

YEARS 3 and 4 - LONG TERM PLAN 2025-26 (CYCLE A)

CURRICULUM AREA	<u>AUTUMN</u> Class novel: <i>The Wild Robot</i>		<u>SPRING</u> Class novel: <i>Oliver and the Seawigs</i>		<u>SUMMER</u> Class novel: <i>The Legend of Podkin One-Ear</i>	
LITERACY	<u>WRITING: COMPOSITION</u> <u>(NARRATIVE/NON-NARRATIVE)</u> Writer's purpose: describe and entertain To write a character description. To write a setting description. To write a poem. Writer's purpose: to inform To write an explanation/instructions of how circuits work. <u>WRITING - TRANSCRIPTION</u> Spelling -Spelling Shed -Little Wandle phonics Handwriting <u>WRITING – VOCAB, PUNCTUATION, GRAMMAR</u> Y3: forms of a/an, conjunctions, expanded noun phrases, paragraphs, adverbs, adjectives, prepositions, headings/subheadings Y4: expanded noun phrases, paragraphs, use of pronouns/nouns, adjectives, fronted adverbials <u>READING: COMPREHENSION</u> -Guided Reading: fiction (<i>The Firework Maker's Daughter</i>) and fluency practice		<u>WRITING: COMPOSITION</u> <u>(NARRATIVE/NON-NARRATIVE)</u> Writer's purpose: to describe and entertain To write a diary from a different perspective. To write an alternate ending to a story. Writer's purpose: to persuade To make a persuasive poster about Aylmerton. To write a persuasive letter about visiting Aylmerton. <u>WRITING - TRANSCRIPTION</u> Spelling -Spelling Shed -Little Wandle phonics Handwriting <u>WRITING – VOCAB, PUNCTUATION, GRAMMAR</u> Y3: conjunctions, adverbs, prepositions, present perfect, direct speech (inverted commas) Y4: plural & possessive -s, apostrophes for plural possession, fronted adverbials, use of paragraphs, direct speech <u>READING - COMPREHENSION</u> -Guided Reading (whole class): books (TBC)		<u>WRITING: COMPOSITION</u> <u>(NARRATIVE/NON-NARRATIVE)</u> Writer's purpose: to describe and entertain To write a playscript based on a myth. To write free verse poems about myths. Re-visit 1-2 other purposes from earlier in the year. <u>WRITING - TRANSCRIPTION</u> Spelling -Spelling Shed -Little Wandle phonics Handwriting <u>WRITING - VOCAB, PUNCTUATION, GRAMMAR</u> Y3/Y4: features of a playscript, punctuation (all), sentence types (all) Y3/Y4: Expanded noun phrases, ambitious vocabulary, similes, metaphors, personification <u>READING: COMPREHENSION</u> -Guided Reading: <i>Fortunately The Milk</i> and fluency practice	
	NUMERACY	Place Value Addition and subtraction Multiplication and division Measurement (area) Number Sense Maths Times Tables Fluency		Multiplication and Division Length and Perimeter Fractions Mass and capacity Number Sense Maths Times Tables Fluency		Time Decimals Money Shape Geometry (position and direction) Statistics Number Sense Maths Times Tables Fluency
SCIENCE	States of Matter Key question: Is water always wet? Big idea: All matter in the universe is made of very small particles.	Electricity Key question: what pieces of equipment might you use to make an electrical circuit? Big idea: you need electricity to make	Rocks Key question: Are rocks all the same? Big idea: Through observing and investigating properties	Rocks Key question: Are rocks all the same? Big idea: Through observing and investigating properties	Animals including Humans (Year 4) Key question: What do our bodies do with the food we eat? Big Idea: Food is a source of energy. All animals	Living Things & their Habitats Key question: How can living things be grouped? Big idea: Recognise that living things can be grouped in a variety of

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	<p>1.Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>2.Observe that some materials change state they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</p> <p>3.Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><i>electrical circuits work and this impacts on our everyday lives.</i></p> <p>1.Identify common appliances that run on electricity.</p> <p>2.Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>3.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.</p> <p>4.Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>5.Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><i>we create scientific groups.</i></p> <p>1.Three main types of rocks (igneous, metamorphic, sedimentary) and how they are formed.</p> <p>2.Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>TBC - Borrow 'Deep History Coast Handling Box' from Cromer Museum.</p>	<p><i>we create scientific groups.</i></p> <p>1.Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Aylmerton Residential – beach walk).</p> <p>2.Recognise that soils are made from rocks and organic matter.</p>	<p><i>need food to provide energy.</i></p> <p>1.Describe the simple functions of the basic parts of the digestive system.</p> <p>2.Identify the different types of teeth in humans and their simple function.</p> <p>3.Construct and interpret a variety of food chains, identifying producers, predators, prey.</p> <p>4.Extra vocabulary: herbivore, omnivore, carnivore.</p>	<p><i>ways. Classifying and grouping things can help support our scientific understanding.</i></p> <p>1.Recognise that living things can be grouped in a variety of ways.</p> <p>2.Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>3.Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
Computing	<p>Purple Mash</p> <p>Y3: Using 2Code</p> <p>Y4: Using 2Code</p>	<p>Purple Mash</p> <p>Y3: Online Safety</p> <p>Y4: Online Safety</p>	<p>Purple Mash</p> <p>Y3: Spreadsheets</p> <p>Y4: Spreadsheets</p>	<p>Purple Mash</p> <p>Y3: Touch Typing</p> <p>Y4: Animation</p>	<p>Purple Mash</p> <p>Y3: Email</p> <p>Y4: Effective Searching, Hardware Investigators</p>	<p>Purple Mash</p> <p>Y3: Branching Databases</p> <p>Presenting</p> <p>Y4: Making Music</p>
<p>RE</p> <p>(To be taught in five one week blocks across the year)</p>	<p><i>How do festivals bring people together?</i></p> <p>C3: How do the festivals of Harvest/Diwali bring people together?</p>	<p><i>Why does Christmas matter to Christians?</i></p> <p>C3: What is the Trinity?</p>	<p><i>What does the cross mean to Christians?</i></p> <p>C3: Why do Christians call the day Jesus died Good Friday?</p>		<p><i>Who is God?</i></p> <p>C3: Do all religions and beliefs view God in the same way?</p>	<p><i>What difference does being a make to daily life?</i></p> <p>C3: How do the varying ways in which Hindus/Christians worship compare (comparing practice in the UK and India Hinduism)?</p>

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<p>HISTORY</p>	<p>Romans Big idea: change does not always mean progress. There can be bad/negative changes. There are differences between change, progress and development. Key question: was it 'right' for the Romans to invade Britain?</p> <p>-Order significant dates on a timeline; include the date of Julius Caesar's attempted invasion in 55-54 BC -Consider the impact of the Roman Empire by AD 42 and the power of its army and the impact of their invasion -Know that Queen Boudicca was a ruler of the Iceni tribe and ruled in East Anglia; consider her impact and how it affected the daily lives of people after her defeat.</p> <p>Visit to Norwich Castle - TBC KS2 event – A Day with the Romans and Iceni <i>'It is twenty years after Boudica's revolt (AD60). The Romans have settled in Norfolk, bringing with them their own culture and rules. The original settlers, the Iceni, feel they have suffered at the hands of the Roman army, and that their way of life has been forever changed. Meet Roman and Iceni characters to learn about the conflict and contrasting cultures.'</i></p>	<p>Anglo Saxons and Scots Big Ideas: -Reasons and events usually lead to results (sometimes more than one), but things did not always turn out as planned. -People in the past were real people, had feelings like real people and usually did things for a reason.</p> <p>KQ: Invaders or settlers, how should we remember the Vikings and the Anglo Saxons? -Place Anglo-Saxons on a timeline -Describe why, where and when the Scots and Anglo-Saxons invaded Britain -Understand how the Anglo-Saxons influenced Britain by explaining some of the place names they established and their meanings -Describe a typical Anglo-Saxon village and explain what jobs the people did -Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture -Explain the religious beliefs and practices of the early Anglo-Saxon people -Anglo-Saxons conversion to Christianity</p>	<p>Vikings and Anglo-Saxons Big Ideas: -Reasons and events usually lead to results (sometimes more than one), but things did not always turn out as planned. -People in the past were real people, had feelings like real people and usually did things for a reason.</p> <p>KQ: Invaders or settlers, how should we remember the Vikings and the Anglo Saxons? -Place Vikings on a timeline -Explain when and where the Vikings came from and why they raided Britain -Compare the significance of Anglo-Saxon kings during the Viking period -Explain who King Ethelred II was and say when and why Danegeld was introduced -Identify and explain key aspects of Viking life -Explain how the legal systems worked in Anglo-Saxon and Viking Britain -Explain how the last Anglo-Saxon kings shaped Britain</p> <p>Visit to Ancient House Museum, Thetford - TBC KS2 event – Invaders and Settlers <i>'Find out about the Anglo-Saxons and Vikings in Thetford. Handle real objects from the past, make your own Anglo-Saxon pot and try your hand at Viking weaving. Will you be able to solve Anglo-Saxon riddles?'</i></p>
<p>GEOGRAPHY</p>	<p>Settlements (PlanBee) KQ: Where would you settle? What's in a name - How did towns and villages get their names? How is land used in settlements? How are settlements linked? BI: How places have been formed and changed over time due to geographical features and the needs and requirements early settlers had when choosing a place to build a home.</p> <p><u>Curriculum Objectives Covered</u> Locational Knowledge 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>KQ: How does Norfolk, UK compare to the Alps region of France? BI: Similarities and differences in physical and human features affect the way people live.</p> <p><u>Curriculum Objectives Covered</u> Place Knowledge Understand the geographical similarities and differences through the study of human and physical geography of -a region of the UK (Norfolk) and -a region in a European country (Grenoble/French Alps)</p> <p>Physical Geography Describe and understand key aspects of physical geography, including climate zones, biomes and mountains.</p>	<p>KQ: What part have rivers played in developing societies? BI: The geographical landscape of a place can determine where society develops.</p> <p><u>Curriculum Objectives Covered</u> Place Knowledge Understand the geographical similarities and differences through the study of human and physical geography of -a region of the UK (Norwich and the Rivers Yare and Wensum) and -a region within North America (Ottawa Valley and the Ottawa River)</p> <p>Physical Geography</p>

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	<p>Human Geography Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -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>Fieldwork: use compasses on playground and around the village.</p>	<p>Human Geography Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Geographical skills and fieldwork: Monster Trail at Aylmerton Field Study Centre 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>Describe and understand key aspects of physical geography, including climate zones, biomes and mountains.</p> <p>Human Geography Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Fieldwork: Complete parent travel survey</p>
ART	<p>Drawing Big Idea: Drawing is when images are created by making lines; drawing can also have tonal areas. KQ: How have artists used drawing to express themselves, their creativity and their skills?</p> <p>Anyone can draw: Drawing warm-up exercises Website: 12 simple Warm-Up Exercises that will Transform your Drawing Practice (cravepainting.com) Medium: pencil</p> <p>Anyone can draw: Ball point pen drawings Website: 12 amazingly talented Drawing Artists to get Inspired by (cravepainting.com) Artist: Il Lee Medium: ball point pen <i>*Make two versions – one to have in art book, one which can be mounted for the end of the year art exhibition.*</i></p> <p>Make a continuous line drawing Website: Make a Continuous Line Drawing Tate Kids Artist: Donald Rodney Mediums: pencil, pastel, charcoal</p> <p>Sketching techniques Resource: video on SharePoint Medium: sketching pencils (graphite)</p>	<p>Colour (Painting) Big Idea: Colours, shapes and marks can be used in a variety of ways to express meaning, ideas and feelings. KQ: How does Georgia O'Keeffe and Bridget Riley use colour, shapes and marks to create their art?</p> <p>Artists: -Bridget Riley (English)</p> <p>Focus: -colour mixing -composition -shapes and patterns -experimenting with colour to make painting(s) more vibrant</p> <p>Websites Bridget Riley Who is Bridget Riley? Tate Kids Search results Tate</p>	<p>Colour (Painting) Big Idea: Colours, shapes and marks can be used in a variety of ways to express meaning, ideas and feelings. KQ: How does Georgia O'Keeffe and Bridget Riley use colour, shapes and marks to create their art?</p> <p>Artist: -Georgia O'Keeffe (American)</p> <p>Focus: -colour mixing -composition -shapes and patterns -experimenting with colour to make painting(s) more vibrant</p> <p>Websites Georgia O'Keeffe Who is Georgia O'Keeffe? Tate Kids Art The Georgia O'Keeffe Museum (okeeffemuseum.org)</p>

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	<p>-four different methods: tip of pencil, side of pencil, hatching, cross-hatching</p> <p>Final piece: Create a sound creature Website: Draw a Sound Creature Tate Kids Artists: André Bicât, Tom Phillips Medium(s): children to choose from previous lessons; culmination of skills</p>						
DESIGN TECHNOLOGY	<p>Big Idea: How a product is used will influence its design. KQ: How can I apply my scientific knowledge of circuits to design?</p> <p>Mechanical/Electrical Systems: Create Christmas Card Plan, design, create and evaluate a Christmas card that will contain -a simple electrical circuit -a mechanical component</p>		<p>Big Idea: Form follows Function KQ: How can a biscuit be savoury? Why is packaging important?</p> <p>Structure: Packaging: -investigate a range of commercially made packaging and recognise that many examples are created from nets -make a paper model (mock-ups/prototype) of their ideas -then measure, mark out, cut and assembly with accuracy -evaluate their packaging against their original design criteria -produce packaging that is visually attractive, accurately made and appropriate for its purpose</p>		<p>Big Idea: Form follows Function KQ: How can a biscuit be savoury? Why is packaging important?</p> <p>Cooking: Design, bake and evaluate Viking themed healthy biscuit - investigate ingredients and health/nutritional value -develop a biscuit: shape, ingredients, aesthetics -bake two: one to eat and one to use to help in designing the packaging</p>		
MUSIC	<p>TBC - Music curriculum being reviewed.</p> <p>Harvest Festival Song</p>	<p>Class 3 Nativity</p> <p>Christingle service songs</p>	<p>TBC - Music curriculum being reviewed.</p>	<p>TBC - Music curriculum being reviewed.</p> <p>Easter service songs</p>	<p>TBC - Music curriculum being reviewed.</p>	<p>TBC - Music curriculum being reviewed.</p> <p>Leavers’ Assembly songs</p>	
MFL French	<p>Encore! Revise ways of describing people Describe someone’s nationality Describe people using various adjectives</p>	<p>Quelle heure est-il? Tell the time Numbers 1–12 Talk about what time you do activities</p>	<p>Les fêtes Talk about festivals and dates Talk about presents at festivals Count from 31–60 Give and understand instructions (e.g. touchez le nez)</p>	<p>Où vas-tu? Talk about going to French cities Give and understand basic directions Talk about the weather Talk about the weather and places in France</p>	<p>On Mange! Go shopping for food. Asking and saying how much something costs. Talk about activities at a party. Give opinions about food and various activities.</p>	<p>Le cirque Discuss francophone countries. Discuss the languages we speak. Identify different items of clothing. Describe items of clothing.</p>	
PE (linked to RSHE)	<p>Sport Hockey – control, striking and dribbling focus</p> <p>Real PE Skills - Personal Coordination: Footwork (FUNS Station 10)</p>	<p>Sport Indoor Athletics</p> <p>Real PE Skills - Social Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)</p>	<p>Sport: Gymnastics Theme: Sequences with Ropes Flight Skills Theme: Group Sequences Low/Large Apparatus Skills & Travel</p>	<p>Sport Netball/Basket Ball</p> <p>Orienteering (Residential)</p> <p>Real Dance – Creative Skills and building a performance</p>	<p>Sport Cricket Skills – catching and batting focus</p> <p>Real PE skills – Apply Physical Agility: Reaction/Response (FUNS Station 12)</p>	<p>Dance for Sports Day Bollywood</p> <p>Sport Football/Athletics</p> <p>Real PE skills– Health & Fitness Skill – Agility:</p>	

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	Static Balance: One Leg (FUNS Station 1)	Static Balance: Seated (FUNS Station 2)	Real PE Skills – Cognitive Dynamic Balance: On a Line (FUNS Station 5) Coordination: Ball Skills (FUNS Station 9)	Real PE Skills - Creative Coordination: Sending and Receiving (FUNS Station 8) Counter Balance: With a Partner (FUNS Station 7)	Static Balance: Floor Work (FUNS Station 3)	Ball Chasing (FUNS Station 11) Static Balance: Stance (FUNS Station 4)
RSHE	Lessons linked to the following: <ul style="list-style-type: none"> • Respectful relationships • Online relationships • Internet Safety & Harms • Basic First Aid • Caring Friendships • Being Safe • Mental Wellbeing • Health and Prevention • Families and people who care for me • Physical Health and Fitness • Healthy Eating 		Lessons linked to the following: <ul style="list-style-type: none"> • Families and people who care for me • Being Safe • Mental Wellbeing • Internet Safety and Harms • Physical Health and Fitness • Healthy Eating • Health and Prevention • Basic First Aid • Changing Adolescent Body 		Lessons linked to the following: <ul style="list-style-type: none"> • Growing up and earning money • Caring Friendships • Respectful Relationships • Being Safe • Mental Wellbeing • Physical Health and Fitness • Basic First Aid 	