



Moggerhanger Primary School
Year 3 and 4 - Long Term Plan
Year A - 2022-2023



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	In the Mists of Time		Rotten Romans		Field to Fork	
Memorable Events *These themes may be adapted at various points	<ul style="list-style-type: none"> • Trip to Flag Fen • Harvest Festival • Visit to the Church 	<ul style="list-style-type: none"> • Carol Concert • Visit to theatre to see the Pantomime 	<ul style="list-style-type: none"> • Visit to Verulamium Roman Museum 		<ul style="list-style-type: none"> • Local Area Visit • Swimming lessons • Sports Day • Residential Trip/Adventurous Activities 	
English Overview	‘How to Wash a Woolly Mammoth’ ‘Stone Age Boy’		‘Escape From Pompeii’ Roman Myths		‘The Sheep-Pig’	
	Instruction Texts Narratives		Fiction and Non-Fiction Texts Recounts Drama pieces		Letter Writing Dialogue Writing Poetry Writing	
Maths Overview <i>Pearson ActiveLearn Maths- adapted by teachers</i>	<u>Autumn 1</u> <ul style="list-style-type: none"> • Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers • Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers • Learn \times and \div facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts • Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation • Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column) 		<u>Spring 1</u> <ul style="list-style-type: none"> • Place 4-digit numbers on landmarked lines; 0–10 000 and 1000–2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers • Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one ‘exchange’); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one ‘carry’); learn the $7\times$ table and ‘tricky’ facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; solve simple money problems with decimals to two decimal places • Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters) 		<u>Summer 1</u> <ul style="list-style-type: none"> • Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read, use and compare negative numbers in the context of temperature • Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2- place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number • Learn 11 and $12\times$ tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit 	



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Autumn 2

- Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)
- Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns
- Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information
- Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use
- Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder

- Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes
- Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find change from £10, £20 and £50

Spring 2

- Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimal numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten; add four digit numbers using written method with answers greater than 10 000
- Add amounts of money using written methods and mentally using place value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction)
- Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find

- numbers; use rounding to estimate answers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division 'undoes' multiplication and vice versa; divide above the tables facts using multiples of 10
- Recognise and read Roman numerals to 100; begin to know the history of our number system including 0; calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting; recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes
- Understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths; add and subtract 0.1 and 0.01 and say a number one-tenth (0.1) or one-hundredth (0.01) more or less than a given number; revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents

Summer 2

- Add two 2-digit numbers or a 2-digit number to a 3- or 4-digit number mentally; subtract 2-, 3- and 4-digit numbers using counting up; derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies
- Solve written addition of two 4-digit numbers; add amounts of money (pounds and pence) using column addition; solve 4-digit minus 4-digit and 4-digit minus 3-digit subtractions using written column method



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		<p>missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters</p> <ul style="list-style-type: none"> • Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up • Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems 	<p>(decomposition) and check subtraction with addition; solve word problems choosing an appropriate method</p> <ul style="list-style-type: none"> • Use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning • Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; find non-unit fraction of amounts, using 'chunking'; add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places) • Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply 2-digit numbers by numbers between 10 and 20 using the grid method; begin to use the grid method to multiply pairs of 2-digit numbers; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 20 and 50, with and without remainders; find non-unit fractions of amounts 	
<p style="text-align: center;">Science</p>	<p>Light (yr 3)</p> <ul style="list-style-type: none"> • Recognise that they 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>Electricity (yr 4)</p> <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 <p>Cross Curricular Link: D&T</p>	<p>Animals, including humans (yr 3)</p> <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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>Living things and their habitats (yr 4)</p> <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 • recognise that environments can change and that this can sometimes pose dangers to living things.



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		<p><i>Technical Knowledge: understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</i></p>	<p>Animals, including humans (yr 4)</p> <ul style="list-style-type: none"> • 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 • construct and interpret a variety of food chains, identifying producers, predators and prey.
History	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica • ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>The History of Moggerhanger and Moggerhanger school</p> <p>a study over time tracing how several aspects of national history are reflected in the locality</p>



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<p>Geography</p>	<p><u>Geography Statement of Intent</u> In Year 3 and 4, we provide a range of geographical experiences, both in and out of the classroom, which encourage children to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject. We allow our children to become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world. We encourage our children to adopt an enquiring approach to the world around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions.</p> <p><u>Implementation</u> Our Geography curriculum in Y3 and 4 has been carefully constructed to link with our wider topics in History and English, in order to deepen the children’s understanding through a cross-curricular approach. We have worked closely with Y1/2 and Y5/6 teachers to ensure appropriate progression and breadth of curriculum coverage. Existing knowledge is checked at the start of each topic in the form of a KWL grid, which is revisited at the end of the topic for children to record what they have learnt. Geography lessons are based around a geographical enquiry approach, with the children given the opportunities to explore themes and research using books or our online subscription resource, Oddizzi. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion.</p> <p><u>Impact</u> Through our teaching we aim by the end of Y4, for our children to be able to be able to work at age related expectations or above, and be curious and keen geographers.</p>	
	<p>Somewhere to Settle Land Use Locational knowledge locate 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 and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • 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>Extreme Earth</p> <ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including: volcanoes and earthquakes



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Art and Design	Whole School Artist Focus: Banksy Banksy is an anonymous graffiti artist.		Whole School Artist Focus: Sonia Boyce Boyce has taught Fine Art studio practice for more than 30 years in several art colleges across the UK. In February 2020, Boyce was selected by the British Council to represent Britain at the Venice Biennale 2022, the first black woman to do so		Whole School Artist Focus: Frida Kahlo Frida Kahlo was a Mexican painter best known for her uncompromising and brilliantly coloured self-portraits that deal with such themes as identity, the human body, and death.	
	Mastery of art & design techniques: Clay Stone Age art Record observations in sketch books <i>Christmas cards; Christmas church decorations</i>		Mastery of art & design techniques: Using a range of decorative materials Mosaics and Roman art Record observations in sketch books		Mastery of art & design techniques: Painting Painting and drawing animals, and still life fruit pictures Record observations in sketch books	
D&T	D&T: Design, Make and Evaluate D&T Technical Knowledge: Apply understanding of how to strengthen, stiffen and reinforce complex structures <i>Design, make and evaluate a Stone Age tool with clay and wood</i>		D&T: Design, Make and Evaluate D&T Technical Knowledge: Understand and use mechanical systems in their products <i>Design, make and evaluate a model aquaduct</i> Cross Curricular Link: D&T Technical Knowledge: understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)		D&T: Cooking and Nutrition <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	
Computing <i>Teach Computing Scheme</i>	E-safety: Google Share with care	Digital Literacy & E-safety: using a computer/device	Digital Literacy: Explore a Topic with Research and Collaboration	Coding: Animations - Space	Coding: Sound and music - Rock band	Coding: project



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<p style="text-align: center;">Music <i>Music Express</i> <i>Online Scheme</i></p>	<p><u>Music Statement of Intent</u> In Year 3 and 4 we aim to:</p> <ul style="list-style-type: none"> • Provide a range of musical experiences, both in and out of the classroom, which encourage children to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject • Give every child the opportunity to experience success and satisfaction through a variety of musical activities • Develop a child’s understanding and appreciation of music across a range of historical periods, genres, styles, cultures and musical traditions • Develop social skills through co-operation with others in the shared experience of music making and give children the opportunity to compose music and express their thoughts and feelings through music • Provide performance opportunities and encourage high standards in performance, giving children the opportunity to perform music both vocally and with instruments • Develop a child’s understanding of how music is created, produced and communicated • Develop a child’s understanding of how pitch, duration, tempo, timbre, texture and structure can be used to create music. <p>Through music we also aim to: • Develop listening skills • Develop communication skills, self-discipline and self-evaluation • Develop imagination, creativity and inventiveness • Promote awareness and understanding of gender, cultural, spiritual and moral issues • Develop independent learning and collaborative skills</p> <p><u>Implementation</u> In lower Key Stage Two pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will be taught to: • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. We use Music Express to assist in our teaching of music and at the start of every lesson we focus on beat, rhythm or pitch from the ‘skill builders’ section or on physical, vocal or focus-builders activities from the ‘warm ups’ section to ensure progression and coverage of relevant skills. We make links with wider topics in English, History or Geography where possible. Year 3 and 4 pupils have opportunities to perform on special occasions such as Harvest Festival and the KS2 Christmas carol concert. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion.</p> <p><u>Impact</u> We aim, by the end of Year 4, for our children to be able to be able to work at age related expectations or above, and to have developed an appreciation and enjoyment of a variety of different types of music, whether listening or participating.</p>	
	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> •Harvest Festival Songs •Key Stage 2 Carol Concert 	<p>Use and understand staff and other musical notations Improvise and compose music for a range of purposes Instrument focus:</p> <ul style="list-style-type: none"> •Recorders •Chime bars •Percussion Instruments



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RE	<p>Implementation We follow the local RE Agreed syllabus for Key Stage 2, which is designed for pupils to extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Pupils will be introduced to an extended range of sources and subject-specific vocabulary; and encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. The two year rolling programme for Lower Key Stage 2 provides for pupils to be taught six topics a year (framed as key questions). Children’s progress will be monitored through observation and by using planning and learning objectives.</p> <p>Impact Through our teaching we aim by the end of Y4, for our children, working at age related expectations or above, to be able to do the following:</p> <ul style="list-style-type: none"> • Make sense of a range of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> ○ identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary ○ explain how and why these beliefs are understood in different ways, by individuals and within communities ○ recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation • Understand the impact and significance of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> ○ examine and explain how and why people express their beliefs in diverse ways ○ recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world ○ appreciate and appraise the significance of different ways of life and ways of expressing meaning • Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: <ul style="list-style-type: none"> ○ evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses ○ challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response ○ discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding 					
	<p>•Why do some people think life is like a journey? •How and why do people mark the significance of events of life?</p>	<p>What is the 'Trinity' and why is it important for Christians?</p>	<p>What kind of world did Jesus want?</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>How is faith expressed in Hindu communities and traditions?</p>	<p>What are the deeper meanings of the festivals?</p>
PSHE	<p>How can we be a good friend?</p>	<p>What keeps us safe?</p>	<p>What are families like?</p>	<p>What makes a community?</p>	<p>Why should we eat well and look after our teeth?</p>	<p>Why should we keep active and sleep well?</p>



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PE	Multi Skills	Invasion Games	Invasion games	Dance/Gymnastics	Bat and ball	Athletics
Languages: French	French	All About Me	Family and Friends	Our School	On the Move	Food, Glorious Food!