







Year 3/4 - Curriculum Map B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Through the Ages 	Scrumdiddlyumptious 	Warrior! 	Rocks and Rumbles 	Urban Innovators 	Oceans Deep 
Memorable Experience	A visit to Grimspound on Dartmoor	Visit to a local supermarket	Visit RAMM in Exeter and walk the Roman wall	Let's Rock! Invite a geologist in to explore rocks with the children	Go on a train journey or visit Teignmouth Museum	A visit to the National Marine Aquarium
English	The Boy with the Bronze Axe/Stone Age Boy The Genius of the Stone, Bronze and Iron Ages <ul style="list-style-type: none"> Detailed setting description Non-chronological report 	Spaghetti, Spaghetti /Chocolate Cake Beginners Cook Book Charlie and the Chocolate Factory <ul style="list-style-type: none"> Poetry Instructional writing Advert for a delicious treat 	Romans on the Rampage Meet the Ancient Romans <ul style="list-style-type: none"> Historical narrative Biography 	Escape from Pompeii You are There, Pompeii 79 <ul style="list-style-type: none"> A newspaper report Re-write the story from first person narrative 	Cartoon Kid Light (Science in a Flash series) <ul style="list-style-type: none"> Comic strips Explanation linked to light 	Flotsam * Dear Greenpeace <ul style="list-style-type: none"> Formal and informal letters Write the story to go with the wordless book
Science	<u>Plants</u> Identify and describe the functions of different parts of flowering plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants Biology	<u>Animals Including Humans</u> 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. Biology	<u>Forces and Magnets</u> Investigate magnets and magnetism, that magnets can exert force at a distance, that they have poles, that poles can attract or repel. Group materials according to whether they are attracted to magnets. Investigate how things move on different surfaces. Physics	<u>Rocks</u> Find out about different types of rocks and compare their properties. Discover how fossils are formed and find out about soils. Chemistry	<u>Light</u> Learn about light, how it travels, how it allows us to see and how shadows are formed. Physics	<u>Working Scientifically</u> Opportunities for the children to plan and carry out investigations linked to the learning they have done over the year
History	How did life change in the Bronze Age? Nomads becoming settlers. Cultivation and innovation. Religious beliefs.		What did the Romans leave for us? Learn about the Roman Empire's impact on Britain. Study the differences between the Celtic and Roman ways of life.		How did the development of the railway change Teignmouth? How did the growth of tourism impact on the population, trades and buildings of the town?	
Geography	Why did Bronze Age settlers choose Grimspound? Fieldwork during visit: consider why settlers chose this location.	Where do bananas come from and why do they not grow in the UK? Research different countries which produce bananas – locate them on a map. Look at what these places have in common compare to UK climate and		Why are there no devastating earthquakes or volcanoes in the UK? Locate volcanoes and earthquakes around the world. Look at the structure of the Earth and how this relates to the formation of volcanoes and earthquakes.		How do humans affect oceans? Locate the world's oceans and the ocean adjacent to Teignmouth. Learn about the water cycle. How is pollution affecting oceans? Fieldwork: visit seafront to discover human geography (using 6 figure grid

		reason why bananas can't grow in the UK.				references) and impact – do a litter pick and record data.
Art	Through the Ages Using cave paintings through stone, bronze and iron ages as inspiration for own art. Explore natural dyes and mediums including charcoal. Medium: Paint/Charcoal			Rocks and Rumbles Look at the artwork inspired by volcanoes from a variety of artists to compare and contrast. Observe, evaluate, practise skills and produce their own art work. Medium: Collage	Urban Innovators Explore urban art like the graffiti of Banksy. Design and create their own. Medium: Pencils and Felt Tips	
DT		Food: Healthy and varied diet Make a sandwich for a class picnic	Mechanical Systems: levers and linkages Make a moving-image information board for a museum			Textiles: 2D Shape to 3D Product Make a sea creature soft toy that could be sold in the aquarium gift shop.
Computing	Computing systems and networks: Connecting computers (Yr3) Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks Computing systems and networks: The internet (Yr4) Recognising the internet as a network of networks including the WWW, and why we should evaluate online content	Creating media: Stop-frame animation (Yr3) Capturing and editing digital still images to produce a stop-frame animation that tells a story Creating media: Audio production (Yr4) Capturing and editing audio to produce a podcast, ensuring that copyright is considered	Programming A: Sequencing sounds (Yr3) Creating sequences in a block-based programming language to make music. Programming A: Repetition in shapes (Yr4) Using a text-based programming language to explore count-controlled loops when drawing shapes.	Data and information: Branching databases (Yr3) Building and using branching databases to group objects using yes/no questions Data and information: Data logging (Yr4) Recognising how and why data is collected over time, before using data loggers to carry out an investigation	Creating media: Desktop publishing (Yr3) Creating documents by modifying text, images, and page layouts for a specified purpose. Creating media: Photo editing (Yr4) Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Programming B: Events and actions in programs (Yr3) Writing algorithms and programs that use a range of events to trigger sequences of actions. Programming B: Repetition in games (Yr4) Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Music	Mamma Mia A timeless Pop song	Sona Jobarteh – Gambia - 2000's Gambian inspired pop/soul music Christmas Performance	Three Little Birds A Reggae song	The Dragon Song A song about respect and acceptance	Bringing Us Together A Disco song	Reflect, Rewind and Replay Consolidation unit
RE	What is the 'Trinity' and why is it important for Christians?	How do festivals and worship show what matters to a Muslim?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died Good Friday? Easter	What kind of world did Jesus want?	How and why do people mark the significant events of life? (C, H, M and NR)
PSHE	Me and My Relationships Includes feelings/emotions/conflict resolution/friendships	Valuing Difference Includes British Values focus	Keeping Myself Safe Includes aspects of safe internet use, drugs and Relationships Education	Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement	Rights and Responsibilities Includes money/living in the wider world/environment	Growing and Changing Includes RSE-related issues
MFL (Spanish)	Aprendo Español (Yr 3) Introduce themselves and say how they are feeling. Learn about Spanish speaking countries. Las estaciones (Yr4) Learn about the seasons. Be able to state their favourite season and why.	Los animales (Yr3) Learn 10 familiar animals. Create short phrases with the verb 'I am' La fruta (Yr4) Learn 10 fruits. Learn to say 'I like' and 'I dislike'.	Los instrumentos (Yr3) Learn the names of 10 instruments. Learn how to say 'I play'. Me presento (Yr4) Present themselves with their name, age, where they live and their nationality.	Sé... (Yr3) Learn 10 activities. Learn to say 'I know how to' and 'I don't know how to'. 'Y' as and Pero (but). Mi familia (Yr4) Presenting about their own or fictitious family. 1 st person and 3 rd person.	Las verduras (Yr3) Learn vegetables in their plural form. Take part in a role-play activity based on buying different quantities of vegetables from a market stall. La clase (Yr4) Present both orally and in written form about what they have and	Los helados (Yr3) Learn ten flavours of ice-cream and the language required to purchase an ice-cream in Spanish. En la cafetería (Yr4) Learn the knowledge and skills necessary to perform a short role-play in a Spanish.

					do not have in their pencil cases and/or school bag.	
PE	INVASION GAMES Netball/ Handball/Basketball Develop more accuracy in individual skills, begin using space and working as a team in small sided games keeping to rules given. GYMNASTICS Create short sequences with a partner and focus on control in individual skills for floor and apparatus.		INVASION GAMES Football/Tag Rugby Develop more accuracy of individual skills, begin using space and working as a team in small sided games keeping to rules given. DANCE Create and perform short dance motifs with a partner and small group.		ATHLETICS Develop individual skills in a range of different running, jumping and throwing activities. STRIKE AND FIELD Dartmoor 3 ball/cricket/rounders Develop more accuracy in individual skills, using space and working as a team in small sided games keeping to rules given. NET/WALL GAMES Tennis/Badminton Improve individual skills, play short rallies with a partner and begin to play own games. TRI GOLF Use equipment safely and develop individual skills	
Outdoor Learning	Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches. Use a simple 'granny' or reef knot to fasten 2 pieces of string	Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches. Use a simple 'granny' or reef knot to fasten 2 pieces of string Identify animals around OL and discuss what they eat. Compare to plants and to humans.	Demonstrate understanding of fire circle rules. Safely toast a marshmallow. Under supervision use a fire steel. Safely help to cook flat bread, toast etc. Learn about the function of different parts of plants Investigate what plants need to grow Plant some seeds Cress experiment	Demonstrate understanding of fire circle rules. Safely toast a marshmallow. Under supervision use a fire steel. Safely help to cook flat bread, toast etc. Discuss and experiment with moving loads over different surfaces. Wheelbarrow races!	Use a small knife and whittle safely, e.g. to make a toasting stick. Use a saw to make a tree cookie. Learn about light, how it travels and how it allows us to see Experiments with mirrors, shadows, periscopes? Make solar oven? Make sun pictures?	Use a small knife and whittle safely, e.g. to make a toasting stick. Use a saw to make a tree cookie. Look at how vertebrates have skeletons in comparison to invertebrates – insects etc. Find out about different types of rocks, compare their properties Find out about soils