

Curriculum Map - Year 3/4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Greece		Mighty Machines		Lets Rock	
	Geography Focused Topic		Science Focused Topic		History Focused Topic	
English	Greek Myths		Iron Man Grandpa's Great Escape Railway Children		Stone Age Boy	
Maths						
ICT	Digital media Graphics	Programming forms/languages	E-Safety E-Safety Online Research	Multimedia and Word processing	Data Graphing	Communication and Collaboration
History	<p>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>		History of inventors and machines.		<p>Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> ▫ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ▫ Bronze Age religion, technology and travel, for example, Stonehenge ▫ Iron Age hill forts: tribal kingdoms, farming, art and culture 	
Art	<p>Pupils should be taught:</p> <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. 					
	Greek paintings / mixing paint	Clay / modroc	Collage	Photography	Sketching / fabric	Charcoal / pencil sketching

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.

Forces and Magnets

compare how things move on different surfaces
 notice that some forces need contact between two objects, but magnetic forces can act at a distance
 observe how magnets attract or repel each other and attract some materials and not others
 compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
 describe magnets as having two poles
 predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light

recognise that they need light in order to see things and that dark is the absence of light
 notice that light is reflected from surfaces
 recognise that light from the sun can be dangerous and that there are ways to protect their eyes
 recognise that shadows are formed when the light from a light source is blocked by an opaque object
 find patterns in the way that the size of shadows change.

Sound

identify how sounds are made, associating some of them with something vibrating

- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Electricity

- identify common appliances that run on electricity
 - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
 - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
 - recognise some common conductors and insulators, and associate metals with being good conductors.

Rocks

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
 describe in simple terms how fossils are formed when things that have lived are trapped within rock
 recognise that soils are made from rocks and organic matter.

Geography

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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

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.

<p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>		<p>Human and Physical Geography Describe and understand key aspects of: volcanoes and earthquakes</p>
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PE

Swimming/ Handball & Mat Ball	Swimming/ Paralympic Sport Goalball	Gymnastics Group Sequences	Basketball/Netball	Athletics	OAA Orienteering
Hockey	Gymnastics Climbing, swinging & Jumping	Dance	Football	Target Games Golf/boules	Cricket

Music

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
 - perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Singing / Recorders	Singing / Notation and composition	Singing / Recorders
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DT

Design

- 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

Make

- 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

Evaluate

- 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

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Make a chariot

Design a new aged machine which has special features

RE

PHSCE

Spanish

Opening /Celebration Event

<i>Trips / Outdoor Visitor learning</i>			