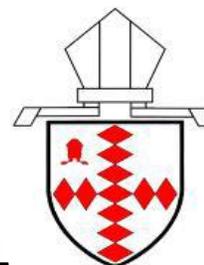




# St PAUL'S (C OF E) PRIMARY SCHOOL



## Years 3 & 4 Long Term Cross Curricular Plan Year A 2018-2019

### Respect, Trust, Compassion

Topic →	Our local area		Romans		Vikings	
Subject						
↓ <b>English</b> (Books and main outcomes, for plans see Literacy Tree Plans)	<b>Leon and the Place Between</b> 3 weeks-Narrative (Fantasy), Recount (Diary Entry) Setting Descriptions  <b>Varmints</b> 3 weeks-Explanation text (leaflet), retellings, setting description	<b>The Tear Thief</b> 2 weeks-Letter in role, shared poem, information poster, discussion  <b>Escape from Pompeii</b> 2 weeks-Historical stories, dialogue, setting description  <b>Jabberwoki</b> 2 weeks-Nonsense and narrative poetry, explanatory descriptions	<b>The Pied Piper of Hamelin</b> 3 weeks- Information reports, adverts, narrative and analysis of a piece of poetry  <b>The day I swapped my dad for two goldfish</b> 3 weeks-Script for a pilot TV show.	<b>Cloud Tea Monkey's</b> 3 weeks-Descriptive passage, 'how to' guide, letter, discussion, nonchronological report  <b>Selfish Giant</b> 3 weeks-Diaries, letters, posters, reports, own versions (narratives)	<b>Black Dog</b> 3 weeks-Extended story with a point of suspense  <b>Shackleton's Journey</b> 3 weeks- Interviews, Diaries, Letters, Newspaper report	<b>Matchbox diary</b> 3 weeks- Dialogue, diary entry, retelling (oral dictation), mini-autobiography, ship's log, non-chronological report  <b>Odd and the Frost Giants</b> 3 weeks- Explanations, narrative recount, setting descriptions

<b>Reading Texts</b>	Chosen class text	Old Possum's Book of Practical Cats ... by T.S Eliot (Faber Classics)	Two Weeks with the Queen by Maurice Gleitzman Year 3/4	Letters from the Lighthouse by Emma Carroll - Year 4	The Polar Bear Explorers' Club by Alex Bell	The Firework-Maker's Daughter by Philip Pullman,
<b>Maths</b>  (Key objectives, from White Rose Plans)	<p style="text-align: center;">Year 3</p> Number - Place Value (3 weeks) Number - Addition and subtraction (5 weeks) Number – Multiplication and Division (3 weeks) Consolidation (1 week)		<p style="text-align: center;">Year 3</p> Number – Multiplication and Division (3 weeks) Measurement - Money (1 week) Statistics (2 weeks) Measurement - Length and Perimeter (3 weeks) Number - Fractions (2 weeks) Consolidation (1 week)		<p style="text-align: center;">Year 3</p> Number – Fractions (3 weeks) Measurement – Time (3 weeks) Geometry – Properties of shape (2 weeks) Measurement – Mass and Capacity (3 weeks) Consolidation (1 week)	
<b>RE</b>  Topics and key objectives taken from SDBE – Southwark Diocesan Board of Education: Syllabus for Religious Education	<b>What does it mean to be a Jew? Plans by Dioceses</b> Recognise what pupils already know about Jewish beliefs and practices and devise questions on aspects of the Jewish way of life they are keen to explore during this unit. To share pupils own	<b>How do advent and epiphany show us what Christmas is really about?</b> Describe what prophets said about Jesus' birth and what a Christian might learn from the story. To be able to describe how and	<b>How did belief in God affect the actions of people in the old testament?</b> Show that I understand how the story of the Judgement of Solomon can have an impact on Christians today; Describe the similarities and differences between	<b>Easter people</b> Identify and talk about some of the key characters in the Gospel accounts of Holy Week, what happens to them and what they may feel and think at different points in these narratives (L2); Describe and explain why people may	<b>What do the miracles of Jesus teach?</b> What constitutes a miracle; Some of the miracles that Jesus performed; Magic versus miracles – what is the difference? -Who performs miracles? Consideration of	<b>The bible</b> How the Christian message spread in the past; The Ascension; What persecution is and why it might inhibit the spread of a message; Pentecost; How the Christian Message spread after Jesus'

	<p>family religious practices and make comparisons with the Jewish practice of Shabbat.</p> <p>To know that Jews believe in one God who is the Creator &amp; cares for all people</p> <p>To understand the importance of the Torah for Jews and the significance of the mezuzah in the Jewish home</p> <p>To identify how signs and symbols from own religious belief or personal commitments help guide and sustain them in everyday life.</p>	<p>why John the Baptist prepared people for Jesus' birth.</p> <p>Give examples of how Christians live out the message of Christmas;</p> <p>Link the message of Christmas with the way they think and behave.</p> <p>Make a connection between the story of Epiphany and the Christian belief that Jesus came to save everyone;</p> <p>Know how the story of Epiphany influences what Christians believe about Jesus.</p>	<p>the way Jonah and Daniel reacted to God's command;</p> <p>Make links between David's faith in God and his ability to overcome the doubts of others;</p> <p>Use the evidence from the Bible to show I understand how Ruth showed her devotion to God;</p> <p>Describe similarities and differences between the story of Jonah and Moses and the Burning Bush;</p> <p>Show how Abraham's decision to follow God impacted on him and his family.</p>	<p>have the same or a range of different responses to the roles played by the key characters in the Gospel accounts of Holy Week (L3);</p> <p>Use specific Christian and other religious language accurately to describe and compare different beliefs about the experiences and the moral dilemmas faced by the key characters in the Gospel accounts of Holy Week (L4).</p> <p>Why did Judas betray Jesus?</p> <p>What does Peter's denial say about the challenges of Christian faith?</p> <p>Why were the women important at the crucifixion and resurrection of Jesus?</p> <p>Who is the most important person in the Easter narrative and why?*</p>	<p>personal response to the miracles of Jesus;</p> <p>Specific places where people believe miracles happen;</p> <p>The importance of faith for miracles;</p> <p>Links with Salvation – Jesus' miracle of the resurrection;</p> <p>What the miracles of Jesus' ministry teach Christians about being the people of God;</p> <p>Comparing and identifying similarities and differences between faiths.</p>	<p>Ascension and the 1<sup>st</sup>.</p> <p>Pentecost;</p> <p>What Pentecost shows about The Trinity;</p> <p>How Confirmation contributes to the spread of the Christian message;</p> <p>How Christians believe that the Holy Spirit equips them to share the Christian message and how the confirmation ritual shows this belief.</p>
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<p style="text-align: center;"><b>Science</b></p>	<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          -Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p><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 sizes of shadows change.</p>	<p><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 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.</p>	<p><b>Sound Y4</b>          -Identify how sounds are made, associating some of them with something vibrating          -Recognise that vibrations from a sound 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>	<p><b>Plants Y3</b>          -Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.          -Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant.          I-investigate the ways in which water is transported within plants.          -Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p><b>Scientist and Inventors (project based presentations)</b>          -What is a scientist? What are their roles?          -Who discovered....What scientific theory did they have....how did they find it.</p>
	<p style="text-align: center;"><b>History</b></p>	<p><b>Local History</b>          Charlie Chaplin          East Street Market          Southwark Cathedral</p> <p>Outcome: to write a letter persuading someone to come and visit Southwark to discover the history here.</p>		<p><b>Romans</b>          Religion, numerals, culture, impact on Britain and Europe</p>	<p><b>Vikings</b>          Raids and invasions.          Resistance by Alfred the Great and Athelstan.</p>	

<b>Geography</b>	<b>Local Geography</b> Compare human and physical features of London with another country. Compass skills.  Outcome: to write a persuasive letter about a trip to Jamaica		<b>Romans</b> Geographical spread of the Empire. Natural resources, trade and land use. Locate countries within the Empire and compare.		<b>Vikings</b> Modes of transport by Viking invaders. Rivers, Canals, Oceans, Thames focus.	
<b>Computing</b>	Basic skills & Online Safety Flyer / Leaflet	Coding - Simple Animation	Creating a Wiki	Photo Story 3	Coding -Debugging	Digital Art
<b>PE</b>	<b>Gymnastic</b> : Unit L (Stretching, curling, balancing)  <b>Games:</b> Throwing, catching & striking an object	<b>Gymnastic:</b> Unit O (Electricity )  <b>Games:</b> Invasion Games – football & rugby	<b>Dance</b> (Science/Electricity)  <b>Games:</b> Competitive games - hockey	<b>Dance:</b> Unit 1 (Shoes)  <b>Games:</b> Invasion games – basketball & netball	All classes will swim for a PE lesson for one term  <b>Games:</b> Problem Solving games	<b>Athletics</b>  <b>Games:</b> Striking games – cricket & rounders
<b>DT</b>	<b>Clay – Roman tiles</b> Mosaic Vase making Art and Design to be taught through topic work Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas, improve art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay), about great artists, architects and designers in history.		<b>Vessels</b> Boats, ships – Looking at - watertight Art and Design to be taught through topic work Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas, improve art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay), about great artists, architects and designers in history.		<b>Sculptures</b> Art and Design to be taught through topic work Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas, improve art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay), about great artists, architects and designers in history.	

<b>Art</b>	<b>Drawing – skills</b> <b>Portraits</b> <b>Frido Khalo- Van Gogh</b> Experiment with the potential of various pencils – close observation – Draw both the positive and negative shapes – initial sketches as a preparation for painting – accurate drawings of people – particularly Salvador Dali- Surrealism link to Science animals and humans	<b>Claude Monet –</b> <b>Light and Dark</b> Links to science light and tone charcoal, use of tonal pencils shades within colour spectrum	<b>Painting Techniques: Surrealism, impressionism (Dali, Picasso)</b>
<b>PSHE</b>	Emotions and feelings Looking after others Councillors	Feeling sad and choices Families who live far away Where things come from	Healthy and safe Special people in our school Our ideal community
<b>Music</b>	<p style="text-align: center;"><b>To Identify Rhythm, Pulse, Pitch and Melody</b></p> Chn to express their understanding of the above terms through practical activities. Chn to use their bodies as a way of exhibiting pitch, melody, dynamics and rhythm. <a href="https://www.youtube.com/watch?v=EomqoWIC7wE">https://www.youtube.com/watch?v=EomqoWIC7wE</a> <a href="https://www.bbc.com/bitesize/topics/zcbkci6">https://www.bbc.com/bitesize/topics/zcbkci6</a> <a href="http://www.bbc.co.uk/guides/z3x6msg">http://www.bbc.co.uk/guides/z3x6msg</a> <p style="text-align: center;"><b>Black History</b></p> To identify instruments associated with the Windrush countries Chn to listen to songs from synonymous with this point in time. Chn to identify instruments from Caribbean islands that made their way to the UK during the Windrush era. <p style="text-align: center;"><b>Christmas</b></p> Chn to learn, practice and perform songs that reflect this time of year.	<p style="text-align: center;"><b>Pied Piper</b></p> Chn to explore woodwind instruments, discovering the range of variety, difference of sound, diversity of pitch, shape and music feel. Chn to learn how to play a song on the recorder. Chn to create and design their own woodwind instrument. <p style="text-align: center;"><b>Easter</b></p> Chn to learn, practice and perform songs that reflect this religious festival period of time.	<p style="text-align: center;"><b>Ancient China</b></p> Chn to research instruments that are reflective of this historical era. Children to learn and perform songs associated with this historical period of time. Children to play instruments synonymous with this point in time. <p style="text-align: center;"><b>To Consolidate Music Knowledge</b></p> Chn to reflect upon what they’ve learned throughout the year. Putting in practice key skills and demonstrating the securing of their knowledge through music, song and instrumentation.
<b>French (KS2 only)</b>	<b>Greetings</b> Hello, good morning, good afternoon, days of the week, numbers Colours, everyday objects	<b>Simple sentences</b> My name is.....Where do you live.....What is your name ... I live in ..... I have..... I need.....	<b>I like .....using simple vocab learnt from term 1</b>

