



DOWN AMPNEY PRIMARY SCHOOL LONG TERM PLAN

Lower Key Stage 2 (Year 3 Year 4)

Year B

	Autumn Term		Spring Term		Summer Term	
<b>Maths</b>	Place Value  Addition and Subtraction: Mental methods addition and subtraction	Multiplication and Division: Tables  Geometry: Properties of shape	Multiplication and Division: Formal written method  Addition and Subtraction: Written methods	Measurement: Length, mass and capacity  Fractions	Fractions: Calculating  Geometry: Angles  Money  Decimals	Statistics: Pictograms, tally charts and bar charts.  Addition and Subtractions: Decimals  Time  Measurement: Perimeter and area  Geometry: Position and direction  Statistics: Bar charts and time graphs
<b>Writing Spine</b>	<b>Tar Beach:</b> Faith Ringgold (Narrative retelling as a play script)  <b>Varmints:</b> Helen Ward (Explanations)	<b>The Tin Forest:</b> Helen Ward (Persuasive leaflet)  <b>The Iron Man:</b> Ted Hughes (Mystery narrative)	<b>The Pied Piper of Hamelin:</b> Micheal Morpurgo (Myths/legends)  <b>The Selfish Giant:</b> Oscar Wilde (Narrative on kindness)	<b>Black Dog:</b> Levi Pinfold (‘Suspense’ narrative)  <b>The Matchbox Diary:</b> Paul Fleischman (Biography)	<b>Weslandia:</b> Paul Fleischman (Non-chronological reports)  <b>Shackleton’s Journey:</b> William Grill (Newspaper report)	<b>The Lion the Witch and the Wardrobe:</b> C.S. Lewis (Own narrative)  <b>Jabberwocky:</b> Lewis Carroll (Nonsense poems)
<b>Reading Spine:</b>	<b>The Undefeated:</b> Kwarne Alexander  <b>Zombierella:</b> Joseph Coelho	<b>The Story of Flight:</b> Jakob Whitfield  <b>Skygazing:</b> Anna Claybourne  <b>The Wild Robot:</b> Peter Brown	<b>The Pied Piper of Hamelin:</b> Robert Browning  <b>Tamarind and the Star of Ishta:</b> Jasbinder Bilan	<b>Viking Voyagers:</b> Jack Tite  <b>Norse Myths:</b> Kevin-Crossley-Holland  <b>Old Possum’s Book of Practical Cats:</b> T.S Eliot	<b>The Humans: Ancient Civilisations:</b> Jonny Marx  <b>Poems from a Green and Blue Planet:</b> Sabrina Mahfouz	<b>The Lions, the witch and the wardrobe:</b> C.S Lewis  <b>Fortunately, the milk:</b> Neil Gaiman



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	<b>Annie Lumsdon, the girl from the Sea:</b> David Almond					
<b>Science</b>	<b>Sound</b> Identifying and exploring how sounds are made	<b>States of Matter</b> Explore solids, liquid and gases and the water cycle	<b>Electricity</b> Explore how we use electricity and make simple circuits	<b>Living things and habitats</b> Explore and use classification keys to help group, identify and name a variety of living things		<b>Animals incl humans</b> Teeth & digestion
<b>History</b>		<b>Changes in Britain: Stone age to Iron age:</b> Explore how Britain changed during prehistory		<b>Roman Empire: Its impact on Britain</b> Explore how Britain changed under the Roman Empire		<b>Local study: Roman Cirencester</b> History and Geography linked local project looking at how evidence tells us about life in Roman Cirencester.
<b>Geography</b>	<b>Climate Zones</b> Explore different world climate zones and compare weather data.		<b>North America</b> Explore the Rockies and Mount St Helens and compare New York to Cirencester.		<b>Rio and South East Brazil</b> Compare and contrast different regions of Brazil and compare Rio de Janeiro to Cirencester	
<b>Computing</b>	<b>Networks and Systems:</b> World Wide Web	<b>Creating Media:</b> Photo editing	<b>Programming:</b> Scratch	<b>Data:</b> Data logging	<b>Creating Media:</b> Stop Frame Animation	<b>Programming:</b> Repetition in games
<b>Art</b>	<b>Working with Shape and Colour.</b> "Painting with Scissors": Collage and stencil in response to looking at artwork.		<b>Exploring pattern</b> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.		<b>Sculpture, Structure, Inventiveness and Determination</b> What can artists learn from nature? Nurture personality traits as well as technical skills.	
<b>DT</b>		<b>Electrical Systems</b>  Simple circuits and switches (including		<b>Food</b>  Healthy and varied diet		<b>Textiles</b>  2-D shape to 3-D product



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		programming and control)		(cooking and nutrition requirements for KS2)		
Music	<b>I've been to Harlem</b> Compose a pentatonic ostinato and sing a call-and-response song in groups, holding long notes confidently.	<b>Chilled out clap rap</b> Rap accurately & rhythmically with dynamic contrast.	<b>Latin Dance</b> Compose a 4-beat rhythm pattern to play during the instrumental sections and sing syncopated rhythms and recognise a verse, chorus structure.	<b>March from the Nutcracker</b>  <b>From a railway carriage</b>  Develop active listening skills by responding to musical themes through movement.	<b>Just 3 notes</b>  <b>Samba with Sergio</b>  Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Perform vocal percussion as part of a group.	<b>Fly with the Stars</b> Compose rising and falling question-and-answer phrases using mi-re-do (m-r-d) and sing the syncopated melody confidently and with a sense of style.
PSHE	<b>Me and my relationships</b> Healthy relationships Listening to feelings Bullying Assertive skills	<b>Valuing difference</b> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	<b>Keeping safe</b> Managing risk Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety	<b>Rights and respect</b> Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money Managing money	<b>Being my best</b> Having choices and making decisions about my health Taking care of my environment My skills and interests	<b>Growing and changing</b> Body changes during puberty Managing difficult feelings Relationships including marriage
RE	<b>What do Christians learn from the creation story?</b> (Unit L2.1) Consider what might be important in the Creation story for	<b>How and why do people mark the significant events of life?</b> (Unit L2.11) Identify some beliefs about love, commitment and promise in two	<b>How do festivals and worship show what matters to Muslims?</b> (Unit L2.9) Identify some beliefs about God in Islam, expressed in Surah.	<b>What kind of world did Jesus want?</b> (Unit L2.4) Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.	<b>Why do Christians class the day Jesus died 'Good Friday'?</b> (Unit L2.5) Recognise the word salvation and that Christians believe Jesus	<b>How and why do people try to make the world a better place?</b> (Unit L2.12) Identify some beliefs about why the world is not always a good place.



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	Christians and for non-Christians living today.  <i>Harvest Remembrance</i>	religious traditions and describe what they mean.  <i>Christmas</i>	<i>Lent</i>	<i>Experience Easter</i>	can to save or rescue people e.g. showing them how to live.  <i>Pentecost and The Holy Trinity</i>	
MFL	<b>Phonics (1&amp;2) and Instruments</b>	<b>Seasons</b>	<b>Vegetables</b>	<b>Ice Creams</b>	<b>My Family</b>	<b>In the classroom</b>
PE	<b>Personal:</b> Coordination: footwork Static Balance: One leg	<b>Social</b> Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	<b>Cognitive</b> Dynamic Balance: On a Line Coordination: Ball Skills	<b>Creative</b> Coordination: Sending and Receiving Counter Balance: With a Partner	<b>Physical</b> Agility: Reaction / Response Static Balance: Floor Work	<b>Health &amp; Fitness</b> Agility: Ball Chasing Static Balance: Stance