Appleton Wiske Community Primary School Year 3/4 Wider Curriculum Long Term Plan

| _ | | Aut | umn | Spr | ring | Summer | | | |
|---------------|--------------------------|--|---|---|--|---|--|--|--|
| 2025- 2026 | Themes | What impact have railways had on our | lives? | How does electricity help us? | | How was Roman life different to ours? | | | |
| | FBV | Democracy | The rule of law | Individual liberty | Mutual respect | Tolerance of faiths and beliefs | Tolerance of faiths and beliefs | | |
| | SEAL | New Beginnings | Getting on/falling out | Going for goals | Good to be me | Relationships | Changes | | |
| | Experiences | York Railway Museum | | Local village walk / Whitby | | Fountains Abbey (mosaics) | | | |
| | Texts | Earth Shattering Events / The Secret Ro | nilway | The Lighthouse Keeper's / How does a | Lighthouse Work? | Romans on the Rampage / Meet the Ancient Romans | | | |
| | | | | NC Objectives | | | | | |
| | Science | Animals including humans (Y4) Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. | Rocks (Y3) 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. | Electricity (Y4) Identify common appliances that run on Construct a simple series electrical circu including cells, wires, bulbs, switches and Identify whether or not a lamp will light whether or not the lamp is part of a com Recognise that a switch opens and closes whether or not a lamp lights in a simple Recognise some common conductors and being good conductors. | it, identifying and naming its basic parts, d buzzers. in a simple series circuit, based on iplete loop with a battery. s a circuit and associate this with series circuit. | Sound (Y4) 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 vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. | Plants (Y3) 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. | | |
| | | Setting up simple practical enquiries, co Making systematic and careful observa Gathering, recording, classifying and pr Recording findings using simple scientij Reporting on findings from enquiries, ir Using results to draw simple conclusion Identifying differences, similarities or ci | tions and, where appropriate, taking accur esenting data in a variety of ways to help i îc language, drawings, labelled diagrams, Icluding oral and written explanations, dis | rate measurements using standard units, us n answering questions. keys, bar charts, and tables. plays or presentations of results and conclu t improvements and raise further questions d processes. | sions. | ometers and data loggers. | | | |
| | History | Study of an aspect or theme in Britis chronological knowledge beyond 10 British history (the first railways) | | | | The Roman Empire and its impact on Britain | | | |
| | Geography | Locational Knowledge Name and locate counties and cities of identifying human and physical charact (including hills, mountains, coasts and understand how some of these have characteristics). | eristics, key topographical features rivers), and land use patterns and | Human and Physical Geography Describe and understand key aspects of: Physical geography, including: rivers, we | | Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of a European country. Locational Knowledge Locate the world's countries, using maps to focus on Europe (including location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | | | |
| | | Use the eight points of a compass, four J Understand and use a range of geograp Measure straight line distances using a | mputer mapping to locate countries and d igure grid references, symbols and key (inc hical terms e.g. specific topic vocabulary. opropriate scale and use a range of fieldwo | cluding Ordnance Survey maps) to build kno | owledge of the UK and the wider world. | | | | |
| | Art and Design | Railway art posters Create sketch books to record observati ideas. Improve mastery of art and design tech sculpture with a range of materials (pe Learn about great artists, architects an | niques, including drawing, painting and ncil, charcoal, pastel). | | | Roman mosaics Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, collage, clay). Learn about great artists, architects and designers in history. | | | |
| | Design and Technology | | | Design, make and evaluate a lighthor Design Use research and develop design criteria functional, appealing products that are j individuals or groups. Make | ı to inform the design of innovative, | | | | |

| RE Languages | L2.7 What does it m Christian in Britain Christians Numbers/Dates | and managing hurtful behaviour t mean to be a L2.8 What does it mean to be a | | | for Christians today? to relig | | relations hips L2.5 Why are festivals important to religious communities? Christians, Muslims, Hindus, Jews | | L2.1 What do different people believe about God? Hindus, Christians, Muslims Music/Instruments (unit 11) | | L2.4 Why do people pray? Christians, Hindus or Muslims | | |
|--|--|---|---|-------------------|---|---|--|----|---|---|---|--|--|
| PSHE & C (Year 4) See MHM Best Fit LTP | MHM: Meet Your Brain | MHM+ My Happy Body - Places | MHM+ My Happy Relations hips - Showing respect | MHM: Celebrate | MHM: Appreciate | MHM+ My Happy Body - First aid | MHM+ M Happy World – Media literacy a digital | nd | MHM+ My Happy Relation ships – Safe | metres. Use a range of strok breaststroke). | es effectively (for | oficiently over a distance example, front crawl, bac eater-based situations. MHM+ My Happy World – Economic wellbeing | |
| PE | Appreciate and understand a wide range of high-quality live and recorded music Develop an understanding of the history of music. Invasion Games Stamina/Multi-skills Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Stamina/Multi-skills Develop flexibility, strength, technique, control and balance. Use running and jumping in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Invasion Games Stamina/Multi-skills Play competitive games, modified where appropriate, and apply basic priciples suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | Athletics Net and Wall Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Dance (link to May Day) Swimming and Water Safety | | | ng, throwing and and in and in trength, and balance. mes, modified and apply basic for attacking and ormances with temonstrate | | | | |
| Music | concerns about content and contact. All pupils learn to play an instrument – i.e. ocarina or recorder Play and perform in solo and ensemble contexts, using their voices and playin musical instruments with increasing accuracy, fluency, control and expressio | | | | effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. All pupils learn to play an instrument – ocarina or recorder Listen with attention to detail and recall sounds with increasing aural memory. | | | | ways to report concerns about content and contact All pupils learn to play an instrument - ocarina or recorder Improvise and compose music for a range of purposes using the inter- dimensions of music. | | | der | |
| Computing | E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacce ptable behaviour; identify a range of ways to report | Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge Understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors). Apply their understanding of computing to program, monitor and control their products. Digital Literacy Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies | | | | E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacc eptable behaviour; identify a range of Algorithms and Programming (coding) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing the into smaller parts. Use sequence, selection, and repetition in programs work with variables and various forms of input and output. Use logical reasoning to explain how some simple | | | | | | | |

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| 2026- 2027 | Themes | What was life like in Ancient Egypt? | | What is a force? | | How did the Anglo-Saxons and Vikings become such good warriors? | | | | | |
|---------------|--------------------------|---|---|--|---|---|-------------------------------------|--|--|--|--|
| | FBV | Democracy | The rule of law | Individual liberty | Mutual respect | Tolerance of faiths and beliefs | Tolerance of faiths and beliefs | | | | |
| | SEAL | New Beginnings | Getting on/falling out | Going for goals | Good to be me | Relationships | Changes | | | | |
| | Experiences | 'Ancient Egyptian' visitor | | Life Museum – Newcastle | | Yorkshire Museum – York | | | | | |
| | Texts | Pharaoh's Fate / The Egyptian Cinderel | la | The Iron Man / The Fantastic Jungles o | f Henri Rousseau | The Saga of Erik the Viking / There's a Viking in my Bed | | | | | |
| | | | | NC Objectives | | | | | | | |
| | Science | Setting up simple practical enquiries, co Making systematic and careful observat Gathering, recording, classifying and pr Recording findings using simple scientif Reporting on findings from enquiries, in Using results to draw simple conclusion | tions and, where appropriate, taking accur esenting data in a variety of ways to help i ic language, drawings, labelled diagrams, cluding oral and written explanations, dis | rate measurements using standard units, u n answering questions. keys, bar charts, and tables. plays or presentations of results and concl t improvements and raise further question | etween two objects, but magnetic forces each other and attract some materials of everyday materials on the basis of t, and identify some magnetic materials. In a ct or repel each other, depending on sing a range of equipment, including therm usions. | Animals including humans (Y3) 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Living things in their habitats (Y4) Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environments. Recognise that living things to help grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their habitats (Y4) Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environments. Recognise that living things in their local and wider environments can change and that this can sometimes pose dangers to living things. | | | | | |
| | History | Using straightforward scientific evidence Achievements of the earliest civiliza | te to answer questions or to support their j | indings. | | Britain's settlement by Anglo-Saxon | s and Scots | | | | |
| | Thistory | when the first civilizations appeared | d and a depth study of Ancient Egypt | | | The Viking and Anglo-Saxon struggletime of Edward the Confessor | e for the Kingdom of England to the | | | | |
| | Geography | Locational Knowledge Identify the position and significance of Hemisphere, Southern Hemisphere. | latitude, longitude, Equator, Northern | Place Knowledge Understand geographical similarities a human and physical geography of a reg North/South America. | | Human and Physical Geography Describe and understand key aspects of: Human geography, including: types of settlement and land use. | | | | | |
| | | Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world. Understand and use a range of geographical terms e.g. specific topic vocabulary. Measure straight line distances using appropriate scale and use a range of fieldwork instruments. | | | | | | | | | |
| | Art and Design | | | Paintings inspired by Henri Rousse. Create sketch books to record observatideas. Improve mastery of art and design tech sculpture with a range of materials (pe Learn about great artists, architects an | ions and use them to review and revisit miques, including drawing, painting and ncil, paint, print). | | | | | | |
| | Design and Technology | Design, make and evaluate a mechai pyramids Design Use research and develop design criteric functional, appealing products that are individuals or groups. Make Select from and use a wider range of too tasks (for example, cutting, shaping, join Evaluate Investigate and analyse a range of exist | a to inform the design of innovative, fit for purpose, aimed at particular ols and equipment to perform practical ning and finishing), accurately. | | | From field to fork Cooking and Nutrition Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients ar grown, reared, caught and processed. | | | | | |

| | Evaluate their ideas and a consider the views of othe Technical knowledge Understand and use mech pulleys, cams, levers and Apply their understanding complex structures. | ers to improve to nanical systems linkages). g of how to stre | heir work. in their product ngthen, stiffen a | s (for example, gears, | | | | | | | | |
|--|--|--|--|--|---|---|--|---|--|---|---|---|
| Computing | E-Safety Use technology Select, use and combine a variety of software (including safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Information Technology Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | | Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies programs; Use search technologies effectively, appreciate how results are selected and ranked, simple alge | | orithms and Programming (coding) gn, write and debug programs that implish specific goals, including rolling or simulating physical systems; e problems by decomposing them into ller parts. sequence, selection, and repetition in irrams; work with variables and various is of input and output. logical reasoning to explain how some ole algorithms work and to detect and ect errors in algorithms and programs. | | E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacc eptable behaviour; identify a range of ways to report concerns about content and contact. | Algorithms and Programming (coding) Design, write and debug programs that accompl specific goals, including controlling or simulatin, physical systems; solve problems by decomposing into smaller parts. Use sequence, selection, and repetition in progra work with variables and various forms of input o output. Use logical reasoning to explain how some simpl algorithms work and to detect and correct error algorithms and programs. | | that accomplish g or simulating y decomposing them ition in programs; orms of input and ow some simple | | |
| Music | All pupils learn to play an instrument - i.e. ocarina or recorder Play and perform in solo and ensemble contexts, using their voices and musical instruments with increasing accuracy, fluency, control and ext Appreciate and understand a wide range of high-quality live and record Develop an understanding of the history of music. | | | | All pupils learn to pl Listen with attention t drawn from different trad | All pupils learn to play an instrument - ocarina or recorder Improvise and compose music for a range of purposes using the inter-related dimensions of music. | | | | | | |
| PE | Invasion Games Stamina/Multi-skills Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Dance Stamina/Multi-skills Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | ility, strength, trol and balance. es using a range of terns. performances with and demonstrate | Gymnastics Stamina/Multi-skills Develop flexibility, strength, technique, control and balance. Use running and jumping in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Invasion Games Stamina/Multi-skills Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Play competitive games, modified where appropriate, or principles suitable for defending. Compare their performances with previous ones and defending improvement to achieve their personal best. | | umping, throwing and lation and in lity, strength, trol and balance. ve games, modified rate, and apply basic able for attacking an performances with and demonstrate | | |
| | Curriculum coverage may | | | | | | | | Dance (link to May Day) Swimming and Water Safety Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations. | | | |
| PSHE & C (Year 3) See MHM Best Fit LTP | MHM: Meet Your Brain | MHM+ My Body - Pla | | MHM: Celebrate | MHM: Appreciate | MHM+ My Happy Body - Healthy lifestyles | MHM: Relate | MHM+ My Happy Relationships – Friendships, families and close positive relationships. | MHM: Engage | coi she | HM+ My Happy orld – mmunities and ared sponsibilities | MHM+ My Happ Body – Ourselves, growing and changing, grief an transition. |
| RE | | 8 What does it mean to be a hdu in Britain today? (Part 2) tidus L2.5a How do people from religious and non-religious communities celebrate key festivals? Christians and non-religious people | | L2.7 What does it mean to be a Christian in Britain today? (Pt 2) Christians | | L2.3 Why is Jesus inspiring to some people? Christians | | L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jews, non-religious | | L2.6 Why do some people think that life is like a journey and wha significant experiences mark this? Christians, Hindus and/or Jews | | |
| | | | om istrans and | non rengious people | | | | | | | Citi isciuits, IIII | aus ana, or jours |