Class 3 (Year 3&4) Curriculum Map

<table>
<tr><th>Year A</th><th colspan="2">Autumn Term:
The Romans/Europe</th><th colspan="2">Spring Term:
Anglo Saxons & Scots/Trade Links</th><th colspan="2">Summer Term:
Ancient Egyptians/Rivers</th></tr>
<tr><td>English</td><td>F – I don't believe it Archie
NF – Anthology of intriguing animals</td><td>NF – How Santa really works
F – Meercat Mail</td><td>NF – Persuasive Letter (RSPB)
Fiction – The Paperbag Prince</td><td>NF – Marvin and Milo
Fiction – Jack and the dream sack</td><td>Poetry – Paint me a poem
Fiction – Little Evie and the wild wood</td><td>NF - Penguins
Fiction - Cinderella of the Nile</td></tr>
<tr><td>Maths

White Rose

Rising Stars</td><td>Place value
Addition and subtraction
Multiplication and division</td><td>Number sense (3 weeks)
Additive reasoning (3 weeks)
Multiplicative reasoning (3 weeks)
Geometric reasoning (2 weeks)
Number Sense (2 weeks)</td><td>Multiplication and division
Length, perimeter and area
Fractions
Decimals</td><td>Additive reasoning (3 weeks)
Number sense (3 weeks)
Multiplicative reasoning (3 weeks)
Geometric reasoning (2 weeks)
Number sense (2 weeks)</td><td>Money
Statistics
Time
Shape
Mass and capacity
Position and direction</td><td>Additive reasoning (3 weeks)
Number sense (2 weeks)
Multiplicative reasoning (3 weeks)
Geometric reasoning (2 weeks)</td></tr>
<tr><td>Science</td><td>Living things and their habitats

Vocab:
Classification keys, Identify, Variety, Local environment, Wider environment, Pose danger to living things, habitat, Flowering plants (including grasses), non flowering plants (ferns, mosses), Vertebrate, All vertebrate animals: Fish, Amphibians, Reptile, Birds, Mammals Invertebrate animals:. Snails, slugs, Spiders, Insects, Human impact – Positive and negative, Nature reserve, Ecological, Population, Development, Deforestation

Working scientifically:
- Raising and answering questions based on observations e.g. about animals that they have researched.</td><td>Animals including humans

Vocab:
Digestive system, Mouth, Tongue, Teeth, Oesophagus, stomach, Small and large intestine, Function, Carnivore, herbivore, Molar, Incisor, Canine, pre molars.

Working scientifically:
- Comparing e.g. teeth of herbivores and carnivores.
- Suggesting reasons for differences
- draw and discuss e.g. the digestive system and compare to models or images
(Magenta principles)</td><td>Forces & Magnets
Vocab:
Surfaces, forces. Contact, magnetic, distance, attract, repel, poles, predict, direct contact

Working scientifically:
- Raising questions and carrying out tests e.g. to find out how far things move on different surfaces.
- Gather and record data to find out answers to questions. E.g. Sorting materials that are magnetic and not magnetic.

Concept cartoon:
The slide in upside down seeds.
This does feature in year 2, however, this time a focus on forces instead of material.</td><td>Plants
Vocab:
Function, Root, Stem/trunk, leaves, Flowers, Requirements, Growth, Air, Light, water, Nutrient, Vary, Transported, Life cycle, Pollination, Seed formation, Seed dispersal, Relationship between structure and function, Reproduction

Working scientifically:
- Compare different factors on plant growth
- Observation e.g. different stages of plant life cycle over a period of time.
- Setting up simple practical enquires e.g. Observe how water is transported.
- Systematic and careful observations.
- Record findings using simple scientific language, drawings and label diagrams.</td><td>States of matter
Vocab:
- Solid
- Liquid
- Gas
- Change of state
- Heated
- Cooled
- Temperature
- Degrees Celsius
Working scientifically:
- Grouping and classifying different materials
- Exploring the effect of temperature on substances. E.g. Chocolate
- Research the temperature of which materials change state.
- Observe and record evaporation over a period of time.
Concept cartoon suggestion:
Icy drinks in the snowman's cot.</td><td>The water Cycle
Link to Geography

Vocab:
- Evaporation
- Condensation
Working scientifically:
- Construct labels and diagram.</td></tr>
<tr><td>D&T</td><td colspan="2">Mechanisms Making catapults - Design and create a working model of a Roman catapult.

Vocab:
Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design
Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.
Evaluate – investigate, analyse, products, design criteria</td><td colspan="2">Cooking and nutrition The Great Bread Bake Off (Twinkl)

Vocab:
Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design
Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.
Evaluate – investigate, analyse, products, design criteria
Nutrition, healthy eating, varied diet, sweet/savoury, seasonality, ingredients, reared, caught, processed, cut, slice, dice, mash, sieve, pour, whisk, peal, grate, blend.</td><td colspan="2">Textiles Puppets

Vocab:
Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design
Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties.
Evaluate – investigate, analyse, products, design criteria</td></tr>
<tr><td>Art</td><td colspan="2">Pattern (mosaics) – Paul Klee
(y3) pattern in the environment, design, using ICT, making patterns on a range of surfaces, symmetry
(y4) explore environmental and man-made patterns, tessellation</td><td colspan="2">Colour – Pollock
(y3) colour mixing, make colour wheels, and introduce different types of brushes, techniques: apply colour using dotting, scratching, splashing.
(y4) colour mixing and matching: tint, tine, shade, observe colours, suitable equipment for the task, colour to reflect mood. (y6) create own abstract pattern to reflect personal experiences and expression, create pattern for purposes.</td><td colspan="2">Form – Egyptian masks
(y3) shape, form, model and construct (malleable and rigid material), plan and develop, understanding of different adhesives and construction, aesthetics
(y4) plan and develop, experience surface patterns/textures, discuss own work and work of other sculptors, analyse and interpret natural and man-made forms of construction,</td></tr>
<tr><td>Computing</td><td colspan="2">1. Word processing
2. Using and applying

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Internet Safety
Cyber bullying/Super searchers</td><td colspan="2">1. Animation
2. Scratch questions and quizzes

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Internet Safety
Copy cats/Too much information</td><td colspan="2">1. Programming Turtle Logo
2. Bug in the water cycle (Barefoot)

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Internet Safety
The online community/Cyber superheroes</td></tr>
</table>

Class 3 (Year 3&4) Curriculum Map

History	**The Romans** **Vocab:** Empire, Roman, Julius Caesar, Spread, invade, army, roads, soldier, structure of the army, Exeter, Hadrian's wall, Boudicca, rebellion, coliseum, mosaic, culture, beliefs, roman gods, bath, toga, villa, gladiator, amphitheatre, chariot, barbarian, mythology, basilica, pantheon, shield, sword, coin, Rome, slave, sewer. **Historical aims:** - The expansion and dissolution of empires - Understand the nature of ancient civilisations. - Gain and deploy a historically grounded understanding of abstract terms e.g. empire.	**Anglo Saxons & Scots** **Vocab:** Anglo Saxons, Scots, invading troops, settle, influence, English language, place names, examine, analyse, artefacts, conclusions, pagan beliefs, worship, Christianity, King Arthur, legend, rooms, runic alphabet, culture, religion, historical source, withdrawal, kingdom, **Historical aims:** - The expansion and dissolution of empires - Understand the nature of ancient civilisations. - Gain and deploy a historically grounded understanding of abstract terms e.g. empire.	**Ancient Egyptians** **Vocab:** Egypt, Egyptian, pyramid, money, pharaoh, canopic jar desert, Africa, tomb, coffin, scarab, irrigation, mattock, sickle, plough, Ra, river Nile, hieroglyphic, artefact, mummification, Tutankhamen, sarcophagus, death mask, god, goddess, **Historical aims:** - gain an historically grounded understanding of abstract terms e.g. civilization - Know and understand significant aspects of history and the wider world and ancient civilizations.
Geography	**Compare a region of UK with region of Europe:** **Vocab:** Region, Europe, UK ***This will depend on which the regions chosen***	**Trade links** **Vocab:** **Goods, services, traded, trade links, import, export, transport, trade partners, international, fair trade, global market, global supply chain, positive and negative, multinational companies, local trade, globalisation** Geographical skills: - Use maps, atlases and globes to describe features. - Recognise key physical and human characteristics - Understand geographical similarities and differences through the study of human and physical geography - Understand key aspect of human geography including trade links and the distribution of natural resource including energy, food, minerals and water.	**Rivers/water cycle** **Vocab:** Evaporation, river, water, bank, water cycle, source, upper course, lower course, middle course, erode, deposition, dam, sea, flow, meander, waterfall, location, discharge, oxbow lake, tributary, confluence, mouth, delta, estuary. Flood plain, levy, main channel Geographical skills: - Use fieldwork to observe, measure, record and present the human and physical features of the physical area.
MFL	Spanish – Scheme of Work, Years 3 & 4 (La Jolie Ronde)	Spanish – Scheme of Work, Years 3 & 4 (La Jolie Ronde)	Spanish – Scheme of Work, Years 3 & 4 (La Jolie Ronde)
Music	**African Drumming** Vocab: Bass (dun), tone (tek), slap, Djembe, Shekere, Caixixi, rhythm, steady beat, bar, metre Musical Dimensions: Duration – Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre. Tempo – Identify use and understand getting faster and slower in finer gradations.	**BBC 10 Pieces** Musical Dimensions: Texture – Identify the use and purpose of different layers in music heard, created and performed. Structure – Developing understanding of extended conventional structures and identify the more subtle development of musical ideas.	**Brass** Vocab: Trumpet, cornet, trombone, valve, slide, mouth piece, buzz, embouchure, tonging, pitch, step, leap, high, low Musical Dimensions: Pitch – Identify steps, leaps and repeated notes in melodies Timbre – Identify a range of related instruments by name.
PE	Swimming Dance – Romans Net and wall Invasion Games CLC - Gymnastics	Dance – Plants (from seed to plant/journey of a seed) Gymnastics – Yoga Net and wall OAA CLC - Orienteering	Dance – Egyptians Gymnastics - Travelling (Rivers/Water Cycle) Striking and fielding Athletics CLC – Rounders and cricket
RE Devon and Torbay RE Syllabus Y4 Units	L2.7 What do Hindus believe God is like? L2.3 Incarnation/God: What is the Trinity? Christmas	L2.8 What does it mean to be a Hindu in Britain today? L2.5 Salvation: Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 Kingdom of God: When Jesus left what was the impact of Pentecost? L2.11 Why do some people think that life is like a journey and what significant events mark this?
Jigsaw (PSHE) **Vocab identified on weekly planning**	Being me in my world / Celebrating difference	Dreams and goals / Healthy me	Relationships / Changing me

Class 3 (Year 3&4) Curriculum Map

Year B	Autumn Term: **World War II/Europe**		Spring Term: **In a land before time**		Summer Term: **The Victorians/ Volcanoes and earthquakes**	
English	NF – Book of bones Fiction – Oliver and the seawig	NF - My WW2 diary Fiction – Mog's Christmas Calamity	NF - Stone age boy Fiction - Fair brown and trembling (Cinderella)	NF – A walk in London Fiction – Leon and the place between	NF – How to invent Fiction - Firebird	NF – Ask Dr K Fisher about animals Fiction – Poetry Pie
Maths White Rose Rising Stars	Place value Addition and subtraction Multiplication and division	Number sense (3 weeks) Additive reasoning (3 weeks) Multiplicative reasoning (3 weeks) Geometric reasoning (2 weeks) Number Sense (2 weeks)	Multiplication and division Length, perimeter and area Fractions Decimals	Additive reasoning (3 weeks) Number sense (3 weeks) Multiplicative reasoning (3 weeks) Geometric reasoning (2 weeks) Number sense (2 weeks)	Money Statistics Time Shape Mass and capacity Position and direction	Additive reasoning (3 weeks) Number sense (2 weeks) Multiplicative reasoning (3 weeks) Geometric reasoning (2 weeks)
Science	**Animals** **Vocab:** Nutrition , Skeleton , Muscles, Support, Protection, Movement, Exoskeletons, Vertebrate, Invertebrate **Working scientifically:** - Asking relevant questions and using different types of science enquiry to answer them. - Identifying and grouping e.g. animals with and without skeleton - Observe and compare e.g. movement. - Grouping **(Magenta principles)** Magenta – arrange (bones), arrange/reduce (most important body parts/organs).	**Humans** **Vocab:** Skeleton, Muscles, Support, Protection , Movement, Food groups fruit and vegetables , dairy, carbohydrates, protein, oils and spreads, fats & sugars, Names of bones, Contracting, Relaxing, Pair **Working scientifically:** - Asking relevant questions and using different types of science enquiry to answer them. - Identifying and grouping e.g. animals with and without skeleton - Observe and compare e.g. movement. - Grouping **(Magenta principles)** **Investigation:** True or false questions about body facts (e.g. length of arm is equal to circumference of head), Giant's footstep'. Magenta – arrange (food groups).	**Rocks** **Vocab:** Appearance, physical properties, fossils, soil, organic matter, Igneous, Metamorphic, Sedimentary, Different types of rock, Grains, Crystals, Investigate **Working scientifically:** - Observing rocks. - Identify & classify rocks - Research and discuss different kinds of living things whose fossils are found in sedimentary rocks. - Explore different soil - Raising and answering questions e.g. the way that soils are formed. - Investigate e.g. what happens when rocks are rubbed together or what changes occur when they are in water (With a focus on fair testing)	**Light** **Vocab:** Dark is the absence of light, Reflection, Reflected , protect, Shadow, Light, Patterns, change , Directly (at the sun) **Working scientifically:** - Looking for patterns with what happens to shadows when the light source moves or the distance between the light source and the object changes. - Taking accurate measurements, record findings using bar charts, drawings. e.g. length of shadow - Show presentations of results and conclusions when investigating light (shadows)	**Sound** **Vocab:** vibrating/vibrations , travel, Vibrations travel through a medium to the ear, Pitch, Volume, Faint/fainters, distance , Increase, Decrease , Anatomy of the ear. **Working scientifically:** - Finding patterns in sounds that are made by different objects e.g. saucepan lids of different sizes and elastic bands of different thicknesses. - Make earmuffs from a variety of materials to investigate the best insulation against sound. - Make and play their own instruments using their knowledge about pitch and volume.	**Electricity** **Vocab:** Appliances, electricity, simple series electrical circuit, Construct, Cells, wires, bulbs, switches - buzzers - lamp - complete loop with a battery - Conductor - Insulator - Components -Devices *Formal circuit diagrams are introduced in Y6* **Working scientifically:** - Predictions e.g. bulbs get brighter if more cells are added. (See NC for other examples) - Suggest improvements and raise further questions within a scientific enquiry.
D&T	**Cooking and nutrition** Design a meal based on WWII Rations (VE day party) **Vocab:** Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties. Evaluate – investigate, analyse, products, design criteria Nutrition, healthy eating, varied diet, sweet/savoury, seasonality, ingredients, reared, caught, processed, cut, slice, dice, mash, sieve, pour, whisk, peal, grate, blend.		**Structures/Construction** Bridges **Vocab:** Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties. Evaluate – investigate, analyse, products, design criteria		**Electrical** Make Victorian shoebox houses which include and electrical circuit to turn on a light in the house. **Vocab:** Design - research, develop, criteria, functional, appealing, products, fit for purpose, evaluate, develop, model, communicate, annotate, sketch, cross-section, exploded diagram, prototypes, computer-aided design Make – tools, equipment, cutting, shaping, joining, finishing, accuracy, tools, components, construction materials, textiles, functional properties, aesthetic properties. Evaluate – investigate, analyse, products, design criteria	
Art	**Printing – Picasso printing** (Y3) relief and impressed printing, recording textures/patterns, mono printing, colour mixing through overlapping colour prints (Y4) use sketch books for recording textures/patterns, interpret environmental and man-made patterns, modify and adapt print		**Drawing – Cave paintings/drawings/portraits** (Y3) – experiment with the potential of various pencils, close observation, draw both the positive and negative shapes, initial sketches for preparation for painting, accurate drawings of people (particularly faces) (Y4) Identify and draw the effect of light, scale and proportion, accurate drawings of whole people including proportion and placement, work on a variety of scales, computer generated drawings.		**Texture – William Morris** (Y3) use smaller eyed needles and finer threads, weaving, tie dying, batik (Y4) use a wider variety of stitches, observation and designs of textural art, experiment with creating mood, feeling and movement, compare different fabric.	

Class 3 (Year 3&4) Curriculum Map

Computing	1. **Word processing** 2. **Presentation Skills** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Internet Safety What is cyber bullying/To buy or not to buy	1. **Internet research and communication** 2. **Using and applying** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Internet Safety Emailing/Keep it to yourself	1. **Programming Turtle, Logo and Scratch** 2. **Drawing and DTP** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Internet Safety Online communication/Party planners
History	**WW2** **Vocab:** Adolf Hitler, Nazi, Jew, food rationing, Anderson shelter, battle of Britain, invasion, evacuation, holocaust, evacuee, diet, implementation, military, air force, navy, army Historical aims: - Understand the achievements and follies of mankind - Historical enquiries - Gain historical perspective by putting their knowledge into context.	**Stone age to Iron age** **Vocab:** Early man, copper mining, bronze age, stone henge, hill fort, druids, iron age, tools, crucial, survival, Skara Brae, hunting tool, tribe, mining, archaeologist, unreliable, evidence Historical aims: - Understand how evidence is used rigorously to make historical claims.	**The Victorians** **Vocab:** Queen Victoria, Albert, Workhouse, invention, Victorian, steam engine, punch and Judy, rich, poor, chimney sweep, slate, chalk, cane, blackboard, abacus, whip & top, yo-yo, Diablo, horse, carriage, mangle, quill, ink, empire Historical aims: - Understand the expansion and dissolution of empires. - Understand how Britain has influenced the wider world and how people's lives has shaped this nation.
Geography	**Locate world's countries, focussing on Europe** **Vocab:** Countries of Europe e.g. France, Europe, EU, Brexit, physical and human characteristics, name mountains, rivers, landmarks & major cities, democracy, treaty, Geographical skills: - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	**Dartmoor (Local study)** Geographical skills: - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	**Volcanoes and earthquakes** **Vocab:** Earthquake, volcano, disaster, natural, layer, crust, outer core, molten rock, vent, eruption, volcanic, lava, nickel, iron, expelled, mantle, magma, active, pumice, extinct, dormant, core, ash, tectonic plates, tsunami, ring of fire, Geographical skills: - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
MFL	Spanish – Scheme of Work, Years 3 & 4 (La Jolie Ronde)	Spanish – Scheme of Work, Years 3 & 4 (La Jolie Ronde)	Spanish – Scheme of Work, Years 3 & 4 (La Jolie Ronde)
Music	**Ukulele** Vocab: Pluck/pick, strum, tremolo, note/chord names, ostinato, body, neck, head, fretboard, strings, solo, tutti, ensemble unison, repeated section. Musical Dimensions: Texture – Identify and use different types of texture including solo, unison and ostinato. Timbre – Identify a range of related instruments by name.	**Steel pan drums** Vocab: Chord strum, mallet, Bamboo Tamboo, pitch, step, leap, high, low, piano, forte, crescendo, diminuendo Musical Dimensions: Pitch – Identify melodic shape and explore different scale patterns. Dynamics – Explore how to use dynamics for expressive effect.	**Samba** Vocab: Surdo, Caixa, Repinique, Agogo Bells, Ganza, Tamborim, grove, call and response, call and copy, solo, break, rhythm, steady beat, bar, metre Musical Dimensions: Duration – Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre. Tempo – Explore how to use tempi for expressive effect.
PE	Swimming Dance – Rock and Roll/Swing (Link to WWII) Net and wall Invasion Games CLC - Gymnastics	Dance – St George and the Dragon Gymnastics – Rolling Net and wall OAA CLC - Orienteering	Dance – Volcanoes Gymnastics – balance Striking and fielding Athletics CLC – Rounders and cricket
RE Devon and Torbay RE Syllabus Y3 Units	L2.1 Creation/fall: What do Christians learn from the creation story? L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 People of God: What is it like to follow God? L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 Gospel: What kind of world did Jesus want? L2.12 How and why do religious and non-religious people try to make the world a better place?
Jigsaw (PSHE) **Vocab identified on weekly planning**	Being me in my world / Celebrating difference	Dreams and goals / Healthy me	Relationships / Changing me