St Nicholas Catholic Primary School

Long-Term Curriculum Plan | Year 3/4 | Route B

Subject	Year 3 / 4			
	Autumn	Spring	Summer	
Theme	***"What makes every person uniquely valuable?"*** "How does trust in God affirm the worth of every person?"	***"How do we build the common good together?"*** "What does it mean to stand in solidarity with all?"	***"How does community shape who we are and who we serve?"*** "What rights and responsibilities bind our communities together?"	" s t d " o g
Catholic Socia Teaching	**Dignity of the Human Person**	**Solidarity & Common Good**	**Family & Community** + Rights & Responsibilities	S C
Religious Education	**Branch 1: Creation & Covenant** Branch 2: Prophecy & Promise	**Branch 3: Galilee to Jerusalem** Branch 4: Desert to Garden	**Branch 5: To the Ends of the Earth** Branch 6: Dialogue & Encounter	B C C B &
Other Faiths	**Hinduism: How, why and where do Hindu people worship?**	**Hinduism: How might Hindus follow their Dharma? (Good & evil)**	**Sikhism: What does it mean to be a Sikh in Britain today?**	H d a h g
PSHE	**Identity, society & equality: Democracy** Drug, alcohol and tobacco education: Making choices	**Physical health & wellbeing: What is important to me?** Keeping safe and managing risk: Playing Safe	**Sex & Relationship Education (see RSE)**	S F E F
RSE	**Created & Loved by God**	**Created to Love Others**	**Created to Live in Community**	C b
English	**Tar Beach (Ringgold) · Varmints / The First Drawing** Narrative retelling as playscript,	**The Pied Piper of Hamelin / Granny Came Here on the Empire Windrush · The Selfish Giant / Baker by the Sea**	**Weslandia / The Ever-Changing Earth · Flotsam / Shackleton's Journey** Imagined land narratives,	T (a · (C

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	explanations, historical narratives The Tin Forest · Until I Met Dudley / The Iron Man (Hughes) Persuasive leaflets, explanation texts, mystery narratives	Own version myths/legends, factual reports, tourist brochures, formal letters Black Dog · The Riddle of the Runes / The Matchbox Diary Own version suspense narratives, historical fiction, biography	Tutankhamun biographies, mystery sequels The Lion the Witch and the Wardrobe · Jabberwocky / The Zebra's Great Escape Own version fantasy narratives, nonsense poems, missing scenes	E e r n e C T E F D r b c
Maths	**Place value, addition, subtraction & multiplication** *→ Links: Science (forces), History (children's timelines)*	**Division, fractions, decimals & money** *→ Links: History (Egypt), DT (mechanical cars / materials cost)*	**Measurement, geometry & statistics** *→ Links: Geography (rivers), Science (sound waves)*	**F** c – (C
Science	**HT1: Materials — Rocks & soil** **HT2: Living things — Classification & habitats** *→ Links: Geography (habitats)*	**HT2: Animals inc. humans — Movement & nutrition** *→ Links: ancient Egypt, Dance and gym)* **HT2: Making connections — Food & muscle fatigue** *→ Links: Spanish moving our bodies)*	**HT2: Animals inc. humans — Digestion & food** *→ Links:(eating seasonally)* **HT2: Materials — States of matter** *→ Links: Rivers*	**H** t c r H s U f – (
History	**How have children's lives changed?** *→ Links: PSHE (rights & responsibilities), Science (forces)* Britain over time, child labour, rights	**What was important to ancient Egyptians?** *→ Links: Art (Egyptian scrolls), DT (mechanical cars)* Beliefs, achievements, pyramids	**How did the Maya impact society?** *→ Links: Geography (where does food come from?)* Non-European civilisation, legacy	**V** c a a – ((L c
Geography	**Who lives in Antarctica?** *→ Links: Science (classification & habitats), Art*	**Are all settlements the same?** *→ Links: History (children's lives), Computing (networks)*	**What are rivers & how are they used?** *→ Links: Science (states of matter / sound / plants)*	**V** p c – (C

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	Autumn	**Spring**	**Summer**	
	Extreme environments, wildlife, climate	Human geography, land use, villages/towns/cities	Water cycle, river processes, flooding	M c l
Art & Design	**Painting: Light & dark** *→ Links: Science (forces & magnets), History (children's lives)*	**Craft & design: Ancient Egyptian scrolls** *→ Links: History (ancient Egyptians)*	**Craft & design: Fabric of nature** *→ Links: Geography (Antarctica), Science (plant reproduction)*	S I i – ((
Design & Technology	**Structures: Helmets / Pavilions** *→ Links: Science (forces & magnets), History (children's lives)*	**Mechanical systems: Mechanical cars** *→ Links: Science (states of matter), History (Egypt)*	**Electrical systems: Torches** *→ Links: Science (sound & classification), Geography (rivers)*	T V – ((
Computing	**Networks + Data: Comparison card databases** *→ Links: Geography (settlements), History (children's lives)*	**Inside a computer + Collaborative learning** *→ Links: DT (mechanical cars), History (Egypt)*	**Investigating weather data + HTML** + Online Safety Y4 *→ Links: Geography (rivers), Science (classification)*	S a S – (c
Physical Education	Hockey / Swimming Year 4 Basketball Gymnastics 1/ Skipping Year 4 Fitness / Swimming Year 4	Dance Golf /Swimming Year 4 Gymnastics 2 Orienteering/ Swimming Year 4	Tag-Rugby/ Swimming Year 4 Volleyball Athletics Cricket /Swimming Year 4	H C B F
Music	**Y4/Y3-4: Cathedral Choir** **Singing in parts:** Loops and layers **Musical motifs:** Reading the stave	**Y4/Y3-4: Cathedral Choir** Easter Production **Reggae rhythms:** Playing in a band **Music technology:** Loop-based composition	**Y4/Y3-4: Cathedral Choir** **12 bar blues:** Playing in a band **Minimalist melodies:** Developing patterns	M C r V r p
Spanish (Y3–6 only)	**Welcome to school**	**Alien faces & family + Moving our bodies**	**At the doctor's + Summertime**	T H

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	Autumn	**Spring**	**Summer**	
	→ Links: History (children's lives), Geography (settlements) Core language recap, rooms & classroom objects	*→ Links: Science (forces), RSE (families)* Family, body parts, commands	*→ Links: Science (classification), Geography (rivers)* Aches/pains, weather, seasons	*(* *(* F a

Notes for staff: Row sequence for each year group. English and Maths are taught daily — th and science topics in ly agreed syllabus and DfE statutory guidance (2019 Relationships Educa

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