

2024-2025

Year 3/4 Long Term Curriculum Plan



Segments to be taught and what children will know by the end of each of them.

Approx time taught per week		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Passport challenges	I can visit an art gallery.	I can compose a piece of music.	I can learn how to take care of a pet. I can read to a member of the wider community.	I can use a knife and fork. I can take part in a Singing Performance	I can try something new. I can visit a place of worship.	I can teach my friend to understand something new. I can reduce my carbon footprint
	Educational visits	New Walk Museum			PGL, Caythorpe Church	Anglo - Saxon workshop CLS Mandir	

<p>2 hrs</p>	<p>Physical Education</p> <p>(From Get Set 4 PE scheme)</p>	<p>Outdoor adventure activities (OAA) Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies.</p> <p>Fitness Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p> <p>Year 4 fitness knowledge organiser.pptx</p>	<p>Gymnastics Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and in collaboration with a partner to create and develop sequences. Year 4 gymnastics knowledge organiser.pptx</p> <p>Tag rugby Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition.</p>	<p>Dance Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Year 4 dance knowledge organiser.pptx</p> <p>Handball Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. Year 4 handball knowledge</p>	<p>Ball skills In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others. Year 4 ball skill knowledge organiser.pptx</p>	<p>Athletics Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Year 4 athletics knowledge organiser.pptx</p> <p>Cricket Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying avoid fielders, so that they can run between wickets to score runs. Year 4 cricket knowledge organiser.pptx</p>	<p>Tennis Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Year 4 tennis knowledge organiser.pptx</p> <p>Rounders Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an</p>
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1 hr 30	Science	<p>Living things and Food Chains. By the end of this segment children will know 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 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.</p> <p>New KO.pptx</p>	<p>Teeth and Digestion By the end of this segment children will know how to 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</p> <p>New KO.pptx</p>		<p>Electricity By the end of this segment children will know to 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.</p> <p>New knowledge organiser.pptx</p>	<p>Sound By the end of this segment children will know 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>Science sound knowledge organiser.pptx</p>	<p>The Water Cycle By the end of this segment children will know to 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</p> <p>NEW KO science.pptx</p>
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1 hr	History	Ancient Egyptians New KO.pptx By the end of this segment children will understand when the Egyptians reigned. They will understand how the ancient Egyptians lived and worked, as well as the importance of the Nile. Children will understand the mummification process.				Revise Roman Learning from Year 3 at the end of Spring 2nd. Anglo Saxons New Knowledge organiser for Anglo Saxons.pptx By the end of this segment children will begin to understand and discern how contrasting arguments and interpretations of the past have been constructed. Children will know about Anglo-Saxon invasions, settlements, kingdoms and village life, as well as their art and culture.	
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40 mins	Geography	Map skills	Map skills	<p>North America By the end of this segment children will know how to use digital mapping, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. The physical and human features of different places in North America. Compare Leicestershire and Salt Lake City</p> <p>NEW North America knowledge organiser.pptx</p>	<p>Map Skills and counties bordering Leicestershire - linked with PGL visit Orienteering skills Map Reading</p>		<p>The Water Cycle By the end of this segment children will know how to 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.</p> <p>New KO geo.pptx</p>
30 mins	Art and Design	Sketching throughout the year as a morning activity.					
		<p>Ancient Egyptian By the end of this segment children will know how to create a stylised image. Use clay to create and decorate a canopic jar in the style of Ancient Egyptians.</p>	<p>Silk Paintings By the end of this segment children will know how to develop techniques, including their control and their use of materials, with creativity, experimentation and</p>	<p>Georgia O’Keeffe. By the end of this segment children will experience early American modernism and associated artists. They will know facts about the artist and the style of art</p>			

		Create a collar in the style of Ancient Egyptians, using a range of mediums.	an increasing awareness of different kinds of art, craft and design. They will evaluate and analyse creative works and techniques using the language of art, craft and design	created by Georgia O'Keeffe. They will critique and review the work of O'Keefe and create their own piece of artwork and compare it to the work of O'Keeffe and peers. Georgia O Keeffe knowledge organiser.pptx			
30 mins	Computing		Creating media-photo editing Knowledge organiser for Photo editing recent.pptx			Programming-Microbits (Programming B Y5) Knowledge organiser for DT.pptx	Creating media-audio recording and editing- use voice memos- link to environmental english lessons
30 mins	Design and Technology		Sewing - Design, make and evaluate a 2D shape to a 3D product - Christmas Decorations By the end of this segment, children will know how to Investigate a range of methods of joining fabrics to practise basic sewing skills. Practise joining and fastening objects to which open and close a container. Design their own decoration and identify the fabrics that would be best			Design a step counter shell structure including a strap using CAD to house a programmed micro-bit, programmed by the children to count steps- By the end of the segment children will know how to programme a micro bit to count steps, to use CAD to design a shell that will house the micro bit and be fit for purpose when worn by the user outside. To evaluate and	Design a step counter shell structure including a strap using CAD to house a programmed micro-bit, programmed by the children to count steps- By the end of the segment children will know how to programme a micro bit to count steps, to use CAD to design a shell that will house the micro bit and be fit for purpose when worn by the user outside. To evaluate and

			suited to their design. Follow a design to complete a product. Evaluate their product linked to design, materials chosen, colour and scheme.			revise their finished product Knowledge organiser for DT.pptx	revise their finished product
30 mins	French	<p>La Chenille Qui Fait des Trous By the end of this segment children will know seven nouns from the story 'La Chenille Qui Fait des Trous' and an adverbial phrase. Children will make nouns plural and use singular and plural determiners. They will give a simple verbal opinion using 'j'aime' and 'je n'aime pas' and extend this to include 'je préfère'. They will use their new and existing knowledge to write descriptive sentences, based on pictures from 'La Chenille Qui Fait des Trous'. Children will extend their writing, using a bilingual dictionary to look up additional food</p>	<p>Adjectives - position and agreement By the end of this segment children will recognise, read and say four new masculine nouns and four new feminine nouns They will be confident with the concepts of masculine/feminine/plural and the different determiners for each group, meeting an irregular plural. They will be able to look up words in a bilingual dictionary. Children will be able to say that they have an animal. They will construct French sentences including correctly-positioned adjectives. They will know that French adjectives must agree with the noun they modify (m/f) and how the colour</p>	<p>Un Lion Jaune By the end of this segment children will understand the tradition of <i>La Fête des Rois</i>. Children will know two new adjectives (<i>grand</i> and <i>petit</i>) which are in a group of exceptions (Beauty Rank Age Goodness Size) to the rule regarding the position of adjectives in French. They will be able to construct sentences using adjectives before and after the noun. They will be able to recognise some irregular plurals. Children will be able to adapt sentences from the book 'Un Lion Jaune' to write their own version, demonstrating their knowledge of French sentence structure and grammar rules in relation to the use</p>	<p>La Surprise de Handa By the end of this segment children will recognise, read, write and say a small range of new nouns (fruit and animals) and eight new adjectives to enable them to explore the book 'La Surprise de Handa'. They will be familiar with techniques for understanding an unfamiliar text (use prior learning, look for cognates and think about the context) and have improved dictionary skills. They will be able to read aloud in French, translate into English and write their own sentences, based on the story. Children will recognise and use plural nouns and determiners and the rules for adjectival</p>	<p>Cher Zoo By the end of this segment children will be confident in their knowledge of plural nouns, determiners and agreement and position of adjectives. They will use positive and negative sentences and give a simple opinion. They will be able to use their knowledge of French phonics to support accurate pronunciation and spelling of 'j'aime' and 'je n'aime pas'. They will recognise and use a small range of regular verbs in the infinitive and the third person singular. Children will use additional adverbial phrases, nouns and adjectives from their reading of the book 'Cher Zoo' to write a short animal profile.</p>	<p>Les Saisons By the end of this segment children will know how to say the date in French. They will know the names for the seasons in French. They will be able to build positive and negative sentences about the colour of the sky in relation to each season. They will be familiar with four simple weather expressions (in preparation for Year 5 Weather topic) so that they can extend their descriptions of the seasons.</p>

		<p>items. Culture: Learn about La Rentrée Autumn 1st Knowledge Organiser</p>	<p>adjectives change when they modify a feminine noun, completing sentences to demonstrate .understanding They will learn five new clothing nouns in a French Christmas song. Culture: Learn a French song about Le Père Noël and the clothes that he wears.</p>	<p>of adjectives. French Spring Knowledge organiser Y4</p>	<p>position and apply these rules in their written work. They will express their opinions verbally and in writing. Budget allowing, they will then have the opportunity to taste the fruits from the book.</p>	<p>Finally, they will be able to work out the subject matter of an authentic French poem about an animal. Culture: Authentic French Poem (La Libellule by Corinne Albaut). Summer French Knowledge Organiser</p>	
30 mins	Music		<p>Indian Music composition</p> <p>By the end of this segment, children will have composed an Indian style piece of music using the inter-related dimensions of music.</p>	<p>Singing Performance</p> <p>By the end of this segment children will sing a range of songs. They will know how to sing with control and confidence. They will perform to an audience, using their voice for effect</p>	<p>Singing Performance</p> <p>By the end of this segment children will sing a range of songs. They will know how to sing with control and confidence. They will perform to an audience, using their voice for effect</p>		

<u>Whole School Weekly Active Listening Programme</u>							
20 mins	Latin		5 lessons Verbs and verb endings. Latin Spring 1 KO.pptx	3 lessons - recap of verb endings, gods and myths Latin Spring 1 KO.pptx			
30 mins	Religious Education	Harvest follow up Key Questions How and why do people mark the significant events of life? What matters most to humanists and Christians? (Year 4 Possibly a segment of learning?)	Hinduism By the end of this segment children will understand that Hinduism is a religion and there are Hindus around the world. They will know how and why Hindu's celebrate Dwivali and Holi.They will understand that there are different gods in the Hindu religion. The children understand why prayer is important and ceremonies that are important to Hindus			Vaisakhi Follow Up Eid Follow Up Wesak Follow Up Christianity By the end of this segment children will have an understanding of the Holy Trinity including creating a triptych for installation at the local church. They will have an understanding of what Christians think the Holy Spirit is, the Kingdom of God and Pentecost.	

			<p>Key Questions Hinduism – What does religion mean? Why is Diwali celebrated? Why to people pray? What is a mandir? What different Gods are there in Hinduism? Comparing weddings across religions. What are the four stages of life? Karma and reincarnation.</p> <p>Believing: What does it mean to be a Hindu in Britain today? (one lesson)</p> <p>New knowledge organiser.pptx</p> <p>Hannukha Follow Up</p> <p>Remembrance Day Follow Up</p> <p>Christmas Follow Up</p>			<p>Key Questions</p> <p>What is the Trinity? Why is it important to Christians? What do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now?</p> <p>Year 4 Christianity Knowledge Organiser.pptx</p>	
RE follow up activities							
		<p>Harvest - What are you thankful for? mind map in books</p>	<p>Diwali - Diwali story role play- pic collage for books Diwali assembly to the school - Year 4 RE topic Advent -Advent poem in books</p>		<p>Lent/Easter - Acts of kindness for Lent Church visit for Easter Story</p>	<p>Comparing Eid, Christmas, Vaisaki, Diwali, Wesak and Pessah. Understanding how these festivals are separated, their significance to their</p>	

			<p>Christmas -Reflect what Christmas means to me in books</p> <p>Hanukkah - How do believers express meaning through the symbol of light?</p>			<p>corresponding religions and comparing each.</p>	
30 mins	PSHE	<p>Rights, Rules and Responsibilities By the end of this segment children will know why we need rules at home and at school. What part can they play in making and changing. What is meant by rights and responsibilities. How do they make democratic decisions in school and what a representative is and how we can elect them.</p> <p>Me, Myself and I - My Emotions By the end of this segment children will know what is special about them and other people. How they can communicate their emotions. How to cope with difficult emotions and</p>	<p>Anti-Bullying By the end of this segment children will know the key characteristics and forms of bullying. They will understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people and understand how bullying affects the way we think, feel and behave. How might bystanders intervene and help someone who is being bullied.</p>	<p>Diversity and Communities By the end of this segment children will know how they are different from each other and the different lifestyles and beliefs people have. They will know what stereotypes there are and how they can challenge them. They will know the different roles of people in the community and what animals need and the responsibilities of humans towards them. Also they will know how to choose pets and look after them.</p>	<p>Managing Risk By the end of this segment children will know how they can manage risk by being aware. They will know how fire and water are risky and how to reduce the risk. They will know how to keep themselves safe during activities and visits and how to stop accidents happening. They will also be knowing the risks of safety, friendship and feelings and how friends can affect decisions about risk.</p> <p>Asthma Children learn about the effects of asthma and how to respond to an attack.</p>	<p>Healthier Lifestyle By the end of this segment children will know what medical and legal drugs are and the effect of these. They will know who uses and misuses legal drugs and why some people need medicine and who gives it. Also, children will know the safety rules for storing medicine and other risky substances and what to do if they find something risky. They will understand how friends and the media can have an influence and how to be responsible for their own personal safety. Children will know what it means to be 'grown up' and their responsibilities. Children will know how parents and carers care for</p>	<p>Myself and My Relationships - Managing Change By the end of this segment children will know the changes they have already experienced, might experience in the future and changes other people might be going through. They will know what is it like to be separated from a special person and How people feel when things change or people or pets die. They will know different behaviours people may feel and what to do to make the best of new situations.</p> <p>Sex and relationships By the end of this segment children will know the different stages of the human</p>

		<p>how their actions and emotions affect the way they and others feel</p>				<p>babies.</p> <p>Economic well being By the end of this segment children will know the different ways to earn and spend money and what saving, spending and budgeting mean to them. They will know how to decide what to spend their money on and choose the best way to pay and also know what families have to spend money on. Children will know what the 'value for money' is and how their choices affect their family, the community, the world and them.</p> <p>Safety contexts Children to be able to recognise their own feelings and talk about them to others, be able to recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not</p>	<p>life cycle. They will be able to explain that a baby grows from a male seed and a female egg. They will be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood and to identify an area for which they can take more responsibility. They will also understand some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</p>
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						<p>feeling safe. To be able to name the adults in their Network of Support and knowhow and when to ask these trusted adults for help. Be able to identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact and to be able to seek help if they feel worried about a relationship with a friend or family member Be able to suggest some ways to help stay safe online.</p>	
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