

Bradfield Primary School – Long Term Plan
Discovery – Year 3/4
CYCLE A

Autumn 1 Growing Up: A Time Traveller's Guide Enrichment- Victorian experience day	Autumn 2 The Great Frozen Desert: Life in Extreme Conditions	Spring 1 Pharaohs and Pyramids Enrichment- Fitzwilliam Museum Cambridge	Spring 2 Somewhere to Settle	Summer 1 Legends of The Lost City: The Ancient Maya Experience	Summer 2 Winding Waters: A Journey of Discovery Enrichment- Flatford
<p>English Tar Beach – narrative retelling as a play script</p> <p>Varmints – explanation of a life cycle</p> <p>Guided reading The Undefeated</p> <p>Zombierella</p>	<p>English Shackleton's Journey – newspaper report</p> <p>The Tin Forest – persuasive information</p> <p>Guided reading Wild Robot</p> <p>The Story of Flight</p>	<p>English The Pied Piper of Hamelin – own version myth or legend</p> <p>Cinnamon – own version fable</p> <p>Guided reading The Pied Piper of Hamelin</p> <p>Tamarind and the Star of Ishta</p>	<p>English The Baker by the Sea – tourist brochure</p> <p>Riddle of the Rooms – retelling/alternative perspective</p> <p>Guided reading Viking Voyages</p> <p>Old Possum's Book of Practical Cats</p>	<p>English Weslandia – non-chronological reports</p> <p>Until I Met Dudley – formal and informal explanation text</p> <p>Guided reading The Fossil Hunter</p> <p>Poems from a Green and Blue Planet</p>	<p>English Flotsam – mystery narrative</p> <p>Jabberwocky – nonsense poems</p> <p>Guided reading The Lion, the Witch and the Wardrobe</p> <p>Fortunately, the Milk</p>
<p>Maths Place value Addition and subtraction</p>	<p>Maths Multiplication and division A Measurement - Area</p>	<p>Maths Multiplication and division B Length and perimeter Fractions A</p>	<p>Maths Mass and capacity Fractions B</p>	<p>Maths Time Decimals Money</p>	<p>Maths Shape Geometry – Position and direction Statistics</p>
<p>Science Animals: Digestion and food</p>	<p>Science Energy: Electricity and circuits</p>	<p>Science Materials: States of matter</p>	<p>Science Energy: Sound and vibrations</p>	<p>Science Animals: Classification and changing habitats</p>	<p>Science Making connections: How does the flow of liquid compare?</p>

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<p>Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth to create their own model and investigate factors that impact our dental health. They compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. Children take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.</p>	<p>Exploring appliances that use electricity in their setting, children learn how to work with electricity safely and build circuits. Pupils investigate electrical conductors and insulators and explore the relationship between the number of bulbs and bulb brightness. Real scenarios and historical discoveries inform children about scientific progression and home safety.</p>	<p>Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.</p>	<p>Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. They study dolphins and whales to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. Pupils explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles.</p>	<p>Identifying different ways to group living things, children make classification keys to explore which grouping methods are most effective. Pupils study ways habitats change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of conservationists and design conservation pamphlets.</p>	<p>Revising the states of matter, children consider methods for measuring how liquids flow differently from each other. They plan and execute an enquiry, considering different ways of representing data to support a conclusion. Revisiting the digestive system, the children explore how the flow of different liquids should be considered when producing different medicines.</p>
<p>History How have children's lives changed?</p> <p>Make observations and deductions from sources. Suggest how children's lives have changed. Explain why children needed to work. Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. Identify how Lord Shaftesbury changed the lives of children and</p>		<p>History What did the Ancient Egyptians believe?</p> <p>Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. Identify the stages and challenges of building a</p>		<p>History How did the achievements of the Ancient Maya impact their society?</p> <p>Sequence the key periods of the Ancient Maya civilisation. Identify periods that were happening in Britain at the same time. Explain how the Ancient Maya settled in the rainforest and the challenges they faced. Describe Ancient Maya beliefs. Name the</p>	

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<p>evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases from the past and discuss how effective the treatments were.</p>		<p>pyramid. Explain the links between ancient Egyptian beliefs and mummification. Name sources that can be used to find out about ancient Egyptian beliefs. Explain some Egyptian beliefs about the afterlife.</p>		<p>features of the Ancient Maya cities. Make deductions about the Ancient Maya cities. Evaluate the reasons for the decline of the Maya civilisation. Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.</p>	
	<p>Geography Who lives in Antarctica?</p> <p>Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out</p>		<p>Geography Are all settlements the same?</p> <p>Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some</p>		<p>Geography What are rivers and how are they used?</p> <p>Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.</p>

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	<p>in Antarctica. State the outcome of Shackleton’s expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition.</p>		<p>similarities and differences between land use and features in New Delhi and the local area.</p>		
	<p>Art and Design Printing and mixed media – light and dark</p> <p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	<p>Art and Design Craft and design – Ancient Egyptian scrolls</p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a ‘zine’.</p>		<p>Art and Design Craft and design – fabric of nature</p> <p>Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</p>	<p>Art and Design Drawing – power prints</p> <p>Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>
<p>Design and Technology Cooking and nutrition – eating seasonally</p>	<p>Design and Technology Electrical systems – torches</p>	<p>Design and Technology Textiles – cross stitch and applique</p>	<p>Design and Technology Structure – Pavilions</p>	<p>Design and Technology Mechanical systems: Pneumatic toys</p>	<p>Design and Technology Mechanical systems – making a slingshot car</p>

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<p>Explain that fruits and vegetables grow in different countries based on their climates. Understand that seasonal fruits and vegetables grow in a given season. Understand that eating seasonal fruit and vegetables positively affects the environment. Design a tart recipe using seasonal ingredients.</p>	<p>Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.</p>	<p>Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. Develop appliqué designs based on design criteria. Design, cut and shape their template for an usekh/wesekh collar, with increasing accuracy. Decorate their Egyptian collar using a variety of techniques such as appliqué, cross-stitch, beads, buttons and pinking. Measure and attach a ribbon with a running stitch. Recognise different types and qualities of fabrics. Explain the aesthetic and/or functional properties of some of their material choices.</p>	<p>Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.</p>	<p>Exploring pneumatic systems, the children will apply their understanding to design and create a pneumatic toy using different types of diagrams.</p>	<p>Work independently to produce an accurate, functioning car chassis. Design a shape that is suitable for the project. Attempt to reduce air resistance through the design of the shape. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results.</p>
<p>Music Musical structures</p>	<p>Music Exploring feelings when we play</p>	<p>Music Compose with your friends</p>	<p>Music Production</p>	<p>Music Instrumental tuition</p>	<p>Music The show must go on!</p>
<p>Computing Software developers Develop an educational computer game using selection and repetition.</p>	<p>Computing Coding for Micro bit Understand about the input – process – output model of computation.</p>	<p>Computing Creating music using GarageBand Create a repeating percussion rhythm. Olay</p>	<p>Computing Blogging – sharing experience and opinions Become familiar with blogs as a medium and a</p>	<p>Computing Fusing geometry and art Develop an appreciation of the links between geometry and art.</p>	<p>Computing Presenting the weather Understand different measurement techniques for weather – both</p>

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<p>Understand and use variables. Start to debug computer programs Recognise the importance of user interface design, including consideration of input and output</p>	<p>About the inputs and outputs available on a BBC micro: bit. To program using the MakeCode block- based environment. To test and debug programs they write, using an on-screen simulator and the micro: bit. How to convert and transfer a program written on screen to the microbit</p>	<p>music using virtual instruments. Compose or edit tunes using the piano roll (pitch and duration) tool. Perform electronic music using pre-recorded loops and create their own loops. Create a multi-track composition or performance using multiple instruments. Give feedback to others on their compositions and performances</p>	<p>genre of writing. Create a sequence of blog posts on a theme. Incorporate additional media. Comment on the posts of others. Develop a critical, reflective view of a range of media including text</p>	<p>Become familiar with the tools and techniques of a vector graphics package. Develop an understanding of turtle graphics. Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. Develop some awareness of computer-generated art</p>	<p>analogue and digital. Use computer-based data logging to automate the recording of some weather data. Use spreadsheets to create charts. Analyse data, explore inconsistencies in data and make predictions. Practise using presentation and video software.</p>
<p>PE Hockey</p>	<p>PE Football</p>	<p>PE Dance Year 4 swimming</p>	<p>PE Gymnastics Year 4 swimming</p>	<p>PE Rounders</p>	<p>PE Athletics</p>
<p>MFL Describing me and others in class, in Haiti and in France</p>	<p>MFL Saying what I and others have at home with friends</p>	<p>MFL Saying what I and others do in class at home Menton carnival French club at home Nice carnival</p>	<p>MFL Saying what I and others like family & friends at home family & friends travelling</p>	<p>MFL Saying how many and describing things my monster</p>	<p>MFL Expressing likes and saying what I and others do at school friendship at school end of term show</p>
<p>PSHE Being me in my world</p> <p>Explain why being listened to and listening to others is important in my school community. Explain why being democratic is important and can help me and others feel valued</p>	<p>PSHE Celebrating difference</p> <p>Explain why being listened to and listening to others is important in my school community. Explain why being democratic is important and can help me and others feel valued</p>	<p>PSHE Dreams and goals</p> <p>Plan and set new goals even after a disappointment. Explain what it means to be resilient and have a positive attitude.</p>	<p>PSHE Healthy me</p> <p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to. Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>PSHE Relationships</p> <p>Recognise how people are feeling when they miss a special person or animal. Give ways that might help me manage my feelings when missing a special person or animal</p>	<p>PSHE Changing me</p> <p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Explain some of the choices I might make in the future and some of the choices that I have no control over. Offer some</p>

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					suggestion about how I might manage my feelings when changes happen
<p>Religion and world views Are all religions equal?</p> <p>Exploring the origins of religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.</p>	<p>Religion and world views What makes some texts sacred?</p> <p>Building on enquiry about the place of scripture- children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.</p>	<p>Religion and world views Just how important are our beliefs?</p> <p>Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways. They use photographs, personal responses and information texts to explore ceremonies of commitment, diet, charity and clothing.</p>	<p>Religion and world views Who was Jesus really?</p> <p>Using texts to find out about the historical figure of Jesus, children consider his place in Jewish, Christian and Muslim teaching and how he is seen by different communities. They learn about the social and religious environment of Jesus' era and how this impacted the way he was viewed.</p>	<p>Religion and world views Why is the Bible the best-selling book of all time?</p> <p>Using historical skills and knowledge, children explore how the Christian Bible that exists today developed. They look at the different types of writing within the Bible and when it was written. Pupils find out how some Christians use their Bibles and present their ideas as marketers of the Bible.</p>	<p>Religion and world views Does the language of scripture matter?</p> <p>Expanding on their understanding of the importance and place of scripture, children find out about the different languages scriptures are used in and what this reveals about different beliefs. They try their hands at Arabic calligraphy and retell the story of different diasporas using a map.</p>

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CYCLE B

Autumn 1 Tools and Treasures: Exploring Pre-Historic Civilisations Enrichment -Drama workshop – Stone age to Iron age.	Autumn 2 Volcanic Wonders: Earth’s Fiery Giants	Spring 1 Roaming with the Romans Enrichment -Colchester Castle	Spring 2 Rainforests: The Secrets of the Canopy	Summer 1 Invaders: Friends or Foes? Enrichment -Framlingham castle	Summer 2 Food, Glorious Food
English Leon and the Place Between – own version fantasy narratives The Heart and the Bottle – own version dilemma narratives Guided reading The Lost Spells Arthur and the Golden Rope	English Escape from Pompeii – newspaper reports The Barnabus Project – brochures Guided reading Earth Shattering Events The Firework Makers Daughter	English Frindleswyld – narrative sequels The Tear Thief – newspaper article Guided reading The BFG New and Collected Poems for Children	English Claud Tea Monkeys – non-chronological reports Sparky- own traditional tales Guided reading The White Fox Africa, Amazing Africa	English The Mysteries of Harris Burdick – own version mystery narratives How to Live Forever – Prequels Guided reading Mr Penguin and the Lost Treasure I am the Seed that Grew the Tree	English Jim: A Cautionary Tale – narrative poems Pride: The Story of Harvey Milk and the Rainbow Flag- biographies Guided reading A Necklace of Raindrops Two Weeks with the Queen
Maths Place value Addition and subtraction s	Maths Multiplication and division A Measurement - Area	Maths Multiplication and division B Length and perimeter Fractions A	Maths Mass and capacity Fractions B	Maths Time Decimals Money	Maths Shape Geometry – Position and direction Statistics
Science Forces and space: Forces and magnets	Science Animals: Movement and nutrition	Science Materials: Rocks and soils	Science Energy: Light and shadows	Science Plants: Plant reproduction	Science

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<p>Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses.</p>	<p>Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.</p>	<p>Studying rocks and their properties, children learn how to classify rocks and identify how they were formed. They look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past. Pupils investigate the physical properties of rocks and link these to their particular uses. Pupils also explore soil formation, separate soil using a sedimentation jar and test soil drainage.</p>	<p>Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors affect shadows. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.</p>	<p>Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. Pupils investigate factors that may affect plant growth and how water is transported. They explore how seeds vary and create models to show seed dispersal methods.</p>	<p>Making connections: Does hand span affect grip strength? Experimenting, analysing data and drawing conclusions allows children to explore the relationship between hand span and grip strength. They test different gloves to improve grip strength and applying their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.</p>
<p>History British history 1 – Would you prefer to live in the Stone, Bronze or Iron age?</p> <p>Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the</p>		<p>History British history 2 – Why did the Romans settle in Britain?</p> <p>Explain the meaning of empire and invasion. Understand the chronology of the Roman invasion of Britain. Identify the consequences of the Roman invasion. Create an interpretation of Boudicca using sources. Explain why the Romans needed a powerful army. Identify a soldier’s equipment. Explain how</p>		<p>History British history 3 – How hard was it to invade and settle in Britain?</p> <p>Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain</p>	

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<p>Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice.</p>		<p>the Roman army was organised and perform simple manoeuvres and drills. Make observations about an artefact. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</p>		<p>how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo Saxons. Identify the qualities needed to be a monarch in 1066.</p>	
	<p>Geography Why do people live near volcanoes?</p> <p>Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and</p>		<p>Geography Why are rainforests important to us?</p> <p>Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use</p>		<p>Geography Where does our food come from?</p> <p>Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both</p>

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	<p>composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map.</p>		<p>the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area</p>		<p>helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.</p>
<p>Art and Design Painting and mixing media – prehistoric painting</p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>		<p>Art and Design Sculpture and 3D – mega materials</p> <p>Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and</p>		<p>Art and Design Drawing - growing artists</p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of</p>	<p>Art and Design Sculpture and 3D – abstract shape and space</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create</p>

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		creating their own sculptures.		differences in the choice of drawing medium, scale and the way tonal shading can help create form.	free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.
<p>Design and Technology Digital world – wearable technology</p> <p>Give a brief explanation of the digital revolution and/or remember key examples. Suggest a feature from the virtual micro:bit that is suitable for the product. Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed. Identify errors, if testing is unsuccessful, by comparing their code to a correct example. Explain the basic functionality of their finished program. Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user. Create annotated diagrams to help illustrate how their product is worn. Describe what is meant by ‘point of sale</p>	<p>Design and Technology Textiles – fastenings</p> <p>Identify the features, benefits and disadvantages of a range of fastening types. Write design criteria and design a sleeve that satisfies the criteria. Make a template for their book sleeve. Assemble their case using any stitch they are comfortable with.</p>	<p>Design and Technology Electrical systems – electric poster</p> <p>Explain what ‘information design’ is and understand its impact, considering what could happen if we had no signage, posters, or written communication in public places of interest. Research and choose a specific Ancient Roman topic on which to base their initial poster ideas. Complete design criteria based on a client’s request. Roughly sketch four initial poster ideas, indicating where a bulb will be located for each. Review their initial ideas against the design criteria and peer feedback, developing a final design. Assemble an electric poster, including a functional simple circuit with a bulb, following a demonstration. Acknowledge, with a brief explanation, the need to</p>	<p>Design and Technology Digital world – mindful moment timer</p> <p>State and/or describe the advantages and disadvantages of existing products (timers). Understand how Microbit features could be used as part of a design idea. Write a program that displays a timer on the Micro;bit based on their chosen seconds/minutes. Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own. State key functions in the program editor (e.g. loops). Cut out a box net carefully, assembling it securely into a box using tape or glue and tabs and ensuring it has a slot for the Micro:bit display. Evaluate the immediate appeal of the Micro:bit timer and how it might function. Express which stages of the project they enjoyed or found more</p>	<p>Design and Technology Structures – constructing a castle</p> <p>Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes. Evaluate their work by answering simple questions.</p>	<p>Design and Technology Cooking and nutrition: Adapting a recipe</p> <p>Adapting an existing biscuit recipe while considering the cost of ingredients and other expenses against a set budget, this unit includes new lessons with teacher and pupil videos to develop the children’s food preparation skills and adapt a recipe to suit a target audience.</p>

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display' with an example. Follow basic design requirements using computer aided design, drawing at least one shape with a text box and bright colours, following a demonstration. Evaluate their design using a focus group.		mount the poster using corrugated card. Test that the simple circuit works by adding a battery. Evaluate their electric posters in a letter to a client.	challenging. Explain the need for a company to stand out against competition and/or state the importance of logos in business. Recall and describe the name and use of key tools used in Sketchup (CAD) software. Fulfil the design requirements of the logo.		
Music Writing Music Down	Music Playing a band	Music Compose using your imagination	Music Production	Music Instrumental tuition	Music Opening night
Computing Programming an animation Plan and create an algorithm for an animated scene in the form of a storyboard. Write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound. Review their animation programs and correct mistakes	Computing Finding and correcting bugs Develop a number of strategies for finding errors in programs. Build up resilience and strategies for problem solving. Increase their knowledge and understanding of Scratch. Recognise a number of common types of bugs in software	Computing Filming a presentation Develop their web-based research skills. Structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area. Record a piece to camera. Edit a movie using static images and green screen footage. Give constructive, critical feedback on recorded presentations	Computing Creating presentations about ourselves Create a number of structured presentations. Narrate presentations. Consider issues of trust and privacy when sharing information.	Computing Collecting and analysing data Understand some elements of survey design. Understand some ethical and legal aspects of online data collection. Use the Internet to facilitate data collection. Use charts to analyse data Interpret results.	Computing BBC Microbits Understand about the input – process – output model of computation. About the inputs and outputs available on a BBC micro: bit. To program using the MakeCode block- based environment. To test and debug programs they write, using an on-screen simulator and the micro: bit. How to convert and transfer a program written on screen to the microbit
P.E Hockey	PE Football	PE Dance Year 4 swimming	PE Gymnastics Year 4 swimming	PE Rounders	PE Athletics
MFL	MFL	MFL	MFL	MFL	MFL

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Describing me and others in class in Haiti and in France	Saying what I and others have at home with friends	Saying what I and others do in class at home Menton carnival French club at home Nice carnival	Saying what I and others like family & friends at home family & friends travelling	Saying how many and describing things my monster	Expressing likes and saying what I and others do at school friendship at school end of term show
PSHE Being me in my world	PSHE Celebrating differences	PSHE Dreams and goals	PSHE Healthy me	PSHE Relationships	PSHE Changing me
Explain how my behaviour can affect how others feel and behave. Explain why it is important to have rules and how that helps me and others in my class learn. Explain why it is important to feel valued.	Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	Explain the different ways that help me learn and what I need to do to improve. Be confident and positive when I share my success with others. Explain how these feelings can be stored in my internal treasure chest and why this is important.	Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. Express how being anxious/scared and unwell feels	Explain how my life is influenced positively by people I know and also by people from other countries. Explain why my choices might affect my family, friendships and people around the world who I don't know	Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. IRecognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Religion and world views What makes us human?	Religion and world views Where do our morals come from?	Religion and world views Is scripture central to religion?	Religion and world views What happens if we do wrong?	Religion and world views Why is water symbolic?	Religion and world views Why is fire used ceremonially?
Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called ' What makes us human?'	Reflecting on why people make choices about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children	Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.	Developing their previous learning about the role of god and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games to explore beliefs about reincarnation.	Exploring the many ways water is used in rituals and ceremonies, children experience the symbolic use of water and learn about its historical connections in some religions. From this, they create poetry to express ideas about the symbolism of water.	Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire.

Discovery Long Term Curriculum map

	write their own moral code mini-book inspired by their learning in this unit.				
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