

Curriculum Map Yr3/4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Rivers and Mountains		Invaders and Settlers		Life	
	Geography Focused Topic		History Focused Topic		Science focused Topic	
	<i>A drop around the World / Journey of a raindrop - Barbara Shaw River-runs-free Extreme Earth - child's journey to school The Water Horse</i>				Biographies - sports people	
Maths	River distances Routes to the Chevin Temperature - negative numbers River flooding Heights of mountains					
ICT	Digital media Graphics	Programming forms/languages	E-Safety E-Safety Online Research	Multimedia and Word processing	Data Graphing	Communication and Collaboration
Geography	Geographical Skills and fieldwork <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography</i> <i>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>					
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Rivers, mountains and coasts The Water Cycle		Types of Settlements		Climate Zones The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
 - setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
 - identifying differences, similarities or changes related to simple scientific ideas and processes
 - using straightforward scientific evidence to answer questions or to support their findings.

States of Matter

compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

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

- investigate the way in which water is transported within plants

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals including Humans

- 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
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

describe the simple functions of the basic parts of the digestive system in humans

identify the different types of teeth in humans and their simple functions

construct and interpret a variety of food chains, identifying producers, predators and prey.

Classification

recognise that living things can be grouped in a variety of ways

explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

recognise that environments can change and that this can sometimes pose dangers to living things.

History	A local history study		<p style="text-align: center;">Roman Empire and its impact on Britain</p> <p style="text-align: center;">Julius Caesar's attempted invasion in 55-54 BC</p> <p style="text-align: center;">the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p style="text-align: center;">Anglo Saxons</p> <p style="text-align: center;">Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p style="text-align: center;">Scots invasions from Ireland to north Britain (now Scotland)</p> <p style="text-align: center;">Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p style="text-align: center;">Anglo-Saxon art and culture</p> <p style="text-align: center;">Christian conversion - Canterbury, Iona and Lindisfarne</p> <p style="text-align: center;">Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		<p style="text-align: center;">History of medicine</p> <p style="text-align: center;">Famous People</p>	
	Art	Photography	Watercolour / painting colour mixing	Clay / Modroc	Sketching / Fabric	Charcoal / pencil
Outdoor art		Textiles - river weaving	Clay - roman coins / pottery	Flag / Coat of Arms	body parts / plants	Collage newspapers and magazines
	Landscapes	Paper and fabric		Costumes - materials		
	Photography					
	Cut up and stick in sections					
	Natural Art - outdoor art					
	<ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay - about great artists, architects and designers in history. 					

DT	Model of River / Mountains / Water Cycles	Viking ship / Settlement			Cooking Skills	
					<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	
<p>Design and Technology skills taught through all units.</p> <p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p>						
RE	Christian stories / morals	Christian Celebrations	Birth ceremonies	Right and wrong	Creation	Caring for the environment
PHSCE	<p>Identity, society and equality: Democracy</p> <p>Drug, alcohol and tobacco education: Tobacco is a drug (3)</p>	<p>Drug, alcohol and tobacco education: Making choices</p> <p>Keeping safe and managing risk: Bullying - see it, say it, stop it (3)</p>	<p>Physical health and wellbeing: What is important to me?</p> <p>Mental health and emotional wellbeing: Strengths and challenges(3)</p>	<p>Keeping safe and managing risk: Playing safe</p> <p>Identity, society and equality: Celebrating difference(3)</p>	<p>Sex and relationship education: Growing up and changing</p> <p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting(3)</p>	<p>Sex and relationship education: Growing up and changing</p> <p>Physical health and wellbeing: What helps me choose?(3)</p>

PE	Swimming / Hockey	Swimming / Paralympic sport	Gym / Dance	Tag Rugby / Football	Athletics / Tennis	Volleyball / T ball
	Hockey / handball matball	Paralympic sport / Gym				
<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best. Physical education 249 Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p>						
Spanish						
Music	Singing / recorders Singing / Singing games (3)		Singing / descriptive sounds Accompaniment and rhythm / Singing (3)		Singing / Recorders Singing / Pentatonic scales (3)	
Opening / Celebration Event	Nunroyd Park - The Water Horse				Bootcamp?	
Outdoor Learning	Trip to the Chevin Otley River Ilkley River				Visit to Farnley Hall - plants and habitats	
Trips / Visitors	Theatre Trip					