

**YEAR 3/4**  
**LONG TERM PLAN 2022-23 (Cycle B)**

SUBJECT	<p style="text-align: center;"><u>AUTUMN</u> Class Novel: <i>The Magic Place</i> (Chris Wormell)</p>	<p style="text-align: center;"><u>SPRING</u> Class Novels: <i>Our Castle by the Sea</i> (Lucy Strange), <i>Friend or Foe</i> (Michael Morpurgo)</p>	<p style="text-align: center;"><u>SUMMER</u> Class Novel: <i>The Lion Above the Door</i> (Onjali Q Rauf)</p>
Literacy	<p style="text-align: center;"><u>WRITING: COMPOSITION</u></p> <p><b>Non-narrative</b> <b>Writing instructions (Autumn 1)</b> -as a class write an example together -independently: write instructions on how to mummify a body -include simple organisational devices (like headings/sub-headings)</p> <p><b>Non-narrative</b> <b>Play scripts (Autumn 2)</b> -use a wordless book (<i>The Snowman</i> by Raymond Briggs)</p> <p style="text-align: center;"><u>WRITING: TRANSCRIPTION</u></p> <p>-Little Wandle -Spelling Shed -Handwriting -Year 3 and 4 word list</p> <p style="text-align: center;"><u>VOCABULARY, GRAMMAR AND PUNCTUATION</u> -linked to the objectives from the National Curriculum</p> <p style="text-align: center;"><u>READING: COMPREHENSION</u></p> <p>Little Wandle Guided reading</p> <ul style="list-style-type: none"> <li>• <i>Hansel and Gretel</i> (Anthony Browne)</li> <li>• <i>The Boy at the Back of the Class</i> (Onjali Q. Rauf)</li> <li>• Poetry</li> </ul>	<p style="text-align: center;"><u>WRITING: COMPOSITION</u></p> <p><b>Non-narrative</b> <b>Poetry (Spring 1)</b> -explore different forms of poetry -Write a free verse poem based on one of three historical pictures from WW2 -book: <i>Poems to Perform</i> (Julia Donaldson)</p> <p><b>Narrative</b> <b>Diary writing (Spring 2)</b> -write a diary based on WW2 day -book: <i>My Secret War Diary</i> by Flossie Albright (Marcia Williams)</p> <p style="text-align: center;"><u>WRITING: TRANSCRIPTION</u></p> <p>-Little Wandle -Spelling Shed -Handwriting -Year 3 and 4 word list</p> <p style="text-align: center;"><u>VOCABULARY, GRAMMAR AND PUNCTUATION</u> -linked to the objectives from the National Curriculum</p> <p style="text-align: center;"><u>READING: COMPREHENSION</u></p> <p>Little Wandle Guided reading</p> <ul style="list-style-type: none"> <li>• Continue <i>The Boy at the Back of the Class</i> (Onjali Q. Rauf)</li> <li>• Poetry</li> </ul>	<p style="text-align: center;"><u>WRITING: COMPOSITION</u></p> <p><b>Narrative</b> <b>Story Writing: Adventure Story</b> -create settings, characters and plot -Adventure Story</p> <p style="text-align: center;"><u>WRITING: TRANSCRIPTION</u></p> <p>-Little Wandle -Spelling Shed -Handwriting -Year 3 and 4 word list</p> <p style="text-align: center;"><u>VOCABULARY, GRAMMAR AND PUNCTUATION</u> -linked to the objectives from the National Curriculum</p> <p style="text-align: center;"><u>READING: COMPREHENSION</u></p> <p>Guided reading</p> <ul style="list-style-type: none"> <li>• A Dangerous Game (Malorie Blackman)</li> <li>• Poetry</li> </ul>
Maths	<p><b>White Rose Maths</b> -Place Value -Addition and Subtraction -Multiplication and Division -Area</p> <p><b>Times tables</b></p>	<p><b>White Rose Maths</b> -Multiplication and Division -Length and Perimeter -Fractions</p> <p><b>Times tables</b></p> <p><b>Four operations</b></p>	<p><b>White Rose Maths</b> -Decimals -Mass and Capacity -Money -Time -Shape -Statistics -Position and Direction</p> <p><b>Times tables, Four operations</b></p>

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<p><b>Science</b></p>	<p><b><u>Forces and Magnets</u></b>  <b>Big Idea: Matter is all the stuff, or mass, in the universe. Forces are different kinds of pushes and pulls that act on all the matter that is in the universe.</b>  <b>KQ: What can magnets do?</b>          -Compare how things move on different surfaces          -Notice that some forces need contact between two objects, but magnetic forces can act at a distance.          -Observe how magnets attract or repel each other and attract some materials and not others.          -Compare and group together a variety of everyday materials on the basis of what they are attracted to a magnet, and identify some magnetic materials          -Describe magnets as having two poles.          -Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b><u>Animals Including Humans</u></b>  <b>Big Idea: Food is a source of energy. All animals need food to provide energy.</b>  <b>KQ: How do living things work?</b>          - Identify that animals, including humans, need the right types and amount of nutrition.          -Identify that animals, including humans, 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><u>Sound</u></b>  <b>Big Idea: Both light and sound are forms of energy that move in waves. Understanding waves helps us to communicate, explore the universe, and transfer energy to where we want it.</b>  <b>KQ: How do we hear different sounds?</b>          -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.</p>	<p><b><u>How Hill: Living Things &amp; their Habitats</u></b>  <b>Big idea: recognise that living things can be grouped in a variety of ways</b>  <b>-Big Idea: Classifying and grouping things can help support our scientific understanding</b>  <b>KQ: How can living things be grouped?</b>          -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 wider environment (<i>local environment - see Cycle A</i>).  <b>-How Hill activity:</b> Dyke Dipping (catching water invertebrates and work out what they are).</p>	<p><b><u>Plants</u></b>  <b>Big Idea: There is a relationship between structure and function - every flower part has a job to do.</b>  <b>KQ: What do living things need to survive?</b>          -Identify and describe the functions of different parts of flower plants: roots, stem/trunk, leaves and flowers.          -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.          -Investigate the way in which water is transported within plants.          -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b><u>Light</u></b>  <b>Big Idea: Dark is the absence of light.</b>  <b>KQ: What is the dark?</b>          -Recognise that we 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 size of shadows change.</p>
<p><b>Computing</b></p>	<p><b><u>Purple Mash</u></b>          Y3: Coding          Y4: Coding</p>	<p><b><u>Purple Mash</u></b>          Y3: Online safety          Y4: Online safety</p>	<p><b><u>Purple Mash</u></b>          Y3: Spreadsheets          Y4: Spreadsheets</p>	<p><b><u>Purple Mash</u></b>          Y3: Touch Typing          Y4: Animation</p>	<p><b><u>Purple Mash</u></b>          Y3: Email          Y4: Effective searching, Hardware Investigators</p>	<p><b><u>Purple Mash</u></b>          Y3: Branching Databases          Y4: Making Music</p>
<p><b>RE</b></p>	<p>Why do people make pilgrimages? Why make journey?</p>	<p>Why is light an important symbol for different religions?</p>	<p>What can we learn from religions about deciding what is right and wrong?</p>	<p>What is the relationship between religion and science? (Creation)</p>	<p>Why is there suffering in the world?</p>	
<p><b>History</b></p>	<p><b><u>Ancient Egypt</u></b>  <b>Big idea: Human history stretches back for 10s of thousands of years.</b></p>		<p><b><u>WW2</u></b>  <b>Significant turning point – Battle of Britain</b>  <b>Big Idea: We should try and understand the past, and what people did, without necessarily agreeing with</b></p>			

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	<p><b>Big Idea: The past can be described in different ways – dates, periods labels, divisions such as decade, century etc.</b></p> <p><b>KQ: Why was discovering the Rosetta Stone so important?</b></p> <p>-Can I show where in the world the earliest civilizations lived? (Shang Dynasty, China; Ancient Sumer; The Indus Valley; Ancient Egypt)</p> <p>-When did the earliest civilizations appear? (timeline)</p> <p>-Can I explain how to order A.E. events chronologically?</p> <p>-Can I observe an object in detail and use it to make deductions about life in Ancient Egyptian times?</p> <p><u>Links to DT (pop-up book)</u></p> <p>-Can I explain why the discovery of the Rosetta Stone was so important?</p> <p>-Can I explain how the Ancient Egyptians depended on the River Nile?</p> <p>-Can I explain why the Ancient Egyptians worshipped lots of different gods and recall information about some of them?</p>	<p><b>them. Much of our lives today is because of what people in the past have done.</b></p> <p><b>KQ: Why was winning the Battle of Britain in 1940 so important?</b></p> <p>-Timeline</p> <p>-Why did Britain have to go to war in 1939?</p> <p>-Can I name and locate on a map the Axis and Allies countries?</p> <p>-Battle of Britain (events leading up to this)</p> <p>-Life of a child and an evacuee in WW2</p> <p>-World War 2 Day: children come into school dressed as an evacuee; they are evacuated from London to Wreningham; participate in a variety of activities including make do and mend (DT link)</p>	
<p><b>Geography</b></p>	<p><b>Locational Knowledge</b></p> <p><b>KQ: What features does a capital city have?</b></p> <p><b>BI: The world is made up of continents, each one made up of countries, each with their own capital city.</b></p> <p>Locate <u>some</u> of 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 regions and human characteristics, countries and major cities.</p> <p>Identify the position of and begin to understand the significance of 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>Describe and understand key aspects of physical geography, including climate zones.</p> <p>Begin to independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>KQ: How do we know which way to go?</b></p> <p><b>BI: That maps contain many different features that aide us in finding our way around the landscape.</b></p> <p><b>Geographical skills and fieldwork</b></p> <p>How Hill: Orienteering</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Mapping our school grounds.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>Begin to independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Learn about and begin to use the 8 points of a compass and 4 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><b>KQ:</b></p> <p><b>BI: The counties of England can be split into different regions to help locate them.</b></p> <p><b>UK leads on from ks1</b></p> <p><b>Locational Knowledge</b></p> <p>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.</p> <p>Begin to independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

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<p><b>Art</b></p>			<p><b>WW2: Blitz background with silhouette in front</b> -chalk pastel -explore images of the Blitz -discuss the colours seen in these images -experiment with the chalk pastels to create their own Blitz background -evaluate their own work and that of others to make improvements</p> <p><b>Clay</b> -experiment with shape and form (geometric shapes)</p> <p><b>How Hill</b> -make a woodland creature out of clay and found items (pine cones, sticks, etc).</p>	<p><b>Printing, Pattern</b> Polystyrene press printing -design in art book -3 colour print -different sized prints</p>		
<p><b>Design Technology</b></p>	<p><b>Mechanical:</b> <b>Pop-up Books</b> Design a 3-4 page pop-up book for Class 2 (y1/y2) based on history (Ancient Egypt) (non-fiction) -learn about pop-up books and why they are so popular -discover how different card mechanisms create different sorts of movement -know how to accurately cut, score, fold and join to produce working, reliable card mechanism -to develop different graphic styles and match these to the needs of their chosen audience -to match card mechanisms to the movements they want achieve in their book</p>		<p><b>Textiles:</b> <b>Fabric Design - Sewing</b> -WW2 Day: Make do and mend session -using a simple stitch, join together 2-4 pieces of material for a patchwork quilt</p> <p><b>Structure:</b> <b>How Hill Residential</b> -thatched roof building Develop understanding how how materials can be fitted together for a purpose – e.g. strong and waterproof</p>	<p><b>Structure:</b> <b>Designing and making a shelter for a purposes</b> -identify and discuss the features of an Anderson Shelter -plan and design a structure to provide shelter and safety to refugees in harsh conditions around the world today. Set different criteria – e.g., heat/cold/risk of flood/earthquake -choose the most appropriate materials for their design -measure, cut and assemble their design with increasing accuracy throughout the building process - evaluate functionality</p>		
<p><b>Music</b></p>	<p>Whole class instrumental teaching through the Norfolk Music Service (samba drumming).  Song for Harvest Festival</p>	<p>Whole class instrumental teaching through the Norfolk Music Service (samba drumming).  Nativity songs.</p>	<p><b>Charanga</b> <b>Composing using your imagination</b> KQ: How does music make the world a better place?</p>	<p><b>Charanga</b> <b>Combining elements to make music</b> KQ: How does music connect us with our past?</p>	<p><b>Charanga</b> <b>Learning more about musical styles</b> KQ: How does music make a difference to us every day?</p>	<p><b>Charanga</b> <b>Connecting notes and feelings</b> KQ: How does music shape our way of life?</p>
<p><b>MFL French</b></p>	<p><b>Bonjour!</b> Saying hello and goodbye Asking and saying your name Asking and saying how you are Nouns (musical instruments) Numbers 1-10</p>	<p><b>En Classe</b> Classroom objects Colours Saying your age Classroom instructions</p>	<p><b>Mon Corps</b> Introducing parts of the body Describing eyes and hair Days of the week Character descriptions</p>	<p><b>Les Animaux</b> Animals and pets Numbers 11-20 Giving someone’s name Describing someone</p>	<p><b>La Famille</b> Identifying members of your family The alphabet Household items Using basic prepositions <i>sur</i> and <i>dans</i> to describe position</p>	<p><b>Bon Anniversaire!</b> Recognise and ask for various snacks Giving opinions about food Numbers 21-31 Months of the year</p>
<p><b>PE</b>  <b>Swimming - TBC</b></p>	<p><b>Hockey</b> – control, striking and passing focus  <b>Real PE Skills - Personal</b> Coordination: Footwork</p>	<p><b>Tag Rugby</b> – Ball Handling focus  <b>Real PE Skills - Social</b> Dynamic Balance to Agility:</p>	<p><b>Gymnastics</b> Theme: Acrobatic Sequences Balance Skills Theme: Rotation Sequences</p>	<p><b>Netball/Basket Ball</b>  <b>Orienteering</b> (Residential)  <b>Real Dance – Creative</b></p>	<p><b>Cricket Skills</b> – bowling and accuracy focus  <b>Real PE skills – Apply Physical</b> Agility:</p>	<p>Cultural <b>Dance</b> for Sports Day – Haka  <b>Athletics</b></p>

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	(FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)	Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)	Hand Apparatus Skills  <b>Real PE Skills – Cognitive</b> Dynamic Balance: On a Line (FUNS Station 5)  Coordination: Ball Skills (FUNS Station 9)	Skills and building a performance  <b>Real PE Skills - Creative</b> Coordination: Sending and Receiving (FUNS Station 8) Counter Balance: With a Partner (FUNS Station 7)	Reaction/Response (FUNS Station 12)  Static Balance: Floor Work (FUNS Station 3)	<b>Real PE skills– Health &amp; Fitness</b> Agility: Ball Chasing (FUNS Station 11)  Static Balance: Stance (FUNS Station 4)
<b>RSHE</b>	<b>Lessons involving:</b> -Respectful Relationships -Online safety -Internet Safety and harms -Physical Health and Fitness (PE lessons)	<b>Lessons involving:</b> -Online safety -Internet Safety and Harms -Families and people who care for me -Anti-bullying week -Basic First Aid -My feelings -Physical Health and Fitness (PE lessons)	<b>Lessons involving:</b> -Families and people who care for me -Changing adolescent body -My relationships -My beliefs -Children’s Mental Health Week -Physical health and fitness (PE lessons)	<b>Lessons involving:</b> -My rights and responsibilities -Asking for help -Family relationships and diversity of families -Physical health and fitness (PE lessons)	<b>Lessons involving:</b> -Consent -Basic First Aid -Dental health -Importance of sleep -Physical health and fitness (PE lessons)	<b>Lessons involving:</b> -Sun Safety -Basic First Aid -Drug and alcohol education -Physical health and fitness (PE lessons)