

# Chelmondiston C of E Primary School – Edith May Year 3/4

## Long Term Plan 2025/26

|          |  | Vikings & Rivers  |   | Monarchs/Mapping  |  | Ancient Egypt/Africa   |   |
|----------|--|---|---|---|--|--|---|
|          | SMSC   | Spiritual Aspects Day   |   | Moral Aspects Day   |  | Faith in Nature<br>SMSC Reflection   |   |
|          | Christian School Value   | Resilience  | Equality  | Courage   | Caring for Others  | Respect  |   |
|          | Fundamental British Values   | The Rule of Law/Democracy   |   | Tolerance of those with different faiths  | Individual Liberty   | Mutual Respect   |   |
|          | Outdoor Learning Day   |   |   |   |  |  |   |
|          | Subject and Implementation   | Autumn 1st  | Autumn 2nd  | Spring 1st  | Spring 2nd   | Summer 1 <sup>st</sup>   | Summer 2 <sup>nd</sup>  |
| Year 3/4 | English<br><br><b>'Big Ideas':</b><br><br><b>fluency and comprehension, communication, expression and enrichment</b> | The core text for English is: <b>Arthur and the Golden Rope</b> by Joe-Todd Stanton. The book provides opportunities to explore the language choices authors make and the relationship between words and illustrations in a picture book. It will immerse the children in a world of ancient storytelling encouraging and empowering them to tell their own mythic tales. | The core text for English is: <b>Pugs of the Frozen North</b> by Philip Reeve. The book will teach about character development, emotional response and changes of setting in narrative fiction. The narrative structure is carefully crafted and the characters and settings are well drawn, offering the children a good model for their own story planning and descriptive writing. | The core text for English is: <b>The Wild Robot</b> by Peter Brown. The book supports the study of the value of helping others, of belonging, of community and of nature and of conservation. The children will develop subject expertise and give them access to experiences which will enrich their writing and knowledge of the world. | The core text for English is: <b>Rhythm of the Rain</b> by Grahame Baker-Smith. The book will support children in developing their ability to discuss environmental themes and the development of a deeper and richer understanding of the water cycle as well as the Earth's fresh water and salt water biomes. | The core text for English is: <b>African Tales</b> by Gcina Mhlophe. The quality of the language, structure and style of stories in the collection, provide an exemplary model to inspire children to be effective storytellers. The collection supports oral skills, vocabulary and language through the art of oral storytelling. The book also provides an opportunity to conduct a study of different parts of Africa, specifically focusing on the countries represented in the collection. | The core text for English is: <b>What's it like to be a bird</b> by Tim Birkhead. The book provides an opportunity to explore the language choices authors make and the interrelationship between words and illustrations in a fully illustrated non-fiction text. Children will be considering the purpose, tone and structure of non-fiction writing, in this book and in the real world, before having regular opportunities to engage in that form of writing themselves for a variety of purposes. |

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|--|---|---|---|--|---|---|--|
|  | Mathematics   | Place value<br>Addition and subtraction<br>Multiplication and division<br>Fractions |   | Multiplication and division<br>Fractions<br>Decimals and percentages<br>Perimeter and area<br>Statistics |   | Shape<br>Position and direction<br>Decimals<br>Negative numbers<br>Converting units<br>Volume |  |
|  | <b>'Big Ideas':</b><br><br>fluency,<br>reasoning and<br>problem-solving   |   |   |  |   |   |  |
|  | RE  | <b>Christianity</b><br>Religion, Family and<br>Community                            | <b>Christianity</b><br>Beliefs in Action in<br>the World  | <b>Judaism</b><br>Symbols and<br>Religious Expression  | <b>Christianity</b><br>Symbols and<br>Religious Expression  | <b>Christianity</b><br>Worship, Pilgrimage<br>and Sacred Places                               | <b>Islam</b><br>Religion and the<br>Individual                           |
|  | <b>'Big Ideas':</b><br><br>explore, enquire,<br>respect   | Why do Christians<br>believe they are on a<br>mission?                              | What do Christians<br>mean when they talk<br>about the Kingdom of<br>God?   | What symbol and<br>stories help Jewish<br>people remember<br>their covenant with<br>God?                 | Why is the cross<br>more than a symbol<br>of sacrifice?   | Why do Christian call<br>themselves the 'Body<br>of Christ'?                                  | How does a Muslim<br>show their<br>submission and<br>obedience to Allah? |
| Science  | States of Matter  | Living things and their<br>habitats   | Electricity   | Sound  | Animals including<br>Humans   | Scientific enquiries  |  |
| <b>'Big Ideas':</b><br><br>investigation,<br>exploration,<br>observation                         |   |   |   |  |   |   |  |
| French   | <b>Ici et La</b>  |   | <b>Au La Mode</b>   |  | <b>Je Pars en Vacances</b>  |   |  |
| <b>'Big Ideas':</b><br><br>Confident<br>communication,<br>curiosity and<br>cultural<br>awareness | Focus:<br><ul style="list-style-type: none"> <li>● Parce que c'est + opinion adjective</li> <li>● LIkes/dislikes + definitive article + leisure nouns</li> <li>● 3rd person likes/dislikes + leisure nouns</li> <li>● Je vais visiter + definitive article + noun</li> </ul><br>Ongoing Learning: numbers, colours, basic greetings |   | Focus:<br><ul style="list-style-type: none"> <li>● Je Porte + indefinite article + clothing</li> <li>● Je ne porte pas de: Je ne porte jamais</li> <li>● Conjugate e.g for porter 1st, 2nd and 3rd person</li> <li>● Colour adjective + placement + agreement</li> </ul><br>Ongoing Learning: numbers, colours, basic greetings |  | Focus:<br><ul style="list-style-type: none"> <li>● J'habite en/au + countries</li> <li>● Je suis + own nationality + agreement</li> <li>● Review past learning of Je porte</li> <li>● Review past learning of likes/dislikes inc 3rd person</li> </ul><br>Ongoing Learning: numbers, colours, basic greetings |   |  |

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|--|---|---------------------------------------|--|-----------------------------------|--|--|
| PE   | Football<br>Multi Skills & Fitness  | Dance<br>Gymnastics                   | Handball<br>Dodgeball  | Tag Rugby<br>Hockey               | Tennis<br>Athletics  | Cricket<br>Basketball                          |
| ‘Big Ideas’:<br>fair and inclusive play, confident participation and health and fitness              |   |                                       |  |                                   |  |  |
| History  | What do we already know Mindmap?  |                                       | What do we already know Mindmap?   |                                   | What do we already know Mindmap?   |  |
| ‘Big Ideas’:<br>chronology, significance and legacy and innovation                                   | <p style="text-align: center;">Vikings</p> <p>Pupils will explore who the Vikings were, where they came from, and why they travelled to Britain. They will discover aspects of Viking daily life, including homes, food, clothing and beliefs, as well as their skills in farming, trading and seafaring.</p> |                                       | <p style="text-align: center;">Monarchs</p> <p>Pupils will explore the role of kings and queens in shaping British history. They will learn about significant monarchs from different periods, comparing their reigns, achievements and challenges.</p>  |                                   | <p style="text-align: center;">Ancient Egypt</p> <p>Pupils will explore what life was like along the River Nile and how it shaped farming, travel and trade. They will learn about pharaohs and the importance of religion, gods and the afterlife, including mummification and tombs.</p>   |  |
| Geography  | What do we already know Mindmap?  |                                       | What do we already know Mindmap?   |                                   | What do we already know Mindmap?   |  |
| ‘Big Ideas’:<br>location, interpretation and comparison  | <p>Human and Physical Geography/Fieldwork:</p> <p style="text-align: center;">Rivers</p> <p>Pupils will explore how rivers are formed and the journey of a river from source to mouth. They will learn key features and investigate the water cycle and how rivers shape the landscape.</p>                   |                                       | <p>Locational Knowledge/ Human and Physical Geography:</p> <p style="text-align: center;">Mapping</p> <p>Pupils will develop their understanding of how maps represent places and features of the world around them. They will learn to use symbols, keys, compass directions and grid references to read and create maps.</p> |                                   | <p>Human and Physical Geography:</p> <p style="text-align: center;">Africa</p> <p>Pupils will explore the continent’s geography, including its countries, climate zones and major physical features such as rivers, mountains and deserts. They will learn about the diversity of African landscapes, wildlife and cultures, and compare life in different regions with their own.</p> |  |
| Computing  | Computing systems and networks – Connecting computers   | Creating media - Stop-frame animation | Data and information – Branching databases   | Programming A - Sequencing sounds | Creating media – Desktop publishing  | Programming B - Events and actions in programs |
| ‘Big Ideas’:<br>computational thinking, creative problem-solving and safe, information communication |   |                                       |  |                                   |  |  |

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|--|---|--------------------|---|------------------------------|-------------------------------------|---------------|---|
|  | PSHE<br><br>'Big Ideas':<br><br>respect, self-awareness and social responsibility | Being Me           | Celebrating Difference                            | Dreams and Goals             | Healthy Me                          | Relationships | Changing Me                               |
|  | Art<br><br>'Big Ideas':<br><br>techniques, exposure, self-expression              |                    | Drawing   |                              | Textiles                            |               | Printmaking                               |
|  | D and T<br><br>'Big Ideas':<br><br>purpose, problem-solving and evaluation        | Mechanical Systems |   | Electrical systems           |                                     | Seasonal food |   |
|  | Music<br><br>'Big Ideas':<br><br>engagement, appreciation and culture             | Ballads            | Creating compositions in response to an animation | Developing singing technique | Pentatonic melodies and composition | Jazz          | Traditional instruments and improvisation |