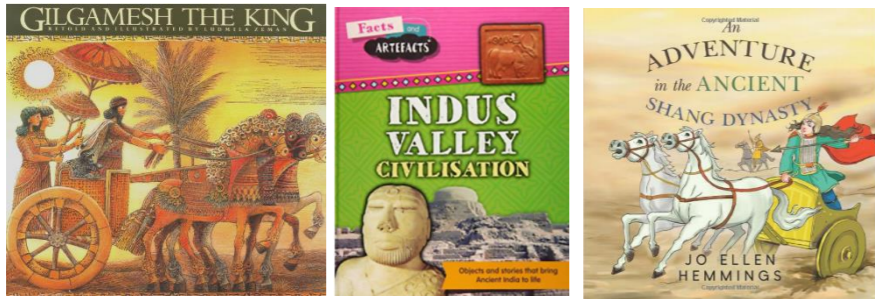
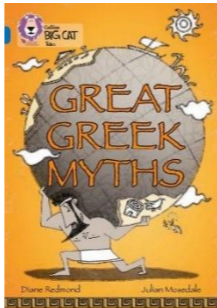


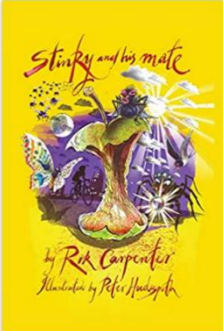




HOWITT PRIMARY COMMUNITY SCHOOL

YEAR 3/4 LONG TERM PLAN

Cycle 1 2024-2025						
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Enquiry Question	What can we learn from the earliest civilizations?		How has Ancient Greece influenced the western world today?	How do natural disasters affect human lives?	Who were the Howitts and what did they achieve?	What makes Derbyshire unique?
Core Text						
Global Theme	Identity and Diversity	Peace and Conflict	Social Justice	Saving our Environment	Our Heritage	Our World and Beyond
Interconnected Curriculum Links						
	<p>Fiction writing purpose is to entertain: Retelling a story (Gilgamesh the King).</p> <p>Non-Fiction writing purpose is to inform: non chronological report (presented as a website) about the Indus Valley.</p>	<p>Fiction writing purpose is to recount: Setting description for our own civilization.</p> <p>Non-fiction writing purpose is to entertain: diary entry about the Shang Dynasty.</p>	<p>Fiction writing purpose is to entertain: short story including dialogue (Greek myth).</p> <p>Non-Fiction writing purpose is to recount: journal entry as warriors in Athens (literacy shed clip).</p>	<p>Fiction writing purpose is to entertain: describe a setting (weather based).</p> <p>Non-Fiction writing purpose is to instruct/explain: instructions for how to survive a volcanic eruption.</p>	<p>Fiction writing purpose is to entertain: short story including dialogue (Spider and the Fly rewritten as a story).</p> <p>Non-Fiction writing purpose is to inform: media report (linked to the opening/naming of the school).</p>	<p>Fiction writing purpose is to entertain: short story including dialogue.</p> <p>Non-Fiction writing purpose is to persuade: A letter to persuade chatsworth house to give us some money for a school trip.</p>
	<p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Iran, India, China)</p>		<p><u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Greece)</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Physical geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><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</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 (Derbyshire)</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-use patterns; and understand how some of these aspects have changed over time.</p> <p><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</p>	

maps, plans and graphs, and digital technologies

Human and physical geography
describe and understand key aspects of:

physical geography, including:
climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

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

	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China		Ancient Greece – a study of Greek life and achievements and their influence on the western world		A local history study (The Howitts)	
	Electricity (Y4)	Sound (Y4)	Teeth and Digestion (Y4)	States of Matter (Y4)	Living Things and Their Habitats (Y4)	
	Scientist: William Gilbert	Scientist: Hermann von Helmholtz	Scientist: Claude Bernard	Scientist: Bernard Palissy	Scientist: Charles Elton	
	Teeth and digestion: construct and interpret a variety of food chains, identifying producers, predators and prey – taught in 'Living Things and Their Habitats' unit.					
	Indus Valley Clay Sculptures		To learn about great artists, architects and designers in history – Greek buildings.	Homer Winslow - Painting	Pencil Portraits – Drawing	
		Electrical Systems - Create a torch using scientific knowledge from last half term.	Food and Nutrition - Greek salad -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			Textiles - Create a tapestry.

Discrete Curriculum Subjects						
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 3 Number: Place value Geometry – Symmetry	Year 3 Number – Addition and Subtraction	Year 3 Number – Multiplication and division Measurement - length and perimeter	Year 3 Numbers – fractions Measurement – Mass and capacity	Year 3 Number – Fractions Measurement – Money	Year 3 Measurement – Time Geometry – Shape

						Statistics
	Year 4 Number – Place Value Number – Addition and subtraction	Year 4 Measurement – Area Number – Multiplication and division	Year 4 Number – Multiplication and division Measurement – Length and perimeter	Year 4 Number – Fractions Number – Decimals	Year 4 Number – Decimals Measurement – Money Measurement – Time	Year 4 Geometry – Shape Statistics Geometry – Position and Direction
	Fitness Athletics	Invasion Games (Handball) Dance	Dodgeball Gymnastics	Invasion Games (Basket Ball and Netball) Net and Wall Tennis	Striking and Fielding (Cricket) Orienteering	Invasion Games (Football) Athletics
	Relationships Families and friendships Safe relationship	Respecting ourselves and others	Living in the wider world Belonging to a community	Media literacy and digital resilience Money and work	Health and wellbeing Physical health and mental wellbeing	Growing and changing Keeping safe
	L2.8 What does it mean to be a Hindu in Britain today? (Part 1)	L2.8 What does it mean to be a Hindu in Britain today? (Part 2)	L2.5 Why are festivals important to religious communities?	L2.3 Why is Jesus inspiring to some people?	L2.3 Why is Jesus inspiring to some people?	L2.6 Why do some people think that life is a journey and what significant experiences mark them?
MFL	Getting to know you Twinkl 3/4 planning	All about me Twinkl 3/4 planning	Food glorious food Twinkl 3/4 planning	On the move Twinkl 3/4 planning	Where in the world? Twinkl 3/4 planning	Holidays and hobbies Twinkl 3/4 planning
	Y3 Samba Instruments Y3 and 4 – Charanga – Mamma Mia	Y3 Samba Instruments Y3 and 4 – Charanga – Stop!	Y3 Samba Instruments Y3 and 4 – Charanga – Lean On Me	Y3 Samba Instruments Y3 and 4 – Charanga – Blackbird	Y3 Samba Instruments Y3 and 4 – Charanga – Reflect, Rewind, Replay (RRR)	Y3 Samba Instruments Y3 and 4 – Charanga – Glockenspiel Stage 1
	Computing Systems and Networks – Connecting Computers	Creating Media – Stop Frame Animation	Creating Media – Desktop Publishing	Data Information – Branching Databases	Data Information – Branching Databases	Programming A – Sequencing Sounds