



Year Y3/4 Long Term Plan 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Book: TBC (Planned with Teresa Heathcote) Outcome: TBC Book: Cloud Tea Monkeys by Mal Peet Outcome: Non-chronological report	Book: Shackleton's Journey by William Grill Outcome: Newspaper report Book: Pride: The story of Harvey Milk and the Rainbow Flag by Rob Sanders Outcome: Biography	Book: The Lion the Witch and the Wardrobe by C.S Lewis Outcome: Fantasy Narrative Book: Jabberwocky by Lewis Carroll Outcome: Nonsense Poem	Book: Escape from Pompeii by Christina Balit Outcome: Traditional Tale Book: The Selfish Giant by Oscar Wilde Outcome: Letter	Book: Varmints by Helen Ward Outcome: Explanation Book: FArTHER by Grahame Baker Smith Outcome: Narrative	Book: The Lion and the Unicorn by Shirley Hughes Outcome: Historical Narrative Book: Until I Met Dudley by Roger McGough ad Chris Riddell Outcome: Explanation
Maths	Number: Place Value Number: Addition and subtraction Number: Multiplication and division		Number: Multiplication and division Measurement: Length, perimeter and area Number: Fractions Number: Decimals Measurement: Mass and capacity		Number: Decimals (incl money) Measurement: Time Statistics Geometry: Properties of shape Geometry: Position and Direction	
Science	The Human Body <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 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 	Classification of Plants and Animals <ul style="list-style-type: none"> 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 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 	Ecology <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. construct and interpret a variety of food chains, identifying producers, predators and prey. 	Sound <ul style="list-style-type: none"> 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. 	States of Matter (The Water Cycle) <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 	Electricity <ul style="list-style-type: none"> 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
RE	Inspirational people in today's world <ul style="list-style-type: none"> experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious story (A2) describe the lives of some inspirational spiritual and leaders from the modern world (A2) understand how key leaders can be sources of wisdom for religious believers (A2) explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived (B2) apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1) 		Symbols and Religious Expression <ul style="list-style-type: none"> find out about some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1) consider why people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1); linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3); Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression. For example, pupils might plan a pilgrimage / 'spiritual journey' for younger children around the school grounds (C1). 		Inspirational people from long ago <ul style="list-style-type: none"> respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2); respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2) consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media (A3) respond thoughtfully to Muslim teaching about Prophet Muhammad[PBUH] and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) (A2); respond thoughtfully to stories about the birth, search and enlightenment of the Buddha (A2) use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to 	



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					explore how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3) • discuss and present thoughtfully their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights (C1)	
Geography	Spatial Sense <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 timeidentify 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)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	Mediterranean Europe <ul style="list-style-type: none">locate the world's countries, using maps to focus on Europeuse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Eastern Europe <ul style="list-style-type: none">locate the world's countries, using maps to focus on Europelocate the world's countries, using maps to focus on Europe (including the location of Russia)	UK Geography: Northern Ireland <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	UK Geography: London and the South East <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	Asia: Japan <ul style="list-style-type: none">Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleHuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waterThere is more specific reference to Asia in KS3
History	Ancient Greece <ul style="list-style-type: none">Ancient Greece – a study of Greek life and achievements and their influence on the western world	Life in Ancient Rome <ul style="list-style-type: none">The Roman Empire and its impact on Britain	The Rise and Fall of the Roman Empire <ul style="list-style-type: none">Julius Caesar's attempted invasion in 55-54 BC 2.'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	The Stuarts <ul style="list-style-type: none">a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Includes the British Values: Democracy, The Rule of Law, Mutual respect and tolerance of those with different beliefs and for those without faith</p>		
Art	Light <u>Artists: Caravaggio, Vermeer, Goncharova, Begum</u> <ul style="list-style-type: none">to develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoalabout great artists in history.	Space <u>Artists: Matisse, Millet, Bonheur, Bruegel, Turner</u> <ul style="list-style-type: none">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.to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoalabout great artists in history.	Design <u>Artists: Matisse, Munch, Kauffman</u> <ul style="list-style-type: none">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.to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoalabout great artists in history.	Monuments of Ancient Rome <u>Monuments: The Pantheon, Colosseum, Trajan's Column</u> <ul style="list-style-type: none">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.to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including sculpture with a range of materialsabout great artists, architects and designers in history	Monuments of the Byzantine Empire <u>Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons</u> <ul style="list-style-type: none">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.to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing and painting with a range of materialsabout great artists, architects and designers in history	Embroidery, Needlework and Weaving <u>Designers/Artists: Farrer, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers</u> <ul style="list-style-type: none">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.to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques with a range of materialsabout great artists and designers in history
DT	Electrical Systems: Torches	Food and nutrition: Adapting a recipe	Mechanical Systems: Making a Slingshot Car		Structures: Pavilions	Textiles: Fastenings



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Music	Mamma Mia • Pop • ABBA's music	Glockenspiel Stage 2 • Mixed Styles • Exploring and developing playing skills using the glockenspiel	Stop! • Grime • Writing lyrics linked to a theme	Lean On Me • Gospel • Soul/Gospel music and helping one another	Blackbird • The Beatles/Pop • The Beatles, equality and civil rights	Reflect, rewind and replay • Classical • The history of music, look back and consolidate your learning, learn some of the language of music
PE	Swimming • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations			Dance • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns	Hockey • 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	Rounders • 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
Computing		Collaborative Learning • To work collaboratively in a responsible and considerate way, look at a range of tools, develop understanding of the benefits of working together and how the internet provides opportunities to do this even when people are not physically in the same location + Online Safety 1 + Online Safety 2	Programming: Scratch • To revisit key features of Scratch and introduce the crucial concept and execution of using 'variables' in code scripts + Online Safety 3	HTML • To learn about the mark-up language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remixing' a website's text and images to create a fake news story + Online Safety 4	Computational thinking • To explore and apply the four skill areas needed to solve problems effectively: abstraction, algorithm design, decomposition and pattern recognition + Online Safety 5 + Online Safety 6	
MFL	¿Qué tiempo hace? • Can create and perform a dialogue about the weather • Can ask and answer questions about modes of transport • Can understand that Spanish is spoken in many countries • Can pronounce correctly the phonic sounds included in the Unit	¿Qué te gusta hacer? • Can create a dialogue with a partner around ¿Qué te gusta hacer? • Can write sentences from memory expressing opinions about what they like/do not like to do • Can pronounce correctly the phonic sounds included in the Unit	Raúl viaja en el tiempo • Can create a dialogue with a partner using questions and complex sentences expressing opinions • Can write sentences expressing opinions about what they like/do not like • Can read the story aloud with accurate pronunciation and intonation	Healthy Lifestyles • Can create a dialogue with a partner around ¿Qué haces el lunes? • Can produce an individual written diary of daily activities • Can pronounce correctly the phonic sounds included in the Unit	El Carnaval de los animales • Can write description of animals using 2 adjectives • Can write complex sentences which include time + activities • Can perform a role play using a variety of time + activities • Can pronounce correctly the phonic sounds included in the Unit	Cuando llueve llevo un paraguas • Can create and perform a dialogue about the weather, including articles of clothing and temperature • Can write an individual weather diary for a week • Can match key sounds and words which rhyme • Can pronounce correctly the phonic sounds included in the Unit
PHSE	Feelings and Friendships	Our Caring School	Staying Healthy	Staying mentally healthy	The World of Drugs	Keeping myself Safe