



Long Term Planner 2023-24

Cycle One

Year 3/4

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Stone Age to Iron age	Natural Disasters	Countries of the world	Polar regions	Anglo-Saxons	Normans
ENGLISH: Power of reading core text	Ug: Boy Genius of the Stone Age by Raymond Briggs	The Pebble in my Pocket by Meredith Hooper	Charlotte's Web by E.B. White	Pugs of the Frozen North by Phillip Reeve and Sarah McIntyre	Quill Soup: A Stone Soup Story Book by Alan Durant	The Bluest of Blues: Anna Atkins and the First Book of Photographs by Fiona Robinson
Writing opportunities	Non-fiction: Persuasive writing: Y4 – estate agent's particulars for a cave. Y3 – letter to Ug's tribe to persuade them to try an invention.	Fiction: Poetry: Writing narrative poems using descriptive language, alliteration, similes and personification.	Fiction: Narrative story writing: Character, setting descriptions, dialogue etc	Non-fiction: Non-chronological report: Writing a report on a mythical creature	Fiction: Narrative story writing: Traditional story in the style of Quill soup	Non-Fiction: Biography: Writing about the life of Anna Atkins
Guided reading Year 3	Jim and the Beanstalk Non-fiction texts linked to topic	Fantastic Mr Fox Non-fiction texts linked to topic	Iron Man Non-fiction texts linked to topic	Alien in the jam factory Non-fiction texts linked to topic	How to train your Dragon Non-fiction texts linked to topic	Mr Penguin and the Lost Treasure Non-fiction texts linked to topic
Guided reading Year 4	Fiction extracts Non fiction texts linked to topic	The Butterfly Lion	Fiction extracts Non fiction texts linked to topic	The Miraculous Journey of Edward Tulane	Fiction extracts Non fiction texts linked to topic	Varjak Paw
Lets think in English Year 3	Philip Mysteries	Splash Shirley	Wolves Red	Promise Tunnel	Old Halvar	Ian Foundling
Lets think in English Year 4	Alike Who, What, Where	Before, after Dig a Hole	Blue Yellow Not Now Bernard	The Present Sea Saw	Here we are Rain, Rainbows	Black Dog Red Riding Hood



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MATHS	<p><u>Number and Place Value</u> Year 3 - Represent and partition numbers to 1,000 Understand the value of Hundreds, tens and ones Find 1, 10 or 100 more or less Estimate, order and compare numbers on a number line to 1,000 Count in 50s Solve number problems and practical problems involving the above Year 4 - Represent and partition numbers to 10,000 Find 1, 10, 100, 1,000 more or less Solve number and practical problems involving the above with increasingly large numbers</p> <p><u>Addition and subtraction</u> Year 3 - Apply number bonds within 10 Add and subtract 100s Add and subtract 10s across a 100 Add and subtract two numbers (across a 100) Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Use Inverse operations Solve addition and subtraction 2 step problems in contexts</p>	<p><u>Multiplication and division</u> Year 3 - Multiplication – equal groups Use arrays Know Multiples and division facts of 2, 3, 4, 5, 8 and 10 x Use sharing and grouping Know Multiples of 10 Reason about multiplication Multiply a 2-digit number by a 1-digit with exchange Year 4 - Know multiples and division facts of 3, 6, 7, 9, 11 and 12 x Multiply three numbers Use factor pairs Multiply and divide by 10 and 100 Informal written methods for multiplication</p> <p><u>Measurement</u> Year 4 - What is area? Count squares Make shapes Compare areas</p>	<p><u>Multiplication and division</u> Year 3 - Link multiplication and division Divide a 2-digit number by a 1-digit number - no exchange Divide a 2-digit number by a 1-digit number - flexible partitioning Divide a 2-digit number by a 1-digit number - with remainders Scaling Year 4 - Multiply a 2 or 3 - digit number by a 1-digit number Divide a 2 or 3 -digit number by a 1-digit number <u>Measurement</u> Year 3- Measure in m, cm and mm Equivalent lengths Compare lengths Add and subtract lengths Measure and calculate perimeter Year 4 - Understand metres Equivalent lengths (km and m) Perimeter on a grid, Rectangle and rectilinear shapes Find missing lengths in rectilinear shapes Calculate the perimeter of rectilinear shapes Perimeter of polygons</p>	<p><u>Fractions</u> Year 3 - Understand the numerators and denominators of unit fractions Compare and order unit and non-unit fractions Understand the whole Fractions and scales Count in fractions and equivalent on a number line Year 4 - Understand the whole Count beyond 1 Partition and compare a mixed number Understand and convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Add and subtract fractions and mixed numbers <u>Mass and Capacity</u> Year 3 - Use scales Measure mass in kg and g Equivalent masses (kg and g) Add and subtract mass Measure capacity and volume in litres and millilitres Equivalent capacities and volumes (litres and millilitres) Compare capacity and volume Add and subtract capacity and volume <u>Decimals</u> Year 4 - Tenths as fractions or decimals Divide a 1 and 2-digit number by 10 Hundredths as fractions and</p>	<p><u>Fractions</u> Year 3 - Add and subtract fractions Partition the whole Find unit and non-unit fractions of a set of objects Reasoning with fractions of an amount <u>Decimals</u> Year 4 - Make a whole with tenths and hundredths Partition decimals Compare and order decimals Round to the nearest whole number Halves and quarters as decimals <u>Money</u> Year 3 - Pounds and pence Convert pounds and pence Add and subtract money Find change Year 4 - Write money using decimals Convert between pounds and pence Compare amounts of money Estimate and calculate with money Solve problems with money <u>Time</u> Year 3 - Roman numerals to 12 Tell the time to the minute Read time on a digital clock Use a.m. and p.m. Years, months and days Days and hours Hours and minutes - use start and end times and durations Solve problems with time</p>	<p><u>Shape</u> Year 3 - Turns and angles Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe and draw 2-D and 3-D shapes Make 3-D shapes Year 4 - Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure <u>Statistics</u> Year 3 - Interpret and draw pictograms Interpret and draw bar charts Collect and represent data Year 4 - Interpret charts Comparison, sum and difference and draw line graphs <u>Position and direction</u> Year 4 - Describe position using coordinates Plot coordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid</p>
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	<p>Year 4 – Use, estimate and compare on a number line to 10,000</p> <p>Know Roman numerals</p> <p>Round to the nearest 10, 100 and 1,000</p> <p>Add and subtract 1s, 10s, 100s and 1,000s</p> <p>Add and subtract up to two 4-digit with more than one exchange</p> <p>Solve addition and subtraction 2 step problems in context</p>			<p>decimals</p> <p>Divide a 1- or 2-digit number by 100</p>	<p>Year 4 – Years, months, weeks and days</p> <p>Hours, minutes and seconds</p> <p>Convert between analogue and digital times</p> <p>Convert to the 24 hour clock</p> <p>Convert from the 24 hour clock</p>	
SCIENCE	<p>Rocks</p> <p>Compare and group rocks based on their appearance and physical properties. Describe simply how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Living Things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>States of Matter</p> <p>Compare and group solids, liquids or gases.</p> <p>Observe that some materials change state when heated or cooled and measure or research the temperature at which this happens in °c.</p> <p>Identify evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Animals including Humans</p> <p>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</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Plants</p> <p>Identify and describe the function of different parts, roots, stem, trunk, leaves and flowers.</p> <p>Explore the requirements for plants for life and growth and how they vary from plant to plant.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Investigate the ways in which water is transported within plants.</p>	



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TOPIC: HISTORY/GEOGRAPHY	History Stone age to Iron age	Geography Natural disasters	Geography Countries of the world	Geography Polar regions	History Anglo-Saxon settlements	History Normans Focus: Norwich
	Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America (to include characteristics of a range of the world's most significant human and physical features)	Locate the Equator on a map and globe.	Find the North and South Poles on a globe or map.	Britain's settlement by Anglo-Saxons and Scots.	A local history study (Norwich castle)
	Changes in Britain from the stone Age to the Iron Age. E.g Late neolithic hunter-gatherers and early farmers, for example Skara Brae.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Locate the Northern Hemisphere on a map and globe.	Identify lines of latitude on a map.	A study of British History to allow the children to see connections between the past and present.	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
	Bronze Age religion, technology, and travel, for example, Stonehenge	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Use of digimap).	Locate the Southern Hemisphere on a map and globe.	Identify lines of longitude on a map.	To continue to develop their chronological understanding of British history.	Edward the confessor and his death in 1066
	Iron Age hill forts: tribal kingdoms, farming, art and culture		Identify the location of the Tropics of Cancer and Capricorn.	Identify the Arctic Circle on a globe or map.		
			Identify differences between the UK and the tropics.	Identify the Antarctic Circle on a globe or map.		
			Identify the location of the Prime Meridian.			
		Find the local time in another city using time differences.				



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Year 3/4

<p style="text-align: center;">ART & DESIGN</p>	<p>3D & Drawing Rock Sculptures Artists: Manu Topic / Michael Grab – stone sculptures</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Able to plan and think through the making process to create 3D forms using a range of materials.</p>		<p>Drawing and Painting Picasso Portraits Artist: Picasso</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task <i>e.g. choosing a fine paintbrush for making detailed marks.</i></p>	<p>Collage Polar Landscape Artist: Megan Coyle</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>		
<p style="text-align: center;">DESIGN TECHNOLOGY</p>		<p>Pop-Up Christmas Card Design, Make, Evaluate. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>			<p>Soup Design, Make, Evaluate. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Norman Castles Design, Make, Evaluate. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
<p style="text-align: center;">PHYSICAL EDUCATION</p>	<p>Invasion games Play competitive games with attacking and defending Possible games: Tag rugby, netball, hockey, korfbal, football, handball</p>	<p>Dance Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate improvement to achieve personal best</p>	<p>Gymnastics Develop flexibility, strength, technique, control and balance</p>	<p>OAA Team Building/Problem solving & Orienteering</p>	<p>Athletics Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Striking and Fielding Cricket/Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.</p>



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RELIGIOUS EDUCATION	<p>What is Philosophy?</p> <p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them Talk about the difference between knowing and believing.</p> <p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.</p> <p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>What do Christians learn from the Creation story?</p> <p>Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>Why do Christians call the day Jesus died Good Friday?</p> <p>Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority</p> <p>Recognise that beliefs are influenced by events in the past and present</p> <p>Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.</p>	<p>How do religious groups contribute to society and culture?</p> <p>Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>What is the Trinity?</p> <p>Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority</p> <p>Recognise that beliefs are influenced by events in the past and present</p> <p>Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.</p>
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<p style="text-align: center;">MUSIC Charanga – Model Music Curriculum</p>	<p style="text-align: center;">Writing music down</p> <p>Year 3 – Sing a widening range of unison songs, of varying styles and structures; sing with awareness of following the beat; share their thoughts and feelings about the music they have heard</p> <p>Year 4 – Identify the tempo as fast, slow or steady; when learning an instrument, hold it correctly and use correct technique to play it</p>	<p style="text-align: center;">Exploring feelings when you play</p> <p>Year 3 – Perform actions confidently and in time to a range of action songs; sing with awareness of following the beat; walk, move to or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Year 4 – Describe what they hear using appropriate musical vocabulary; reflect on the performance and how well it suited the occasion; when learning an instrument, hold it correctly and use correct technique to play it</p>	<p style="text-align: center;">Compose using your imagination</p> <p>Year 3 – Create music and/or sound effects in response to music and video stimulus; compose over a drone; use simple dynamics</p> <p>Year 4 – Recall by ear memorable phrases heard in the music; explore ways in which sounds are combined towards certain effects; use simple dynamics</p>	<p style="text-align: center;">Feelings through music</p> <p>Year 3 – Perform actions confidently and in time to a range of action songs; invent different actions to move in time with the music</p> <p>Year 4 – Rehearse and learn songs from memory and/or with notation; demonstrate vowel sounds, blended sounds and consonants; sing ‘on pitch’ and ‘in time’; sing expressively, with attention to staccato and legato; perform, with confidence, a song from memory or using notation</p>	<p style="text-align: center;">Enjoying improvisation</p> <p>Year 3 – Identify some instruments they can hear playing; reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment</p> <p>Year 4 – understand the relationship between lyrics and melody; perform a simple part of an ensemble rhythmically; improvise using repeated patterns with increasing accuracy and fluency</p>	<p style="text-align: center;">The Show Must Go On</p> <p>Year 3 – Structure their musical ideas, (e.g. using echo or ‘Question and Answer’ phrases) to create music that has a beginning, middle and end; play and perform melodies following a range of notation; include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance</p> <p>Year 4 – Use notations to record and interpret sequences of pitches; use notations to record compositions in a small group or on their own; use notation in a performance; play and perform melodies following staff notation, using a small range</p>
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COMPUTING	<p>Computing skills – word processing</p> <p>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>Programming – sequencing and abstraction</p> <p>Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>Online Safety and being Cyber Smart</p> <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>Programming – designing and debugging</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Internet - research and communication</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <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>Using and applying skills – desktop publishing</p> <p>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>Relationships</p> <p>Y3 - NSPCC PANTS TEAM – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual's actions can impact the team.</p> <p>Y4 - VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.</p>	<p>Health & Wellbeing</p> <p>Y3 - Think Positive – feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.</p> <p>Y4 - Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations. (Opportunity for first aider to come into school and teach basic first aid)</p>	<p>Living in the wider world</p> <p>Y3 - Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.</p> <p>Y4 - One World – how people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.</p>	<p>Relationships</p> <p>Y3 - Be Yourself – confidence to be yourself. Identifying strengths and achievements and recognising different emotions.</p> <p>Y4 - Digital Wellbeing – what we use the internet for and the benefits and risks of online activities.</p>	<p>Health & Wellbeing</p> <p>Y3 - It's My Body – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.</p> <p>Y4 - Growing Up – the human body; how we grow and change, both physically and emotionally.</p>	<p>Living in the wider world</p> <p>Y3 - Aiming High - goals and aspirations. Looking at achievements so far and the attitude needed for success.</p> <p>Y4 - Money Matters – where money comes from and how it is used.</p>

PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION
Including Mental Health



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	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
RELATIONSHIPS AND SEX EDUCATION	Y3 - Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Y3 - Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Y3 - Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	Y3 - Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Pupils can begin to identify bias and opinion.	Y3 - Pupils understand the right to protect their body from unwanted touch. Pupils can identify their own rights (e.g. UN Convention on the Rights of the Child), those others and who is responsible for rights being met.	Y3 - Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.
	Y4 - Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Y4 - Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Y4 - Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Y4 - Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity. Pupils can identify some causes and effects of conflict at all levels from personal to global.	Y4 - Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves.	Y4 - Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
LANGUAGES	<p>French Year 3 Where is France? Numbers and Alphabet All about me</p> <p>Year 4 Where in the world speaks French? Numbers to 100 My Family & Me</p>	<p>French Year 3 My Home Colours Animals (pets)</p> <p>Year 4 My Home Colours Animals (zoos)</p>	<p>French Year 3 Food Calendar</p> <p>Year 4 Food Calendar</p>	<p>French Year 3 Clothing Shopping Holidays & celebrations</p> <p>Year 4 Clothing Shopping Holidays & celebrations</p>	<p>French Year 3 My Town The Weather</p> <p>Year 4 My Town The Weather</p>	<p>French Year 3 Sports School</p> <p>Year 4 Sports and hobbies Schools</p>