

Year 3 and 4 Curriculum Map 2022/2023

Autumn Term		Spring Term		Summer Term	
PSHE Theme BEING ME IN MY WORLD		PSHE Theme DREAMS & GOALS		PSHE Theme RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
Autumn 1 Stone Age	Autumn 2 The History of the Circus	Spring 1 The Romans	Spring 2 Compare a region of the UK	Summer 1 Rainforest	Summer 2 The Vikings
<p>Core Text: Stone Age Boy – Satoshi Kitamura Cave Baby – Julia Donaldson How to Wash a Woolly Mammoth – N. Robinson</p> <p>Group Reading Text: Iron Man (Y3) Iron Woman (Y4)</p> <p>Fossils/Palaeontology comprehension</p>	<p>Core Text: Aesop’s Fables (Town Mouse and Country Mouse/ The Fox & The Stork/The Crow & The Grapes) Fizzlebert Stump – The Boy Who Ran Away From The Circus & Joined The Library – A.F. Harold</p> <p>Group Reading Text Fizzlebert: the boy who ran away from the circus and joined the library</p>	<p>Core Text: Roman Mysteries: Caroline Lawrence</p> <p>Group Reading Text The Firework maker’s daughter (Y3) The Wreck of the Zanzibar (Y4)</p> <p>Nelson Mandela</p>	<p>Core Text:</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: The Butterfly Lion – Michael Morpurgo</p> <p>Group Reading Text The Suitcase Kid (Y3) The Yearling (Marjorie Rawlings) (Y4)</p>	<p>Core Text: The Demon Dentist – David Walliams Raiders! – Lynn Benton (Literacy World)</p> <p>Group Reading Text Harry the Poisonous Centipede (Lynne Reid Banks) (Y3) The Peppermint Pig by Nina Bawden (Y4)</p> <p>Alan Turing/Stephen Hawking Comprehension</p>
<p>#Writing Opportunities Narrative writing Non-chronological report Diary/letters Newspaper recount</p>	<p>Writing Opportunities Instruction writing Narrative – character and setting descriptions Persuasive Newspaper reports Letters</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 Spagonline Simple and compound sentences, prepositions, conjunctions, commas for</p>	<p>Grammar Focus Spagonline Simple, compound and complex sentences, verbs</p>	<p>Grammar Focus Spagonline Conjunctions, word class, 4 types of simple</p>	<p>Grammar Focus Spagonline Word class, pronouns, complex sentences, conjunctions,</p>	<p>Grammar Focus Spagonline Simple, compound and complex sentences, word</p>	<p>Grammar Focus Spagonline Apostrophes for contraction and possession</p>

lists	& adverbs, fronted adverbials, direct speech, determiners	sentence, direct speech, expanded noun phrases	fronted adverbials	class, expanded noun phrases,	Paragraphs Present Perfect Standard English
Spelling Focus Y3 Suffixes: -ed, -ing, -er, -est, -ness, -ment, -ful, less 'i' sound spelled with a 'y' 'u' sound spelled with a 'ou' Y4 Review of Y3 Suffixes & Prefixes Apostrophes for contraction & possession Suffixes (vowels) <i>Ongoing: HFW and words from Y3/4 statutory list</i>	Spelling Focus Y3 'ai' sound spelled with 'ei', 'eigh' or 'ey' Prefixes - -un, -dis, -mis Suffixes -y, -ly Split digraphs Y4 Suffixes—sion, -tion, -ssion, -ation, -cian <i>Ongoing: HFW and words from Y3/4 statutory list</i>	Spelling Focus Y3 Prefixes – re-, super-, anti-, sub-, auto-. Inter- Y4 Suffixes –ous, -ary / -ery /-ate -en -ify –ise <i>Ongoing: HFW and words from Y3/4 statutory list</i>	Spelling Focus Y3 Suffixes – ly, -ally, -ation Y4 'k' sound spelled 'ch', 's's' sound spelled 'c' Suffixes – ture, sure Unstressed vowels <i>Ongoing: HFW and words from Y3/4 statutory list</i>	Spelling Focus Y3 Silent letters, suffixes - -sion, -tion, prefixes – in-, im-. ll-, ir- Y4 French-derived sounds: sh (ch) g (gue) k (que) Ongoing: HFW and words from Y3/4 statutory list	Spelling Focus Y3 Compound words, homophones and homonyms Y4 's' sound spelled 'sc' Compound words Homophones and near homophones <i>Ongoing: HFW and words from Y3/4 statutory list</i>
Maths: Mathletics White Rose Schemes of Learning Y3: <ul style="list-style-type: none"> Place Value Addition & Subtraction Y4: <ul style="list-style-type: none"> Place Value Addition & Subtraction <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables practice	Maths: Mathletics White Rose Schemes of Learning Y3: <ul style="list-style-type: none"> Addition & Subtraction Multiplication & Division Y4: <ul style="list-style-type: none"> Area Multiplication & Division <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables practice	Maths: Mathletics White Rose Schemes of Learning Y3: <ul style="list-style-type: none"> Multiplication & Division Length & Perimeter Y4: <ul style="list-style-type: none"> Multiplication & Division Length & Perimeter Fractions <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables practice	Maths: Mathletics White Rose Schemes of Learning Y3: <ul style="list-style-type: none"> Fractions Mass & Capacity Y4: <ul style="list-style-type: none"> Fractions Decimals <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables practice	Maths: Mathletics White Rose Schemes of Learning Y3: <ul style="list-style-type: none"> Fractions Money Time Y4: <ul style="list-style-type: none"> Decimals Money Time <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables practice	Maths: Mathletics White Rose Schemes of Learning Y3: <ul style="list-style-type: none"> Time Shape Statistics Y4: <ul style="list-style-type: none"> Shape Statistics Position & Direction <u>On-going</u> Understanding word problems Investigations Arithmetic & Times tables practice

<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>To explain how fossils can be used to find the age of rocks. (Scientists & Inventors)</p> <p>To describe what Inge Lehmann discovered about the Earth's core (Scientists & Inventors)</p> <p>To set up an enquiry to find out about soil erosion. (Scientists & Inventors)</p> <p>ICT</p> <ul style="list-style-type: none"> • Coding (6) (Using Flowcharts; Timers; 'If' statements; Co-ordinates; Code, Test & Debug; Design, Code, test 	<p>Science: Forces & Magnets</p> <p>To understand how magnets work</p> <p>To know that some materials are magnetic and others aren't</p> <p>To plan an investigation and carry out a fair test</p> <p>To record results using tables and graphs</p> <p>To identify forces in everyday life</p> <p>To understand when friction may be useful</p> <p>ICT</p> <ul style="list-style-type: none"> • Online Safety (4) • Spreadsheets (3) <p>French</p>	<p>Science: Electricity</p> <p>To identify common appliances that run on electricity</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>To recognise some common insulators and conductors</p> <p>ICT</p> <ul style="list-style-type: none"> • Touch Typing (4) • Branching Databases (4) <p>French</p>	<p>Science: Nutrition & Food Chains</p> <p>To consider what is meant by a balanced diet</p> <p>To classify food into groups according to function</p> <p>To know that animals have different diets and are classified into omnivores, carnivores and herbivores</p> <p>To understand how animals fit into food chains</p> <p>ICT</p> <ul style="list-style-type: none"> • SWIMMING this half term <p>French</p>	<p>Science: Sound</p> <p>To associate sound with something vibrating.</p> <p>To recognise that sounds get fainter the further you are from the source.</p> <p>To know how sound travels outwards from a source through different materials.</p> <p>To know that there are different ways in which sounds can be varied.</p> <p>To know about patterns between pitch and size of the vibrating object.</p> <p>ICT</p> <ul style="list-style-type: none"> • Simulations (3) • Graphing (3) <p>French</p>	<p>Science: Teeth & Digestion</p> <p>To know the different kinds of human teeth and understand how the shape of teeth is linked to their function.</p> <p>To consider the link between the shape of teeth and diet.</p> <p>To know which foods are most damaging for the teeth.</p> <p>To understand why we need to brush teeth to remove plaque.</p> <p>To know how we can care for our teeth.</p> <p>To plan an investigation into the effect of different drinks on teeth</p> <p>To understand the basic principles of digestion</p> <p>ICT</p> <ul style="list-style-type: none"> • Email (6) <p>French</p>
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French

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<p>Art Cave Paintings (Lascaux) Charcoal</p> <p>Biscuit making – replica of Stonehenge</p> <p>Music</p>	<p>Art Pointillism (Seurat) & clown portraits</p> <p>Face painting – clowns</p> <p>Music</p>	<p>Art Mosaics Colour blending</p> <p>Design and a Roman Shield</p> <p>Music</p>	<p>Art Design & Make a Healthy Snack Design Packaging (Link to Science)</p> <p>Design a bag to hold a compass</p> <p>Music</p>	<p>Art Diarama of Rainforest Camouflage pictures (Henri Rousseau)</p> <p>Music</p>	<p>Art Illuminated manuscripts/Runes</p> <p>Music</p>
<p>PSHE Being Me in my World I value myself and know how to make someone else feel welcome and valued I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I know how to make others feel valued I understand that my behaviour brings rewards/consequences I can work cooperatively in a group</p>	<p>PSHE Celebrating Difference - Everyone is Different. I appreciate my family/the people who care for me I know how to calm myself down and can use the 'Solve it together' technique I know some ways of helping to make someone who is bullied feel better I can problem-solve a bullying situation with</p>	<p>PSHE Dreams and Goals I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to me I can break down a goal into a number of steps and know how others could help me to achieve it I know that I am responsible for my own learning and can use my strengths as a learner to</p>	<p>PHSE Healthy Me I understand how exercise affects my body and know why my heart and lungs are such important organs I can tell you my knowledge and attitude towards drugs identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p>	<p>PSHE Relationships and how to solve problems as they occur I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and female I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener I know and can use some strategies for keeping myself safe online I can explain how some of</p>	<p>PSHE Changing Me I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up identify what I am looking</p>

	others	achieve the challenge		the actions and work of people around the world help and influence my life	forward to when I move to my next class
<p>Topic Stone Age (History) To introduce the definition of prehistory and the timescale. To find out about early humans and the Palaeolithic Period To find out about people who lived in the Mesolithic Period. To find out how people lived in the Neolithic period. To find out about how people lived in the Bronze Age To recap and summarise the prehistory of Britain. (NC statements: Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> ▫ Late Neolithic hunter-gatherers and early farmers eg; Skara Brae ▫ Bronze age religion, technology and travel eg: Stonehenge ▫ Iron Age hillforts – tribal kingdoms, farming art and culture) 	<p>Topic The History of the Circus A study of a theme in British history that extends chronological knowledge - the history of the circus:</p> <ul style="list-style-type: none"> • Roots in Roman history • Jesters and travelling entertainers in middle ages and beyond • More recent history of the circus from 1700's – Philip Astley, Barnam etc • The modern day circus – performers and schooling etc – diversity of the circus <p>Should animals be part of a circus/ changing views</p>	<p>Topic The Romans The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Romanisation of Britain – including a visit to the Corinium Museum • Julius Caesar's attempted invasion • Invasion by Claudius • Resistance from Boudicca 	<p>Topic Compare a region of the UK to a region of Europe (Alps) (Skiing, muscles, fitness)</p> <ul style="list-style-type: none"> • Location of countries within Europe – physical and human characteristics • Longitude and latitude to pinpoint location more precisely • Similarities and differences: eg: climate, physical geography • Settlements • Use of atlases and maps • Points of the compass 	<p>Topic Rainforest Biomes Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts with a focus on the rainforest</p> <p>Possible trip to Living Rainforest</p>	<p>Topic Vikings The Viking struggle for the Kingdom of England</p> <ul style="list-style-type: none"> • Viking raids and invasion • Alfred the Great and Athelstan • Further Viking invasions • The Danelaw

