

St Gregory's Catholic Primary School – Long Term Plan

Class 3 2021-2022

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Key dates	Black History month (1 st October- 31 st October)	Diwali (4 th November) Anti- bullying week (Monday 15 th - Friday 19 th November)	Chinese New Year (1 February 2022)	Easter Holi (19 th March) Science week (11-20 th March) World Book day (3 rd March)	Eid Festival	
Half termly Book	Seal Surfer – Michael Foreman	Winter's Child – Angela McAlister	Stone Age Boy – Satoshi Kitamura	Bug Blue Whale – Nicola Davies	Journey – Aaron Baker	Zeraffa Giraffe – Diane Hofmeyer
Geography	<p>The UK and map work (link with citizenship?)</p> <ul style="list-style-type: none"> Use maps and atlases correctly by using the contents and indexes Do they know the difference between the British Isles, Great Britain and UK? Can they name the areas of origin of the main ethnic groups in the UK & in their school? Find the same place on a globe and atlas. Name up to six cities in the UK and locate them on a map. 	<p>Volcanoes and earthquakes</p> <ul style="list-style-type: none"> Describe how volcanoes are created Describe how volcanoes impact people's lives. Describe how earthquakes are created. Locate and name some of the world's most famous volcanoes. 				<p>Holidays in Europe - explore the city of Paris</p> <ul style="list-style-type: none"> Name a number of countries in the northern hemisphere. Name the countries that make up the European Union. Locate the Mediterranean and say why it's a popular holiday destination. Name and locate some well-known European countries and their capital cities
History			<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Do they appreciate that the early Brits would not have 	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> Can they describe events from the past using dates when things happened? 	<p>Britain's settlement by Anglo Saxons and Scots</p> <ul style="list-style-type: none"> Can they use their mathematical knowledge to work out how long ago events would have happened? Can they suggest why certain events 	

			<p>communicated as we do or have eaten as we do?</p> <ul style="list-style-type: none"> • Can they use their 'information finding' skills in writing to help them write about historical information? 	<ul style="list-style-type: none"> - Can they suggest why certain people acted as they did in history? - Can they use various sources of evidence to answer questions? - Can they research two versions of an event and say how they differ? 	<p>happened as they did in history?</p> <ul style="list-style-type: none"> - Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? - Can they begin to picture what life would have been like for the early settlers? - Can they recognise that Britain has been invaded by several different groups over time? - Can they explain how events from the past has helped shape our lives? - Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? - Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? 	
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LITERACY

Literacy: Text Type Covered	Recount: Letter in role	Fiction: Fantasy Story based on a fable	Fiction: To write a story set in the Stone Age	Leaflet persuading for the protection of the blue whale	Fiction: adventure story based on Journey using language of Berlie Doherty	Persuasion: Tourism leaflet for Paris/Egypt
Numeracy	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Measurement Length, Perimeter and Area Number: Fractions Y3: Measurement – Mass and Capacity Y4: Number – Decimals		Number: Decimals (Including Money) Statistics Measurement: Time Geometry: Properties of Shapes (Including position directions Y4)	
RE Year 4 (2021-2022)	The Bible	Trust in God	Jesus, the Teacher	Jesus, the Savior	Mission of the Church	Belonging to the Church
RE Year 3 (2022-2023)	The Christian Family	Mary, Mother of God	Sacrament of Reconciliation	Celebrating the Mass	Celebrating Easter and Pentecost	Being a Christian
Science 2021 - 2022	<u>Y3 Animals, including humans</u>		<u>Y4 Sound</u>	<u>Y4 Electricity</u>	<u>Y4 Living things and their habitats</u>	<u>Y3 Light</u>
Science 2022-2023		<u>Y4 Animals, including humans</u>	<u>Y3 Forces and magnets</u>	<u>Y4 States of matter</u>	<u>Y3 Plants</u>	<u>Y3 Rocks</u>
Art	Knowledge <ul style="list-style-type: none"> Compare the work of different artists from other cultures – use sketch books to record Experiment with different styles that artists have used. Printing <ul style="list-style-type: none"> Make a printing block Make a 2 colour print then a 4 colour print Create an accurate print design Print onto different materials. 			Collages <ul style="list-style-type: none"> Cut accurately Overlap materials Experiment using different colours Use mosaic Use montage Combine visual and tactile qualities 		Sketchbooks <ul style="list-style-type: none"> Use sketch books to plan and decide on a final piece of work with a written explanation and notes for self-improvement Use sketch books to express feelings about a subject 3D/Textiles <ul style="list-style-type: none"> Add onto their work to create texture and shape Experiment with and combine materials and processes to design and make 3d form. Sculpt clay and other mouldable materials Create pop ups

						<ul style="list-style-type: none"> • Use more than one type of stitch • Join fabric to form a quilt using padding <p>Use sewing to add detail to a piece of work</p>
DT				Cooking and Nutrition – <small>End of Spring 2 – start of Summer 1</small> <ul style="list-style-type: none"> • Set out to grow their own products with a view to making a salad, taking account of time required to grow different foods • Make sure that their product looks attractive and is presented in an interesting way • Describe what to do to be hygienic and safe 		
Computing	Switched On Computing Unit - We are bugfixers 3.2 Unit summary - Finding and correcting bugs in programs Focus – Computational thinking Suggested hardware/software - Scratch/Snap!/Pyonkee <ul style="list-style-type: none"> - Correct 'off-by-one' errors in loops - Experiment with the speed variable and other factors in the racing car simulator - Describe how the racing car simulator, the circle - drawing program and the times table programs work 		Switched On Computing Unit - We are HTML editors 4.4 Unit summary – Editing and writing HTML Focus – Computer networks Suggested hardware/software – Firefox/Chrome/Brackets <ul style="list-style-type: none"> - Know and use some simple HTML tags - Explain the parts of the URL - Recognise the importance of links for the web - Create a new web page by writing HTML - Create web pages that show due regard for safety and responsibility 		Switched On Computing Unit - We are software developers 4.1 Unit summary – Developing a simple educational game Focus – Programming Suggested hardware/software - Scratch/Snap!/Pyonkee <ul style="list-style-type: none"> - Design and develop an interactive game - Use a repeat block correctly - Keep track of random numbers in the score - Integrate sound into their game - Correct mistakes in their game 	
Music	Performing and Appraising <ul style="list-style-type: none"> • Can they play clear notes on instruments? (P) • Can they work with a partner to create a piece of music using more than one instrument? (P) • Can they improve their work; explaining how it has improved? (A) • Can they use musical words to describe what they like and dislike? (A) 	Composing and Appraising <ul style="list-style-type: none"> • Can they use different elements in their composition? (C) • Can they create repeated patterns with different instruments? (C) • Can they combine different sounds to create a specific mood or feeling? (C) • Challenging EXT: Can they explore and use sets of pitches, e.g. 4 or 5 note scales? (C) 				

		<ul style="list-style-type: none"> Can they use musical words (the elements of music) to describe a piece of music and compositions? (A) Can they recognise the work of at least one famous composer including works of Beethoven, Mozart and Elgar? (A) 				
PE Swimming all year	Striking and Fielding <ul style="list-style-type: none"> attacking and defending Keep possession with some success when using equipment that is not used for throwing and catching skills Show awareness of space and use it to support team-mates and cause problems for the opposition Describe the best place to be during a game Participate in team games <i>E.g.: cricket, rounders, softball, baseball</i> 	Gymnastics <ul style="list-style-type: none"> Adapt sequences to suit different types of apparatus and their partner's ability Include a range of shapes to develop flexibility, strength, control and balance 	Dance – Evaluating and Improving <ul style="list-style-type: none"> Perform dance using a range of movement patterns Ensure dances are clear and fluent Evaluate and improve their dance by talking about their performances could be improved and working on refining movements 	Outdoor and Adventurous <ul style="list-style-type: none"> Follow a map in a more demanding familiar context Move from one location to another following a map safely Use clues to follow a route 		Athletics <ul style="list-style-type: none"> Take part in a relay activity, remembering when to run and what to do. Run over a long distance Link running and jumping activities Throw a variety of objects, changing their action for accuracy and distance <i>E.g.: foam javelin, beanbags</i>
RSE	Unit 1: Religious Understanding	Unit 2: Me, My Body, My Health	Unit 3: Emotional Well-Being			Unit 4: Life Cycles
Foreign Languages	Practice phrases used when we meet and greet one another and we will be able to talk about ourselves.	Count from 11-31 and say the days of the week and months of the year . We will be able to say the date and say when our birthday is.	To discuss family members .	To talk about colours and pets .	To discuss our favourite foods and say why we like them.	Appreciate a story in Spanish.