p> <p><i>Understand movement by identifying joints and learn how muscles work in pairs to move the body.</i></p> <p><u>Rocks</u> <i>Learn about rocks and soils. Study the different types of rock – sedimentary, igneous and metamorphic, find out about characteristics and how could group them according to properties. Learn about fossils and how they were formed, find out more about how soils formed and investigate their components.</i></p>	<p><u>Forces and Magnets</u> <i>Observe that magnetic forces can act without direct contact unlike other forces. Explore the behaviour of magnets and their everyday uses. Raise questions and carryout tests, find out how far things move on different surface, gather and report data to find answers to a variety of scientific questions.</i></p> <p><u>Plants and conditions for growth</u> <i>Identify different parts of flowering plants, explore requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants; life cycle of flowering plants including pollination, seed formation and dispersal. What do crops need to grow? Why did A-S settle where they did? (nb/ include careful drawing of plants and parts of plants, use art sketch books?)</i></p>	<p><u>Living Things and their habitats</u> <i>What lives in Bawburgh? What lives in Greece? Why? Learn about habitats and adaptations. Learn about how changes in the environment can sometimes pose dangers to wildlife.(make a diorama?)</i></p> <p><u>Sound</u> <i>How are sounds made? Find patterns in sound eg between the pitch of a sound and features of object that produced it. How did the Ancient Greeks make sure everyone in the amphitheatre could hear the play? How did they amplify sound? Answer questions by investigating sound.</i></p>

	Computing	<i>Coding. Being safe on the internet.</i>	<i>Coding. Create PowerPoint presentations combining text, graphics and sound that explain village life in Viking or Saxon times.</i>	<i>Coding. Effective searching to find out more about Greece and answer questions being posed in other subject areas eg habitats in Science.</i>
Year 1 (2015/16, 2017/18, 2019/20)		TOPIC: Ancient Egypt	TOPIC: Our Active Planet	TOPIC: Hail Caesar!
Talk 4 Writing		Text for first half term: Focus: Character Genre 1:Wishing Tale (4 weeks) Genre 2: Instructions (2 weeks) Text for Second half term: Focus: Setting Genre 1: Defeating monster (4 weeks) Genre 2: Non-chronological report (2 weeks)	Text for first half term: Focus: Suspense Genre 1:Finding Tale (4 weeks) Genre 2: Recount - a letter (2 weeks) Text for Second half term: Focus: Openings & endings Genre 1: Losing tale (4 weeks) Genre 2: Persuasive (2 weeks)	Text for first half term: Focus: Action Genre 1:Finding Tale (4 weeks) Genre 2: Discussion (2 weeks) Text for Second half term: Focus: Written style Genre 1: Quest Tale (4 weeks) Genre 2: Explanation (2 weeks)
	History	<i>Early civilisations and Ancient Egypt: location, chronology – when was AE most significant in world history, building of the pyramids, key sites in AE, attitudes towards death and how the Egyptian religion, people’s beliefs and the rites associated with mummification shaped their civilisation.</i>	<i>Learn about the world’s most powerful earthquakes/volcanoes/tsunamis, including the earthquake that hit Haiti in 2010 or the Boxing day tsunami. Build a chronology.</i>	<i>The Romans – use timeline to order events. Split a timeline into different sections (BC /AD). Be able to name the dates of significant events and place them on a timeline eg, Caesar invades, Birth of Christ, Claudius, Boudicca, etc. Show understanding of how we know about the past and explore the evidence that remains about how the Romans lived. Raise questions and seek opportunities for these to be investigated independently and in small groups. Learn about the influence of the Romans in our region and evidence</i>

				<i>we can still see -Boudicca.</i>
	Geography	<i>Human and physical geography linked to the importance of The Nile in Egyptian society, similarities with rivers in UK and distribution of natural resources, eg Broads, farming link in East Anglia. Climate and location of Egypt.</i>	<i>Study different climates zones around the world and investigate the causes of global warming and how it may be prevented. Study earthquakes and examine the causes of them, why certain places around the world are more prone to them and how scientists record Natural disasters: Learn what a volcano/ earthquake/ tsunami are and how they are created. What impact do they have on people's lives then and now (e.g. Pompeii, designing earthquake safe buildings, school drills in Japan). Locate and name some of worlds famous volcanoes and earthquake zones e.g. Ring of fire, Mount Saint Helens. Natural electricity (lightning)</i>	<i>Map work – locate and name world countries through spread of Roman Empire and cities etc in UK through the Romans in Britain. Show an understanding of the origin of the names of counties and cities in the UK. Understand the changes that have occurred over time. Show understanding of how human and physical processes can change features of a place and discuss how change can affect lives and activities of people living there (Boudicca). Recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. Offer reasons for observations made/views about places and environments</i>
	Art	<i>Use ancient Egyptian artefacts, hieroglyphics and pyramids to analyse and appreciate the artists and engineers who created them. Record obs and initial ideas in sketch books.</i>	<i>Look at Woodblock prints of Japanese artist Hokusai. Make own version of his work, 'The Great Wave off Kanagawa' of a sea scene using paints to build up layers of the picture.</i>	<i>Learn about how we know about how the Romans lived by looking at their art forms. Find out about the patterns used and how villas were decorated with mosaics. Printing – mosaics</i>
	DT	<i>Work in 3D using a variety of media to create a sarcophagus and mummy in the Ancient Egyptian style. Designing and building shaduf (levers).</i>	<i>Apply technical knowledge by making a torch or an alarm for an emergency, incorporating a circuit with light and/ or noise and switch</i>	<i>Sewing – make a roman purse</i>
	Music	<i>TBC</i>	<i>TBC</i>	<i>TBC</i>

	<p>Science</p>	<p><u>Animals and humans.</u> <i>Introduce the main body parts associated with the digestive system and explore questions to understand their special functions, identify teeth and their functions, comparing the teeth of carnivores and herbivores to investigate why they are different. Construct and interpret a variety of food chains, identifying producers, predators and prey (link to Egypt). Explore the ancient Egyptian diet and make comparisons with our own.</i></p>	<p><u>Electricity</u> <i>Sources of electricity and their potential dangers, simple circuits and recognising when and why they will not work, what an electrical conductor is and what makes a good conductor/insulator, why conductive materials are used in wires and plugs. Investigate what a switch is and how it affects an electrical circuit. Investigate different components within a circuit.</i></p>	<p><u>States of Matter</u> <i>Compare and group materials according to whether they are solids, liquids or gases. Investigate how some materials change state when heated or cooled. Learn about the water cycle and link to recent work in Geog on climate.</i> <u>Light and Shadows</u> <i>Explore light and shadows. Learn how light is reflected from different surfaces and find patterns in the way that the size of shadows change.</i></p>
	<p>Computing</p>	<p><i>Coding Using technology safely</i></p>	<p><i>Coding Write a program to control torch/ alarm</i></p>	<p><i>Coding Make a short animation about an aspect of Roman life</i></p>