



**KIRKBY AND GREAT BROUGHTON Long Term Plan Y3/4/5**

		AUTUMN	SPRING	SUMMER
<b>Cycle A</b>	History <b>GOLDEN THREADS:</b> Peasantry, Settlements, Conflict, Exploration/Trade, Democracy	<b>The Vikings</b> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <b>The Vikings</b> – Study of Viking raids and invasions.	Tudors How the role and power of the monarch has changed from Tudor times to today, with a focus on Henry V111 and the Tudor dynasty. Compare to other eras ( <b>Golden Threads Peasantry, Conflict, Settlements, Exploration and Trade</b> )	<b>Ancient Greece</b> <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i> – the legacies and influence of the Ancient Greeks.
	Geography	<b>Changes in Our Local Environment</b>  <b>Changes in our local environment: How is our country changing?</b> Identify geographical characteristics of the UK and understand how some have changed over time. <i>Fieldwork</i>	<b>Rivers and the water cycle</b> <b>Rivers and the Water Cycle: How does the water go round and round?</b> Describe and understand key aspects of physical geography, including the water cycle.	<b>The Americas</b> <b>The Americas: Can you come on a Great American Road Trip?</b> Locate the world’s countries using a map including North & South America
	RE	What kind of world did Jesus want? (Gospel) What is the Trinity? (Incarnation and God)	Why do Christians call the day Jesus died Good Friday? (Salvation)  What does it mean to be a Hindu in Britain today?	What does it mean if God is holy and loving?  (God) <i>What are the Meanings of Festivals? Christian, Jews, Hindus and Muslims</i>
	Science	<b>Properties and changes of materials (Y5)</b> Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the 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.  <b>Light (Y3)</b> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.	<b>Forces and Magnets (Y3)</b> Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.  <b>Animals, including humans (Y5)</b> Describe the changes as humans develop to old age.	<b>Living things and their Habitats (Y4)</b> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.  <b>Scientific Enquiry Project – Sustainability project</b>
	Art and design	<b>Drawing</b> ‘I need Space’ collage and print Artist – Peter Thorpe	<b>Painting and Mixed Media – Portraits</b>  River paintings Artist – Bob Ross	<b>Sculpture and 3D: Greek pots (clay) (Mega Materials)</b>

	Music	Developing Singing Techniques (Vikings)	Changes in Pitch, tempo and dynamics (Rivers theme)	Samba and carnival sounds and instruments (Brazil)
	Design Technology	Mechanical Systems Pop up book	Textiles: Cushions	Cooking and Nutrition What could be healthier? Healthy and varied diet
	French	Getting to Know You (y3/5)  All about me (y3) All about ourselves (Y5)	Food (Y3) That's Tasty (Y5)  Family (Y3) Family and Friends (Y5)	School (Y3) School Life (Y5)  Time (Y3) What's the time (Y4)
	PSHE/RSE	Me and My RelationshipsValuing Difference	Growing and Changing Keeping Safe	Rights and Respect Being My Best
	P.E	Gymnastics: Transference of body weight, springing and landing  Tag Rugby – Sports Coach- Throwing/ catching/ bouncing  Basketball	Dance/Yoga  Hockey-Sports Coach  Swimming: use a range of strokes effectively to swim competently, confidently and proficiently over at least 25 metres. Perform safe self-rescue in different water-based situations.	Outdoor/ adventurous pursuits: Orienteering/ team puzzles  Athletics: Jumping/ throwing/ running activities – Sports Coach  Tennis
	Computing	COMPUTING SYSTEMS AND NETWORKS: The Internet CREATING MEDIA: Vector Drawing  Online Safety – 1 lesson every half term.	Y4 PROGRAMMING B: Repetition Games DATA AND INFORMATION: Data Logging  Online Safety – 1 lesson every half term.	CREATING MEDIA: Photo Editing Y5 PROGRAMMING B: Selection in quizzes  Online Safety – 1 lesson every half term.

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Cycle B	History GOLDEN THREADS: Peasantry, Settlements, Conflict, Exploration/Trade, Democracy	<b>Romans</b>  <i>The Roman Empire and its impact on Britain</i> <b>Roman Britain</b> – Study of the Roman Empire, the British invasion/conquest and resistance.	<i>A Local History Study- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 incorporating Lives of Significant individuals.</i> <b>The impact of the railway coming to Great Broughton</b> -George Stephenson, the invention of the Steam engine/railway and the impact of the Industrial Revolution on our local area.	<i>Changes in Britain from the Stone Age to the Iron Age</i> <b>The Stone Age, Bronze Age &amp; The Iron Age</b> – What was new about the Stone Age? Which age was more impressive?
	Geography	<b>Volcanoes and Earthquakes</b> <b>Earthquakes &amp; Volcanoes: How does the Earth shake, rattle &amp; roll?</b> Describe and understand key aspects of physical geography, including volcanoes	<b>Coasts</b> <b>Coasts: Do we like to be beside the Seaside?</b> Name geographical regions and their identifying characteristics in the UK	<b>Journeys- trade: Where do all our things come from?</b> Use maps, atlases and digital mapping to locate countries and describe features.  <i>Fieldwork</i>
	RE	What do Christians learn from the Creation Story? (Creation) What would Jesus do?  (Gospel)	How and why do believers show their commitments during the journey of life? Christian, Hindu, Muslim people.  What does it mean for Muslims to follow God?	When Jesus left, what next?  (Kingdom of God) Why is pilgrimage important to some religious believers? (include Hindu pilgrimage e.g. journey to Varanasi. Muslim and Christian pilgrimages)

	Science	<p><b>Animals, including Humans (Y3)</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Rocks (Y3)</b> Compare and group together different kinds of rocks based on their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p><b>Forces (Y5)</b> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic material. Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Scientific Enquiry Project – Forces.</b></p>	<p><b>Living things and their habitats (Y5)</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals</p> <p><b>Sound (Y3)</b> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases</p>
	Art and design	<p><b>Architecture</b></p> <p><b>Sketch books</b></p> <p>Know about great artists, architects and designers in history- Sosos of Pergamon. Y3/4-Regularly reflect on their work and use comparisons with the work of others (artists pupils) to identify ways to improve Y5- Provide a reasoned evaluation of both their own and professionals work which takes into account starting points, intentions and context behind the work.</p>	<p><b>Craft and Design</b></p> <p><b>Fabric of Nature</b></p>	<p><b>Painting and Mixed Media: Prehistoric Art</b></p> <p><b>Sketch books</b></p>
	Music	<p><b>Adapting and transposing motifs (Roman Theme)</b></p>	<p><b>Pentatonic Melodies</b></p>	<p><b>Instrumental- Traditional Instruments and improvisation</b></p>
	Design Technology	<p><b>Structures</b></p> <p>2D to 3D shape (Constructing a fort/castle)</p>	<p><b>Textiles: Fastenings</b></p>	<p><b>Food</b></p> <p><b>Eating Seasonally</b> (link farming Stone Age)</p>
	French	<p>Getting to Know You (y3/5)</p> <p>All about me (y3) All about ourselves (Y5)</p>	<p>Food (Y3) That’s Tasty (Y5)</p> <p>Family (Y3) Family and Friends (Y5)</p>	<p>School (Y3) School Life (Y5)</p> <p>Time (Y3) What’s the time (Y4)</p>
	PSHE/RSE	<p>Me and My RelationshipsValuing Difference</p>	<p>Growing and Changing</p> <p>Keeping Safe</p>	<p>Rights and Respect</p> <p>Being My Best</p>
	P.E	<p>Netball</p> <p>Football-Sports coach</p> <p>Gymnastics- Supporting/ receiving body weight, body shapes</p>	<p>Dance</p> <p>Cricket- Sports coach</p> <p>Hockey</p> <p>Swimming: use a range of strokes effectively to swim competently, confidently and proficiently over at least 25 metres. Perform safe self-rescue in different water-based situations.</p>	<p>Outdoor/ adventurous pursuits: Orienteering/ team puzzles</p> <p>Athletics: Jumping/ throwing/ running activities</p> <p>Rounders</p>
	Computing	<p>COMPUTING SYSTEMS AND NETWORKS: Sharing Information</p> <p>CREATING MEDIA: Desktop Publishing</p> <p>Online Safety – 1 lesson every half term.</p>	<p>PROGRAMMING B: Events and Actions</p> <p>DATA AND INFORMATION: Flat-file Databases</p> <p>Online Safety – 1 lesson every half term.</p>	<p>CREATING MEDIA: Audio Editing</p> <p>Y5 PROGRAMMING A: Selection in physical</p> <p>Online Safety – 1 lesson every half term.</p>

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Cycle C	History GOLDEN THREADS: Peasantry, Settlements, Conflict, Exploration/Trade, Democracy	<b>Ancient Egypt</b> <i>The achievements of the earliest civilizations</i> <b>The Ancient Egyptians</b> – a depth study of the Ancient Egyptian civilization.	<b>Crime and Punishment</b> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> <b>Crime &amp; Punishment</b> – thematic study: How has Crime and Punishment changed over time?	Anglo- Saxons and the Scots <i>Britain's settlement by Anglo-Saxons and Scots</i> <b>The Anglo-Saxons</b> – invasions, settlements and kingdoms during the Dark Ages, links with local historical settlements.
	Geography	<b>Our World</b> <b>Our world: Where on Earth are we?</b> Locate the world's countries using maps.	<b>Climate and Weather</b> <b>Climate and Weather: why is climate important?</b> Identify seasonal/daily weather patterns in the UK <i>Fieldwork</i>	<b>Europe- A study of the Alpine Region</b> <b>Europe – A study of the Alpine Region: Where should we go on holiday?</b> Locate the world's countries, using maps
	RE	What is it like to follow God? (People of God)  What will make our city/town/ village a more respectful place?	Revisit Hinduism in Britain. Focus on looking after the world and how religion helps though bad and good. Holi  What did Jesus do to save human beings? (Salvation)	What kind of King is Jesus? (Kingdom of God)
	Science	<b>States of Matter (Y4)</b> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature  <b>Earth and Space (Y5)</b> Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	<b>Animals, including Humans (Y4)</b> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.  <b>Plants (Y3)</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<b>Electricity (Y4)</b> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors  <b>Scientific Enquiry Project</b> – Fairground rides

	Art and design	<b>Craft and Design</b> Ancient Egyptian Scrolls	<b>Drawing Flowers</b> Growing Artists Georgia O'Keefe and Chinese <b>Painting and Mixed media</b>	<b>Sculpture and 3D</b> Anglo- Saxon houses (to make a village) Rune stones
	Music	<b>Composition notation (ancient Egypt)</b>	<b>Composition to Represent The festival of colour - Holi (link RE)</b>	<b>Dynamics, Timbre, Tempo and Motifs (link Science)</b>
	Design Technology	<b>Pneumatics</b>	Food Technology- Culture linked to Spain (Seasonality and celebrating culture) <b>Adapting a recipe</b>	Creating Fairground rides- Simple circuits and switches <b>Based on Electrical Systems (torches)</b>
	French	Getting to Know You (y3/5)  All about me (y3) All about ourselves (Y5)	Food (Y3) That's Tasty (Y5)  Family (Y3) Family and Friends (Y5)	School (Y3) School Life (Y5)  Time (Y3) What's the time (Y4)
	PSHE/RSE	Me and My Relationships Valuing Difference	Growing and Changing Keeping Safe	Rights and Respect Being My Best
	P.E  Games: Throwing/ catching/ dribbling - (tag rugby/ basketball/ netball) Striking - (hockey, tennis, cricket, rounders)	Netball  Gymnastics: Symmetry and asymmetry, balance  Cricket- Sports Coach  Hockey	Dance  Football – Sports Coach  Swimming: use a range of strokes effectively to swim competently, confidently and proficiently over at least 25 metres. Perform safe self-rescue in different water-based situations.	Athletics: Jumping (long/ high/ triple jump) Throwing (shot putt, javelin, discus) Hurdles, Running activities – Sprint Distance Relays  Outdoor/ adventurous pursuits: Orienteering/ team puzzles  Tennis
	Computing	COMPUTING SYSTEMS AND NETWORKS: Connecting Computers CREATING MEDIA: Stop Frame Animation  Online Safety – 1 lesson every half term.	Y3 PROGRAMMING A: Sequence in Music DATA AND INFORMATION: Branching Databases  Online Safety – 1 lesson every half term.	CREATING MEDIA: Video Editing Y4 PROGRAMMING A: Repetition in shapes  Online Safety – 1 lesson every half term.