



St Michael's C of E
Year 3/4 Cycle B 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.			
	States of Matter Animals, including humans	Working Scientifically Animals, including humans	Rocks Electricity	
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>The Anglo-Saxons and the Struggle for the Kingdom of England Person: Bede Person: Alfred the Great Event: The Battle of Hastings</p>	<p>Local History Mining</p>	<p>The Ancient Egyptians Person: Tutankhamun Person: Cleopatra Event: Construction of the Pyramids</p>
Geography	<p>Human processes: Transportation</p> <ul style="list-style-type: none"> Movement within cities (walking, cycling, buses, trams, cars) Movement within a country (cars, trains, coaches, aeroplanes, canal boats - include examples from around the world, e.g. rickshaw) Movement between countries (trains for continental; aeroplanes and ships for island to island or inter-continental) <p>Fieldwork</p> <ul style="list-style-type: none"> Transport use 	<p>Physical processes that affect the lithosphere: Earthquakes and Volcanoes</p> <ul style="list-style-type: none"> Plate tectonics Location of the majority of the world's volcanoes Location of the majority of the world's earthquakes <p>The human effects of:</p> <ul style="list-style-type: none"> Volcanic eruptions Earthquakes 	<p>Physical processes that affect the atmosphere: Climate Change</p> <ul style="list-style-type: none"> The difference between weather and climate The theory and evidence of climate change caused by human behaviour Effects of climate change on glaciers, sea levels and temperatures Human attempts to slow climate change and reduce plastic <p>Physical processes that affect the hydrosphere: Ocean circulation</p> <ul style="list-style-type: none"> Ocean currents Plastic pollution <p>Fieldwork</p> <ul style="list-style-type: none"> Plastic pollution
Geographical skills and fieldwork - on going across the year			
D.T.	<p>Mechanisms</p> <ul style="list-style-type: none"> Vehicles - Pneumatic balloon powered 	<p>Structures</p> <ul style="list-style-type: none"> Bridges (truss bridge) 	<p>Ingredients</p> <ul style="list-style-type: none"> Food - Pizza / cakes
Art and Design	<p>Giuseppe Arcimboldo / Rankin / Norman Cornish Focus - Paint (different types) and photography</p>	<p>Rosalind Freeborn Focus - Collage</p>	<p>Egyptian Sculpture Focus - Sculpt</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.	Games	Games	Games

	<ul style="list-style-type: none"> Handball (Target) Runners (Striking and Fielding) End Zone (Invasion) <p>Gymnastics</p> <ul style="list-style-type: none"> Assessing Level 3/4 	<ul style="list-style-type: none"> Football (Invasion) Grid Rugby (Invasion) <p>Net/Wall Games</p> <ul style="list-style-type: none"> Mini-Tennis <p>Dance</p> <ul style="list-style-type: none"> What's So Funny (Assessing Level 3/4) 	<ul style="list-style-type: none"> Zone Cricket (Striking and Fielding) <p>Dance</p> <ul style="list-style-type: none"> Assessing Level 3/4 <p>OAA</p> <ul style="list-style-type: none"> Where am I? Electric Fence <p>Athletics</p> <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.	<p>How does the church different to other places of worship?</p> <p>People of God - What is it like to follow God?</p>	<p>Gospel - What kind of world did Jesus want?</p> <p>Kingdom of God - When Jesus left, what was the impact of Pentecost?</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>Why do Christians say the Lord's Prayer?</p>
PRHSE	<p>Relationships</p> <ul style="list-style-type: none"> How do we treat each other with respect? What are families like? <p>Health and Wellbeing</p> <ul style="list-style-type: none"> What strengths, skills and interests do we have? <p>British Value</p> <ul style="list-style-type: none"> Mutual Respect <p>UNCRC</p> <ul style="list-style-type: none"> Article 29 Article 13 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> How will we grow and change? How can we manage our feelings? <p>British Value</p> <ul style="list-style-type: none"> Individual Liberty Mutual Respect <p>UNCRC</p> <ul style="list-style-type: none"> Article 24 Article 12 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> How can we manage risk in different places? <p>Living in the Wider World</p> <ul style="list-style-type: none"> How can our choices make a difference to others and the environment? <p>British Value</p> <ul style="list-style-type: none"> Rule of Law Individual Liberty <p>UNCRC</p> <ul style="list-style-type: none"> Article 17 Article 29
Spanish MFL	<p>Key phonics (Y3)</p> <p>Basic greetings/phrases (Y3)</p> <p>Numbers 1-11 (Y3), 11-31 (Y4)</p> <p>Name items in a pencil case (Y3)</p> <p>Ask for an item in a pencil case (Y3)</p> <p>Months of the year (Y4)</p> <p>Seasons (Y4)</p> <p>To ask the date (Y4)</p> <p>To make a Spanish Birthday invitation(Y4)</p> <p>Learn about Spanish Christmas (Y3)</p> <p>Learn a Spanish Christmas song (Y3)</p> <p>Learn Happy Birthday in Spanish</p> <p>Join in with Spanish songs (Y4)</p> <p>Learn a typical celebratory custom from Mexico (Y4)</p>	<p>Learn classroom language (Y3)</p> <p>Animals including the indefinite article (Y3)</p> <p>Plural nouns (Y3)</p> <p>'a' and 'some' (Y3)</p> <p>Adjectives (colour)</p> <p>To listen and read along (Y3)</p> <p>To join in with a song (Y3)</p> <p>To listen to passages with a mixture of familiar and unfamiliar language (Y3)</p> <p>Combine adjectives and nouns to combine faces (Y4)</p> <p>Parts of the body (Y4)</p> <p>Design and describe a monster picture (Y4)</p>	<p>Fruit (Y3)</p> <p>Days of the week (Y3)</p> <p>Hungry Caterpillar story (Y3)</p> <p>To listen to and understand a Spanish story (Y3)</p> <p>To retell the Hungry Caterpillar in Spanish (Y3)</p> <p>Snacks (Y3)</p> <p>To ask and answer 'what do you want?' in Spanish (Y3)</p> <p>Perform and record café dialogues (Y3)</p> <p>Family members (Y4)</p> <p>Learn and use the alphabet (Y4)</p> <p>To describe hair and eyes using his/her (Y4)</p> <p>Listen and retell the Giant Turnip (Y4)</p> <p>Describe a famous family (Y4)</p>
Spanish phrases to be used throughout the day and built up gradually throughout the year.			