

At Red Hall we are committed to offering a broad, balance and engaging curriculum. We will ensure that we have a holisitc approach to school life which acknowledges links with parents, families and the wider community. This will help to develop well rounded and resilient children. At each stage, children will be equipped with the skills, knowledge and understanding to become active world citizens. Our curriculum is dynamic, engaging and immersed in rich learning opportunities.



Red Hall Primary School Long term planning overview

Year group: 3-4	Autumn 1 (7 ½ weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
TOPIC TITLE	Italian adventure Timeline Map work – location of Italy/spread of Roman Empire.	Italian adventure Features of volcanoes Modern day Pompeii – comparing. The Roman legend of Romulus and Remus.	CHOCOLATE	CHOCOLATE World Book Day – Thurs 5th March- pupils to dress in PJs for story time and watching film of Charlie.	The Only Way is Gornal Local area study – Gornal and surrounding area.	The Only Way is Gornal Local area study – Gornal and surrounding area.
Literacy: Key texts, authors and genres <i>What is the purpose of the writing? Who is the audience?</i>	Linked to Romans/ Italian adventure Escape From Pompeii – writing stories with historical settings.	Linked to Romans/ Italian adventure Diary of a Roman Soldier – Writing their own diary entries. Newspaper reports based on the eruption of Mount Vesuvius.	Charlie and the Chocolate factory • Character descriptions incl. creating a new character who discovers a golden ticket. • Story writing – including description of the chocolate room and then link to	• Letter writing – writing to Mr Willy Wonka to persuade him to make their product in his factory- Generating and select from vocabulary banks e.g. powerful	• Creating Tourist Information booklets about Gornal/Dudley - Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive	• Creating biographies about personalities originating from the Black country – e.g. Julie Walters, Lenny Henry - Grouping related material into paragraphs.

			<p>describing a new room in the chocolate factory, including using the five senses</p> <ul style="list-style-type: none"> - Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan. • Newspaper report based on the discovery of a golden ticket – imagine they are writing a newspaper report based on the discovery of the final golden ticket. 	<p>adverbs, adverbial phrases, persuasive phrases.</p> <ul style="list-style-type: none"> • Poetry – Michael Rosen 'Chocolate Cake' poem- Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. Alliteration. 	<p>phrases, alliteration appropriate to text type.</p> <ul style="list-style-type: none"> • Story writing – link to local area? Castle Story? - Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. 	<p>Using headings and sub headings to organise information.</p>
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Numeracy	Follow year 3/4 White Rose Overview Place Value	Follow year 3/4 White Rose Overview Addition and subtraction.	White Rose – Multiplication and division – formal methods. Length, perimeter and area.	White Rose – Fractions. Mass, capacity and decimals.	White Rose – Decimals Money Time	White Rose – Statistics Properties of Shapes Position and direction
Science:	Teeth and Eating Food groups Balanced diet use information sources provided to find things out. 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.	Healthy Bones Labelling a skeleton Understanding the functions of a skeleton- identify that humans and some other animals have skeletons and muscles for support, protection and movement. Name and explain how joints work Explain how muscles work	Reversible/irreversible changes (including chocolate investigation) States of matter-solid, liquid, gas. I can decide what observations and measurements to make and what equipment to use. 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).	Rocks and Soils- Compare and name rocks on the basis of appearance and properties. Know how soil is made and fossils are formed. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 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.	Light and forces Use information sources provided to find things out. Recognise that they need light in order to see things and that dark is the absence of light. Understand that light is reflected from surfaces.	Light and forces. 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.
History/Geography	History - Romans – Italy and the spread Roman Empire. Develop chronologically secure knowledge and understanding	History - Romans – Italy and the Roman Empire. Comparing Pompeii – old and modern. Romulus and Remus. Roman invasion.	History - Chocolate <ul style="list-style-type: none"> • KWL grid – what do they know already about the history of chocolate? 	History - chocolate <ul style="list-style-type: none"> • To know where and how cocoa trees grow – which climate 	Geography – local area study. Locate UK on globe /world map, England on map of Europe. Locate region, county and	Geography – local area study. Study photographs and label problems and environmental concerns using evidence from local

	<p>of British, local and world history. Understand how our knowledge of the past is constructed from a range of sources. Locate on map – spread of the Empire. Timeline of events. Mount Vesuvius eruption and labelling a volcano.</p>	<p>Boudicca. Address and devise historically valid questions about cause. Understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none"> • To explore the development of the Cadbury company – events in a timeline, research John Cadbury. Quakers. • To explore the origins of the cocoa bean – how and where cocoa beans were first used. • To know how the cocoa bean first came to Europe. How it was originally used as a drink for the wealthy and then the first eating chocolate was produced. 	<p>they grow best in?</p> <ul style="list-style-type: none"> • Label maps to identify areas where cocoa trees grow? • To explore the journey of a cocoa bean from pod to product. Harvesting the cocoa bean. • To know about the life of a cocoa farmer. Recap which countries produce cocoa beans, find out about life for a Ghanaian cocoa farmer and create a diary entry. • Compare and contrast a cocoa farmer's day with a British farmer's day. 	<p>village (Dudley & Gornal) Shape and layout of settlements and reasons for why it is like it is (3 types) which one is Dudley – use Google relate to pictures and identify which shape Dudley is.</p> <p>Identify the main land uses and features Plot land use on a base map using a colour coded key (shops, roads, services, entertainment, open spaces, gardens etc)</p> <p>Pictures of the locality and identifying land use.</p>	<p>newspaper reports (Eg market place / Zoo) – consider how these have been addressed and the changes that have taken place to the area – the new developments in Dudley – Changes that are occurring. Inc. improvements to the market place and the Zoo.</p> <p>Timeline the changes.</p>
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				Fabulous finish - Mexican Day.		
Art + Design/Design + technology	Sketching of key characters from the text. Mosaics – designing and making, then evaluating.	Shields – designing and making. Christmas cards – weaving Calendars –mosaics.	<ul style="list-style-type: none"> Design and create the packaging for a new chocolate bar to be pitched to Mr Willy Wonka to sell in his factory. Can they understand the importance of a product’s packaging in terms of its appeal? 	<ul style="list-style-type: none"> For Easter - children to bring in their chocolate bar to package with their new packaging. Design and make an Aztec mask. Use card and Modroc build up a 3D mask (sculpture) 	Sketching – industrial pics – linked to The Black country. Tone/shading effects – using charcoal	Creating canal art (barge art) Colour mixing/painting.
Computing	New planning for Sept - E-safety and the important issues surrounding it. Create an informative video for other children that highlight a specific element of E-safety.	Digital Literacy and coding. Debugging and programing.	Digital Literacy Collaborative research and presentation	Coding Creating an animation using Scratch. Testing and debugging other children’s animations	Coding Creating a rock band. Using Scratch.	Coding Scratch Creating an interactive game using further interactive functions of Scratch.
Music	Fife from DPA	Fife from DPA	DPA- Fife lessons	DPA – Fife lessons	DPA- Fife lessons	DPA – Fife lessons

<p>PE</p>	<p>Games - Hockey Dance 3/4G Swimming</p> <p>Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work. Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.</p>	<p>Dance Gymnastics 3/4G Swimming</p> <p>Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.</p> <p>Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when</p>	<p>3/4F Swimming Dance Gymnastics</p> <p>Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.</p> <p>Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc Creates sequences using</p>	<p>3/4F Swimming OAA</p> <p>Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>3/4J Swimming Athletics</p> <p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>3/4J swimming Athletics Games</p> <p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>
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		travelling, balancing, using equipment etc Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.	various body shapes and equipment. Combines equipment with movement to create sequences.			
PSHE	I am unique	I am unique <ul style="list-style-type: none"> • Anti-bullying week 	Safe not sorry The effects of alcohol on the body. Road safety. Fairtrade – linked to chocolate topic. Dental care (covered through science in Autumn term)	Safe not sorry <ul style="list-style-type: none"> • PANTS campaign • When to call 999E-safety (covered through computing in Autumn term) 	Rights & Responsibilities	Rights & responsibilities
R.E.	<u>A Fair World</u> Reflect on UN Human Rights “Love your neighbour as yourself” – reflect on this commandment Learn about Sewa and why Hindus believe this	<u>People Worth Celebrating</u> Reflect on heroes and heroines Build on previous learning of Rama and Sita and how they were here heroes and heroines Learn about the Divali story Learn how Jesus is viewed by Christians in build up to Nativity story	<u>Remembering</u> Reflect on loss and missing people and pets Learn about story of Easter Learn about the image of the cross and importance to Christians	<u>Sound of silence</u> Learn about time for silence and reflection Learn about the Quakers Learn about how Buddhists meditate and reflect Learn about 4 Noble truths	<u>Follow my leader</u> Reflecting on leaders Learning about who Buddha was and what type of leader he was Learning about the qualities of Jesus as a leader	Revisit, review and topic of children’s choice
Parental involvement	Parent Meeting Aut 1 Coffee Morning	Christmas Fair.	Reading Café – year 3-4 focus on reading for pleasure – inviting the parents into classrooms/hall to		Reading Café – year 3-4 focus on reading for pleasure – inviting the parents into classrooms/hall to	Reading Café – year 3-4 focus on reading for pleasure – inviting the parents into classrooms/hall to share a book with

			share a book with their child in spring term.		share a book with their child in spring term.	their child in summer term.
Cultural capital	<p>Visit from local dentist.</p> <p>Open the Book.</p>	<p>Firemen visit. Springs Church assembly.</p> <p>Christmas Journey at Himley Road Church.</p> <p>Open the Book.</p>	<p>Cadbury World Visit on 5th February.</p> <p>Reading Café – year 3-4 focus on reading for pleasure – inviting the parents into classrooms/hall to share a book with their child in spring term.</p> <p>Open the Book.</p>	<p>PANTS campaign – drama group in school?</p> <p>Easter Journey at Himley Road Church.</p> <p>Open the Book.</p>	<p>Trip to Dudley Zoo linked to local area study.</p> <p>Open the Book.</p>	<p>Reading Café – year 3-4 focus on reading for pleasure – inviting the parents into classrooms/outside area to share a book with their child in summer term.</p> <p>Open the Book.</p>