

### Curriculum Map B - Yr3/4 2020-2021, 2022-2023

	Autumn 1	Autumn 2	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>Vertical drivers:</b>	<b>My World Around Me</b>	<b>Time (chronology)</b>	<b>The Wider World</b>	<b>Power and Respect</b>	<b>Sustainability and the Environment (food and fair trade)</b>	<b>Legacy and Responsibility</b>
	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>
<b>Topic Title</b>	Britain from Above Region of the UK	Stone Age to Iron Age	Italy  (Modern European study - Link back to Romans )	British Empire/ Victorians	Great Rivers  (Thames and Nile)	Egyptians  The achievements of the earliest civilisations
<b>Topic Description and Cross-curricular Links</b>	Mapping - Latitude and Longitude  Locational Geog (non-local study including Scotland and a coastal town) (maps and physical features incl hills, mountains, coast and rivers) Coastal city - Brighton Edinburgh - case study ( link to Romans and Scotland). Tourism and protecting the beauty spots of Britain.	How did Stone Age people leave their mark on the world? What was the life of the Lindow man like?  Locational Study Change over time Comparison  Daily life, Tribes, Homes - the move from being hunter/gatherers to farmers. Using technology to solve problems.	Place knowledge -  Where is Europe and what are the key countries - climate, population, location  Naples (link to Vesuvius)  Maps  History Links to Roman Britain  Grid reference - using digimap - plot a route on a map.	Victorians - link this to social history and the Education system  London in Victorian times (compare to a map of London now) Architecture  Building on Yr1 topic of Local Area & set up for Yr6	Sketch Maps/Landscape  Follow the Thames through its journey - geographical language  Features of river  One lesson comparing rivers - features in common, differences, lengths etc.	Achievements: Pyramids, Mummies, Jewellery, Nile and farming,, Defense,
<b>Trips/Stimuli</b>	Alexandra Palace	<a href="https://www.bbc.co.uk/bitesize/articles/zd42xyc">https://www.bbc.co.uk/bitesize/articles/zd42xyc</a> Build Hill Fort (Garden project)  British Museum visit to the Lindow man <a href="https://www.bbc.co.uk/news/uk-england-28589151">https://www.bbc.co.uk/news/uk-england-28589151</a> or online workshop	<a href="https://vimeo.com/280687348">https://vimeo.com/280687348</a> Introduction: Pizza Making  Little Venice canal trip. Royal Opera house?	Walk - comparing Victorian buildings  V&A  Ragged School Museum	Kenwood House - Writing through Art project - Old London Bridge  Thames river trip. Garden project - plants Parkland Walk	London Zoo - Animals including humans science topic  British Museum - Mumification workshop

<b>Topic Outcome</b>	Compare a beach holiday with a city break holiday (comp/leaflet/brochure) using geography rich language. Informational/ Persuasive Writing	Diary Entry - Day in the life of an Iron Age farmer Compare and contrast with Romans (led by Yr4)  Outdoor Cave Painting	Art/DT outcome? Map - 3D map showing an area. Vesuvius/City?	Dr Barnardo Biography. Inventions?	Drawing of Thames from source to mouth	Write a diary entry Howard Carter when discovering Tutankhamun's tomb  Sculpture - mummies/statue/coffin using a 'leafing' effect
<b>RRS, school values, British values, P4C, cultural capital, Pooles Park child</b>	Understanding different parts of British and its history/ respect for natural environment/ plastic on beaches and sustainability	How do we leave our mark on the world - why art links the human race across history.	Italian Artists? Comparing Cultures Opera?	The Wallis Collection/ Victorian Buildings etc Local Victorian landmarks.	To understand more about London. Londoners/cultural capital	Visiting Museums/Br Values
<b>English</b>	Language and Literacy - Whistles film  Yr 3 Unit 1 - The Sand Wizards - Jon Blake (5 weeks- 3 Non fiction (holidays)/ 2 fiction)  Wrote a tourist guide to Brighton and Edinburgh	Language and Literacy - Unit 2 A Tune of Lies, P4C (2 weeks) - Playscripts  (Assessment week x 2 plus Grammar)  BFI Project - The Man in the Moon (3 weeks)  Informal Letter Writing Newspaper Reports	Mission Possible  The Present - Writing film scripts Diary entry	Spelling and Grammar - 1 week  Dr Barnardo Biography. (1 week)  L&L The Runaways - (2.5 weeks)  (Assessment week - 3 days)	Romeo and Juliet (1.5 Weeks)  Writing through Art (4 weeks)	Poetry - Paul Lyalls - 1 week  Poetry - Bogeys and Trolls (2.5 weeks) - Poetry Yr 3 Language and Lit - Enchantress of the Sands  (assess week)  BFI project - Flatlife
<b>Key texts/ Guided reading</b>	FAIRSTEPS:- Belonging - introduction to FAIRSTEPS) Sand Wizards Inference week United Kingdom CGP (1 week Yr 3, 2 Weeks Yr 4)	Raymond Briggs: Ug: Boy Genius of the Stone Age  Mordecai Gerstein - The First Drawing  Satoshi Kitamura - Stone Age Boy  CGP - Iron and Stone Age comprehension  James and the Giant Peach - Roald Dahl	SEESAW - FAIRSTEPS using Headstart Retrieval Inference Explain the meaning of words Author Choice  Year 4 x 1 week - Vesuvius SATs reading  Unit 6 - Language and Literacy - Biography - Jamila Gavin: her childhood	SEESAW FAIRSTEPS -  Themes Summarise  Poetry x 2 weeks  Yr 3 and 4 - Stone Age boy  L&L - The Runaways Dr Barnardo  Stories from the Empire (Rudyard Kipling)	A City through Time  CGP Rivers comprehension  Famous Artists  Floella Benjamin - Coming to Britain	Egyptian Story  CGP - Egyptians  L&L Pupil book x2 topics

			Poetry x 2 weeks - Calligrams, rhyming, narrative, descriptive (Yr 3 NFER)	Romeo and Juliet (Shakespeare Week)		
Maths Y3	Place Value Addition and subtraction Multiplication and division A		Multiplication and division B Length and perimeter Fractions A Mass and capacity		Fractions B Money Time Shape Statistics	
Maths Y4	Place Value Addition and subtraction Measurement - area Multiplication and division		Multiplication and division Length and perimeter Fractions Decimals		Decimals Money Time Shape Statistics Position and direction	
Science	<p><b>Y3 Forces and magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of</li> </ul>	<p><b>Y3 Forces and magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> </ul>	<p><b>Y3 Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> </ul>	<p><b>Y3 Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and</li> </ul>	<p><b>Y3 Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> </ul>	<p><b>Y3 Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source</li> </ul>

	<p>everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> <li>describe magnets as having 2 poleSs.</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>describe magnets as having 2 poleSs.</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<ul style="list-style-type: none"> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<p>how they vary from plant to plant</p> <ul style="list-style-type: none"> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<ul style="list-style-type: none"> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p>is blocked by an opaque object</p> <ul style="list-style-type: none"> <li>find patterns in the way that the size of shadows change</li> </ul>
R.E.	<p><b>Link:</b> Comparing different places and religions</p> <p><b>L2.1 BELIEVING</b> What do different people believe about God? Christians, Hindus and Muslims.</p>	<p><b>Link:</b> What might Stone age man have believed? (E.g. the harvest? What would their community have looked like?)</p> <p>Diwali (<b>Link to Year 3 learning last year</b>) Christmas</p>	<p><b>Link:</b> Compare the Italian Christian make up (mainly Catholic) with that of Britain.</p> <p><b>L2.5 EXPRESSING</b> Why are festivals important to religious communities? Hindus, Muslims</p>	<p><b>Link:</b> The age of Darwinism and an alternative theory to creationism</p> <p><b>L2.5 EXPRESSING</b> Why are festivals important to religious communities? Christians (Easter), Jewish people (Spread over 2 half terms due to Covid hours)</p>	<p><b>L2.2 BELIEVING</b> Why is the bible so important for Christians today?</p> <p><b>L2.7 LIVING</b> What does it mean to be a Christian in Britain today?</p>	<p><b>Link:</b> The lavish Egyptian celebrations of death and honouring the dead preparing for their journey to the afterlife.</p> <p><b>L2.6 EXPRESSING</b> Why do some people think that life is a journey? What significant experiences mark this? E.g. Baptism, Bar/Bat Mitzvah/weddings etc</p>
Celebrations		14th November Diwali, Christmas	Easter	Hindu Holi festival (29 March) Ramadan - 13 April	EID - 14-16 May	

<b>Art and Design</b> (Kapow)	Kapow Formal Elements of Art: Shape and tone - observation	Kapow Prehistoric art	Kapow Art and design skills	Kapow Craft: Materials - tie-dye, weave, sew	River art inspired by Monet	British Empire art
<b>Design Technology</b>  Kapow/ Taste Ed Blocked in final week of each half term	Kapow Mechanical systems: Pneumatic toys	Kapow Digital world: Electronic charm	Kapow Food: Eating seasonally	Kapow Electrical systems: Electrical poster	Kapow Textiles: Cushions	Kapow Structures: constructing a castle
Music	Charanga - Glockenspiel Stage 1 (Yr 3)	Music Appreciation  Song: Living in the new stone age - Sing up	Charanga - Spring 1 Stop Bullying  Class assembly song practice	Rhythm, pulse, duration and tempo.  Music Appreciation  Song 2 Queens Singup  The Victorians Song <a href="https://www.youtube.com/watch?v=aXOcArf8seg">https://www.youtube.com/watch?v=aXOcArf8seg</a>	Charanga - Unit 1 Year 3 Let your Spirit Fly/Lean on me (Yr 4, Spring 2)  London Sinfonietta project	Charanga / Music Appreciation
Computing	Computing Systems and Networks (the Internet)	J2 Animate Desktop Publishing and Blogging	Google Slides	Data Logging	Computer Science: Multiple Scenes and Dialogue	Computer Science: Repetition Scratch Shapes
PE	Y4: Swimming Y3: Cricket	Dance(Year 3 scheme)	Gymnastics (Year 3 scheme)	Football	Dodgeball	Athletics
Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
PSHE Year 3	Keeping safe, managing behaviour and risk  <b>Bullying – see it, say it, stop it</b>	Identity, society and equality  <b>Celebrating difference</b>	Drug, alcohol and tobacco education  <b>Tobacco is a drug</b>	Physical health and wellbeing  <b>What helps me choose?</b>	Mental health and emotional wellbeing  <b>Strengths and challenges</b>	Careers, financial capability and economic well being  <b>Saving, spending and budgeting</b>
PSHE Year 4	Keeping safe, managing behaviour and risk  <b>Playing safe</b>	Identity, society and equality  <b>Democracy</b>	Drug, alcohol and tobacco education  <b>Making choices</b>	Physical health and wellbeing  <b>What is important to me?</b>	Relationships and health education  <b>Growing up and changing</b>	Relationships and health education  <b>Growing up and changing</b>

<b>Discrete and whole school events.</b>		Christmas Show Assessment Week Parents' Eve	Disco Italian Festival - food, dance	Food Festival Assessment Week Parents' Eve		Disco Summer Fair Assessment week Parents' Eve
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