



Year 3/4 Curriculum Map

Class 3 - Year B

		Autumn – The Romans	Spring – The Ancient Egyptians	Summer – Invaders and Settlers
Reading	Word reading	NC Appendix 1 (NC p 35) Y3 – use knowledge to read ‘exception words’, use dictionaries to check meaning. Y4 secure decoding of unfamiliar words,		
	Comprehension	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry – prepare and perform, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36) Y3 - check own understanding of reading, draw inferences and make predictions, retrieve and record information from non-fiction books, discuss reading with others, retell some stories orally, discuss words and phrases that capture imagination, identify themes and conventions, identify and summarise ideas.		
Writing	Transcription	RWI Spelling programme. NC Appendix 1 – Revision of work from years 1/2, Adding suffixes (beginning with vowel letters to words of more than 1 syllable), /l/ = y in the middle of words, /u/ spelt ou, More prefixes, -ation, -ly, -sure, -ture, -sion, -ous, -ssion, -clan, /k/= ch, /sh/= ch, /g/=gue, /k/=que, /s/=sc, /e/=ei/eigh/ey, possessive apostrophe, homophones and near homophones. Word List Appendix 1 pg 54. Check spelling using a dictionary		
	Composition	Writing: narrative and non-narrative (NC p 39) Plan to write based on familiar forms, rehearse sentences orally for writing. Create simple settings and plot. Assess effectiveness of own and others writing. Literacy and Language: Fiction Storm Journey Spider wick Chronicles Non- Fiction Incredible Sport Who Killed Tutankhamun		
	VGP	Word = (3) <ul style="list-style-type: none"> Formation of nouns using a range of Prefixes (eg super-, anti-, auto-). Use the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. (4) the grammatical difference between plural and possessive –s. standard English forms for verb inflections instead of local spoken forms. Use varied rich vocabulary. Sentence = (3) <ul style="list-style-type: none"> expressing time, place and cause using conjunctions, adverbs or prepositions (4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials. Text = (3) <ul style="list-style-type: none"> Introduce paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past. (4) Paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Punctuation = (3) <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech. (4) use of comma/punctuation with inverted commas. Apostrophes to mark plural possession. Use of commas after fronted adverbials. Terminology for pupils = (3) preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. (4) determiner, pronoun, possessive pronoun, adverbial.		
Speaking and Listening		12 Statutory statements (NC p 17)		
		Y3 <ul style="list-style-type: none"> Participate in conversation Consider and evaluate different viewpoints Give structured descriptions 	Y4 <ul style="list-style-type: none"> Articulate and justify opinions Speak audibly in Standard English Gain, maintain and monitor interest of listeners 	
Maths		Number / Calculation	Geometry and Measures	Fractions and Decimals

	<ul style="list-style-type: none"> Learn 3,4 & 8x tables. Secure place value to 100. Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits. Written column addition and subtraction Solve number problems, including multiplication and division and missing number problems Use commutatively to help calculations 	<ul style="list-style-type: none"> Measure and calculate with metric measures Measure simple perimeter Add/subtract using money in context Use Roman numerals up to XII; tell time Calculate using simple time problems Draw 2-d shapes/make 3-d shapes Identify and use right angles Identify horizontal, vertical, perpendicular and parallel lines 	<ul style="list-style-type: none"> Use and count tenths Recognize, find and write fractions Recognize some equivalent fractions Add/subtract fractions up to <1 Order fractions with common denominator
	<ul style="list-style-type: none"> Know all tables to 12 x 12 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10,100 or 1000 Use roman numerals to 100 (c) Column subtraction and addition up to 4 digits Multiply and divide mentally Use standard short multiplication 	<ul style="list-style-type: none"> Compare 2-d shapes, including quadrilaterals and triangles Find area by counting squares Calculate rectangle perimeters Estimate and calculate measures Identify acute, obtuse and right angles Identify symmetry Use first quadrant coordinates Introduce simple translations 	<ul style="list-style-type: none"> Recognize tenths and hundredths Identify equivalent fractions Add and subtract fractions with common denominators Recognize common equivalents Round decimals to whole numbers Solve money problems
	Data – Y3 Interpret bar charts and pictograms		Data – Y4 Use bar charts, pictograms and line graphs
Science	<p><u>Dig Deep</u></p> <ul style="list-style-type: none"> Haribo Rock experiment 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. <p><u>Mirror Mirror</u></p> <ul style="list-style-type: none"> Light experiments notice that light is reflected from surfaces find patterns that determine the size of shadows. 	<p><u>Looking at State (Y4/3)</u></p> <ul style="list-style-type: none"> 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. <p><u>How does your garden grow?</u></p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem, 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 <p><u>Pollination</u></p> <ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p><u>Magnets</u></p> <ul style="list-style-type: none"> 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. <p><u>Animals and Food Chains/ Habitats</u></p> <ul style="list-style-type: none"> identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups recognize that environments can change and that this can sometimes pose dangers to living things.
Working Scientifically Examples	<ol style="list-style-type: none"> How do shadows change as the light source changes? Which rock is the hardest? Scratch testing 	<ol style="list-style-type: none"> What happens to different substances when heated? What happens to different substances when cooled? Which melt/boil/freeze and why Where do plants grow best? How do different environments change the way plants grow or the type of plants that can grow? 	<ol style="list-style-type: none"> Which materials are magnetic? Are some materials more magnetic than others?
Links to topic work	<ul style="list-style-type: none"> How did the Rocks at Hadrian's wall get used? How did they act as a defense to the Roman army on the 	<ul style="list-style-type: none"> Which plants grow in our local area? Are there uses for the plants – 	<ul style="list-style-type: none"> Environment for settlers and reasons for moving country Food chains



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	wall?	<p>what have they been used for?</p> <ul style="list-style-type: none"> • How was water important to the invaders? • What happened in the winter? How did this affect their invasion? • When do you think would be the best time to cross the sea? How does the weather affect the journey? 	
Computing	<p>3.3 We are Presenters</p> <p>3.5 Co-authors</p>	<p>4.4 HTML Editors</p> <p>3.6 Opinion Pollsters</p>	<p>4.2 Toy Designers</p> <p>4.3 Musicians</p>
Famous people	Julius Ceasar, Augustus, Tiberius, Caligular, Cladius, Nero, Hadrian	Tutankhamun Howard Carter Cleopatra	Edward the confessor.
Skills and other notes	Time line, evidence, apply to modern day,	Tracking change – time line, how this effects life today, local impact	
Geography Topic and skills	Hadrian's wall how the wall built up towns and villages around it. How has the North East grown because of some of these settlements. Why was it built here? Look at country boundaries and the geography of the UK – Plot routes made by Roman Soldiers.	<p>Human/Physical geography- reliance on the River Nile</p> <p>Region of the UK/Local Area looking at local maps, rivers, reading keys. Heights and incline in the land – marking on maps, ordinance survey map. Drawing to scale – map the school grounds.</p>	Europe Looking at countries names and locations – thinking about the location of Britain in the world – link to history why were they invaded? Where did the British Empire stretch to?
Geographical Fieldwork	Visit the wall – Vindolanda / Housteads.	Hancock Museum- Newcastle	Climate in our area – using equipment to investigate
D.T.	Structure - make a photo frame – to display artwork from the local area – inspiration from local architecture	Control –Make a shaduf- mechanics	Cooking and Nutrition – look at the traditional foods of the time, try different foods then make the most popular
Art and Design	<p>Drawing /painting/ sculpture – range of media – how artists have adapted over time – local inspiration</p> <p>Architects and designers – how have they changed over time? Use images collected in Autumn at Local attractions</p> <p>Create sketchbooks to record observations</p>	<p>Drawing /painting/ sculpture – range of media – how artists have adapted over time – local inspiration</p>	Drawing and Painting – use inspiration from visits and local area – take sketch books to areas around the school to do some sketches
Music	<p>Listen to and appraise Roman music notated rhythms: using Roman/Italian words (foods, places, features..)</p> <p>Play and perform - notated, repeated rhythms – derived from UK cities/places: Sequence-structure- create textures (say/play)</p>	<p>Word rhythms (counting syllables) repeat, create textures. (say – play in ensemble)</p> <p>Listen to and appraise Egyptian music notated rhythms:</p>	<p>Traditional songs: folk music – Lambton Worm, Bamburgh... Dun Cow...</p> <p>Tuned instruments: Anglo Saxon monks – plainsong: modes e.g. dorian – create chords/ melodic ideas</p>
	Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service)		
MFL	The Four Friends (QCA Unit 5) <i>Saying what animals you have</i> <i>Describing colours</i> <i>Reinforce giving opinions</i>	Games and Songs (QCA Unit 2) <i>Saying what there is</i> <i>Giving opinions</i> <i>More counting (13-20)</i>	Life and Health (QCA Units 6/10) <i>Talking about food and buying food</i> <i>Saying what sports and activities you do</i> <i>More opinions</i>
P.E.	<p>Games On the Attack QCA</p> <p>Gymnastics Assessing Level 2/3 Unit 4 Tasks 1+2 Durham</p>	<p>Dance Indian Delight QCA</p>	<p>Games Arc Rounders Durham</p> <p>Athletics Faster, Higher, Further Durham</p>

Computing	<p>IT - Select a variety of software to accomplish given goals, elect, use and combine internet services. Research the local area to produce a website/e-book or brochure for tourists explain the attractions of their area/region</p> <p>IT - Collect data analyse and evaluate information, select a variety of software to accomplish given goals Survey on Health/Fitness. Take photos of what they are doing re health and fitness. Create promotional materials to advertise health/fitness/new gym opening in the area. Make a fitness video/TV advert to promote fitness</p> <p>IT – use a variety of software packages to complete a project on Me and My UK. Collect information, identify key elements and present findings</p> <p>Computer Science - Use repetition in programs. Scratch – produce game with reference to Roman topic. Include repetition and loops. Turtle – create/design simple patterns using procedures</p> <p>IT - Presentation to an audience_of an aspect of Roman life. Create a menu for a Roman banquet http://cookit.e2bn.org/historycookbook/ Create a cookbook of recipes. Interview with a Roman God/character – IPADs/Morpho – record what they might say</p> <p>Computer Science_– work with various forms of input/output Turtle/probot/scratch onscreen turtle – use to draw some shape Turtle on screen software e.g. Textease – routes between Local Area pictures – record program. Draw shapes in onscreen turtle/letters/ pictures e.g. a house</p> <p>Opportunity to use drawing packages, image editing, draw graphs or tables in spreadsheet, presentation software.</p> <p>Digital Literacy - product websites that encourage us to buy. Advertising. http://www.childnet-int.org/kia/primary/smartadventure/default.aspx Who should you tell? Reporting concerns</p>		
R.E.	Y4.1 – Families of God Y4.2 – Reconciliation Y4.3 Advent Judaism Week	Y4.4 – Community- Local Church Islam Week Y4.5 – Eucharist Y4.6 Lent	Y4.5 – Pentecost Y4.6 – Baptism/confirmation Y4.7- Universal Church
FHC Program to run alongside curriculum for both small groups and whole class teaching where appropriate			

Additional information relating to Computing