

Cycle 2 - 2023-24 - Long Term Planning Overview Years 3, 4 and 5

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	Romans		Country Study - France	Rivers	Ancient Egypt	
STEM			<a href="https://www.stem.org.uk/resources/community/collection/266633/riversRivers%20Trip%20-%20Manor%20Farm">https://www.stem.org.uk/resources/community/collection/266633/riversRivers%20Trip%20-%20Manor%20Farm</a>		<a href="https://www.stem.org.uk/resources/community/collection/286196/ancient-egypt">https://www.stem.org.uk/resources/community/collection/286196/ancient-egypt</a>	
Hook + Outcome		Roman Day at school			Egyptian Day at school	
TRIPS/ VISITS	Visit to Fishbourne Roman Palace			River Trip - Manor Farm		
SCIENCE	<p><b>Longitudinal study</b> - We are meteorologists (Year4 computing unit). In September, set up the school weather station, create a weather spreadsheet and make predictions about seasons. Observe and record data periodically throughout the year. Take photographs of different weather during course of year.</p>					

<p><b>Materials (Y5)</b>  1. compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  2. know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  3. use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  4. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  5. demonstrate that dissolving, mixing and changes of state are reversible changes  6. explain that some changes result in the</p>	<p><b>Sounds (Y4)</b>  1. identify how sounds are made, associating some of them with something vibrating  2. recognise that vibrations from sounds travel through a medium to the ear  3. find patterns between the pitch of a sound and features of the object that produced it  4. find patterns between the volume of a sound and the strength of the vibrations that produced it  5. recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>STEM -</b>  <a href="https://www.stem.org.uk/resources/community/collection/12746/year-4-sound">https://www.stem.org.uk/resources/community/collection/12746/year-4-sound</a></p> <p><b>H&amp;S - Hazard card: 30</b></p>	<p><b>STEM project - beat the flood</b></p> <p><b><a href="https://www.stem.org.uk/elibrary/resource/34167">https://www.stem.org.uk/elibrary/resource/34167</a></b>  Children will design and build a model of a flood-proof house. Activities to help them with their design include testing materials (for strength and absorbency) and structures. Set on a fictitious island coping with the devastating effects of flooding caused by climate change.</p>	<p><b>Electricity (Y4)</b>  1. identify common appliances that run on electricity  2. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  3. identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  4. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  5. recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>STEM -</b>  <a href="https://www.stem.org.uk/resources/community/collection/12388/year-4-electricity">https://www.stem.org.uk/resources/community/collection/12388/year-4-electricity</a></p>	<p><b>Magnets (Y3)</b>  1. observe how magnets attract or repel each other and attract some materials and not others  2. compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  3. describe magnets as having two poles  4. predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>STEM -</b>  <a href="https://www.stem.org.uk/resources/community/collection/12391/year-3-forces-and-magnets">https://www.stem.org.uk/resources/community/collection/12391/year-3-forces-and-magnets</a></p> <p><b>H&amp;S - hazard card: 17</b></p>	<p><b>Living Things (Y3)</b>  1. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  2. explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  3. investigate the way in which water is transported within plants  4. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>STEM -</b>  <a href="https://www.stem.org.uk/resources/community/collection/12535/year-3-plants">https://www.stem.org.uk/resources/community/collection/12535/year-3-plants</a>  STEM - Reproduction and life cycles part 1</p>
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	<p>formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><b>STEM -</b> <a href="https://www.stem.org.uk/resources/community/collecion/12742/year-5-properties-materials">https://www.stem.org.uk/resources/community/collecion/12742/year-5-properties-materials</a></p> <p><b>H&amp;S - Hazard cards: 17, 19, 20, 21</b></p>			<p><b>H&amp;S - hazard cards: 25, 26, 27, 28</b></p>		<p><b>H&amp;S - hazard card 12</b></p>
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<p><b>GUIDED READING</b></p>	<p><b>Spartapuss</b> by Robin Price (9-12yrs 169 pages) and <b>Clockwork</b></p> <p><b>The Time Travel Diaries</b> Book 1 (Roman London) by Caroline Lawrence (8-12 yrs 272 pages) and <b>Millions</b></p> <p><b>Year 4 - Julius Zebra Rumble with the Romans</b> by Gary Northfield (7-9yrs 288pages) + <b>non-fiction and poetry</b></p> <p><b>Roman's on the Rampage</b> by Jeremy Strong (7-9 yrs 160pages)</p> <p><b>Museum Mystery Squad and the Case of the Roman Riddle</b> by Mike Nicholson (6-8yrs 139 pages)</p>	<p><b>Journey to the River Sea</b> by Eva Ibbotson (320pages)</p> <p><b>The Unlikely Adventures of Mabel Jones</b> by Will Mabbitt (8-12yrs 304pages) + <b>The Sleeping Sword</b></p> <p><b>YEAR 4 - The River of Adventure</b> by Enid Blyton (9-11yrs 240 pages)</p> <p><b>Princess the Cat Liberates Paris</b> by John Heaton (160pages)</p>	<p><b>The Red Pyramid</b> (The Kane Chronicles Book 1) by Rick Riordan (9-16yrs 544pages)</p> <p><b>The Secret of the Scarab Beetle</b> by William Meyer (9-11yrs 230pages)</p> <p><b>Egyptian Chronicles series</b></p> <p><b>Mystery of the Egyptian Amulet</b> by Scott Peters (9-12yrs 144pages)</p> <p><b>There's a Pharaoh in our Bath</b> by Jeremy Strong (7-9 yrs 128pages)</p> <p><b>The Plot on the Pyramid</b> by Terry Deary (7-9yrs 64pages)</p> <p><b>Time Hunters Egyptian Curse</b> by Chris Blake (7-10yrs 176 pages)</p>
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<p><b>WRITING</b></p>	<p><b>1. INFORM - non chron report about life in ancient Rome</b>  <b>2. ENTERTAIN - The Legend of Romulus and Remus</b>  <b>3. INFORM - explanation of how the Roman Army was organised</b>  <b>4. INFORM - instructions for How to be a Roman Soldier</b></p> <p><b>Though topic sessions</b>  <b>INFORM</b> - biography e.g. Julius Caesar  <b>INFORM/ENTERTAIN</b> - diary of a gladiator  <b>INFORM</b> - letter from a Roman legionary to family at home  <b>INFORM</b> - Roman newspaper reporting on Boudicca's revolt written from the Roman view and Celt view  <b>ENTERTAIN</b> - descriptive writing of Boudicca  <b>ENTERTAIN</b> - playscript of scene between Roman Army and Boudicca</p>	<p><b>Class Book Study</b></p> <p><b>Green Class</b>  <b>The Roman Quests: Escape from Rome</b> by Caroline Lawrence (9-11yrs 240pages)</p> <p><b>Red Class</b></p>		<p><b>INFORM</b> - Non-chron report about a river (Amazon, Nile etc)  <b>PERSUADE</b> - leaflet to advertise river cruise holiday  <b>INFORM</b> - diary of day on a river cruise  <b>ENTERTAIN</b> - river poems</p>	<p><b>DISCUSS</b> - Why was the River Nile so important?  <b>ENTERTAIN</b> - retell Egyptian myths and write own myths including Egyptian characters and Gods.  <b>PERSUADE</b> - Advertising leaflet for a holiday to Egypt.</p>	<p><b>ENTERTAIN</b> - ancient Egyptian portal story</p>
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<b>Geography</b>	Where is Rome? Locating it on a map of Europe. Mapping the journeys taken by Romans during their invasions.		Looking at Europe as a continent. In depth study of France. Compare the human and physical geography of a region in the UK to a region in a European country. Looking at different settlements and economic activities.	Study of a river from source to mouth. Learning about the different sections of a river. Comparing rivers in the UK with rivers in the rest of the world. Fieldwork skills studying features of a river.	Locating Egypt - Where in the world is Egypt?. Looking at the human and physical features of Egypt. Studying the River Nile - Where does the water in the River Nile come from? (Journey from source to mouth to extend learning from previous term.)	
<b>History</b>	Investigating the reasons for and the routes of The Roman Invasions. When and why did Romans invade Great Britain? Studying influential Romans - Julius Caesar. Looking at British resistance to the Romans - Boudicca. The construction of Hadrian's wall. Life of a Roman soldier. Studying Roman life - things we inherited from the Romans. Studying primary and secondary sources of evidence.				Who were the ancient Egyptians and when did they live? Life in ancient Egypt. The importance of Gods to ancient Egyptians. Studying the pyramids and investigating what they were built for. Learning about Egyptian burial ceremonies. Mummification workshop.	
<b>Art</b>	<b>Artist Study - Escher (Clay &amp; Mosaics)</b>	<b>Artist Study - Paul Cézanne (Sketching)</b>	<b>Artist Study - Monet (Watercolours)</b>	<b>Textures in context of rivers</b>	<b>Artist Study - Keith Haring</b>	
<b>DT</b>	<b>Making an Roman onager</b>				<b>Making shabtis. Making Egyptian jewellery.</b>	
<b>RE</b>	Dukkha Suffering (Buddhism)	Faith + Hinduism - Diwali	People of God - What is it like to follow God?	Salvation - What did Jesus do to save human beings?	Wesak - Enlightenment (Buddhism)	Kingdom of God (Pentecost)
<b>PSHE</b>	Families & Relationships	Safe Relationships Respecting ourselves & others	Belonging to a community Media Literacy & Digital Resilience	Money & Work	Physical Health and Mental Wellbeing	Growing & Changing Keeping Safe
<b>Computing</b>	We are who we are. (google slides) SoC 3.4	We are presenters. (Popplet) SoC 3.3 +Online Safety + Thinkuknow +Play-Like-Share	We are makers. (Microsoft Make Code micro:bit) SoC 4.2 (+ Safer Internet Day)	We are musicians. (Garageband) SoC 4.3	We are cryptographers. (Scratch) SoC 5.2	We are AI developers. (Google Street View/Maps GarageBand) SoC 5.6
<b>Music</b>	Singing - Rocking Romans BBC Music programme -	Sound (Year 3 & Year 4)	Building (Year 4) Around the World (Year 4)	Singing French (Year 3)	Ancient Worlds (Year 4)	Life Cycle (Year 5)

	<a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-rocking-romans-songs-index/z79phbk">https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-rocking-romans-songs-index/z79phbk</a> Communication (Year 3 )					
<b>PE</b>	Gym - Symmetry and Asymmetry (Year 3 unit)	Dance - BBC KS2 Dance programme - Romans <a href="https://www.bbc.co.uk/programmes/p032hxjj/episodes/player">https://www.bbc.co.uk/programmes/p032hxjj/episodes/player</a>	Gym - Balance (Year 4 unit)	Dance - Rivers dance	Gym - Bridges (Year 5 unit)	Dance - BBC KS2 Dance programme - Wonders of the World <a href="https://www.bbc.co.uk/programmes/p05cj2br/episodes/player">https://www.bbc.co.uk/programmes/p05cj2br/episodes/player</a>
<b>French</b>	Basic vocabulary	Je Peux (I can...)	Les fruits (Fruits) All about France - Looking at different French cities. French tourism.	Je Me Presente (presenting myself)	Quelle est la date. Aujourd'hui (What is the date)	La famille (Family)