







Year 3/4 - Curriculum Map B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Through the Ages 	Scrumdiddlyumptious 	Warrior! 	Rocks and Rumbles 	Urban Innovators 	Oceans Deep 
Memorable Experience	A visit to Grimspound on Dartmoor	Visit to a local supermarket	Visit Tiverton Museum	Let's Rock! Invite a geologist in to explore rocks with the children	Go on a train journey or visit Teignmouth Museum	A visit to the National Marine Aquarium
English	The Boy with the Bronze Axe/Stone Age Boy The Genius of the Stone, Bronze and Iron Ages <ul style="list-style-type: none"> Detailed setting description Non-chronological report 	Spaghetti, Spaghetti /Chocolate Cake Beginners Cook Book Charlie and the Chocolate Factory <ul style="list-style-type: none"> Poetry Instructional writing Advert for a delicious treat 	Romans on the Rampage Meet the Ancient Romans <ul style="list-style-type: none"> Historical narrative Biography 	Escape from Pompeii You are There, Pompeii 79 <ul style="list-style-type: none"> A newspaper report Re-write the story from first person narrative 	Cartoon Kid Light (Science in a Flash series) <ul style="list-style-type: none"> Comic strips Explanation linked to light 	Flotsam * Dear Greenpeace <ul style="list-style-type: none"> Formal and informal letters Write the story to go with the wordless book
Science	<u>Plants</u> Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth and how they vary from plant to plant.	<u>Animals Including Humans</u> 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.	<u>Forces and Magnets</u> Investigate magnets and magnetism, that magnets can exert force at a distance, that they have poles, that poles can attract or repel. Group materials according to whether they are attracted to magnets. Investigate how things move on different surfaces.	<u>Rocks</u> Find out about different types of rocks and compare their properties. Discover how fossils are formed and find out about soils.	<u>Light</u> Learn about light, how it travels, how it allows us to see and how shadows are formed.	<u>Plants revisited</u> Do plants look different at this time of year compared to in the autumn? How? Why is this? Do they grow better at this time of year? Why do we think that is?
History	How did life change in the Bronze Age? Nomads becoming settlers. Cultivation and innovation. Religious beliefs.		What did the Romans leave for us? Learn about the Roman Empire's impact on Britain. Study the differences between the Celtic and Roman ways of life.		How did the development of the railway change Teignmouth? How did the growth of tourism impact on the population, trades and buildings of the town?	
Geography	Why did Bronze Age settlers choose Grimspound? Fieldwork during visit: consider why settlers chose this location.	Where do bananas come from and why do they not grow in the UK? Research different countries which produce bananas – locate them on a map. Look at what these places have in common compare to UK climate and reason why bananas can't grow in the UK.		Why are there no devastating earthquakes or volcanoes in the UK? Locate volcanoes and earthquakes around the world. Look at the structure of the Earth and how this relates to the formation of volcanoes and earthquakes.		How do humans affect oceans? Locate the world's oceans and the ocean adjacent to Teignmouth. Learn about the water cycle. How is pollution affecting oceans? Fieldwork: visit seafront to discover human geography (using 6 figure grid references) and impact – do a litter pick and record data.
Art	Using cave paintings through stone, bronze and iron ages as inspiration for own art. Explore			Look at the artwork inspired by volcanoes from a variety of artists to compare and contrast.	Explore urban art like the graffiti of Banksy. Design and create their own. Medium: Drawing and Felt Tips	

	natural dyes and mediums including charcoal. Medium: Painting/Charcoal			Observe, evaluate, practise skills and produce their own art work. Medium: Digital/Collage		
DT		Food: Healthy and varied diet Make a sandwich for a class picnic	Mechanical Systems: levers and linkages Make a catapult for a Roman soldier.	.		Textiles: 2D Shape to 3D Product Make a sea creature soft toy that could be sold in the aquarium gift shop.
Computing	Desktop publishing 3.5 Creating documents by modifying text, images, and page layouts for a specified purpose.	Photo editing 3.6 Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Sequencing sounds 3.3 Creating sequences in a block-based programming language to make music.	Events and actions in programs 3.6 Writing algorithms and programs that use a range of events to trigger sequences of actions.	Repetition in shapes 4.3 Using a text-based programming language to explore count-controlled loops when drawing shapes.	Repetition in games 4.6 Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Music	Mamma Mia A timeless Pop song	Sona Jobarteh – Gambia - 2000's Gambian inspired pop/soul music Christmas Performance	Three Little Birds A Reggae song	The Dragon Song A song about respect and acceptance	Bringing Us Together A Disco song	Reflect, Rewind and Replay Consolidation unit
RE	What does it mean to be Hindu in Britain today? Diwali	How do festivals and family life show what matters to Jewish people? Hanukah	What kind of world did Jesus want?	Why do Christians call the day Jesus died Good Friday? Easter	How do festivals and worship show what matters to Muslims? Eid al-Fitr	How and why do people mark the significant events of life? (Christian, Hindu, Muslim and non-religious)
PSHE	Me and My Relationships Includes feelings/emotions/conflict resolution/friendships	Valuing Difference Includes British Values focus	Keeping Myself Safe Includes aspects of safe internet use, drugs and Relationships Education	Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement	Rights and Responsibilities Includes money/living in the wider world/environment	Growing and Changing Includes RSE-related issues
MFL (Spanish)	Greetings and replies Present participle verbs Questions and answers: who is + present participles? What are they doing?	Adjectives - colours Adverbial phrase Animal nouns Vocabulary for creating sentences <i>Curriculum link - foods</i>	Possessive adjective: my... Friend vocabulary Questions and answers: Where do you live? How old are you?	Questions and answers: what's wrong? What do you want to do? Infinitive verbs	Numbers – multiples of ten Questions and answers: when is your birthday? <i>Curriculum link - colours with adjectives 'dark' and 'light'</i>	Classroom items * Describing myself <i>Curriculum link - sea creatures</i>
PE	INVASION GAMES Netball/ Handball/Basketball Develop more accuracy in individual skills, begin using space and working as a team in small sided games keeping to rules given. GYMNASTICS Create short sequences with a partner and focus on control in individual skills for floor and apparatus.		INVASION GAMES Football/Tag Rugby Develop more accuracy of individual skills, begin using space and working as a team in small sided games keeping to rules given. DANCE Create and perform short dance motifs with a partner and small group.		ATHLETICS Develop individual skills in a range of different running, jumping and throwing activities. STRIKE AND FIELD Dartmoor 3 ball/cricket/rounders Develop more accuracy in individual skills, using space and working as a team in small sided games keeping to rules given. NET/WALL GAMES Tennis/Badminton Improve individual skills, play short rallies with a partner and begin to play own games. TRI GOLF Use equipment safely and develop individual skills	
Outdoor Learning	Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches. Use a simple 'granny' or reef knot to fasten 2 pieces of string	Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches. Use a simple 'granny' or reef knot to fasten 2 pieces of string	Demonstrate understanding of fire circle rules. Safely toast a marshmallow. Under supervision use a fire steel. Safely help to cook flat bread, toast etc.	Demonstrate understanding of fire circle rules. Safely toast a marshmallow. Under supervision use a fire steel. Safely help to cook flat bread, toast etc.	Use a small knife and whittle safely, e.g. to make a toasting stick. Use a saw to make a tree cookie. Learn about light, how it travels and how it allows us to see	Use a small knife and whittle safely, e.g. to make a toasting stick. Use a saw to make a tree cookie. Look at how vertebrates have skeletons in comparison to invertebrates – insects etc.

		Identify animals around OL and discuss what they eat. Compare to plants and to humans.	Learn about the function of different parts of plants Investigate what plants need to grow Plant some seeds Cress experiment	Discuss and experiment with moving loads over different surfaces. Wheelbarrow races!	Experiments with mirrors, shadows, periscopes? Make solar oven? Make sun pictures?	Find out about different types of rocks, compare their properties Find out about soils
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