

Horizons Curriculum Long Term Plan Cycle 1 – Years 3 and 4



Autumn

Forwards and Backwards

Inventions across the ages: Stone Age, Bronze Age and Iron Age

<p>SCIENCE</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. 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. <p>PRACTICAL SCIENCE</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. <p>COMPUTING</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>History</p> <ol style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and World History Establish clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources Address and devise historically valid questions about change, cause, similarities and differences, and identify their significance. <p>Geography</p> <ol style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human 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 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 within North or South America Describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>PE</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending Perform dances using a range of movement pattern Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Art</p> <ol style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials, (e.g. pencil, charcoal, paint, clay). To create sketchbooks to record their observations and use them to review and revisit ideas 	<p>DT</p> <ol style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting, and use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Music</p> <ol style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations <p>MFL</p> <ol style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
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Spring 1

Explorers & Exploring

Antarctica/ Artic

<p>SCIENCE</p> <ul style="list-style-type: none"> 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 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 Construct and interpret a variety of food chains, identifying producers, predators and prey. 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. <p>PRACTICAL SCIENCE</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>COMPUTING</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>HISTORY</p> <p>1 Develop a chronologically secure knowledge and understanding of British, local and World History</p> <p>4 Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>5 Understand how our knowledge of the past is constructed from a range of sources</p> <p>6 Address and devise historically valid questions about change, cause, similarities and differences, and identify their significance.</p> <p>GEOGRAPHY</p> <p>1 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geography</p> <p>4 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 within North or South America</p> <p>5 Describe and understand key aspects of physical geography including climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>7 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>8 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>9 Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including plans, graphs and digital technologies.</p> <p>ART</p> <p>1 To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>2 To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials, (e.g. pencil, charcoal, paint, clay).</p> <p>3 To know about great artists, architects and designers in history.</p>	<p>DT - Design</p> <p>1 To improve their mastery of art and design techniques, including drawing, painting, and use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>3 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>4 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>shape the world</p> <p>8 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>MUSIC</p> <p>4 Use and understand staff and other musical notations</p> <p>MFL</p> <p>3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>PE</p> <p>2 Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>3 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>5 Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>6 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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Horizons Curriculum Long Term Plan Cycle 1 – Years 3 and 4

Spring 2

Exploring Authors

Shakespeare: Macbeth/ Richard III

<p>SCIENCE</p> <ul style="list-style-type: none"> 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 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 Construct and interpret a variety of food chains, identifying producers, predators and prey. 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. <p>PRACTICAL SCIENCE</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>COMPUTING</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>History</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and World History Establish clear narratives within and across the periods they study Understand how our knowledge of the past is constructed from a range of sources Address and devise historically valid questions about change, cause, similarities and differences, and identify their significance. <p>Geography</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human 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 Describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>P.E</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swim competently, confidently and proficiently over a distance of at least 25 metres. (YEAR 4) Use a range of strokes effectively (YEAR 4) Perform safe self-rescue in different water-based situations. (YEAR 4) <p>Art</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials, (e.g. pencil, charcoal, paint, clay). To know about great artists, architects and designers in history. 	<p>DT</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting, and use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Music</p> <ul style="list-style-type: none"> Use and understand staff and other musical notations Develop an understanding of the history of music. <p>MFL</p> <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Read carefully and show understanding of words, phrases and simple writing
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Summer

Saving the World

Knights and their quests

<p>SCIENCE</p> <ul style="list-style-type: none"> • 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 an opaque object • Find patterns in the way that the size of shadows change. <p>PRACTICAL SCIENCE</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings. <p>COMPUTING Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>HISTORY</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and World History • Establish clear narratives within and across the periods they study • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources • Address and devise historically valid questions about change, cause, similarities and differences, and identify their significance <p>GEOGRAPHY</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human 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 • 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 within North or South America • Describe and understand key aspects of physical geography including climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>ART</p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials, (e.g. pencil, charcoal, paint, clay). • To know about great artists, architects and designers in history. 	<p>PE</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Perform dances using a range of movement patterns <p>PE – SWIMMING – YEAR 3</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations. <p>MUSIC</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory <p>DT</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>MFL</p> <ul style="list-style-type: none"> • Present ideas and information orally to a range of audiences • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
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