







**Weston Mill Community Primary Academy**  
**Year 3/4 Long Term Curriculum Plan 2022-2023**

Unit/Theme		Prehistoric Britain (6 weeks)	Dinosaurs and Fossils (7 weeks)	Master of Disaster (6 weeks)	Egyptians (6 weeks)	Farming and Food (6 weeks)	Our City : Plymouth Hoe (7 weeks)
Destination		A classroom exhibition across Prehistoric ages.	Class directory of fossils and dinosaurs.	Class non-fiction book about natural disasters.	Perform a fashion show to parents	Prepare and serve a fair-trade meal for parents.	Art gallery showcasing Plymouth then and now
Big Question		How different was life in Prehistoric Britain?	What are fossils?	Why do natural disasters happen?	What made the Egyptians successful?	Where does food come from?	What makes our city great?
STEM	STEM Skills	 Problem Solving	 Creativity	 Inquiry Skills	 Observation	 Flexibility	 Collaboration
	Science	Scientific knowledge To use knowledge of materials and their properties to identify why they were used to make tools. <b>TEXTURE</b> <b>ABSORBANT</b> <b>MALEABLE</b>	To describe how fossils are formed. To investigate the differences between carnivores and herbivores (dinosaurs). To discover how dinosaurs adapted to the environment. <b>FOSSIL</b> <b>CARNIVORES</b> <b>HERBIVORES</b>	To understand that forces need contact between two objects. To investigate surface friction (e.g. caramel down a slope). <b>PUSH</b> <b>PULL</b> <b>FRICTION</b>	To understand where light comes from. To understand why light was significant to the Egyptians. To explain how shadows are formed. <b>LIGHT</b> <b>STRAIGHT</b> <b>REFLECTING</b>	To understand what plants need to survive. To identify parts of plants and their functions. To explain the life cycle of flowering plants. To conduct a fair test experiment on plant living conditions.	To understand 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 To identify that humans and some other animals have skeletons and muscles for support, protection and movement. <b>MUSCLES</b> <b>SKELETON</b> <b>NUTRITION</b>
	Computing	To use the internet to research life in Prehistoric Britain. <b>RESEARCH</b> <b>SEARCH ENGINE</b> <b>INTERNET</b>	To use word processing to design and format the Mary Anning biography. <b>TYPING</b> <b>FONT</b> <b>DOCUMENT</b>		To use publisher to create a poster for the shadow puppet show. To select and add images, text and colour to design their poster. <b>PUBLISH</b> <b>EDIT</b> <b>IMAGE</b>	To use the internet to research where foods come from. To explain how search engines work and use then to gather information. <b>INFORMATION</b> <b>GATHER</b> <b>INQUIRE</b>	
		NOS: Self Image and Identity <b>AVATAR</b> <b>IMAGE</b> <b>IDENTITY</b>	NOS: Online Relationships <b>SOCIAL MEDIA</b> <b>COMMUNICATE</b> <b>MESSAGING</b>	NOS: Online Reputation/Online Bullying <b>TRUSTWORTHY</b> <b>VALIDITY</b> <b>OPINION</b> <b>REPORT</b> <b>BLOCK</b> <b>CYBER BULLYING</b>	NOS: Health, Wellbeing and Lifestyle <b>LIFESTYLE</b> <b>TECHNOLOGY</b> <b>DEVICE</b>	NOS: Managing Online Information <b>WEBSITES</b> <b>SEARCH ENGINE</b> <b>AUTO COMPLETE</b>	NOS: Privacy and Security/Copyright and Ownership <b>STRANGER</b> <b>SECURITY</b> <b>PERSONAL</b>
	DT	To know key differences between the technology and materials of farmers and hunter-gatherers. To explore the development of technology and tools from the Stone Age to the Iron Age <b>GEODESIC, TECHNOLOGY, DEVELOPING</b>		To investigate how structures survive in an earthquake zone. To design a structure to withstand an earthquake. Evaluate and improve design based upon previous results. <b>EVALUATE, STRUCTURE, ROBUST</b>	To design and make Egyptian outfits to wear when performing their play. To join fabrics using running stitch, over sewing, back stitch To explore fastenings and recreate some e.g. sew on buttons and make loops To use appropriate decoration techniques e.g. appliqué (glued or simple stitches)	To use cooking utensils to prepare a meal. To understand what makes a balanced diet. To evaluate and improve meal design.	
	Maths						
White Rose Maths Scheme of Learning							
English		Narrative – Stone Age Boy Poetry – e.g. onomatopoeic – linked to Stone Age tools <b>HOMOPHONES</b> <b>SYNONYM</b>	Narrative – Dinosaurs Biography - Anning <b>Headings sub-headings</b>	Diary Entry – disaster Poetry – acrostic, alliteration. Explanation text how volcanos erupt – Etna (guided) – children can research their own area of interest e.g. other volcanos or earthquakes. (independent)  <b>Repetition, onomatopoeia, simile</b>	Playscript – To write a play about ancient Egyptian gods. (Myths and Legends) Narrative <b>Characters, scenes, acts, stage directions</b>	Explanation – To write an explanation text about plants. Narrative – Narrative about the journey of a piece of fruit. <b>Formal voice, chronological order</b>	Narrative – Write and publish a narrative based on Jeannie Baker Information text about Plymouth <b>Compare, contrast, description,</b>
(Reading Text)		The First Drawing by Mordicai Gerstein How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley The Boy with the Bronze Axe by Kathleen Fidler Stone Age Boy by Satoshi Kitamura	Mungo and the dinosaur island- Timothy Knapman. Tyrannosaurus Drip – Julia Donaldson.	Pebble in my pocket – Meredith Hooper Various non-fiction books.	Egyptian Cinderella Ancient Egypt Tales of Gods and Pharaohs Marcy and the tale of the sphinx Flat Stanley and the Great Egyptian Grave Robbery	The Last Garden	Belonging by Jeannie Baker Window by Jeannie Baker
History		To create a timeline covering prehistoric periods. To research dates to go on the timeline from books and the internet. To generate questions about what people hunted and gathered in the Stone Age. To understand the different roles and responsibilities within Prehistoric Britain. To investigate the Neolithic settlement of Skara Brae  <b>SETTLEMENT</b> <b>PREHISTORIC</b>	To understand where different dinosaurs and fossils fit on a timeline.  To research about the life and work of Mary Anning.  <b>TIMELINE (AD/BC)</b> <b>ARCHEOLOGY</b> <b>EVIDENCE</b>		To identify significant events in the Egyptian society. To identify achievements of Egyptian civilisation and explain why they are important (pyramids, paper, writing). To create timelines to show chronology.  <b>ANCIENT</b> <b>CIVILISATION</b> <b>CHRONOLOGY</b>		To explore how Plymouth has changed over time. To create a timeline of historic events of our city. To explore the significance of key landmarks – Smeaton's Tower, breakwater, citadel.  <b>LANDMARKS</b> <b>INQUIRY</b> <b>PORT</b>

Unit/Theme	Prehistoric Britain (6 weeks)	Dinosaurs and Fossils (7 weeks)	Master of Disaster (6 weeks)	Egyptians (6 weeks)	Farming and Food (6 weeks)	Our City : Plymouth Hoe (7 weeks)
Destination	A classroom exhibition across Prehistoric ages.	Class directory of fossils and dinosaurs.	Class non-fiction book about natural disasters.	Perform a fashion show to parents	Prepare and serve a fair-trade meal for parents.	Art gallery showcasing Plymouth then and now
Big Question	How different was life in Prehistoric Britain?	What are fossils?	Why do natural disasters happen?	What made the Egyptians successful?	Where does food come from?	What makes our city great?
	NEOLITHIC					
Geography	To explore counties in the UK using atlases. To explore where Iron Age hill forts were built and why they were built in those locations. SETTLEMENT LANDSCAPE COMMUNITY	To locate on a map the main fossil hunting area of the UK. FIELDWORK CLIFF COMPASS	To locate where tectonic plates around the world are and label (with symbols) key mountain ranges, volcanoes' names and major historical earthquakes. What mountains are and how mountains are formed. Describe how volcanoes are created. Locate Mount Etna in Europe and look at the physical and human characteristics of the region, and why people choose to live there. Describe how earthquakes are created. To understand what life is like in an earthquake zone. ERUPTION RICHTER SCALE NATURAL DISASTER	To explore why the River Nile was so important to Egyptian civilisation. SOURCE MOUTH TRIBUTARY	To explore food miles and the impact on the environment. To use maps, atlases, globes, and digital/computer mapping to locate countries and climates of different foods – bananas, chocolate, pineapples. To explore fair trade. To explore local produce and how it is grown. FAIRTRADE IMPORT EXPORT	To understand the key physical and human features of our city. To explore why people choose to live in a village or a city. To understand why amenities and service are built in certain locations – train station, shops etc. URBAN RURAL VILLAGE
Art	To learn how to make paint from charcoal and ochre and use this paint to recreate a painted cave (geodesic dome). To choose appropriate pieces of art to recreate to make a replica of one or more important caves. To use clay to make prehistoric jewellery. CHARCOAL, REPLICA, TONAL SCALE	To create mod-roc dinosaurs. Plaster of Paris fossils – linked to Anning discoveries. 3 DIMENTIONAL, SCULPTURE, SURFACE TEXTURE				To create a piece of art inspired by Brian Pollard. To paint using colour mixing. PRIMARY, SECONDARY, INSPIRATION
Music		To create a piece of music varying in volume and tempo – dinosaur hunt. COMPOSE, IMPROVISE, GLOCKENSPIEL	BEETHOVEN, CRESCENDO, DYNAMICS	To create a piece of ceremonial music to honour the gods. To gather words or phrases to describe Egyptian gods and create a verse for music. To use percussion to create a piece of music and record using music notations. To explore rhythmic patterns linked to music notation.		To write a song about Plymouth in small groups using Wellerman sea shanty. To perform with confidence in small groups. To use percussion instruments to keep a steady beat.
RE	To research the religious importance of Stonehenge during the prehistoric period.	What is it like for someone to follow god? FAITH, BELIEF, DEVOTION	How to festivals and worship what matters to a Muslim? PILLARS, FASTING (SAWM), PRAYER (SALAH)	How to festivals and family life show what matters to the Jews? EXODUS, PASSOVER, ATONEMENT	How and why do people try to make the world a better place? BAPTISM, BAR/BAT MITZVAH, COMMITMENT	What kind of world did Jesus want? FORGIVENESS, REPENT, REDEMPTION
	What do we learn from the Christian creation story? SABBATH, GENISIS, GOSPEL				To explore Egyptian gods.	
MFL	French/Spanish - Use simple greetings (BONJOUR, HOLA, AU REVOIR, ADIOS, SALUT) - My name is... - Culture	French/Spanish - Numbers to 31 recognition - Months of the year - Age, birthday. (CUMPLEANOS, ANNIVERSAIRE, ANS, ANOS)	French/Spanish - Colours - Animals (COULEURS, COLOR, ANIMAUX, ANIMAL)	French/Spanish - Parts of the body  (IZQUIERDA, GAUCHE, DROITE, DERECHA, GRAND, GRANDE, PETIT, PEQUENO)	French/Spanish - Food and drink  (J'ADORE, JE'DETESTE, ME ENCANTA, ODIO, J'AIME)	French/Spanish - Classroom instructions - Position  ECOUTER, ESCUCHAR, REPETIR, REPETER, EN AVANT, ADELANTE, ATRAS EN ARRIERE.
PSHE	How to be a good friend? KINDNESS, CONSIDERATION, CARING	What keeps us safe? RISKS, REGULATIONS, INAPPROPRIATE	What are families like? DIVERSITY, LOVING, SUPPORTIVE	What makes a community? COHESION, COMMUNICATION, ETHOS	Why should we eat well and look after our teeth? DECAY, BACTERIA, ENAMEL	Why should we keep active and sleep well? REJUVINATION, GROWTH, CONCENTRATION
PE	Real PE STATIC, CO-ORDINATION	Real Gym ADAPT, PERSEVERE	Games CO-OPERATE, FEEDBACK	Real PE CIRCUIT, FITNESS	Real Gym APPARATUS, CLIMB	Games TACTICS, POSITIONS
SMSC and British Values	Social development – how roles and responsibilities have developed	Spiritual development – fascination in learning about natural world	Moral development – developing empathy for local and global community British Values – Mutual respect	Cultural development – awareness of different religious features. Social development – awareness of developments of farming and transport	Moral development – understanding ethical and moral issues (food miles and carbon footprint) Cultural development – awareness of different cultural economies	Social/social – learning about ourselves British Values – local identity
Rich Experiences		Natural History Museum – tour of fossils.		Visit local farm shop/pick your own farm		Treasure hunt on Plymouth Hoe Brian Pollard visit
Discovery List						

House Days:

Date	Subject and Objectives	Outcome