



Moggerhanger Primary School
Year 3 and 4 - Long Term Plan
Year B – 2023-2024



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Raiders, Traders & Invaders		Rainforest Adventure		Tomb Raiders	
Memorable Events *These themes may be adapted at various points	<ul style="list-style-type: none"> • Trip to Hazard Alley • 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"> • Faith Tour in Queens Park, Bedford • Victorian Museum, Hitchin 		<ul style="list-style-type: none"> • Swimming lessons • Sports Day • Residential Trip/Adventurous Activities 	
English Overview	‘Beowulf’ ‘How to Train Your Dragon’		‘Where the Forest Meets the Sea’		‘The Egyptian Cinderella’	
	Hero myths Instruction Texts Character Profiles		Fiction and Non-Fiction Texts Recounts		Traditional Tales Explanation Texts	
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
Science	<p>Forces & Magnets (y3)</p> <ul style="list-style-type: none"> •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 whether they 	<p>States of Matter (y4)</p> <ul style="list-style-type: none"> •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 	<p>Rocks (y3)</p> <ul style="list-style-type: none"> •compare and group together different kinds of rocks on the basis of their appearance and simple physical properties •describe in simple terms how fossils are formed when things that have lived are trapped within rock •recognise that soils are made from rocks and organic matter. 	<p>Sound (y4)</p> <ul style="list-style-type: none"> •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 	<p>Plants (y3)</p> <ul style="list-style-type: none"> •identify and describe the functions of different parts of flowering 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



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	<p>are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> •describe magnets as having two poles •predict whether two magnets will attract or repel each other, depending on which poles are facing 	<p>water cycle and associate the rate of evaporation with temperature</p>		<p>vibrations that produced it</p> <ul style="list-style-type: none"> •recognise that sounds get fainter as the distance from the sound source increases 	
<p style="text-align: center;">History</p>	<p>Britain’s settlement by Anglo-Saxons and Scots This could include: • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: •Viking raids and invasion •resistance by Alfred the Great and Athelstan, first king of England •further Viking invasions and Danegeld •Anglo-Saxon laws and justice •Edward the Confessor and his death in 1066</p>	<p>The Victorians A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt</p>	



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Geography	<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 work at age related expectations or above, and be curious and keen geographers.</p>	
	<p>Water</p> <p>describe and understand key aspects of: physical geography, including: rivers and the water cycle</p> <p>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Rainforests</p> <ul style="list-style-type: none"> •Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>describe and understand key aspects of: physical geography, including: climate zones, biomes</p> <ul style="list-style-type: none"> •Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn
	<p>Modern Egypt</p> <p>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>	



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Art and Design	Whole School Artist: Yayoi Kusama		Whole School Artist: Beatriz Milhazes		Whole School Artist: Alma Thomas	
	Yayoi Kusama is a Japanese artist known for her extensive use of polka dots and for her infinity installations.		Beatriz Milhazes is a Brazilian artist known for her colourful abstract paintings and prints. Swirling with geometric and arabesque shapes, they are kaleidoscopic, inspired by both indigenous Brazilian and Modernist European design.		Alma Thomas (1891-1978) was an African-American artist best known for her signature style of overlaid planes of colourful, thumb-sized rectangles	
D&T	Mastery of art & design techniques: Mixed media		Mastery of art & design techniques: Drawing		Mastery of art & design techniques: Clay	
	Anglo-Saxon runes Bayeux tapestry Viking ships Record observations in sketch books <i>Christmas cards; Christmas church decorations</i>		Observing and drawing leaves and plants; rainforest art Record observations in sketch books		Ancient Egyptian hieroglyphics Ancient Egyptian cartouches Record observations in sketch books	
Computing Teach Computing Scheme	D&T: Design, Make and Evaluate		D&T: Design, Make and Evaluate		D&T: Design, Make and Evaluate	
	<i>Design, make and evaluate Anglo-Saxon jewellery</i>		D&T technical knowledge: understand and use mechanical systems in their products <i>Design, make and evaluate a rainforest scene featuring salt dough animals and moving part(s).</i>		D&T technical knowledge: apply understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products <i>Design, make and evaluate a model shaduf</i>	
	E-safety: Google Don't fall for fake	Digital Literacy: Research and develop a topic	Coding: Interactive - Chatbot	Coding: Game - Boat race	Digital Literacy: Childnet video competition	Coding: project



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<p>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>
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	<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 	<ul style="list-style-type: none"> •Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians •Listen with attention to detail and recall sounds with increasing aural memory •Develop an understanding of the history of music.
<p style="text-align: center;">RE</p>	<p><u>Implementation</u> 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><u>Impact</u> 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 		



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	Where, how and why do people worship?	How do festivals and family life show what matters to Jewish people?	How is faith expressed in Sikh communities and traditions?	How do festivals and worship show what matters to Muslims?	For Christians, what was the impact of Pentecost?	How and why do people try to make the world a better place?
PSHE	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
PE	Multi Skills	Invasion Games	Tag Rugby	Dance/Gymnastics	OAA	Athletics
Languages: French	Getting to know you	All around Town	Animals and the World		Holidays and Hobbies	