

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

		Autumn		Spring		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 SEAL	Democracy	The rule of law	Individual liberty	Mutual respect	Tolerance of faiths and beliefs	Tolerance of faiths and beliefs
		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 Railway		The Lighthouse Keeper's... / How does a Lighthouse Work?		Romans on the Rampage / Meet the Ancient Romans	
	NC Objectives						
	Science	<b>Animals including humans (Y4)</b> 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.	<b>Rocks (Y3)</b> 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.	<b>Electricity (Y4)</b> 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.		<b>Sound (Y4)</b> 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.	<b>Plants (Y3)</b> 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.
	<b>Working scientifically</b> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.						
	History	<b>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the first railways)</b>			<b>The Roman Empire and its impact on Britain</b>		
	Geography	<b>Locational Knowledge</b> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns and understand how some of these have changed over time.			<b>Human and Physical Geography</b> Describe and understand key aspects of: Physical geography, including: rivers, weather patterns and coasts		
<b>Place Knowledge</b> 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.  <b>Locational Knowledge</b> 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.							
<b>Geographical Skills and Fieldwork</b> 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	<b>Railway art posters</b> 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, charcoal, pastel). Learn about great artists, architects and designers in history.			<b>Roman mosaics</b> 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				<b>Design, make and evaluate a lighthouse</b> <b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. <b>Make</b>			



# Appleton Wiske Community Primary School

## Year 3/4 Wider Curriculum Long Term Plan

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 SEAL	Democracy	The rule of law	Individual liberty	Mutual respect	Tolerance of faiths and beliefs	Tolerance of faiths and beliefs
		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 Cinderella		The Iron Man / The Fantastic Jungles of Henri Rousseau		The Saga of Erik the Viking / There's a Viking in my Bed	
	NC Objectives						
	Science	<b>Light (Y3)</b> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. 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.	<b>States of matter (Y4)</b> Compare and group materials together, according to whether they are solids, liquids or gases. 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<b>Forces and magnets (Y3)</b> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<b>Animals including humans (Y3)</b> 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.	<b>Living things in their habitats (Y4)</b> 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 environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	
		<b>Working scientifically</b> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.					
	History	<b>Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</b>				<b>Britain's settlement by Anglo-Saxons and Scots</b>  <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>	
	Geography	<b>Locational Knowledge</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.		<b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North/South America.		<b>Human and Physical Geography</b> Describe and understand key aspects of: Human geography, including: types of settlement and land use.	
		<b>Geographical Skills and Fieldwork</b> 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			<b>Paintings inspired by Henri Rousseau</b> 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, paint, print). Learn about great artists, architects and designers in history.			
	Design and Technology	<b>Design, make and evaluate a mechanical system to help build the pyramids</b> <b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. <b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. <b>Evaluate</b> Investigate and analyse a range of existing products.				<b>From field to fork</b> <b>Cooking and Nutrition</b> 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 are grown, reared, caught and processed.	

