



St Michael's C of E
Year 3/4 Cycle A Curriculum Map



		Autumn	Spring	Summer
Reading	Word reading	NC Appendix 1 (NC P35) Sounds-Write Phonics Programme (Polysyllabic Words)		
	Comprehension	Texts include: a wide range of fiction (myths/legends, traditional tales, poetry and plays), non-fiction texts and reference books (NC p35/36).		
Writing	Handwriting	Kinetic Letters		
	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Composition Writing: Narrative and non-narrative (NC P39)		
	VGP	NC Appendix 2		
Speaking and Listening	12 Statutory statements (NC P17)			
Maths	Place Value and Number, Addition and Subtraction, Multiplication and Division, Fractions, Geometry: properties of shapes, Mass, Volume and Capacity, Statistics			
Science	Working Scientifically - throughout the year.			
	Forces and Magnets Light	Sound Working Scientifically	Living things and their habitats Plants	
Computing	Online Safety and Digital Literacy <ul style="list-style-type: none"> Create and use a simple password Use a Search engine to find information given key words. Discuss that some people are the internet should not be trusted. Discuss concerns about what they see online and distinguish what should be reported to a trusted adult. 	Online Safety and Digital Literacy <ul style="list-style-type: none"> 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 (TTRS) Know that pictures and text share on-line can end up with strangers. Reliably know what to do if they are exposed to unpleasant materials on any device. 	Online Safety and Digital Literacy <ul style="list-style-type: none"> Know that having a balance of online and offline activities is important - create a paper-based poster or leaflet to promote this. Creates and reliably uses a more complex password to access resources. Know what the key words are to enter into a search engine to find information they want. Can select useful websites from the results of a search (Related to curriculum topics). 	
	Information Technology <ul style="list-style-type: none"> Be able to log in to a Chromebook themselves and can find their documents (Google Drive) Know how to open previously created documents and pictures Know how to use features to create a simple brochure or poster (google slides or docs) Create a meaningful document that contains both pictures and text Be able to explain what a shared area is and find it on a computer. 	Information Technology <ul style="list-style-type: none"> Be able to save a document in a shared folder and retrieve this to continue working on it. On an iPad, work could be shared by Airdrop or equivalent. Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function on google docs. Know how to sequence and add to slides to make a simple presentation on google slides or iMovie on iPad. 	Information Technology <ul style="list-style-type: none"> To be able to use sequence to create an effective presentation or video in google slides or iMovie Be able to deliver a simple presentation to their peers Be able to organise their personal folder effectively for instance by organising work into folders for each year at school 	
	Computer Science <ul style="list-style-type: none"> Be able to use a block program (Scratch Jr, Scratch 3) to make a simple programme using sequencing and timing. Inputs sets of instructions according to programming 	Computer Science <ul style="list-style-type: none"> Use repeat loops for instance to create a program to draw regular 2D shapes (Logo, Scratch) 	Computer Science <ul style="list-style-type: none"> Be able to modify their program and be able to predict the effects of any changes. Know how to break sets of instructions into short steps to achieve goal. For instance, 	

	<p>language and environment (Logo, Scratch Jr, Scratch 3).</p> <ul style="list-style-type: none"> Independently be able to debug basic mistakes. 	<ul style="list-style-type: none"> Be able to explain how their program works by annotating a print out of their program. Begin to use conditionals. For example, if I click here then this happens... (Scratch Jr, Scratch 3). 	<p>drawing repeated squares to make a pattern.</p> <ul style="list-style-type: none"> Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs (Scratch- steer an object by using keys). <p>Information technology - create and present a simple presentation. Organize personal files.</p> <p>Computer science - predict and modify programs. Create a short set of instructions.</p>
History	<p>Ancient Greece</p> <p>Person: Leonidas of Sparta Event: The Trojan Horse</p>	<p>Changes from Stone Age to Iron Age Place/Event: Stonehenge</p>	<p>The Roman Empire's Impact on Britain Person: Julius Caesar Person: Boudicca Event: Hadrian's Wall Local History</p>
Geography	<p>Physical processes that affect the lithosphere:</p> <ul style="list-style-type: none"> Erosion and deposition Rivers - features and processes Rivers in the UK Coasts (formations - caves, arches, stacks, loss of land) Coastal erosion problems in the UK. <p>Fieldwork</p> <ul style="list-style-type: none"> Rivers/coasts 	<p>Human processes: Trade</p> <ul style="list-style-type: none"> Food - main foods in UK supermarkets and where they are sourced. Fossil fuels - oil and its trade between countries. <p>Human processes: Settlements</p> <ul style="list-style-type: none"> Settlements in urban areas (patterns and features) Settlements in rural areas (patterns and features) <p>Fieldwork</p> <ul style="list-style-type: none"> How does my local area make money? 	<p>Physical processes that affect the atmosphere: The water cycle</p> <ul style="list-style-type: none"> Evaporation, condensation, precipitation, run-off. Types of precipitation Types of clouds Extreme precipitation - monsoon, hurricane, cyclone. <p>The human effects of:</p> <ul style="list-style-type: none"> Monsoon and hurricane (Case studies of Bangladesh and Haiti)
Geographical skills and fieldwork - on going across the year			
D.T.	<p>Materials - Textiles</p> <ul style="list-style-type: none"> Design and make a pillow case. 	<p>Structures</p> <ul style="list-style-type: none"> Towers 	<p>Mechanisms</p> <ul style="list-style-type: none"> Lighthouse - adding circuit and pulley
Art and Design	<p>Paratheaon Frieze Focus - Sculpt</p>	<p>Roy Lichtenstein / David Hockney Focus - Paint (different types)</p>	<p>Georgia O'Keeffe / Claude Monet Focus - Paint (different types)</p>
Use sketchbooks to record observations			
Music	<p>Recorder Pulse Singing Rhythms Musical Performance</p>	<p>Recorder Composing and Improvising Pulse Singing</p>	<p>Recorder History of Music Musical Performance</p>
Music Specialist teacher in every other week.			
P.E.	<p>Games</p> <ul style="list-style-type: none"> Handball (Target) Runners (Striking and Fielding) End Zone (Invasion) 	<p>Games</p> <ul style="list-style-type: none"> Football (Invasion) Grid Rugby (Invasion) <p>Net/Wall Games</p>	<p>Games</p> <ul style="list-style-type: none"> Zone Cricket (Striking and Fielding) <p>Dance</p>

	Gymnastics <ul style="list-style-type: none"> Assessing Level 3/4 	<ul style="list-style-type: none"> Mini-Tennis Dance <ul style="list-style-type: none"> What's So Funny (Assessing Level 3/4) 	<ul style="list-style-type: none"> Assessing Level 3/4 OAA <ul style="list-style-type: none"> Where am I? Electric Fence Athletics <ul style="list-style-type: none"> Faster, Higher, Further Distance Challenge
Children to participate in intra-school and interschool competitions and events throughout the year.			
R. E.	Creation/Fall - What do Christians learn from the creation story? What are the deeper meanings of festivals?	Incarnation & God - What is the trinity? Salvation - Why do Christians call the day Jesus died Good Friday? (Easter)	What does it mean to be a Hindu in Britain today? How and why do believers show their commitment during the journey of life?
PRHSE	Relationships <ul style="list-style-type: none"> How can we be a good friend? What are families like? British Value <ul style="list-style-type: none"> Mutual Respect Tolerance UNCRC <ul style="list-style-type: none"> Article 15 Article 2 	Health and Wellbeing <ul style="list-style-type: none"> Why should we eat well and look after our teeth? British Value <ul style="list-style-type: none"> Individual Liberty UNCRC <ul style="list-style-type: none"> Article 24 Article 27 	Health and Wellbeing <ul style="list-style-type: none"> What keeps us safe? Living in the Wider World <ul style="list-style-type: none"> What makes a community British Value <ul style="list-style-type: none"> Democracy Rule of Law UNCRC <ul style="list-style-type: none"> Article 14 Article 17
Spanish MFL	Key phonics (Y3) Basic greetings/phrases (Y3) Numbers 1-11 (Y3), 11-31 (Y4) Name items in a pencil case (Y3) Ask for an item in a pencil case (Y3) Months of the year (Y4) Seasons (Y4) To ask the date (Y4) To make a Spanish Birthday invitation(Y4) Learn about Spanish Christmas (Y3) Learn a Spanish Christmas song (Y3) Learn Happy Birthday in Spanish Join in with Spanish songs (Y4) Learn a typical celebratory custom from Mexico (Y4)	Learn classroom language (Y3) Animals including the indefinite article (Y3) Plural nouns (Y3) 'a' and 'some' (Y3) Adjectives (colour) To listen and read along (Y3) To join in with a song (Y3) To listen to passages with a mixture of familiar and unfamiliar language (Y3) Combine adjectives and nouns to combine faces (Y4) Parts of the body (Y4) Design and describe a monster picture (Y4)	Fruit (Y3) Days of the week (Y3) Hungry Caterpillar story (Y3) To listen to and understand a Spanish story (Y3) To retell the Hungry Caterpillar in Spanish (Y3) Snacks (Y3) To ask and answer 'what do you want?' in Spanish (Y3) Perform and record café dialogues (Y3) Family members (Y4) Learn and use the alphabet (Y4) To describe hair and eyes using his/her (Y4) Listen and retell the Giant Turnip (Y4) Describe a famous family (Y4)
Spanish phrases to be used throughout the day and built up gradually throughout the year.			