

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 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
TOPIC TITLE	Jungle Fever!	Jungle Fever!	The Invaders	The Invaders	Walk Like An Egyptian	Walk Like An Egyptian
Literacy: Key texts, authors and genres <i>What is the purpose of the writing? Who is the audience?</i>	<p><u>Talk for Writing Unit Fiction: The Manor House</u></p> <p><u>Text Type:</u> suspense.</p> <p><u>Focus:</u> Setting and building suspense.</p> <p>SPAG Focus – well chosen verbs, fronted adverbials – when and where, personification, alliteration, expanded noun phrases, well chosen adjectives, proper nouns and pronouns.</p>	<p><u>Talk for Writing Unit Fiction: Watch Out, short story.</u></p> <p>Short burst writing. <u>Text Type:</u> Losing story</p> <p><u>Focus:</u> Building on previous suspense work, openings and endings, diary entries.</p> <p>SPAG Focus – short sentences, questions to draw the reader in, exclamations, dramatic conjunctions, powerful verbs,</p>	<p><u>Talk for Writing Unit Fiction: Adventures at Sandy Cove (short burst writing.</u></p> <p><u>Text Type:</u> warning tale</p> <p><u>Focus:</u> action</p> <p>SPAG Focus – Well chosen verbs for action, fronted adverbials, proper nouns and pronouns, paragraphs.</p>	<p><u>Talk for Writing Unit Fiction: The King of the Fishes</u></p> <p><u>Text Type:</u> Wishing Tale</p> <p><u>Focus:</u> Setting/character description.</p> <p>SPAG Focus – Fronted adverbials for where, when and how.</p>	<p><u>Talk for Writing Unit Fiction: Text Type: Portal Story –Scarab Story</u></p> <p><u>Focus:</u> Diary entry as main character.</p> <p>SPAG Focus – well-chosen adjectives to build the description (including historical details), commas in a list, similies to build an image.</p>	<p><u>Talk for Writing Unit Fiction: Podkin One-Ear (Short Burst Writing)</u></p> <p><u>Text Type:</u> Characterisation (short-burst writing)</p> <p><u>Focus:</u> Description of a character.</p> <p>SPAG Focus – well-chosen adjectives,</p>

	<p><u>Talk for Writing Unit Non-Fiction: Evidence of Dragons</u> <u>Text Type:</u> Log extract <u>Focus:</u> gathering information, writing a log in role of a 'dragonologist'</p> <p>SPAG Focus – chronological order, time conjunctions, accurate use of past tense, personal pronouns.</p>	<p><u>Talk for Writing Unit Non-Fiction:</u> <u>Text Type: NCR</u> <u>Focus:</u> Goblins in the Classroom NCR.</p> <p>SPAG Focus - Expanded noun phrases, adverbs, similies, well chosen verbs, use of present tense.</p> <p><u>Poetry – Playful Poetry</u> 'The cave of Curiosity'. Perform for KS2 in assembly (virtually?)</p>	<p><u>Talk for Writing Unit Non -Fiction:</u> <u>Unicorns Uncovered</u> <u>Text Type:</u> <u>Information texts</u> <u>Focus:</u></p> <p>SPAG Focus – headings/sub-headings, shades of meaning, compound adjectives.</p>	<p><u>Talk for Writing Unit Non -Fiction:</u> <u>Text Type: Should Foxes Be Hunted?</u> <u>Focus:</u> Discussion</p> <p>SPAG Focus - Creating persuasive arguments– for/against</p>	<p><u>Talk for Writing Unit Non -Fiction:</u> <u>Text Type:</u> <u>Newspaper Report – Tut Murdered.</u></p> <p><u>Focus:</u> Features of a newspaper report.</p> <p>SPAG Focus – Direct/indirect speech. Questions – who? What? Where? When? Why?</p>	<p><u>Talk for Writing Unit Non -Fiction:</u> <u>Text Type:</u> Persuasive leaflets (Writing models Pie Corbett) Focus Well chosen Vocabulary.</p> <p><u>Focus:</u> Persuasive Leaflet based on land beyond the portal.</p>
Numeracy	Follow year 3/4 White Rose Overview Place Value Roman Numerals	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:	<p><u>Plants</u> - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p>	<p><u>Living Things</u> - Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p><u>Electricity</u> - Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>	<p><u>Forces and Magnets</u> - Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Predict whether</p>	<p><u>Light and forces</u> Use information sources provided to find things out.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p>	<p><u>Sound</u> - Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p>

	<p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>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>	<p>magnets will attract or repel, depending on which way the poles are facing.</p>	<p>Understand that light is reflected from surfaces.</p>	
History/Geography	<p>Geography: Jungle Fever! <u>Texts:</u> The Great Kapok Tree by Lynne Cherry The Shaman's Apprentice By Lynn Cherry</p> <p>What is a Rainforest? Where are the Rainforests in the world located? What is the climate of this place? What is the difference between weather and climate? What are the Rainforest layers? Describe them in terms of animals and plants found there.</p> <p>Comparing and contrasting a region in a European Country to The Amazon (Sherwood Forest and The Amazon)</p>	<p>Geography: Jungle Fever! <u>TEXT:</u> The Vanishing Forest by Richard Platt</p> <p>Where do people of the Amazon get their water from?</p> <p>The destruction of the Rainforests.</p> <p>Plants found in the rainforest and their uses.</p> <p>The impact of deforestation, including debates.</p>	<p>History – The Invaders (Anglo-Saxons and Vikings) KWL grid – what do they know already about the history of Anglo-Saxons and Vikings? Create timelines. Who were the Anglo Saxons? To understand where the Vikings came from and how and why the Vikings invaded Britain. Viking Life - To understand how Vikings lived and worked. How did the Vikings who settled in Britain live? What were their houses like? What clothes did they wear? What did they like to eat?</p>	<p>History - The Invaders (Anglo-Saxons and Vikings)</p> <p>To understand what happened during the Viking invasions and know what Viking warriors were like.</p> <p>To identify and describe Viking artefacts. How do artefacts help us to work out what life was like in the past? What types of evidence sources have been found?</p>	<p>History – Walk Like An Egyptian KWL grid – what do they know already about the Egyptians?</p> <p><u>Location</u> - Where is Egypt? Importance of the River Nile, The three Kingdoms located and recorded on a simple map.</p> <p>Add to timeline. Discovering how pyramids were built and by whom.</p> <p>Stories from Ancient Egypt Egyptian Myths and legends (Tales of Pharaohs and Gods) The quarrel between Seth and Horus</p> <p>Hieroglyphics - understand how writing was used in Ancient Egypt Job application for an advertised job</p>	<p>History – Walk Like An Egyptian</p> <p>Who was Tutankhamun?</p> <p>Catalogue artefacts found in Tut's tomb.</p> <p>Rameses The Great (a life study)</p>

	<p>Educater Objectives: Locate the world's countries, focusing on Europe and North and South America.</p> <p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Educater Objectives: Describe and understand key aspects of human geography, including: types of settlement and land use. (tribes – indigenous people)</p>	<p>Educater Objectives: Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of</p>	<p>Educater Objectives: Address and devise historically valid questions about cause.</p> <p>Address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Educater Objectives: Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study. Understand overview and depth.</p> <p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Educater Objectives: Address and devise historically valid questions about cause.</p> <p>Address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>
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Art + Design/Design + technology	<p>Sketching of key characters/animals from the text.</p> <p>Painting techniques. Looking at the famous artist – Henri Rousseau. Shade and tone, sketching techniques. Evaluate – how could they improve their work?</p>	<p>How can you use sticks and black ink to create a picture of devastation? Use oil pastels to create devastation scenes.</p> <p>Christmas cards –</p> <p>Calendars – based on Tiger in a Storm Surprise by Henri Rousseau.</p>	Textiles – making a Viking money pouch.	Printing – overlapping colours and making own printing blocks.	Sculpture - Design and reate an Egyptian coffin.	Cooking and Nutrition – Egyptian food.
Computing	<p>E-safety and the important issues surrounding it.</p> <p>Coding</p> <p><u>Educater Objectives:</u> Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour.</p> <p>Know a range of ways to report concerns and inappropriate</p>	<p>Digital Literacy and coding.</p> <p><u>Educater Objectives:</u> Use sequence, selection and repetition in programs; work with variables.</p> <p>Work with various forms of input and output.</p>	<p>E-Safety – recap including creating an e-safety poster.</p> <p>Digital Literacy</p> <p>Collaborative research and presentation</p> <p><u>Educater Objectives:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices.</p>	<p>Micro:bit</p> <p>Creating volcano animations.</p> <p><u>Educater Objectives:</u> Use sequence, selection and repetition in programs; work with variables.</p> <p>Work with various</p>	<p>E-Safety recap.</p> <p>Using search technologies effectively.</p> <p><u>Educater Objectives:</u> Design and create a range of programs, systems and content that accomplish given goals.</p>	<p>Creating a database – World Facts.</p> <p><u>Coding – Game – boat race.</u></p> <p><u>Educater Objectives:</u> Use sequence, selection and repetition in programs; work with variables.</p> <p>Select, use and</p>

	<p>behaviour.</p> <p>Be discerning in evaluating digital content.</p> <p>Understand the opportunities networks offer for communication and collaboration.</p>		<p>Design and create a range of programs, systems and content that accomplish given goals.</p> <p>Collecting, analysing, evaluating and presenting data and information.</p>	<p>forms of input and output.</p> <p>Design and create a range of programs, systems and content that accomplish given goals.</p>		<p>combine a variety of software (including internet services) on a range of digital devices.</p> <p>Design and create a range of programs, systems and content that accomplish given goals.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Controlling or simulating physical systems.</p>
Music		Fife from DPA (TBC)	DPA- Fife lessons	DPA – Fife lessons	DPA- Fife lessons	DPA – Fife lessons
PE	Games – General Fitness and Athletics.	<p>Dance Gymnastics Swimming TBC</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</p>	<p>Dance Gymnastics Swimming TBC</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.</p>	<p>OAA Swimming TBC</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</p>	<p>Athletics Swimming TBC</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</p>	<p>Athletics Games Swimming TBC</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</p>

		<p>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 various body shapes and equipment. Combines equipment with movement to create sequences.</p>	<p>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 various body shapes and equipment. Combines equipment with movement to create sequences.</p>	<p>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>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>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>
PSHE	<p><u>Mental Health</u></p> <p>Identifying key anxieties at the start of a new year.</p>	<p>To recognise the importance of friendships, strategies for building positive friendships.</p>	<p>To recognise if a friendship (online/offline) is making them uncomfortable and</p>	<p>To understand reasons for following regulations and restrictions (age</p>	<p>NSPCC Pants Campaign</p>	<p>To know what living in a community means To value the different contributions that</p>

	<p>Rules to keep us safe.</p> <p>Knowing different feelings and emotions that people experience.</p> <p>How feelings and emotions change.</p> <p>What makes us feel good?</p> <p>Intensity of emotions.</p> <p>Ways of expressing emotions and feelings.</p>	<p>To identify the features of a positive, healthy friendship (online and face to face)</p> <p>To recognise how knowing someone online differs from face to face relationships.</p> <p>To identify the importance of seeking support if feeling lonely or excluded.</p> <p>To know that healthy relationships make people feel included</p> <p>To know strategies to resolve disputes.</p>	<p>what strategies to take.</p> <p>To identify how to respond safely to adults they encounter that they do not know.</p> <p>To identify safe and unsafe secrets</p> <p>To recognise pressure from others to do something that makes me feel uncomfortable and strategies for managing this.</p> <p>To recognise where to get advice and report concerns if worried about my own or others safety.</p> <p>Focus on Childline</p>	<p>restrictions)</p> <p>To know how to predict, assess and manage risk in different situations</p> <p>To identify hazards that may harm in the home.</p> <p>To identify the importance of taking medication correctly</p> <p>To identify strategies for keeping safe in the local environment</p>	<p>people and groups make to the community</p> <p>To understand what the word diversity means and how living in a diverse community can benefit us all.</p> <p>To explore stereotypes and how these can negatively influence behaviours and attitudes towards others.</p> <p>To explore prejudice and how to identify behaviours and actions which discriminate against others</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively.</p>
R.E.	<p><u>The Importance of Water</u></p> <p>Water Aid To explore the importance of water in my life.</p> <p>To understand the importance of the Ganges River to Hindus.</p>	<p><u>Care and Concern</u></p> <p>To explore what it means to care and concern.</p> <p>To explore care within the Christian faith.</p>	<p><u>Expressing spirituality through the Arts</u></p> <p>To recognise that expressing faith involves feelings and emotions.</p> <p>To understand how colour can be used to express religious feelings and</p>	<p><u>Finding out about Jesus</u></p> <p>To learn that representations of Jesus vary and to explore some of the reasons for this.</p> <p>To learn that pictures of Jesus tell us about people's personal beliefs</p>	<p><u>Religion in sound and music:</u></p> <p>To explore how I use music</p> <p>To explore how music is used in Christianity</p> <p>To explore how music is used in Islam</p> <p>To explore the</p>

	<p>To explore the pilgrimage of Kumbh Mela:</p> <p>To understand the importance of water in Christianity</p> <p>To explore Baptism in Christianity</p>	<p>To explore the life of Mother Teresa.</p> <p>To explore the Zakat Pillar of Islam.</p> <p>Explore how Diwali is celebrated by Hindus.</p> <p>To explore the importance of music at Christmas.</p>	<p>ideas.</p> <p>To find out how Islamic art helps Muslims to worship.</p> <p>To understand how drama is used to reinforce important teachings and stories in religions.</p>	<p>about him.</p> <p>To find out what Jesus was like as a person from the Gospels.</p> <p>To explore other people's view of Jesus from the Bible</p> <p>To explore the symbolic language used to describe Jesus in the Bible.</p> <p>Easter: To explore Jesus as the Servant King.</p>	Buddhist chant	
Parental involvement		Christmas Fair TBC	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.		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.	Reading Café – year 3-4 focus on reading for pleasure – inviting the parents into classrooms/hall to share a book with their child in summer term.
Cultural capital	Visit from the Rainforest Roadshow TBC	Firemen visit. TBC Christmas Journey at Himley Road Church. TBC	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.	PANTS campaign – drama group in school? Easter Journey at Himley Road Church. Open the Book.	Open the Book.	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.

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