

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 Phase Group

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<p>TOPIC TITLE</p> <p>History/Geography</p>	<p>The Mysterious Maya [a study of a non-European society that provides a contrast with British History]</p> <ul style="list-style-type: none"> Pyramid construction (1000 B.C. – 400 B.C.) Links to famous discovery of chocolate or xocolatl 	<p>The Mysterious Maya [a study of a non-European society that provides a contrast with British History]</p> <ul style="list-style-type: none"> Pyramid construction (1000 B.C. – 400 B.C.) Links to famous discovery of chocolate or xocolatl 	<p>The Roman Empire & impact on Britain (27BC – 476AD) 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, 	<p>The Roman Empire & impact on Britain (27BC – 476AD) 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, 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age (3000 B.C. – 2000 B.C.) 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 School Sessions Birmingham Museums <p>Geography:</p>	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age (3000 B.C. – 2000 B.C.) 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 School Sessions

	<p><u>Geography:</u> Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Locate the world's countries, focusing on Europe and North and South America.</p> <p>Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Geography:</u> Human geography: describe and understand key aspects of: human geography, including: types of settlement and land use.</p>	<p>including early Christianity</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><u>Geography:</u> Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>including early Christianity</p> <p><u>Geography:</u> Use symbols and key to build their knowledge of the United Kingdom and the wider world.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>Birmingham Museums</p>
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<p>Literacy: Key texts, authors and genres <i>What is the purpose of the writing? Who is the audience?</i></p>	 <p>Talk for Writing Unit Fiction: Charlie and the Chocolate Factory Text Type: narrative</p> <p>Focus: Setting and character.</p> <p>SPAG Focus: well chosen verbs, expanded noun phrases, well chosen adjectives. Paragraphs to organise ideas around a theme. Use commas to mark clauses in complex sentences. Introducing a new setting and character.</p> <p>Talk for Writing Unit Fiction: Charlie and the Chocolate Factory Text Type: Non-fiction</p>	 <p>Talk for Writing Unit Poetry: Chocolate Cake by Michael Rosen Text Type: poetry</p> <p>Focus: descriptive poetry. SPAG Focus: Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. Alliteration. Generating and select from vocabulary banks.</p>	 <p>Talk for Writing Unit Fiction: Escape from Pompeii Text Type: narrative</p> <p>Focus: Story to include setting descriptions.</p> <p>SPAG Focus: Suffixes, fronted adverbials for where and when, subordinating conjunctions.</p> <p>Talk for Writing Unit: Non-Fiction: Vesuvius Erupts Text Type: Non-fiction</p> <p>Focus: Newspaper report.</p> <p>SPAG Focus: Direct/indirect speech.</p>	 <p>Talk for Writing Unit Non-fiction: Non-Chronological Report linked to the Roman Soldiers Text Type: Non-fiction</p> <p>Focus: Non-Chronological Report SPAG Focus: Time conjunctions, present perfect tense - formal language, technical language. Headings/sub-headings.</p>	<p>Talk for Writing Unit Non-fiction: How to Catch a Dragon Text Type: Non-fiction</p> <p>Focus: Explanation Text. SPAG Focus: Adverbs for actions, imperative verbs, time conjunctions, technical vocabulary.</p>  <p>Talk for Writing Unit Fiction: Stone Age Boy Text Type: narrative</p> <p>Focus: Portal Story SPAG Focus: Well-chosen verbs, paragraphs to organise ideas, fronted adverbials – when and where, expanded noun phrases, well-chosen adjectives, proper nouns and pronouns.</p>	<p>Talk for Writing Unit Poetry: Monster Poems Text Type: Rhyming Poetry</p> <p>SPAG Focus: Rhyming patterns (rhyming couplets)</p>  <p>Talk for Writing Unit Fiction: Staying Out Text Type: narrative</p> <p>Focus: Suspense story with atmospheric setting.</p> <p>SPAG Focus: Well chosen verbs, paragraphs to organise ideas, fronted adverbials – when and where, expanded noun phrases, well chosen adjectives, proper nouns and pronouns.</p>
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	<p>Focus: Persuasive advert writing.</p> <p>SPAG Focus – Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, persuasive phrases and devices.</p> <p>Creating a new 'spy gadget' to spy on the Chocolate Factory's competition.</p>		<p>Questions – who? What? Where? When? Why?</p> <p>Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language. Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case.</p>			
Numeracy	<p>Follow year 3/4 White Rose Overview Year 3 - Place Value - value of the digits, addition and subtraction.</p> <p>Year 4 - Place Value - value of the digits, rounding, ordering and comparing numbers.</p>	<p>Follow year 3/4 White Rose Overview Year 3 - Addition and subtraction.</p> <p>Year 4 – Addition and Subtraction, Length and perimeter.</p>	<p>White Rose – Year 3 - Multiplication and division, measurement, statistics.</p> <p>Year 4 - Multiplication and division, area.</p>	<p>White Rose – Year 3 – Length and Perimeter and fractions.</p> <p>Year 4 - Fractions and decimals.</p>	<p>White Rose – Year 3 – Fractions, time.</p> <p>Year 4 - Decimals, Money, Time</p>	<p>White Rose – Year 3 – Properties of shape, mass and capacity.</p> <p>Year 4 - Statistics Properties of Shapes Position and direction.</p>

<p>Science:</p>	<p>Teeth and Eating Food groups Balanced diet use information sources provided to find things out.</p> <p>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.</p>	<p>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.</p> <p>Name and explain how joints work Explain how muscles work</p>	<p>Reversible/irreversible changes States of matter- solid, liquid, gas.</p> <p>I can decide what observations and measurements to make and what equipment to use.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Reversible/irreversible changes – complete the unit.</p> <p>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.</p>	<p>Open –ended Science Investigation/Enquiry Work. (Science Day)</p>	<p>Electricity 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.</p>
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<p>Art + Design/Design + technology</p>	<ul style="list-style-type: none"> • Design and create a 3D Mayan mask, using card and Modroc (sculpture) • Sketching skills – shade and tone. 	<ul style="list-style-type: none"> • D&T- chocolate packaging. • Make Mayan tortillas and chilli hot chocolate. 	<ul style="list-style-type: none"> • Mosaics in paper and small pieces of tile. • Drawing skills-texture and drawing figures 	<ul style="list-style-type: none"> • DT – Catapults. • Roman shields – through Roman focus day. 	<ul style="list-style-type: none"> • Drawing-scale and proportion. • Stone age cave paintings/pastels/charcoal 	<ul style="list-style-type: none"> • Create an iron age round house (clay/straw) Make class a village. • DT-Electrical systems- a light up picture/card.
<p>Computing</p>	<p>How digital devices work, how they help us and exploring inputs and outputs.</p>	<p>Using algorithms to produce animations.</p>	<p>Using algorithms to produce animations.</p>	<p>Y3 - Desktop publishing. Pupils will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.</p> <p>Y4 – Podcasts to digitally record sound, create a podcast and edit and evaluate digital recordings.</p>	<p><u>Computing units linked to RE for both year groups:</u></p> <p>Y4 - Desktop publishing. Pupils will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.</p> <p>Y3 – Podcasts to digitally record sound, create a podcast and edit and evaluate digital recordings.</p>	<p>Events and actions in programs. Moving a sprite in four directions and exploring movement within the context of a maze, using design to choose an appropriately sized sprite.</p>

Music	Fife from DPA Performing skills How to assemble the fife, including the correct position of the head joint	Fife from DPA Performance Skills Motor Skills	DPA- Fife lessons Listening Skills How to articulate notes clearly and correctly on the fife.	DPA – Fife lessons How to play the notes B, A, G, C and E (F and Bb) with the correct finger position. How to recognise the pitch change between these notes. To learn to control the left and right hand fingers.	DPA- Fife lessons To understand that a scale is a series of ascending and descending notes. To be able to sing a simple, diatonic scale demonstrating a good tone and posture.	DPA – Fife lessons Understand what an arpeggio is and understand the order of notes – 1, 3, 5. To understand why the sound changes as you cover/uncover the tone holes.
PE	Fitness Learning the way our body reacts to different exercises with a main focus on Speed, Agility, Quickness, Balance, strength co-ordination and flexibility Y4 swimming	Dance 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 Games Understands tactics and composition by starting to vary how they respond. Vary	Gymnastics 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. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when	Games Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills.	Games Games continued looking at a new sport. Athletics Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> 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. Y4 Swimming	Games Games continued looking at a new sport. Athletics Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> 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. Y4 Swimming

		<p>skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p> <p>Y4 Swimming</p>	<p>travelling, balancing, using equipment.</p> <p>Games</p> <p>Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p> <p>Y4 Swimming</p>	<p>Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Year 4 Swimming</p>		
PSHE	Mental Health To know that mental health is as important as	Relationships To recognise there are different types of relationships	Relationships To recognise if a friendship (online/offline) is making them	To know how to make informed decisions about health.	<ul style="list-style-type: none"> • PANTS campaign • When to call 999E-safety (covered through computing in Autumn term) 	Rights & responsibilities To recognise reasons for rules and laws

	<p>looking after your physical health. To know how I handle an emotion impacts others around me (54- Zones of Regulation)) To recognise that feelings can change over time and range in intensity (56- Zones of regulation) To explore how I handle different emotions (73- Zones of Regulation) To explore how different events change how I feel (82) To recognise warning signs about mental health and wellbeing.</p>	<p>To recognise the different ways people care for one another To recognise and respect different family structures To recognise shared characteristics of a healthy family life To identify if family relationships are making me feel unhappy and what to do.</p> <ul style="list-style-type: none"> • Anti- bullying week 	<p>uncomfortable and what strategies to take. To identify the impact of bullying, including offline and online. To explore strategies to respond to hurtful behaviour (offline/online) To explore discrimination and how to challenge it. To explore privacy and personal boundaries- what is appropriate in friendships and wider relationships (including online) Focus on Childline</p>	<p>To understand the elements of a balanced, healthy lifestyle. To explore choices that support a healthy lifestyle and recognise what might influence these. To recognise that habits can have a positive or negative effect on a healthy lifestyle To understand what good physical health means and how to recognise early signs of physical illness. To recognise what makes a healthy diet To recognise how regular exercise benefits mental and physical health.</p>		<p>To recognise there are human rights to protect everyone To understand the relationship between rights and responsibilities To explore the importance of having compassion towards others Focus on Democracy x2</p>
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R.E.	<p><u>A Fair World</u> To explain what the phrase 'fair world' mean to me. To start to understand the role of the UN. To begin to understand ways in which others help to improve equality To explore how Christians promote a fair world To explore how different religions respond to inequality Harvest: To understand the importance of food at Harvest</p>	<p><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</p>	<p><u>Sound of silence</u> To identify the things in the natural world that makes us silent. To identify events which would make me want to pray to God To investigate Quaker worship To understand the purpose of Buddhist meditation. To explore the story of Buddhist enlightenment. To explore how I might make use of silence</p>	<p><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</p>	<p><u>People Worth Celebrating</u> To identify a hero in my life To explore people who have made an impact on the world (Focus on Religious leaders) Explore how I feel hero's should be celebrated</p>	<p><u>World Religion</u> Focus: Hindusium Festival: Eid</p> <p>Previous learning: Diwali story, Belonging to the Hindu faith. Future learning- do not include- pilgrimage.</p> <p>Focus on: Vedas Scriptures Stories from that Religion Visit to spiritual building/ Visit from a person of faith Customs- Naming ceremony- Namakarana Sanskar, marriages. Gods in the religion- statues.</p> <p>Eid: To explore the customs of Eid.</p>
French	Greetings	Numbers to 20	Colours Days of the week	Classroom objects.	Following instructions	Family and pets.

<p>Additional Experiences</p>	<p>Interventions across the school year: Phonics Precision Teaching Extra reading groups.</p> <p>Sponsored walk to raise money for defibrillator.</p> <p>Virtual Harvest lesson.</p> <p>Year 3 Christmas Craft club.</p>	<p>Virtual author visits – Jacqueline Wilson, Nick Sharratt.</p> <p>Whole School science day – virtual and visitors into school.</p> <p>Mayan Day, including virtual Mayan visitor.</p> <p>Diwali patterns on the playground.</p> <p>Christmas Songs House Competition.</p>	<p>Range of artefacts from Library service for classroom use.</p>	<p>Roman Focus Day.</p>		<p>End of year fife performance for parents.</p>
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