



Brodetsky Jewish Primary School Long Term Topic Planning

Year 3 and 4

Year A

Romans

Extended chronological study

Flanimals

Year B

Stone Age

Ancient Greeks

Leeds and the environs

Year A

Year 3 & 4 , Year A, Autumn Topic: The Romans

Genre & Book Title	<p>Fiction (Romulus and Remus)</p> <ul style="list-style-type: none"> • Myths and Legends • Playscripts & Dialogue • Stories with a historical setting • Illiona's Diary <p>Non-fiction</p> <ul style="list-style-type: none"> • Roman Record • Recount • Newspaper reports
History/ Geography	<p><i>The Romans and its impact on Britain</i></p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire <p><i>Human and physical Geography</i></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe and North & South America, concentrating their environmental regions, key physical and human characteristics, countries, and major cities.

Year 3 & 4 , Year A, Autumn Topic: The Romans

*Science	<p><i>States of matter (Y4 Curriculum)</i></p> <ul style="list-style-type: none"> • 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.
PSHCE	<p>Keeping safe and managing risk: Bullying - see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to recognise bullying and how it can make people feel • about different types of bullying and how to respond to incidents of bullying <p>about what to do if they witness bullying</p> <p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-backs
Computing	<p>Pupils should be taught to:-</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content • Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year 3 & 4 , Year A, Autumn Topic: The Romans

Art/DT

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art & design techniques, including drawing, painting and sculpture with a range materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Year 3/4, Year A, Spring, Topic: Victorians

Genre & Book Title	<p>Fiction (Chimney Child)</p> <ul style="list-style-type: none"> • Stories with a historical setting • Stories which raise issues or dilemmas • Focus on character & setting Descriptions <p>Non - Fiction</p> <ul style="list-style-type: none"> • Banardo's Leaflets • Information text • Leaflets <p>Poetry</p> <ul style="list-style-type: none"> • Robert Lewis Stevenson • Michael Rosen • Narrative poetry • Poems to learn by heart • Poetry to perform
History	<p><i>A Local History Study</i></p> <ul style="list-style-type: none"> • Extended chronological study starting with the Victorians • Children through time to WW2 • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p><i>A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> <ul style="list-style-type: none"> • The changing power of monarchs using case studies such as John, Anne and Victoria. • A significant turning point in British history, for example, the first railways or the Battle of Britain

Year 3/4, Year A, Spring, Topic: Victorians

***Science**

Electricity (Y4 Curriculum)

- 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 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
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Sound (Y4 Curriculum)

- 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

Year 3/4, Year A, Summer, Topic: Flanimals

**Genre &
Book Title**

Fiction (The Midnight Fox by Betsy Byars)

- Stories with a historical setting
- Stories which raise issues or dilemmas
- Focus on character & setting Descriptions
- Flanimals By Ricky Gervais
- Stories set in imaginary worlds
- Focus on character & setting Descriptions

Non-fiction

- Report on Ricky Gervais
- Information texts

Year 3/4, Year A, Summer, Topic: Flanimals

Geography

Locational Knowledge

- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying humans and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.

Human and Physical Geography

Describe and understand the key aspect of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economical activity including trade links and the distributions of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the 8 points of a compass, 4 and 6 figure grid references symbols and key (including the use of Ordnances Survey maps) to build their knowledge of the United Kingdom and the wider world

***Science**

Living Things and their Habitats (Y4 Curriculum)

- 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.

Animals including humans (Y4 Curriculum)

- describe the simple functions of the basic parts of the digestive system in human
- identify the different types of teeth in humans and their simple function
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 3/4, Year A, Summer, Topic: Flanimals

PSHCE

Computing

Year 3/4, Year A, Summer, Topic: Flanimals

Art/DT

Year B

Year 3/4, Year B, Autumn, Topic: The Stone Age

Genre & Book Title	<p>Fiction (Stig of the Dump)</p> <ul style="list-style-type: none"> • Stories with familiar settings • Adventure/Mystery stories • Playscripts & Dialogue • Stories that raise issues or dilemmas <p>Non-Fiction</p> <ul style="list-style-type: none"> • Instructions with presentational devices • Persuasive text
Geography	<p><i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p>This could include:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gathers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture
*Science	<p><i>Rocks (Y3 Curriculum)</i></p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of 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.
PSHCE	<p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <p>Identity, society and equality: Democracy</p>
Art/DT	

Year 3/4, Year B, Autumn, Topic: The Stone Age

Computing

Year 3/4, Year B, Spring, Topic: Ancient Greeks

Genre & Book Title	<p>Fiction</p> <ul style="list-style-type: none"> • Adventure stories • Myths and legends • Stories with a historical setting • Stories set in imaginary worlds • Focus on character & setting Descriptions <p>Non-fiction (The Adventures Of Odysseus)</p> <ul style="list-style-type: none"> •
Geography	<p><i>Ancient Greece</i></p> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the 8 points of a compass, 4 and 6 figure grid references symbols and key (including the use of Ordnances Survey maps) to build their knowledge of the United Kingdom and the wider world
History	<p><i>Ancient Greece</i></p> <ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world.

Year 3/4, Year B, Spring, Topic: Ancient Greeks

***Science**

Forces and magnets (Y3 Curriculum)

- compare how things move on different surface
- 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 on the basis of 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.

Plants (Y3 Curriculum)

- 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.

Year 3/4, Year B, Spring, Topic: Ancient Greeks

PSHCE

Art/DT

Year 3/4, Year B, Spring, Topic: Ancient Greeks

Computing

Year 3/4, Year B, Summer, Topic: Leeds and the Environs

**Genre &
Book Title**

Fiction (Charlotte's Web)

- Story with familiar setting
- Character/setting descriptions
- Imaginary story

Poetry

- Calligrams
- Shape Poems
- Performance Poetry

***Science**

Light (Y3 Curriculum)

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surface
- 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 an opaque object
- find patterns in the way that the size of shadows change

Animals, including humans (Y3 Curriculum)

- 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.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 3/4, Year B, Summer, Topic: Leeds and the Environs

**History/
Geography**

PSHCE

Art/DT

Computing

*All science topics will include elements of working scientifically.