The Federation of St Joseph's and St Thomas More Roman Catholic

Voluntary Aided Primary Schools

YEAR 3/4 CURRICULUM MAP

<table>
<tr><th></th><th></th><th>Autumn – Stone Age</th><th>Spring – Ancient Egypt</th><th>Summer – Shang Dynasty</th></tr>
<tr><td rowspan="3">Reading</td><td>Word reading</td><td colspan="3">NC Appendix 1 (NC p 35) Y3 – use knowledge to read 'exception words', use dictionaries to check meaning. Y4 secure decoding of unfamiliar words,</td></tr>
<tr><td>Comprehension</td><td colspan="3">Texts include: wide range of fiction (including fairy stories and myths and legends), poetry – prepare and perform, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36) Y3 - check own understanding of reading, draw inferences and make predictions, retrieve and record information from non-fiction books, discuss reading with others, retell some stories orally, discuss words and phrases that capture imagination, identify themes and conventions, identify and summarise ideas.

<table>
<tr><th>Fiction</th><th>Non-Fiction</th></tr>
<tr><td>Here We Are
Stone Age Boy
Stig of the Dump
The Firework Maker's Daughter
Gorilla
Tin Forest
The Great Kapok Tree
Greta and The Giants</td><td>Ancient Egyptians
Stone Age
Shang Dynasty</td></tr>
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<tr><td rowspan="3">Writing</td><td>Transcription</td><td colspan="3">NC Appendix 1 – Revision of work from years 1/2, Adding suffixes (beginning with vowel letters to words of more than 1 syllable), /l/ = y in the middle of words, /u/ spelt ou, More prefixes , -ation, -ly, -sure, -ture, -sion, -ous, -ssion, -clan, /k/= ch, /sh/ = ch, /g/=gue, /k/=-que, /s/=sc, /eI/=ei/eigh/ey, possessive apostrophe, homophones and near homophones. Word List Appendix 1 pg 54. Check spelling using a dictionary</td></tr>
<tr><td>Composition</td><td colspan="3">Writing: narrative and non-narrative (NC p 39) Plan to write based on familiar forms, rehearse sentences orally for writing. Create simple settings and plot. Assess effectiveness of own and others writing.</td></tr>
<tr><td>VGP</td><td colspan="3">Word = (3)
• Formation of nouns using a range of Prefixes (eg super-, anti-, auto-).
• Use the forms a or an according to whether the next work begins with a consonant or a vowel.
• Word families based on common words, showing how words are related in form and meaning.
• (4) the grammatical difference between plural and possessive –s.
• standard English forms for verb inflections instead of local spoken forms.
• Use varied rich vocabulary.
Sentence = (3)
• expressing time, place and cause using conjunctions, adverbs or prepositions
• (4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
• Fronted adverbials.
Text = (3)
• Introduce paragraphs as a way to group related material.
• Headings and sub-headings to aid presentation.
• Use of the present perfect form of verbs instead of the simple past.
• (4) Paragraphs to organise ideas around a theme.
• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Punctuation = (3)
• Introduction to inverted commas to punctuate direct speech.
• (4) use of comma/punctuation with inverted commas.
• Apostrophes to mark plural possession.
• Use of commas after fronted adverbials.
Terminology for pupils = (3) preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. (4) determiner, pronoun, possessive pronoun, adverbial.</td></tr>
<tr><td colspan="2">Speaking and Listening</td><td colspan="3">12 Statutory statements (NC p 17)</td></tr>
<tr><td colspan="2"></td><td colspan="2">Y3
• Participate in conversation
• Consider and evaluate different viewpoints
• Give structured descriptions</td><td>Y4
• Articulate and justify opinions
• Speak audibly in Standard English
• Gain, maintain and monitor interest of listeners</td></tr>
<tr><td colspan="2"></td><td>Number / Calculation</td><td>Geometry and Measures</td><td>Fractions and Decimals</td></tr>
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<tr><td rowspan="3"><u>Maths</u></td><td>• Learn 3,4 & 8x tables.
• Secure place value to 100.
• Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits.
• Written column addition and subtraction
• Solve number problems, including multiplication and division and missing number problems
• Use commutatively to help calculations</td><td>• Measure and calculate with metric measures
• Measure simple perimeter
• Add/subtract using money in context
• Use Roman numerals up to XII; tell time
• Calculate using simple time problems
• Draw 2-d shapes/make 3-d shapes
• Identify and use right angels
• Identify horizontal, vertical, perpendicular and parallel lines</td><td>• Use and count tenths
• Recognize, find and write fractions
• Recognize some equivalent fractions
• Add/subtract fractions up to <1
• Order fractions with common denominator</td></tr>
<tr><td>• Know all tables to 12 x 12
• Secure place value to 1000
• Use negative whole numbers
• Round numbers to nearest 10,100 or 1000
• Use roman numerals to 100 (c)
• Column subtraction and addition up to 4 digits
• Multiply and divide mentally
• Use standard short multiplication</td><td>• Compare 2-d shapes, including quadrilaterals and triangles
• Find area by counting squares
• Calculate rectangle perimeters
• Estimate and calculate measures
• Identify acute, obtuse and right angles
• Identify symmetry
• Use first quadrant coordinates
• Introduce simple translations</td><td>• Recognize tenths and hundredths
• Identify equivalent fractions
• Add and subtract fractions with common denominators
• Recognize common equivalents
• Round decimals to whole numbers
• Solve money problems</td></tr>
<tr><td colspan="2">Data – Y3 Interpret bar charts and pictograms</td><td colspan="2">Data – Y4 Use bar charts, pictograms and line graphs</td></tr>
<tr><td>Science</td><td><u>Dig Deep (Rocks)</u>
• Compare and group together different
• kinds of rocks on the basis of their appearance and simple physical properties
• Describe in simple terms how fossils are formed when things that have lived are trapped within rock
• Recognise that soils are made from rocks and organic matter.

<u>Mirror Mirror (Light)</u>
• Light experiments
• Notice that light is reflected from surfaces
• Find patterns that determine the size of shadows.</td><td><u>Looking at State (Y4/3)</u>
• compare and group materials together, according to whether they are solids, liquids or gases
• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

<u>How does your garden grow? (Plants)</u>
• identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers
• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
• investigate the way in which water is transported within plants

<u>Pollination (Plants)</u>
• explore the part that flowers play in the life cycle of flowering plants,</td><td><u>Magnets</u>
• notice that some forces need contact between two objects, but magnetic forces can act at a distance
• observe how magnets attract or repel each other and attract some materials and not others
• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
• describe magnets as having two poles
• predict whether two magnets will attract or repel each other, depending on which poles are facing.

<u>Animals and Food Chains/ Habitats</u>
• identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups
• recognize that environments can change and that this can sometimes pose dangers to living things.</td></tr>
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		including pollination, seed formation and seed dispersal.	
Working Scientifically Examples	1. How do shadows change as the light source changes? 2. Which rock is the hardest? Scratch testing	1. What happens to different substances when heated? 2. What happens to different substances when cooled? Which melt/boil/freeze and why 3. Where do plants grow best? 4. How do different environments change the way plants grow or the type of plants that can grow?	1. Which materials are magnetic? Are some materials more magnetic than others?
Computing	Algorithms Create and debug simple programs Use sequence and selection and repetition Present data and information Introduce concept of Cyberbullying	E Safety Acceptable and unacceptable behaviour Use safe searching and how results are ranked Use technology to create organise, store and retrieve content Recognises uses of technology beyond school	Inserting a picture Poster and using software Image Graphics editing
Skills and other notes	Time line, evidence, apply to modern day	Tracking change – time line, how this effects life today, local impact	
Geography Topic and skills	**Coasts**	**Why does Italy shake and roar?**	**South America – Amazon Rainforest**
D.T.	**Textiles –** Stone Age Tunic	**Cookery-** make Egyptian bread	**Invention –** Making a kite (Shang Dynasty)
Art and Design	**Portraits**	**Patterns/Textiles –** Kandinsky and Egyptian patterns	**Famous Artists –** look at Shang Dynasty art
	Create sketchbooks to record observations		
Music	**Rock and Pop** – vocal coaching. Band performing. **Develop an understanding of the history of music** – music around the world.	**Play and perform** - rhymes/raps/action songs including 'Cave man song' – keeping pulse/beat **Improvise and Compose -** percussion band/ensemble – playing word rhythms	**Play and Perform** - tuned instruments: pentatonic / modal improvisation and compositions **Understand notation**
	Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service)		
MFL	**All About Me (QCA Unit 1)** Greetings Introducing yourself	**Games and Songs (QCA Unit 2)** *Saying what there is* *Giving opinions* *More counting (13-20)*	**What's the weather like? (QCA Unit 12)** Describing the weather Revise numbers to 40 Saying the date
P.E.	**Athletics – Off, Up and Away** **Personal Fitness** **Games**	**Dance** **Games – Target baggers** **Gymnastics**	**OAA – Search and rescue** **Games – Run the loop**

R.E.	**Y3.1 – Domestic Church (Homes)** **Y3.2 – Reconciliation (Choices)** **Y3.3 Advent (Visitors)** **Judaism Week**	**Y3.4 – Community- Local Church (Journeys)** **Islam Week** **Y3.5 – Eucharist** **Y3.6 Lent (Giving All)**	**Y3.5 – Pentecost (Energy)** **Y3.6 – Baptism/confirmation (Promises)** **Y3.7- Universal Church (Special Places)**