



School Curriculum Map - CYCLE B
Class: Fitzwalter - Year Group 3/4

	Autumn		Spring			Summer	
English (Hamilton Trust)	Fiction Stories on a Theme: Stories that Raise Issues Poetry Humorous Poems: Revolting Rhymes and Dirty Beasts	Fiction Humorous Stories: Grimwood Non-Fiction Letters: I'll Write to You: Animal Conversations	Non-Fiction Reports and Recounts: Real-life Mysteries Fiction Classic Fiction: Stig of the Dump	Non-Fiction Information Texts: Sport Poetry Poetic Forms: Acrostics and Haikus	Fiction Stories by the same author: Satoshi Kitamura Non-Fiction Letters and Postcards: Dragon post	Fiction Short Stories: Look Both Ways Non-Fiction Instructions and Explanations: How does it work?	
Spoken Language (Skills ongoing throughout the year)	Listening skills	Participating in discussion	Drama, performance and confidence	Asking and answering questions	Speaking for a range of purposes	Following instructions	Vocabulary building & standard English
	Year 3 To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	Year 3 To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.	Year 3 To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	Year 3 To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	Year 3 To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	Year 3 To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	Year 3 To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.
	Year 4 To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	Year 4 To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.	Year 4 To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.	Year 4 To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	Year 4 To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	Year 4 To follow complex directions/multi-step instructions without the need for repetition.	Year 4 To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
Maths	Number Place value Number Addition and Subtraction	Number Multiplication and division A Measurement Area	Number Multiplication and division B Measurement Length and perimeter	Number Fractions A Measurement Mass and capacity Number Fractions B	Measurement Time Numbers Decimals Measurement Money	Geometry Shape Geometry Position and direction Statistics	
Science	Animals Including Humans Healthy Eating	Living Things and their Habitats Grouping living things	Light	Plants	Electricity		
History	Romans and the Impact on Britain					Ancient Greece	
Geography			UK and Iceland (volcanoes and earthquakes)			Local area- fieldwork skills	
Design & Technology	Roman Empire Cooking and nutrition: healthy snack bars for others in school					(Graphic design and electrical engineering) A table-top game incorporating an electrical system	
Art	Roman Empire - Textiles (Roman weaving) - 3D Modelling (pots/clay) - collage (Mosaic) Sosus of Pergamon		Volcanoes - 3D Modelling (Paper Mache volcano) -Drawing (cross section of volcano, also parts in proportion). inspired volcano art		people with body Jackson Pollock	Ancient Greece -Painting (architecture/watercolour Parthenon). - Printing (Ancient Greek patterns).	

	Autumn		Spring			Summer	
MFL- Spanish	Unit 1- Describing me and others	Unit 2- Saying what I and others have Unit 3- Revision & Christmas	Unit 4a- Saying what I and others do Unit 4b- Saying what I and others do	Unit 5- Saying how many, describing things Unit 6- Revision & Easter	Unit 7- Describing things and people	Unit 8- Expressing likes and saying what I and others do Unit 9- Assessments	
Computing (Teach Computing)	Strand: Computing systems and networks Unit: Connecting computers (Lesson 1-3) Strand: Computing systems and networks Unit: The internet (Lesson 4-6)	Strand: Creating media Unit: Stop-frame animation (Cross-curricular opportunity – Romans)	Strand: Programming Unit: Events and actions in programs	Strand: Data and information Unit: Data logging	Strand: Programming Unit: Repetition in shapes	Strand: Creating media Unit: Photo editing	
PSHE and RSE	VIPS. Relationships	Safety First Health and Wellbeing	One World Living in the wider world	Digital Wellbeing Relationships	Money Matters Living in the Wider World	Growing up Relationships	
R.E links Essex locally agreed syllabus	Where do religious beliefs come from? Christian		What do we mean by truth? Is seeing believing? Multi, Sikh	How do/have religious groups contribute to society and culture? Christian, Jewish, Sikh	Why is there so much diversity of belief within Christianity? Muslim	What does sacrifice mean? Multi, Humanist	
Music (Charanga)	Musical Structures	Playing in a Band	Compose with Your Friends	More Musical Styles	Expression and Improvisation	Opening Night	
P.E	Gymnastics	Dance	Circuit Training	Dance	Gymnastics	Dance	
	OAA	Invasion Games	Invasion Games: Tag Rugby	Net Wall Games	Striking and Fielding Games	Athletics	
Christian Distinctiveness	Rules and community – class rules (See: What if learning – Rules and community) Harvest – honour and respect for the elderly (See: What if learning – Cooking and honouring”)	Children In Need - November Giving and receiving gifts (See: What If learning - “God’s World”)	Red Nose Day / Sport Relief - March	Foods grown around the world – famine – charity – Fair trade PE/Exercise - What we do with our bodies affects our minds, our emotions and our spirits. Seeing themselves in a holistic way. (See: What If learning – Bodies and People)	Interconnectedness of the creation of the world (See: What If learning – Seeing Connections)	Environment – littering - responsibility in our environment (See: What If learning – Words and Actions)	
Suggested Visits					London	Local area visit	