

Year 3/4 – Curriculum Map A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gods and Mortals 	Playlist 	Saxon Settlers 	Predator 	Traders and Raiders 	Mountain to Mouth 
Memorable Experience	Dress as Ancient Greeks, taste some Greek food	Musical Performance	Visit the Saxon village at Wildwood Escot	Zoo visit or bird of prey talk	Viking art and crafts day	River Visit
English	The Orchard Book of Greek Myths Visitors' Guide to Ancient Greece <ul style="list-style-type: none"> Write a myth based on those read Letters home describing a visit to Ancient Greece 	Poems to Perform Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion <ul style="list-style-type: none"> Poetry A biography about a musician 	Beowulf (Usborne Young Readers) The Genius of the Anglo Saxons <ul style="list-style-type: none"> A new quest for Beowulf A non-chronological report 	The Butterfly Lion Lion Journal <ul style="list-style-type: none"> Diary entries A scrapbook on different animals based on Lion Journal 	Arthur and the Golden Rope The Vikings are Coming <ul style="list-style-type: none"> A narrative based on the story Newspaper reports about Viking invasions 	When the Mountains Roared Amazing Rivers: 100+ waterways that will boggle your mind <ul style="list-style-type: none"> A new chapter from a different character's point of view An explanation of the water cycle
Science	Living things and their habitats Investigate grouping and classifying living things Learn that environments can change Biology	Sound Learn about how sounds are produced. Investigate patterns in pitch, volume, shape of objects, strength of vibrations and distance Physics	Electricity Investigate simple series circuits using cells, buzzers, bulbs, switches and wires. Investigate insulators and conductors. Investigate switches and open/closed circuits Physics	Animals including Humans Learn about the digestive system and teeth in humans Learn about producers, predators, prey and food chains Biology	Working Scientifically Opportunities for the children to plan and carry out investigations linked to the learning they have done over the year	States of Matter Learn about solids, liquids and gases – what they are and why they occur Learn about changes of state and evaporation and condensation in the water cycle Chemistry
History	What is the most important legacy of the Ancient Greeks? Explore how the mountainous landscape and multitude of islands led to Ancient Greece being a collection of separate city states. Compare the differences between Athens and Sparta (two of the city-states. Learn about the birth of democracy in Athens		How did Britain change as the Romans left and Anglo-Saxon settlers moved in? Explore why the Romans left Britain and how this provided an opportunity for Anglo-Saxons from Germany and northern Denmark to settle in Britain. Consider how the lifestyle of these new settlers differed from that of the Romans		Were the Vikings ruthless raiders or peaceful settlers? Find out about Viking invasions and settlements and how their innovations contributed to Britain's development	
Geography		How does Greece's climate and landscape compare to the UK? Locate Greece using map and research and compare its physical geography (climate and landscape) to that of the UK. Consider why tourism and shipping have become key elements of Greek economy		How does the biome type affect the diversity and number of animals living in it? Compare a polar biome (with cold temperatures and little vegetation and poor biodiversity) with the African savannah (warmer climate with more		How is the mouth of the river Teign used by humans? Locate all the major rivers and mountain ranges in the UK. Look at the physical features of mountains and rivers and their significance to settlements. Fieldwork: visit Shaldon Bridge/ Shaldon to photograph the

				vegetation and greater biodiversity)		mouth of the river Teign. Draw a map, use aerial maps and label the human/physical features and human land use
Art	Look at the significance of design on Ancient Greek Vases. Explore the colour and pattern and create their own designs Medium: Oil Pastels			Explore Tingatinga art by Edward Saidi and use as inspiration to create their own versions focussing on pattern and colour Medium: Painting		Explore perspective and 3 dimensionality in landscape drawing. Look at the work of David Hockney as inspiration for own artwork. Medium: Drawing
DT		Structures: Shell structures Design and make a snack box for a theatre or cinema visit.	Electrical Systems: Simple circuits and switches Make a head torch for an archaeologist searching for Anglo-Saxon artefacts		Food: Healthy and varied diet Make Viking pancakes with berries for a Viking feast	
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	Let Your Spirit Fly An R & B song for children	Carole King - Beautiful Pop song from the 1970's Christmas Performance	Glockenspiel Stage 1 Introduction to the language of music through playing	Lean On Me A soul/Gospel song	Glockenspiel Stage 2 Exploring and developing playing skills	Blackbird Beatles song about civil rights
RE	What do Christians learn from the creation story?	What is it like for someone to follow God?	What do Hindus believe God is like?	How do festivals and family life show what matters to Jewish people?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people try and make the world a better place? (C, J 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 do not have in their pencil cases and/or school bag.	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.

<p style="text-align: center;">PE</p>	<p style="text-align: center;">INVASION GAMES Netball/ Handball/Basketball</p> <p>Develop more accuracy in individual skills, begin using space and working as a team in small sided games keeping to rules given</p> <p style="text-align: center;">GYMNASTICS</p> <p>Create short sequences with a partner and focus on control in individual skills for floor and apparatus</p>		<p style="text-align: center;">INVASION GAMES Football/Tag Rugby</p> <p>Develop more accuracy of individual skills, begin using space and working as a team in small sided games keeping to rules given</p> <p style="text-align: center;">DANCE</p> <p>Create and perform short dance motifs with a partner and small group</p>		<p style="text-align: center;">ATHLETICS</p> <p>Develop individual skills in a range of different running, jumping and throwing activities</p> <p style="text-align: center;">STRIKE AND FIELD Dartmoor 3 ball/cricket/rounders</p> <p>Develop more accuracy in individual skills, using space and working as a team in small sided games keeping to rules given</p> <p style="text-align: center;">NET/WALL GAMES Tennis/Badminton</p> <p>Improve individual skills, play short rallies with a partner and begin to play own games</p> <p style="text-align: center;">TRI GOLF</p> <p>Use equipment safely and develop individual skills</p>	
<p style="text-align: center;">Outdoor Learning</p>	<p>Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches Identify and tie a clove hitch and figure of eight</p> <p>Look at how animals can be classified Investigate how we could group animals that we can find around our school</p>	<p>Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches Identify and tie a clove hitch and figure of eight</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. Look at sand, soil, rice. What state are they? Investigate and explain why Can we change liquids to solids? How? Make ice art if possible Try freezing various liquids (water, drinks, oil, etc.)– need freezer! Make herb balms?</p>	<p>Light fire using a fire steel Maintain for 1 minute. Know which materials to add to a fire Explain how to put out a fire</p>	<p>Light fire using a fire steel Maintain for 1 minute Know which materials to add to a fire Explain how to put out a fire Learn about sound: how it is made, how it reaches the ear and how it is changed Use different lengths of wood and investigate how sound is different Make tin can telephones Make musical instruments from found materials See how far we can hear things from – can we see them first?</p>	<p>Use a hand drill, small saw and knife safely Make a dibber</p> <p>Hapa Zome</p> <p>Plant and animal identification and classification</p>	<p>Use a hand drill, small saw and knife safely Make a dibber</p> <p>Hapa Zome</p> <p>Plant and animal identification and classification</p>