

YEAR 3 and 4 CURRICULUM MAP – 2021-2022 CYCLE A

		Autumn	Spring	Summer	
Reading	Word reading	NC Appendix 1 (NC p 35)			
	Comprehension	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36)			
Writing	Transcription	Spelling programme (NC Appendix 1)			
	Composition	Writing: narrative and non-narrative (NC p 39)			
	VGP	NC Appendix 2			
	Texts	The Twits Remembrance	The Magic Faraway Tree Stone Age Boy Greek Art Linked to Stone Age	The Lightning Thief Daily Life of a Roman LS Lowry	
		<p><u>The Twits</u> Character Description (x2) Setting (x1) Speech/Dialogue (x1) Instructions (x1) Newspaper Article (x1)</p> <p>Assessed piece of writing.</p> <p>Science Information Text.</p>	<p><u>The Twits and Short Stories</u> Remembrance Non-Chorological Report Information Text-</p> <p>Stories set in historical settings (3 Weeks) Non chronological reports (2 Weeks) Poetry - Acrostic (1 Week)</p>	<p>Myths and Legends (3 Weeks) Information texts (2 Weeks) Instructions (1 Weeks)</p>	<p>Stories from other cultures (3 weeks) Poetry (cinquain, tanka, haiku) (1 weeks)</p> <p>Playscripts (2 weeks) Poetry Performance (1 week) Recount (1 Week) Newspaper reports (2 Weeks)</p>
Speaking and Listening		12 Statutory statements (NC p 17)			
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics			
Science		Plants (Y3) Light (Y3)	Rocks (Y3) Light (Y3)	Forces and Magnets (Y3) Animals including Humans (Y3)	
		Working Scientifically – on going across the year			
History		<u>Ancient Egypt</u>	<u>Stone Age to Iron Age</u>	<u>Ancient Greece</u>	
Geography		<u>UK/ My Place in the World</u>	<u>Swimming in Plastic</u>	<u>Biomes- Tropical Rainforests</u>	
		Geographical skills and fieldwork – on going across the year			
D.T.		<p>Mechanisms 1</p> <p>Pneumatic Toys</p> <p>Mechanical Systems: Pneumatic Toys</p>	<p>Structures</p> <p>Castles</p> <p>Structures: Constructing a Castle</p> <p>Pavillions Structure: Pavilions</p>	<p>Textiles</p> <p>Cushions</p> <p>Textiles: Cushions</p> <p>Fastenings</p> <p>Textiles: Fastenings</p>	
Art and Design		<p>Introduce sketchbooks</p> <p>Drawing / Painting</p> <p>Every picture tells a story</p> <p>Formal Elements 3</p> <p>Formal Elements 4</p> <p>Skills 3 Skills 4</p>	<p>Use of sketchbooks</p> <p>Textiles / Collage</p> <p>Materials</p> <p>Formal Elements 3</p> <p>Formal Elements 4</p> <p>Skills 3 Skills 4</p>	<p>Use of sketchbooks</p> <p>3D Form Structure</p> <p>Formal Elements 3</p> <p>Formal Elements 4</p> <p>Skills 3 Skills 4</p>	
		Create sketchbooks to record observations			

<p>Music</p>	<p><u>Singing</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)- Remembrance Songs • Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) • Sing words/phrases of a song in their heads (thinking voice) Sing with expression Sing/play appropriate material confidently and fluently Make improvements to singing - rehearse together to achieve objectives Use graphic notation to illustrate the shape and formation of melodies <p>- Christmas Songs</p> <p><u>Over the year: -</u> Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p><u>Performing-</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Keep in time with a steady pulse when playing instruments Perform a repeated pattern to a steady pulse Maintain own part with awareness of how the different parts fit together to achieve an overall effect. • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) Select instruments and create sounds to describe visual images. • Play new pieces by ear and from simple notations. • Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it Contribute to a class performance Rehearse together to achieve objectives Suggest Ideas and preparations for performances 	<p><u>Improvising and Experimenting: -</u> Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Recognise and explore the ways sounds can be combined and used expressively Identify how songs are structured and accompanied Express song meanings/lyrics using voices or instruments Identify and control different ways instruments make sounds • Explore repeated patterns in music/art/dance Create repeated patterns and combine several layers of sound with awareness of the combined effect • Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) • Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds
<p>Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service)</p>			
<p>MFL</p>	<p><u>Spanish</u> To recognise and use greetings in Spanish To say their name and to ask others their names To ask others how they are feeling and to say how you are feeling</p> <p><u>Colours</u> To recognise and name colours in Spanish</p>	<p><u>Spanish</u> To understand and use numbers to 31 To count forwards and backwards</p> <p><u>Days and Months</u> To understand and say the days of the week To understand and say the months To recognise the written words for days and months To ask and answer questions about birthdays</p>	<p><u>Spanish</u> <u>Classroom Instructions</u> To recognise and follow instructions in Spanish To maximise the use of Spanish in the classroom</p> <p><u>Animals</u> To recognise and say the names of some animals in Spanish To understand and answer questions relating to animals</p> <p><u>Body Parts</u> To recognise and say names for parts of the body in Spanish To follow instructions in Spanish using parts of the body</p>
<p>P.E.</p>	<p>Games (Rugby)/ Gymnastics</p>	<p>Dance- free coaching session and PE lessons- Spring Term 1</p> <p>Tennis Festival-(PE this ½ term)-- Friday pm-Spring Term 2</p>	<p>Tri Golf and Athletics Swimming</p>

R.E.	<p>Domestic Church 4 weeks</p> <p>Year 3 - HOMES - God's vision for every family Judaism 1 week</p> <p>Year 3 - Synagogue Reconciliation 4 weeks EXPLORE from Year 3 - CHOICES (Come and See) 1 week Sacramental Preparation Module Celebrating Reconciliation - What do Catholics Believe and Do? 2 weeks RESPOND from Year 3 - CHOICES (Come and See) 1 week</p> <p>Advent/Christmas 4 weeks</p> <p>Year 3 - visitors - waiting for the coming of Jesus</p>	<p>Local Church 4 weeks Year 3 - Journeys - Christian family's journey with Christ</p> <p>Islam 1 week Year 3 - Places for worship</p> <p>Eucharist 4 weeks Year 3 - Sacramental Preparation Module Celebrating The Mass - What do Catholics Do?</p> <p>Lent/Easter 4 weeks Year 3 - giving all - Lent: remembering Jesus' total giving</p>	<p>Pentecost 4 weeks Year 3 - ENERGY - Gifts of the Holy Spirit</p> <p>Baptism/Confirmation 4 weeks</p> <p>Year 3 - PROMISES - Promises made at Baptism Universal Church 4 weeks</p> <p>Year 3 - SPECIAL PLACES - Holy places for Jesus and the Christian community</p>
	<p>Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</p>		

<p>Computing</p>	<p><u>Online Safety</u> <u>Powerful Passwords</u> Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p> <p><u>My Online Community</u> Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p> <ul style="list-style-type: none"> • Know that some people are the internet should not be trusted • Know that concerns about what they see on-line should be reported to a trusted adult • Create and use a simple password <p><u>IT</u></p> <ul style="list-style-type: none"> • Be able to log in to computer system as themselves and can find their documents (personal drive) • Know how to open shared documents and pictures. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Be able to use a block program (Scratch Jun, Scratch, Microbit Blocks) to make a simple programme using sequencing and timing. • Inputs sets of instructions according to programming language and environment (Logo, Scratch Jnr, Microbit etc..) 	<p><u>Online Safety</u> <u>Things for Sale</u> Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils learn methods used to promote products on these sites.</p> <p><u>Show Respect Online</u> Pupils explore the similarities and differences between inperson and online communications, and then learn how to write clear and respectful messages.</p> <ul style="list-style-type: none"> • Use a Search engine to find information given key words • Know which websites are useful and begin to understand all might not be trustworthy. • Be able to log in and out of websites used at school <p><u>IT</u></p> <ul style="list-style-type: none"> • <u>Know how to use software to create a simple brochure or poster. Publisher or Pages</u> • <u>Know how to sequence and add to slides to make a simple presentation</u> <u>Keynote, Powerpoint, iMovie</u> <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Use repeat loops for instance to create a program to draw regular 2D shapes (Logo, Scratch) • Independently be able to debug basic mistakes 	<p><u>Online Safety</u> <u>Writing Good Emails</u> Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey</p> <ul style="list-style-type: none"> • Know that using technology can sometimes be inappropriate <p><u>IT</u></p> <ul style="list-style-type: none"> • Create a meaningful document that contains both pictures and text <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Begin to use conditionals – If I click here then this happens...Scratch Junior, Scratch, Microbit
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