

Year 3 and 4 Curriculum Map 2021/2022

- Year 3 and 4 pupils work together for Jigsaw (RSE)/ Science/Mathematics/English/
- Year 3 pupils work with Year 2 pupils for Computing/History/Geography/R.E/ Music/Art/Design Technology
- Years 3 pupils work with Year 1 and 2 pupils for games/P/E.
- Year 4 pupils work with Year 5 and 6 pupils for Computing/History/Geography/R.E/ Music/Art/Design Technology
- Year 4 pupils work with Year 5 and 6 pupils for games/ P.E.

Autumn Term		Spring Term		Summer Term	
PSHE Theme BEING ME IN MY WORLD CELEBRATING DIFFERENCE		PSHE Theme DREAMS & GOALS HEALTHY ME		PSHE Theme RELATIONSHIPS CHANGING ME	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Text The BFG (Narrative) Angler Fish (Non-chronological report)</p> <p>Group Reading Text: The Iron Man (Y3) The Iron Woman (Y4)</p> <p>Strange but True Comprehension</p>	<p>Core Text A Christmas Carol (Narrative) Monster Pizza (Instructions)</p> <p>Group Reading Text Seal Surfer (about disabilities) (Y3) There's a Boy in the Girls' Bathroom (Y4)</p> <p>Jane Goodall Comprehension/Diwali</p>	<p>Core Text The Fate of Fausto (Narrative) The Day the Crayons Quit (Persuasion)</p> <p>Group Reading Text The Firework maker's daughter (Y3) The Wreck of the Zanzibar (Y4)</p> <p>Fossils/Palaeontology comprehension Nelson Mandela</p>	<p>Core Text The Borrowers (Narrative) Chocolate-making (explanation)</p> <p>Group Reading Text Cliff Hanger – Jacqueline Wilson (Y3) The Fastest Boy in the World (Elizabeth Laird) (Y4)</p> <p>Food adverts/ Mexican Bean Burger Recipe/ Being Active Ppt</p>	<p>Core Text Whale Rider (Narrative) John Lyons (Poetry)</p> <p>Group Reading Text The Suitcase Kid (Y3) The Yearling (Marjorie Rawlings) (Y4)</p> <p>Peculiar Plants Comprehension</p>	<p>Core Text John Lyons (Poetry) The Happy Prince (Narrative)</p> <p>Group Reading Text Harry the Poisonous Centipede (Lynne Reid Banks) (Y3) The Peppermint Pig (Y4)</p> <p>Alan Turing/Stephen Hawking Comprehension</p>

<p>Writing Opportunities Narrative writing Non-chronological report Diary/letters</p>	<p>Writing Opportunities Instruction writing Narrative – character and setting descriptions</p>	<p>Writing Opportunities Persuasive writing Narrative writing</p>	<p>Writing Opportunities Narrative writing Explanation</p>	<p>Writing Opportunities Narrative Poetry</p>	<p>Writing Opportunities Narrative Playscript</p>
<p>Grammar Focus Simple and compound sentences, prepositions, conjunctions, commas for lists</p>	<p>Grammar Focus Simple, compound and complex sentences, verbs & adverbs, fronted adverbials, direct speech, determiners</p>	<p>Grammar Focus Conjunctions, word class, 4 types of simple sentence, direct speech, expanded noun phrases</p>	<p>Grammar Focus Word class, pronouns, complex sentences, conjunctions, fronted adverbials</p>	<p>Grammar Focus Simple, compound and complex sentences, word class, expanded noun phrases,</p>	<p>Grammar Focus Apostrophes for contraction and possession Paragraphs Present Perfect Standard English</p>
<p>Spelling Focus Y3 Suffixes - past and present tense Y4 Suffixes - past and present tense, Double consonants Ongoing: HFW and words from Y3/4 statutory list</p>	<p>Spelling Focus Y3 Suffixes – plurals Y4 Suffixes-ate -en -ify –ise/ -tion -ity –ness Ongoing: HFW and words from Y3/4 statutory list</p>	<p>Spelling Focus Y3 Suffixes -y, -ly Y4 Suffixes - tion -cian -sion –ssion/ -ous Ongoing: HFW and words from Y3/4 statutory list</p>	<p>Spelling Focus Y3 Suffixes-ful, -less, -er, -est Y4 Suffixes –ial, -al, -ic Ongoing: HFW and words from Y3/4 statutory list</p>	<p>Spelling Focus Y3 Silent letters, prefixes Y4 Suffixes -ary / -ery /-ate -en -ify –ise French-derived sounds: sh (ch) g (gue) k (que) Ongoing: HFW and words from Y3/4 statutory list</p>	<p>Spelling Focus Y3 Compound words, homophones and homonyms Y4 Compound words Homophones Ongoing: HFW and words from Y3/4 statutory list</p>
<p>Maths: - White Rose Schemes of Learning Y3: Place Value, Addition & Subtraction Y4: Place Value, Addition & Subtraction <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables</p>	<p>Maths: White Rose Schemes of Learning Y3: Addition & Subtraction, Multiplication & Division Y4: Length & Perimeter, Multiplication & Division <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables</p>	<p>Maths: White Rose Schemes of Learning Y3: Multiplication & Division, Money, Statistics Y4:Multiplication & Division, Area, Fractions <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables</p>	<p>Maths: White Rose Schemes of Learning Y3: Length & Perimeter, Fractions Y4: Fractions, Decimals, <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables</p>	<p>Maths: White Rose Schemes of Learning Y3: Fractions, Time Y4:Decimals, Money, Time <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables practice</p>	<p>Maths: White Rose Schemes of Learning Y3: Properties of Shape, Mass & Capacity Y4: Statistics, Properties of Shape, Position & Direction <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables</p>

practice	practice	practice	practice		practice
<p>Science: States of Matter</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases</p> <p>To investigate gases and their uses</p> <p>To investigate materials as they change state</p> <p>To explore how water changes state</p> <p>To investigate how water evaporates</p> <p>To identify and describe the different stages of the water cycle</p>	<p>Science: All Living Things</p> <p>To recognise that living things can be grouped in a variety of ways</p> <p>To use a range of methods to sort living things</p> <p>To generate questions to use in a classification key</p> <p>To identify vertebrates by identifying their similarities and differences</p> <p>To use a key to recognise an invertebrate</p> <p>To use evidence to recognise an invertebrate</p> <p>To create a classification key</p> <p>To use tables to show the characteristics of different things</p> <p>To recognise positive and negative changes to the local environment</p> <p>To describe environmental dangers to endangered species</p>	<p>Science: Rocks</p> <p>To compare different types of rock</p> <p>To make systematic and careful observations</p> <p>To group rocks based on their properties</p> <p>To explain how fossils are formed</p> <p>To explain Mary Anning's contribution to palaeontology</p> <p>To explain how soil is formed</p> <p>To present findings using scientific vocabulary</p>	<p>Science: Skeletons, muscles and movement</p> <p>To explain how living things obtain food</p> <p>To state why animals, including humans, need the right type of nutrients</p> <p>To sort animals based on their skeletons</p> <p>To identify and name bones</p> <p>To identify and explain the 3 main functions of a skeleton</p> <p>To explain why we need muscles to move</p> <p>To set up a simple practical enquiry</p> <p>To record scientific findings</p>	<p>Science: Plants</p> <p>To name the different parts of flowering plants and explain their jobs.</p> <p>To set up an investigation to find out what plants need to grow well</p> <p>To record scientific observations</p> <p>To present the results of my investigation using scientific language.</p> <p>To investigate how water is transported in plants.</p> <p>To name the different parts of a flower and explain their role in pollination and fertilisation.</p> <p>To understand and order the stages of the life cycle of a flowering plant.</p>	<p>Science: Scientists and Inventors</p> <p>To find out about the way new plants arrived in our country.</p> <p>To explain how Marie Curie's work on x-rays helps us identify bones.</p> <p>To explain how George Washington Carver helped farmers to grow crops.</p> <p>To explain how fossils can be used to find the age of rocks.</p> <p>To describe what Inge Lehmann discovered about the Earth's core</p> <p>To explore deforestation and conservation in Madagascar.</p> <p>To set up an enquiry to find out about soil erosion.</p> <p>To explain what Lord Kelvin called 'absolute zero'</p> <p>To accurately use a thermometer</p>

<p>PSHE Being Me in my World</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued</p>	<p>PSHE Celebrating Difference - Everyone is Different.</p> <p>I can tell you a time when my first impression changed as I got to know them. I can explain why it is good to accept people for who they are.</p>	<p>PSHE Dreams and Goals</p> <p>I know how to make a good plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.</p>	<p>PHSE Healthy Me</p> <p>Feeling good about myself and the choices I make. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>PSHE Relationships and how to solve problems as they occur</p> <p>I can recognise how friendships change and how to make new friends and manage when I fall out with my friends. I can identify someone I love and express why they are special to me.</p>	<p>PSHE Changing Me</p> <p>Coping with and looking forward to change. I can identify what I am looking forward to when I am in Year 4/5. I can reflect on changes I would like to make when I am in Year 4/5 and can describe how to go about this.</p>
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