



Year 3/4 Long Term Overview A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Name	Towers and Turrets then Durham (G)	A mammoth task (H)	Eruptions (G)	The Roman Legacy (H)	Magpies and Black Cats (G) - UK - local	Man and Machine (H)
Link Question	Where is our class castle? Then What makes a cathedral city?	Who was here before me?	What makes the Earth angry?	Why did the Ancient Romans march through Durham?	What can we learn from our local cities? How do they compare to Nepal?	What was life like in Victorian times?
Memorable experience	Durham Castle Trip	Visitor to school to discuss the Stone Age	Volcanologist visit to school	Trip to Seggedunum/ Hadrian' wall or Vindelanda	Trip to Sunderland Glass Centre or a local artist visit to school	Trip to Darlington - Head of Steam (Railways/ trains)
Outdoor learning	Build a mini castle settlement in the school grounds - finding the best location	Make stone age tools	Rocks and fossils - looking for rocks and fossils in our school environment (link to Science)	Learn moves made by Roman Army - Tortoise (links to History) Make Roman numerals from natural materials	Bridge making challenge - longest, strongest	Make an Iron Man using natural resources
Class Novel	Dragons at Crumbling Castle - Terry Pratchett	The Christmasaurus	Varjak Paw A child of books - World book day text	Thieves of Ostia - Caroline Lawrence	The worst witch / James and the giant peach	The Wild Robot/ Street Child
Reading	The boy who grew dragons/ Leon and Bob/ Leon and the place between - reading skills	The First Drawing / Ug : boy genius of the stone age - reading skills	Flat Stanley - reading skills	Romans on the rampage - Jeremy strong - reading skills	Krindlekrax - reading skills	Tilly and the time machine / Mouse, bird, snake, wolf - David Almond - reading skills
Writing	English text - The boy who grew dragons Writing a science experiment linked to tooth decay	English text - Stone Age Boy/ How to wash a woolly mammoth Explore 'The secrets of Stone Henge' Writing a fact file about Castle Rigg (comparisons between the ages)	English text - Escape from Pompeii Explore texts - Non fiction texts Volcanoes and Earthquakes/ rocks and fossils. (link to Science) Write up a non chronological report about volcanoes.	English text - Romulus and Remus (myths and legends) (<i>roman myths book</i>) Children to also explore non fiction texts - What did the romans do for me?/ Ancient Rome Write up a cress experiment	English text - Cloud Tea Monkeys	English text - The Iron Man

Speaking and Listening	Share special bag Share homework research about class castle	Demonstrate and instruct a small group how to make a tool	Argument/ debate about living next to a Volcano site – links to New Zealand (news)	Market the pizza – explain special toppings and secret ingredients (advert)	Share research about chosen bridge across the Tyne	Hot Seating - the Iron Giant Class debate - would you rather live in Victorian times or now? Why?
Maths	Understanding of centuries / time - ordering dates (links to History)	Outdoor maths – measuring lengths of natural materials.	Weight – estimate weight fossils and rocks. (strength scale)	Roman numerals	Distance and direction – map out rivers and towns and calculate travelling distances	Speed – compare travel between Victorians and modern day
Science	Animals including humans - digestion, teeth, food chain and nutrition Optional - Scientists and Inventors		Rocks and soils – Inv – hardness of rocks, permeability, grouping rocks	Plants – classification key, life cycle of plants and seed dispersal; requirements for life and growth; parts of a plant. Inv – conditions for growth	Sound – exploring how sound is made – changing sounds Inv. Patterns in sound and sound insulation	Electricity – making simple circuits, using different components Inv – brightness of bulbs, conductivity
Working scientifically - on going across the year						
History		Changes from Stone Age to the Iron Age. Who was here before me? Celts and Boudicca's revolt. What can we learn about life in Stone Age and the study of Skara Brae? How was the Stone Age separated and were the dinosaurs around at the same time? Was Stone Age man simply a hunter and gathered concerned only for survival? Why is it so difficult to work out when Stonehenge was built? What were the key changes in life between the Stone Age and Bronze Age? Why did the skeletons have earrings?		Roman Empire and impact on Britain – why did the Ancient Romans march through Durham? Where in the North East did the Romans form settlements? Understand daily life for a Roman – compare and contrast. Do we use any Roman inventions nowadays?		British History How has Britain changed since Victorian times – growth of towns and cities? Railways / travel

Geography	Geography skills and field work – using maps, atlases and globes. Locate castles, why are there so many in NE? Draw conclusions. How have they changed since they were built? Why? Weathering.		Physical geography include climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle – volcanoes - Pompeii Geography skills and field work – using maps, atlases and globes.		Locational knowledge – exploring the UK – name and locate counties and cities of the UK, geographical regions and human/ physical features – comparing two local cities. Geography skills and field work – using maps, atlases and globes.	
Geographical skills and fieldwork - on going across the year						
D.T.		INVESTIGATE, DESIGN, MAKE, EVALUTE SHEET MATERIALS MECHANISMS: LEVERS & LINKAGES Make an exciting, interactive, moving information page about Stone Age animals / people!		INVESTIGATE, DESIGN, MAKE, EVALUATE FOOD NUTRITION HYGIENE Adoro Pizza! Your challenge is to research, make, market and package a perfect PIZZA.		INVESTIGATE, DESIGN, MAKE, EVALUTE STRUCTURES: STABILITY MECHANISM: PULLEY, PIVOT STRUCTURES: WOOD & CARD ELECTRICS Please help IK Brunel! Make a strong stable crane, that can lift the metal components for his innovative bridge. <u>AND</u> Have you got a steady hand? Make a buzzer 'operation' electrical game, keeping it secure with a wood frame base.

Art and Design	<p>Knowledge about artists/ Skills and techniques Drawing and painting. Make a dragon eye sketches and, painting using watercolours based on Rene Magritte, Picasso and Margaret Keane</p> <p>Self portrait - assessment piece</p>		<p>Skills and techniques Sculpture Paper mache volcano sculpture painted after drying.</p>		<p>Skills and techniques Printing Architects and designers – printing /sketching landscape drawings/towns capes/ buildings local architecture – e.g. Tyne Bridge, Penshaw monument etc</p>	
Music	Charanga Let your spirit fly	Charanga Glockenspiel/ Recorder Stage 1	Charanga Three Little Birds	Charanga The Dragon Story	Charanga Bringing us together	Charanga Reflect, Rewind and Replay
Computing	<p>Privacy and security</p> <p>Introduction to G suite. Create a compic with sounds, text and video</p> <p>Word processing</p>	<p>Copyright and ownership</p> <p>Emailing with attachments and cyber bullying</p>	<p>Self image and identity</p> <p>Networks sharing information and the internet</p>	<p>Online bullying</p> <p>Programming scratch</p>	<p>Online reputation</p>	<p>Health, wellbeing and lifestyle</p>
PSHE and SRE Jigsaw	Being Me in my World	Celebrating Difference inc. Anti Bullying	Dreams and Goals	Healthy Me	Relationships	Changing Me inc. Sex Education
P.E.	Invasion games (hockey and netball), dance, gymnastics, athletics, quad kids, OAA, striking and fielding games (rounders and cricket) net and wall games (tennis), health and fitness and swimming.					
R.E.	<p>What can we learn about Christian worship by visiting churches? Why do Christians call Jesus the light of the world?</p>		<p>How and why do people show care for others? Why is Lent such an important period for Christians?</p>		<p>What do Christian believe about Jesus? Why do people use rituals today?</p>	
Statutory subject in all year groups						
Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools						
MFL	<p>Salut-Core Unit 1 Greetings, age, family, how you are.</p>	<p>Salut-Core Unit 2 Days of the week, colours, count to 20</p>	<p>Salut-Core Unit 3 Months, birthday, parts of the body. Count to 31</p>	<p>Salut-Describing people Clothes, looks, personalities</p>	<p>Salut-The body Face, it hurts, where do they live</p>	<p>Salut-My town Money, shopping, shops, where is it?</p>