The Federation of St Joseph's and St Thomas More Roman Catholic
Voluntary Aided Primary Schools

YEAR 3/4 CURRICULUM MAP

		Autumn	Spring	Summer Food
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 summarize ideas. Specific Novels: Stone Age Boy Stig of the Dump There's a Pharaoh in our Bath Fables/Traditional Tales from China and around the world		
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, /eɪ/=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. **Fiction** Settings/Introductions Character Description Simple Stories Fables/Traditional Tales Diary/letter recounts **Non- Fiction** Fact Files Non chronological Reports Biography Advert/persuasion Explanation		
	VGP	**Word = (3)** • Formation of **nouns** using a range of **Prefixes** (eg super-, anti-, auto-). • Use the **forms** a or an according to whether the next work 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)** • 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)** • 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)** • 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		**Y3** • Participate in conversation • Consider and evaluate different viewpoints • Give structured descriptions **Y4** • Articulate and justify opinions • Speak audibly in Standard English Gain, maintain and monitor interest of listeners		

Maths	Place Value/Number / Calculation	Geometry and Measures Consolidate Multiplication/Division	Fractions and Decimals Money Mass/Capacity Statistics

	YEAR 3
	• Learn 3,4 & 8x tables.
	• Secure place value to 1,000
	• 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
		• 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 angels
		  Identify horizontal, vertical, perpendicular and parallel lines
			• Use and count tenths
			• Recognize, find and write fractions
			• Recognize some equivalent fractions
			• Add/subtract fractions up to <1
			• Order fractions with common denominator

	YEAR 4
	• Know all tables to 12 x 12
	• Secure place value to 10000
	• 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
		• 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
			• 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
R.E.	Homes, Reconciliation Judaism, Promises, Visitors	Journeys, Listening and Sharing, Islam, Giving All	Energy, Choices, Special Places
Science	**What is Sound?** **Sound** • identify how sounds are made, associating some of them with something vibrating • 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. **Power it up** **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 • recognize that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognize some common conductors and insulators, and associate metals with being good conductors.	Keeping Healthy -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 function -Construct and interpret a variety of food chains, identifying producers, predators and prey. **Living Things and their habitat** -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	**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.

Computing	**Online ~Safety** Children will know that some people on the internet should not be trusted and that pictures and text shared online can end up with strangers. · Children will know that concerns about what they see online should be reported to a trusted adult and reliably know what to do if they are exposed to unpleasant materials. · Children will know how create a simple/complex password to access resources. · Children will know how to log onto the computer system as themselves and find their documents on J2E. · **Presentation/Saving** Children will know how open shared documents and pictures and save these in a shared folder to retrieve and continue working on. · Children will know how to organise their personal folder according to their preference e.g. by school year/subject	**Online ~Safety** · Children will know that using technology can sometimes be inappropriate and having a balance of online and offline activities is **important.** · **Internet Research** Children will know how to log in and out of websites used at school. · Children will know how to use a search engine to find information using key words. · Children will know how to select useful websites from the results of a search. **Microsoft Packages** Children will know how to create a simple poster using Microsoft Publisher and be able to: change font size/style; include shapes and backgrounds and use spellcheck function. · Children will be able to make a simple/effective presentation on Microsoft PowerPoint which includes pictures and text and present it to their peers	**Programming/Coding** Revision of current year's online and digital literacy. · Children will know how to use Scratch to make a simple programme using sequencing and timing and be able to explain how this works by annotating a print out. · Children will know how to program loops to draw regular 2d shapes on scratch or break sets of instructions into short steps to make a pattern after drawing repeated squares. · Children will independently know how to debug a basic mistake and after modifying their program, be able to predict the effects of any changes. · Children will begin to use conditions e.g. if I click here then this happens on scratch and to use conditions to show an image on a Microbit when it is shaken
History	**Stone Age**	**Ancient Egypt**	**Shang Dynasty**
Geography	Local Study- Durham/River Wear	Physical Geography of UK-Rivers	European Countries
D.T.	Research, Design, Make and Evaluate Stone Age Clothing	Research, Design, Make and Evaluate Ancient Egyptian Bread	Research, Design, Make and Evaluate Ancient Chinese Inventions the KITE
Art and Design	Cave Paintings Different Perspectives of Stone Henge Local artists/scenes	Cityscapes to link with next terms geography	Calligraphy/ink work Pottery work and china

Music	Britten	Verdi	Yanomamo
	https://www.bbc.co.uk/teach/ten-pieces/KS2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9q Anna Clyne https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4	https://www.bbc.co.uk/teach/ten-pieces/giuseppe-verdi-dies-irae-and-tuba-mirum-from-requiem/zdfs2sg Vivaldi https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm	http://www.roseconlonmusic.co.uk/spweb/content.php?contentid=322 Anthem for the Amazon https://www.youtube.com/watch?v=6cnyrUHMDBs Samba https://www.allaroundthisworld.com/learn/latin-america/brazil-for-kids/samba-drumming/#.X3nHnFKSlaQ
	Identify and describe musical features in pieces from different traditions. Compare the pieces, considering tempo, pitch, dynamics, melody, instruments, repetition. Use accurate musical vocabulary to describe each piece. Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests Use tuned percussion/ melodic instruments to perform 3+ note melodies and simple rhythms Improvise rhythms to accompany pieces. Repeat as ostinato throughout a section of the piece. Create own 4 bar melody inspired by the sea. Use a rhythm grid to record composition – include tempo and dynamics.	Identify and describe musical features in pieces from different traditions. Compare the pieces, considering tempo, pitch, dynamics, melody, instruments, repetition. Use accurate musical vocabulary to describe each piece. Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos Learn main rhythms from Dies Irae. Play using untuned percussion/body percussion as a group/solos keeping steady pulse. Repeat, using other rhythms/time signatures. (May use other pieces of music as inspiration) Sing or play back simple melodies that are heard Using tuned percussion/instruments, play 3 note tune modelled by adult using D F A. Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests Use tuned percussion/ melodic instruments to perform 3+ note melodies and simple rhythms In groups compose a chant on the words Dies Irae using the notes D F A. Record this using a rhythm grid. Perform in groups, with one member on drum to mark pulse.	Identify and describe musical features in pieces from different traditions. Compare the pieces, considering tempo, pitch, dynamics, melody, instruments, repetition. Use accurate musical vocabulary to describe each piece. Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests Use untuned percussion to perform simple samba rhythms. Keep a steady pulse moving from group to group/soloist to soloist. Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) In groups, create a 4 bar rhythm using untuned percussion/body percussion inspired by samba, and perform. Record rhythm using correct notation. Experiment with layering different rhythms (different groups performing together) Consider texture and structure. – use structure grid to record layers. ***Sing songs and folk rounds whilst accompanied by ostinatos from the group*** To be reviewed according to government advice.
MFL	Greetings Numbers Colours Days/Months	My Family My House Animals Clothes	Food What do you like doing? What time is it? In my town
P.E.	Games End Zone Durham On The Attack QCA Dance Machines Durham	Dance Indian Delight QCA Gymnastic Assessing L2/3 Durham Arc Rounders Durham	Search and Rescue QCA Mini Tennis Zone Cricket QCA Athletics Faster, Higher, Further Durham