



Year 3/4 Curriculum Map

Cycle B (2022-2023)

		Autumn	Spring	Summer
Reading	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts Include: wide range of fiction, poetry, plays, non-fiction texts and reference books Dictionaries and thesaurus are used to develop vocabulary. Oxford Reading Scheme is used for progression in guided reading.		
Writing	Transcription	Spelling Programme (NC Appendix 1), Read Write Inc Phonics and Oxford Owl Spelling Programme		
	Composition	Writing: Narrative and Non-Narrative		
	VGP	Where appropriate, vocabulary, grammar and punctuation are taught within the context of texts studied. Some aspects of grammar and punctuation may be taught discretely.		
Speaking and listening		Speaking and listening is encouraged in all lessons to develop language and communication skills; children have opportunities to discuss with talk partners, in a group and within the class.		
Maths		Number and Place Value; Addition and Subtraction; Multiplication and Division; Fractions and Decimals; Measures; Geometry: properties of shape, position, direction and motion; Statistics		
Science		Sound: NC: To identify how sounds are made, associating some of them with something vibrating. -To recognise that vibrations from sounds travel through a medium to the ear. - To find patterns between the pitch of a sound and features of the object that produced it. -To find patterns between the volume of a sound and the strength of the vibrations that produced it. -To recognise that sounds get fainter as the distance from the sound source increases. Animals including humans: To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. To construct and interpret a variety of food chains, identifying producers, predators and prey.	Electricity: NC: To identify common appliances that run on electricity. -To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. -To 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. -To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - To recognise some common conductors and insulators, and associate metals with being good conductors.	States of Matter: NC: To compare and group materials together, according to whether they are solids, liquids or gases. -To 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) -To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Living Things and Habitats: To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things
		Working Scientifically – on going across the year		
Computing		Computing Video Creating Physical Computing: Crumble Digital Literacy Self Image and Identity	Computing Data Handling Programming: Makey Make Game Controller Digital Literacy Health, well-being and lifestyle	Computing Augmented Reality Presentation: Digital Posters Digital Literacy Online Reputation
History		What changed from the Stone-Age to Iron Age? NC ref: Changes in Britain Stone Age to Iron Age.	Why did the Romans invade Britain and march through the North East? NC ref: A local history study.	How did the Roman Empire impact on Britain? NC ref: The Roman Empire and its impact on Britain

Geography	<p>What can we discover about Europe?</p> <p>NC Ref: Locational knowledge - locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Physical Geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Campania and the North East of England: Are they really that different?</p> <p>NC Ref: Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Human and physical geography - describe and understand key aspects of physical geography, including volcanoes and earthquakes</p> <p>:</p>	<p>What happens when the land meets the sea?</p> <p>NC Ref: UK key topographical features – coasts.</p>
	Geographical skills and fieldwork –on going across the year		
D.T.	<p>Cooking and Nutrition: design and make a biscuit to meet a given brief.</p>	<p>Textiles: explore different fastenings and design and make a book cover.</p>	<p>Structure: constructing a roman fort using 2d and 3d shapes. Construct 3d nets.</p>
Art and Design	<p>Drawing:</p> <p>Power Prints: Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p> <p>Artist focus: Ed Ruscha and Matisse</p>	<p>Painting:</p> <p>Light and Dark: Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p> <p>Artist focus: Paul Cezanne</p>	<p>Sculpture:</p> <p>Mega Materials: Learning about the work of inspirational sculptors such as Sokari Douglas and Bonita Ely, children create personal responses and make choices about techniques and materials such as recycled materials and clay. Children develop their understanding of the making process to refine a finished piece.</p>
	Create sketchbooks to record observations		
Music	<p>Pulse and Rhythm: pupils to learn how pulse, rhythm and pitch work together. They will use note values with time signatures of $\frac{3}{4}$ and $\frac{4}{4}$. Skills will include clapping, following music as a class, as a smaller group and individually. Pupils will peer assess performances and all will be recorded. Listen and appraise different examples of pop music; identify structure, instruments and find the pulse whilst listening.</p>	<p>Notation: pupils to understand musical notation through the use of 5 notes, C, D, E, F and G. They will consolidate rhythm knowledge and be able to perform, and possibly compose, 5 note melodies in either $\frac{3}{4}$ or $\frac{4}{4}$ time signature. Pupils will use boomwhackers and glockenspiels – possibly own instruments.</p>	<p>Compose and Explore: pupils will develop their composition work into larger performance pieces. Pupils will sing in 2 parts, with the possibility of providing accompaniments to the singing with their own accompaniments. Pupils will take part in active listening to help influence their ideas.</p>
MFL	<p>Let's Go (Unit 7)</p> <p>Transport vocabulary and the verb <u>aller</u></p> <p>Asking / Saying how you go to school</p> <p>Asking / Saying how you travel</p> <p>French speaking countries</p> <p>Describing the weather</p> <p>Planning a trip (where, when, means of transport, weather)</p> <p>Xmas activities</p>	<p>The Four Friends (Unit 5)</p> <p>Pet vocabulary and the verb <u>avoir</u></p> <p>Asking / Saying what pets you have</p> <p>Asking / Saying what pets you like</p> <p>Reinforce giving opinions</p> <p>Reinforce colours / adjective rules</p> <p>Making negative sentences</p> <p>Reading / acting out a story</p> <p>Easter activities</p>	<p>Life and Health (Units 6/10)</p> <p>Fruit/vegetable vocab. and the verb <u>aimer</u></p> <p>Asking /saying which fruits /veg you like</p> <p>Reinforce giving opinions</p> <p>Buying items at a market</p> <p>Act out a market role play</p> <p>Reinforce numbers (prices, quantities)</p> <p>Discuss healthy eating</p>



P.E.	<p>Invasion Games: Focus on basketball. Passing, receiving and shooting the ball with increasing control. Working as part of a team to keep possession and score goals when attacking. Defending one on one and knowing when and how to win the ball. Using simple tactics to help a team score or gain possession.</p> <p>Gymnastics: Safely performing balances individually and with a partner. Planning and performing sequences with a partner that include a change of level and shape. Understanding how body tension can improve the control and quality of movements. Watching, describing and suggesting possible improvements to a performance.</p>	<p>Dance: Creating dance phrases that communicate ideas. Creating dance phrases with a partner and in a small group using canon and unison. Refining, repeating and remembering dance phrases and dances. Performing dances clearly and fluently. To describe, interpret and evaluate dance, using appropriate language.</p> <p>Net/Wall Games: Focus on Mini Tennis. Playing continuous games. Using a range of basic racket skills and a variety of shots in different areas of the court. Demonstrating good footwork on the court. Returning to the ready position to defend a space on the court.</p>	<p>Games: Focus on Cricket. Using overarm and underarm throwing, and catching skills with increasing accuracy. Striking a ball after a bounce. Bowling a ball with some accuracy, and consistency. To choose and use simple tactics for different situations.</p> <p>Athletics: Run, throw, jump. Demonstrating the difference between sprinting and running over varying distances. Demonstrating different throwing techniques. Jumping for distance and height with control and balance. Throwing with some accuracy and power into a target area.</p>
R.E.	<p>What do we know about the Bible and why is it important to Christians?</p> <p>What do Christians believe about Jesus?</p> <p>Why do Christians call Jesus the light of the world?</p>	<p>Who is Guru Nanak and why is he important to Sikhs?</p> <p>Why is lent such an important time for Christians?</p>	<p>How and why do people show care for others?</p> <p>Why do people visit Durham Cathedral today?</p>
Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools			